



NOTICE OF PUBLIC MEETING of the Board of Directors of SOMERSET ACADEMY OF LAS VEGAS

NOTICE IS HEREBY GIVEN THAT THE BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS, A PUBLIC CHARTER SCHOOL, WILL CONDUCT A PUBLIC MEETING ON OCTOBER 10, 2022 BEGINNING AT 6:00 P.M. AT 385 W. CENTENNIAL PKWY, NORTH LAS VEGAS, NV 89081. THE PUBLIC IS INVITED TO ATTEND.

ATTACHED HERETO IS AN AGENDA OF ALL ITEMS SCHEDULED TO BE CONSIDERED. UNLESS OTHERWISE STATED, THE BOARD CHAIRPERSON MAY 1) TAKE AGENDA ITEMS OUT OF ORDER; 2) COMBINE TWO OR MORE ITEMS FOR CONSIDERATION; OR 3) REMOVE AN ITEM FROM THE AGENDA OR DELAY DISCUSSION RELATING TO AN ITEM.

REASONABLE EFFORTS WILL BE MADE TO ASSIST AND ACCOMMODATE PHYSICALLY DISABLED PERSONS DESIRING TO ATTEND OR PARTICIPATE IN THE MEETING. ANY PERSONS REQUIRING ASSISTANCE MAY CONTACT DENA THOMPSON AT (702) 431-6260 OR DENA.THOMPSON@ACADEMICANV.COM TWO BUSINESS DAYS IN ADVANCE SO THAT ARRANGEMENTS MAY BE CONVENIENTLY MADE.

THE MEETING AGENDA, SUPPORT MATERIALS, AND MINUTES ARE AVAILABLE AT 6630 SURREY ST, LAS VEGAS, NV 89119, VIA EMAIL AT DENA.THOMPSON@ACADEMICANV.COM, OR BY VISITING THE SCHOOL'S WEBSITE AT [HTTPS://SOMERSETACADEMYOFLASVEGAS.COM/](https://somersetacademyoflasvegas.com/) FOR COPIES OF THE MEETING AUDIO, PLEASE EMAIL DENA.THOMPSON@ACADEMICANV.COM.

PUBLIC COMMENT MAY BE LIMITED TO THREE MINUTES PER PERSON AT THE DISCRETION OF THE CHAIRPERSON. **PLEASE EMAIL DENA.THOMPSON@ACADEMICANV.COM TO SUBMIT OR SIGN UP FOR PUBLIC COMMENT IN ADVANCE.** PUBLIC COMMENT CAN ALSO BE MADE IN PERSON AT THE MEETING.



Equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.

Board of Directors

TRAVIS MIZER – *Board Chair*

SARAH MCCLELLAN – *Board Vice Chair*

LENORA BREDSGUARD – *Board Secretary*

WILL HARTY – *Board Treasurer*

CODY NOBLE – *Board Member*

JOHN BENTHAM – *Board Member*

RENEE FAIRLESS – *Board Member*

MEETING OF THE BOARD OF DIRECTORS OCTOBER 10, 2022

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(NO ACTION MAY BE TAKEN ON A MATTER RAISED UNDER THIS ITEM OF THE AGENDA UNTIL THE MATTER ITSELF HAS BEEN SPECIFICALLY INCLUDED ON AN AGENDA AS AN ITEM UPON WHICH ACTION WILL BE TAKEN.)

3. CONSENT AGENDA (FOR POSSIBLE ACTION) (ALL ITEMS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE



AND WILL BE ENACTED BY ONE MOTION. THERE WILL BE NO SEPARATE DISCUSSION OF THESE ITEMS UNLESS A BOARD MEMBER OR MEMBER OF THE PUBLIC SO REQUESTS, IN WHICH CASE THE ITEM(S) WILL BE REMOVED FROM THE CONSENT AGENDA AND CONSIDERED ALONG WITH THE REGULAR ORDER OF BUSINESS.)

- a. APPROVAL OF MINUTES FROM THE AUGUST 22, 2022 BOARD MEETING
- b. GENDER DIVERSE STUDENT POLICY (NOT FOR ACTION)
- c. APPROVAL OF LOCAL LITERACY PLAN
- d. APPROVAL OF THE REVISED RESTORATIVE JUSTICE PLAN
- e. APPROVAL OF RECOMMENDATIONS FROM THE FINANCE COMMITTEE
 1. SCHOOL FINANCIAL PERFORMANCE (NOT FOR ACTION)

4. ACTION & DISCUSSION ITEMS

(ACTION MAY BE TAKEN ON THOSE ITEMS DENOTED "FOR POSSIBLE ACTION")

- a. DATA DISCUSSION WITH JESSICA BARR (FOR DISCUSSION)
- b. DISCUSSION AND POSSIBLE ACTION REGARDING A. EVANGEL AGADAGA, UNDER NRS 388A.515 (MAY BE HELD UNDER A CLOSED SESSION PURSUANT TO NRS 241.030(1)(2)) (FOR POSSIBLE ACTION)
- c. SOMERSET PRINCIPAL REPORTS (FOR DISCUSSION)
 - ACADEMIC PROGRESS REPORTS
 - CAMPUS UPDATES
- d. DISCUSSION REGARDING STUDENT RECRUITMENT AND ENROLLMENT PLANS FOR ALIANTE, LONE MOUNTAIN, SKY POINTE, AND SKYE CANYON (FOR DISCUSSION)
- e. DISCUSSION REGARDING EFFORTS TO ENSURE ACCESS TO UNIFORMS FOR FAMILIES IN NEED (FOR DISCUSSION)
- f. REVIEW AND APPROVAL OF THE EMO EVALUATION FOR ACADEMICA NEVADA (FOR POSSIBLE ACTION)

5. ANNOUNCEMENTS AND NOTIFICATIONS

6. MEMBER COMMENT

7. PUBLIC COMMENT

(NO ACTION MAY BE TAKEN ON A MATTER RAISED UNDER THIS ITEM OF THE AGENDA UNTIL THE MATTER ITSELF HAS BEEN SPECIFICALLY INCLUDED ON AN AGENDA AS AN ITEM UPON WHICH ACTION WILL BE TAKEN.)

8. ADJOURN MEETING



THIS NOTICE AND AGENDA HAS BEEN POSTED ON OR BEFORE 9 A.M. ON THE THIRD WORKING DAY BEFORE THE MEETING AT THE FOLLOWING LOCATIONS:

- 1) SOMERSET ALIANTE CAMPUS – 6475 VALLEY DR., NORTH LAS VEGAS, NV 89084
- 2) SOMERSET LONE MOUNTAIN CAMPUS – 4491 N. RAINBOW BLVD., LAS VEGAS, NV 89108
- 3) SOMERSET LOSEE CAMPUS – 4650 LOSEE ROAD, NORTH LAS VEGAS, NV 89081
- 4) SOMERSET NORTH LAS VEGAS CAMPUS – 385 W. CENTENNIAL PKWY, NORTH LAS VEGAS, NV 89084
- 5) SOMERSET SKY POINTE CAMPUS – 7038 SKY POINTE DR., LAS VEGAS, NV 89131
- 6) SOMERSET SKYE CANYON CAMPUS – 8151 N. SHAUMBER ROAD, LAS VEGAS, NV 89166
- 7) SOMERSET STEPHANIE CAMPUS – 50 N. STEPHANIE ST., HENDERSON, NV 89074
- 8) [HTTPS://SOMERSETACADEMYOFLASVEGAS.COM/](https://somersetacademyoflasvegas.com/)
- 9) [HTTPS://NOTICE.NV.GOV/](https://notice.nv.gov/)

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**
AGENDA ITEM: **3 – CONSENT AGENDA**
NUMBER OF ENCLOSURES: **0**

SUBJECT: CONSENT AGENDA

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

MOVE TO APPROVE THE ITEMS FOR ACTION ON THE CONSENT AGENDA.

FISCAL IMPACT:

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **2-3 MINUTES**

BACKGROUND: SUPPORT MATERIALS AND/OR BACKGROUND HAS BEEN PROVIDED TO THE BOARD. ALL ITEMS ON THE CONSENT AGENDA WHICH ARE FOR ACTION CAN BE APPROVED IN ONE MOTION; HOWEVER, INDIVIDUAL ITEMS MAY BE TAKEN OFF THE CONSENT AGENDA IF THE BOARD DEEMS THAT DISCUSSION IS NECESSARY.

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**

AGENDA ITEM: **3a – APPROVAL OF MINUTES FROM THE AUGUST 22, 2022 BOARD MEETING**

NUMBER OF ENCLOSURES: **1**

SUBJECT: **MINUTES APPROVAL**

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **A BOARD MEETING WAS HELD ON AUGUST 22, 2022. AS SUCH, THE MINUTES WILL NEED TO BE APPROVED FOR THAT MEETING.**

**MINUTES
OF THE MEETING OF THE
BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS
AUGUST 22, 2022**

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on August 22, 2022 at 6:00 p.m. at 8151 N. Shaumber Road, Las Vegas, NV 89166, and via Zoom webinar.

1. CALL TO ORDER AND ROLL CALL

Board Vice Chair Sarah McClellan called the meeting to order at 6:10 p.m. In attendance were Board members Sarah McClellan, LeNora Bredsguard, Will Harty, and John Bentham.

Members Travis Mizer, Cody Noble, and Renee Fairless were not in attendance.

Also present were Principal Lee Esplin, Principal Cesar Tiu, Principal Jessica Scobell, Principal Shannon Manning, Principal Mindi Palomeque, Principal Kate Lackey, Principal David Fossett, and Assistant Principal Connie Pitt; as well as Somerset Inc. representative Suzette Ruiz and Academica representatives Gary McClain, Ryan Reeves, Matt Padron, Paul Ballou, and Marla Devitt.

2. PUBLIC COMMENT

Jayda White provided public comment regarding concerns with Aliante campus lunch and dismissal policies.

3. CONSENT AGENDA

a. APPROVAL OF MINUTES FROM THE JUNE 21, 2022 BOARD MEETING

b. APPROVAL OF RECOMMENDATIONS FROM THE FINANCE COMMITTEE

- 1. SCHOOL FINANCIAL PERFORMANCE**
- 2. APPROVAL OF THE REVISED FINAL BUDGET FOR THE 2022/2023 SCHOOL YEAR**
- 3. ACCEPTANCE OF GRANT FUNDS FROM THE FOLLOWING:**
 - a. CTE STATE COMPETITIVE**
 - b. CTE STATE ALLOCATION**
 - c. PLTW**
 - d. TITLE I**
 - e. TITLE II**
 - f. TITLE IV**
 - g. SPED PART B**
 - h. SPED EXCEPTIONAL NEEDS**

MEMBER NOBLE MOVED TO APPROVE THE GRANT, AS PRESENTED. MEMBER BENTHAM SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

4. ACTION & DISCUSSION ITEMS

a. ACADEMIC PROGRESS REPORT, CAMPUS RECOGNITIONS, AND UPDATES

Principal Kate Lackey addressed the Board to provide Skye Canyon campus highlights. Dr. Lawrence Brown joined the campus as the new dean. The GATE program was launched with 20

students from 3rd grade, 12 from 4th grade, and 12 from 5th grade. The Meet and Greet was held on August 9th. The campus would hold an open house on September 8th from 5-7 p.m. The data from last year was phenomenal and would be presented when it was official.

Principal Jessica Scobell addressed the Board to provide Losee campus highlights. The elementary school had stabilized and the teachers were doing outstanding jobs. The fall diagnostic from iReady showed that the students were closer to grade level to start the year than ever before. The EL population was a focus. The EL department had put together an action plan in grade bands for K-2, 3-5, 6-8, and 9-12. The goal was to see those students exited from WIDA and be on track to be grade-level proficient. Principal Scobell stated that the middle school had welcomed 270 new students from the North Las Vegas campus. Thirteen new teachers had been added. The EL students would be working on language acquisition and fluency skills. The iReady diagnostics were recently completed. The data was not complete; however, it looked like the middle school had shown significant academic growth.

Principal Scobell stated that the number of AP students had increased significantly over the course of two years. In 2020 there were 345 seats filled in AP. There were 537 in the 21/22 school year. Students were passing at a higher rate. AP Biology improved from a 0% pass rate in 2021 to a 75% pass rate in 2022. AP Comparative Government had a 60% pass rate and beat the State pass rate of 48%. AP Literature had a pass rate of 83%, which beat both the State and global average. Out of 28 strands, Losee students scored above the State and global rate on 14. AP Spanish had a pass rate of 100%, beating both the State and global pass rate. Losee students scored above the State and global rate in 13 of 29 strands. AP Government had a pass rate of 67%, beating the State pass rate of 39% and the global pass rate of 48%. Losee students beat the State and global mean in 27 of 30 strands. AP World History improved from zero students passing to a 50% pass rate and beat the State and global average in 16 of 19 strands.

Principal Scobell concluded by stating that football had kicked off the previous Friday. The game would be in Bullhead City against Needles California. Member Bentham asked when Losee would play their first home game. Principal Scobell stated that the bleachers would not be ready until the homecoming game on September 30th. Member Bentham asked if the 270 North Las Vegas students had matriculated well. Principal Scobell stated that, although it was always a challenge to bring two different school cultures together, the teachers were doing an outstanding job. A lot of support had been added to the middle school, including a middle school assistant principal, a middle school student support advocate, an assistant principal who worked with grades 6-12, two new middle school counselors, and an intervention counselor.

Principal Mindi Palomeque addressed the Board to provide North Las Vegas campus highlights. Thanks to Mr. Gary McClain and his team, the building opened successfully following all the construction. The campus added many positions for support, including a K-2 literacy coach, a 3-5 literacy coach, a math coach, a data coach, a school safety professional, a school success advocate, a counselor, and a restorative justice coordinator. Through Project Aware, the campus was a multi-tier support system (MTSS) with project-based intervention support for social and emotional learning. The fall benchmarks were underway. She noted that the teachers were excited about being able to help the students one grade level below or on grade level move up.

Principal David Fossett addressed the Board to provide Stephanie campus highlights. He noted that he was excited about the staff he had in place. The new staff went through a rigorous screening

process, including looking at the teacher's previous data. Principal Fossett stated that Ms. Jessica Barr was breaking down the elementary data by classroom. There were some high points and some low points. There were multiple facility changes to the building, including to rooms constructed, painting, and outside lights. The Project Lead the Way grant would be used for a robotics project for the middle school STEM program.

Principal Cesar Tiu addressed the Board to provide Lone Mountain campus highlights. The school opening went smoothly. They have completed the middle school iReady diagnostic and the K-5 MAP testing. They started the intervention and enrichment classes and will start the middle school Flex classes. He stated that the goal was to strengthen tier one instruction and improve the EL program. The admin team and grade-level chairs visited Mater Mountain Vista and Pinecrest St. Rose to learn about the work they do with their EL groups. The Las Vegas Quiz Bowl coaches meeting would be on August 31st. Principal Tiu noted that the school security had been improved with an access control system and red slats for the fences. Horses for Heroes would provide a new volunteer opportunity for NJHS and NEHS; adding that Horses for Heroes was the first group to reach out after the recent difficult events at the campus.

Principal Tiu introduced Mr. Herrera, the new assistant principal, and Ms. Owens, the vice principal, and thanked them for their support during the recent difficult events affecting the campus. He thanked the teachers and staff for keeping engagement going and having classes ready for the first day of school. Member Bredsguard asked for an explanation of the red slats. Principal Tiu explained that they were slats that were slid into the chain link fence, which provided 70% visibility. Member McClellan asked if all the campuses had the new access control system, to which Principal Lackey replied in the negative. Member Harty asked how much money was spent on security upgrades, to which Principal Tiu responded that it was approximately \$20,000. Member Bentham asked about the percentage of growth in the number of EL students. Principal Tiu stated that, although he did not the exact percentage, the number had grown from approximately 30 students last year to 47 students.

Principal Shannon Manning addressed the Board to provide Aliante campus highlights. Fall benchmark testing was in progress. The campus had purchased Amplify and Dibels for the K-4 students. The programs would help prepare for Paw Power, the walk to read model implemented in 21-22. The programs would also help with the RTI process, strengthen the programs for struggling students, and provide differentiation for the higher achieving students. Principal Manning noted that the campus now had a GATE program. The middle school behavior orientation had been completed. The campus had fifteen teams for fall sports. Principal Manning stated that the campus had used \$30,000 for updated safety measures, including slats in the fence all the way around the campus, keypads for the back office doors, locks switched from locking with a key to a push lock, film on some windows for the protection of teachers, and buzzers on some outside doors.

Member Harty asked Principal Manning to address the issues brought up during public comment. Principal Manning stated that a "no deliveries" policy had been implemented to protect bell-to-bell instruction. With 1200 students, providing lunch deliveries would be an all-day event. She noted that the food vendor provided vegetarian and vegan options and all students were eligible for free lunch. Principal Manning explained that parents were continually reminded that the car line was the safest method for the students. Crossing guards had been discussed; however, they were incredibly expensive. Parking enforcement had been at the campus three or four times during the first two weeks

of school. The parking enforcement ensured that parents were not parked between crosswalks, blocking streets, or leaving cars unattended.

Assistant Principal Connie Pitt addressed the Board to provide Sky Pointe campus highlights. The campus had a fun opening event with everything Las Vegas, including Elvis. She noted that the campus had worked hard on social and emotional well-being and implemented the Leader in Me seven habits and thirteen trust behaviors last year. The improved behavior was evident as students returned to school this year. The SBAC testing showed significant growth and improvement. Assistant Principal Pitt stated that the high school had great growth in all areas on the ACT. The existing AP courses had an 80% pass rate. The AP rates beat the State and global rates in overall scores. She reviewed the school opening events for elementary, middle, and high school. She noted that some middle and high school classes had written mission statements to go along with Leader in Me and the thirteen trust behaviors.

b. REVIEW AND APPROVAL OF ARTICULATION AGREEMENT AMENDMENT APPLICATION

Mr. Paul Ballou addressed the Board and stated that the Board had previously approved the articulation agreement. The Board needed to approve the amendment application before submission to the State Public Charter School Authority (SPCSA). Mr. Ryan Reeves addressed the Board and noted that the Somerset Stephanie campus did not have a nearby high school option within the Somerset system. The articulation agreement would provide an option for a preferred seat in a sister system. Member Bentham asked about the timeframe for approval by the SPCSA. Mr. Reeves replied that the timeframe would not be known until after it was submitted and accepted. Mr. Ballou stated that the Pinecrest board would approve their application during their September 14th board meeting. The SPCSA requested that both applications be submitted at the same time. Mr. Reeves stated that it was possible that SPCSA staff could approve without going before the board; however, it may require board approval.

MEMBER HARTY MOVED TO APPROVE THE AMENDMENT APPLICATION, AS PRESENTED. MEMBER BREDSGUARD SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

c. REVIEW AND APPROVAL OF THE SOMERSET EMO EVALUATION TOOL

Principal Lee Esplin addressed the Board and stated that the SPCSA provided new recommendations for the EMO evaluation process. The Board must approve and complete a rubric-based scoring system. Additional data points were encouraged outside of the survey data. Full Board participation was recommended with a majority required. School leadership would present the results of the survey at the October 10th meeting. He stated that the Board must issue a letter stating that the EMO had or had not met the contractual obligation. School leadership would compile an outline of directives, feedback, and goals. Principal Esplin explained that he would provide Board members with the document, which needed to be completed during the coming week. The Board members would also need to sign the letter that would be sent to the SPCSA.

Discussion ensued regarding the rubric and additional data points. Mr. Reeves stated that Academica was supportive of the SPCSA requirement. He noted that Academica would continue to provide a survey to the principals, assistant principals, registrars, and office managers. The feedback

would help Academica continue to serve the needs of Somerset. Member Bentham noted that the Board members would not have all of the required information and asked if they could consult with the principals when completing the survey, to which Principal Esplin replied in the affirmative.

MEMBER BENTHAM MOVED TO APPROVE, AS PRESENTED. MEMBER HARTY SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.

5. ANNOUNCEMENTS AND NOTIFICATIONS

Mr. McClain stated that Academica had provided polo shirts and tumblers for Board members and every Somerset ten year employee to celebrate the 10 year anniversary of Somerset. He noted that every employee received a tee shirt. Mr. Reeves provided SPCSA updates including: Board members could watch the recent training recording in order to meet the SPCSA requirement; and a few Somerset campuses were required to submit school diversification initiatives. Member Harty asked for information regarding how decisions were made for providing crossing guards for schools. Mr. Reeves stated that All City Management Services (ACMS) managed crossing guards for Clark County; however, the allocations were made to the county entities to determine the method for the resources. Principal Esplin noted that the entities only counted elementary students. Discussion ensued regarding crossing guards and safety at each campus.

6. MEMBER COMMENT

Member Bentham thanked the principals for the long hours spent to open the schools. He thanked Academica for recognizing the 10th anniversary of Somerset. Member Bentham thanked Principal Tiu and the Lone Mountain team for way they handled the recent tragedies the campus faced. He also thanked the system administrators and communities for their support of the campus.

Member Bredsguard thanked Academica for the gifts for the Board members and the 10 year employees. She noted that the schools had faced challenges and handled them well. She asked the principals to think about ways to involve the parent communities. Member Harty thanked the principals. Member McClellan thanked Principal Tiu for creating a community event for the campus during the tragedies. She thanked the principals for providing updates on Facebook.

7. PUBLIC COMMENT

There was no public comment.

8. ADJOURN MEETING

THE MEETING ADJOURNED AT 7:21 P.M.

Approved on: _____

**Secretary of the Board of Directors
Somerset Academy of Las Vegas**

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**
AGENDA ITEM: **3b – GENDER DIVERSE STUDENT POLICY**
NUMBER OF ENCLOSURES: **1**

SUBJECT: GENDER DIVERSE STUDENT POLICY

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **THE GENDER DIVERSE STUDENT POLICY WAS APPROVED ON OCTOBER 19, 2021. THE BOARD IS REQUIRED TO REVIEW IT ANNUALLY. THERE HAVE NOT BEEN ANY CHANGES TO THE POLICY SINCE THE INITIAL APPROVAL.**

Gender Diverse Student Policy

- I. Purpose: Somerset Academy of Las Vegas is committed to fostering a safe and respectful learning environment for all students enrolled, including those with diverse gender identities or expressions, in every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot, and other areas on the premises of the school. This policy will contain the requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions. [NRS 388.132 and NRS 388.133(2)(b)].

- II. Definitions:
 - a. These definitions are not provided for the purpose of labeling students, but to assist in understanding this policy.
 - i. Classroom Activities: Activities that provide education or instruction for all students, other than field trips. Nothing in this definition requires adoption of a specific curriculum [NAC 388.880(6)].
 - ii. Gender Expression: How a person expresses their gender through outward presentation and behavior. This may include, but is not limited to, a person's name, clothing, hair style, body language and mannerisms.
 - iii. Gender Identity: A person's understanding/outlook/feelings/sense of being male, female, both or neither, regardless of the person's biological sex. All people have a gender identity.
 - iv. Gender Support Team: A group consisting of the student; the student's parent(s); the school personnel and/or administrator or designee of the administrator, including a counselor; and any representative(s) of community-based groups (including faith groups), as requested by the parent(s). The Gender Support Team will be led or coordinated by the school administrator or the administrator's designee.
 - v. Parent: For the purpose of this policy, a parent is defined as:
 1. A biological or adoptive parent;
 2. A legal guardian;
 3. A person acting in the place of a parent with whom the child lives;
 4. A person who is legally responsible for the child's welfare; or
 5. An emancipated student.

- III. Genders Support Plan: In order to address the rights and needs of students with diverse gender identities or expressions, a Gender Support Plan will be created for each student by the Gender Support Team.

- a. The Gender Support Plan will be consistent with this policy and must include the following components [NAC 388.880(3)]:
 - i. Methods to ensure protection of the privacy of the student;
 - ii. Methods to support the appropriate engagement of the parent(s) of the student;
 - iii. Compliance with the Nevada Interscholastic Activities Association (NIAA), if interscholastic activities are considered;
 - iv. Consideration of the rights and needs of the student for which the plan is developed, as well as the capacity of the school (for example, but not limited to, the layout or age of the school), and the rights and needs of the student body at large, including individual requests for privacy; and,
 - v. Measures to ensure that each person governed by the plan, including, without limitation, each employee, volunteer and student, uses only the names and pronouns to refer to the student for whom the plan is developed that have been designated by the parent or guardian of the student, as recorded through the student information system of the school, in reference to or in any verbal or written communication with the student.

- b. The Gender Support Plan will include measures to ensure access to academic courses and services that are appropriate for and supportive with diverse gender identities or expressions, including, without limitation [NAC 388.880(3)(c)(4)]:
 - i. Classroom activities that are relevant and meaningful to and appropriate for the student and do not discriminate or segregate according to gender identity or expression;
 - ii. Physical education, assemblies, dances, ceremonies, intramural activities and other school activities that are appropriate for the student and do not discriminate or segregate according to gender identity or expression; and,
 - iii. Intramural and interscholastic activities, in accordance with the regulations and policies of the NIAA.

- c. The Gender Support Plan will include measures to ensure that students with diverse gender identities or expressions will have access to appropriate and supportive clubs and support groups for the family of the student in accordance with the schools policy governing school clubs and groups and the use of the school's facility by such clubs and groups. [NAC 388.880(3)(c)(5)].

- d. The Gender Support Plan will include measures necessary to ensure that the student for whom the plan is developed is able to dress and act in an appropriate manner in accordance with his or her gender expression or identity, including, without limitation [NAC 388.880(3)(c)(6)]:
 - i. Any accommodation necessary to ensure that the student is able to comply with the uniform policy in a manner that is physically and emotionally comfortable for the student;
 - ii. Any accommodation necessary to ensure the student is able to choose clothing that aligns with their gender identity or expression with regards to yearbook or school photographs, and, if applicable, the school will allow for a yearbook photograph that is not gender-specific; and,
 - iii. Authorization for the student to select a cap and gown combination for graduation that aligns with the gender identity or expression of the student.
- e. The Gender Support Plan will include a requirement that the name of the student that has been designated by the parent or guardian of the student, as recorded through the registration and enrollment process or the student information system of the school, be read during ceremonies and other events, including, without limitation, graduation ceremonies [NAC 388.880(3)(c)(7)].
- f. Any of the requirements in section III of this policy, regarding the requirements of a Gender Support Plan, may be omitted if the parent or guardian of the student for whom the plan is developed chooses to do so.

IV. Privacy

- a. School employees shall not disclose information that may reveal a student's gender identity or expression status:
 - i. To other students;
 - ii. To the parents of other students;
 - iii. To staff members unless there is a specific need to know;
 - iv. Unless legally required to do so (e.g. court order, subpoena); or
 - v. Unless the parent has authorized, in writing, such disclosure.

V. Names/Pronouns

- a. Each student, employee, or volunteer shall use the a student's name and pronoun that correspond to their gender identity or expression. The requested name shall be included in the school's student information system in order to inform faculty and staff of the name and pronoun to use when addressing the student.

b. Records

- i. Unofficial Records (including the school's student information system): As part of the student's Gender Support Plan, the school has a process that will allow a student to use their preferred name and gender on unofficial records. Unofficial records include, but are not limited to: identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons, communications, team and academic rosters, newspapers, newsletters, yearbooks, and other site-generated unofficial records. Changes will be made in the school's student information system once said changes have been requested in writing by the parent or guardian of the student and the Gender Support Team has added the changes to the student's Gender Support Plan.
- ii. Official Records (including Permanent Records): The school is required to maintain in perpetuity mandatory permanent student records (such as transcripts), which include the legal name of the student and the student's gender as indicated on official government issued documents such as birth certificates, passports, and identification cards/permits. The school will change a student's name and gender on official records when the name of the student is changed by court order.

VI. Professional Development and Training (NRS 388.133, NRS 388.134 and NAC 388.875)

- a. The school will provide professional development and training concerning the rights and needs of students with diverse gender identities or expressions, on an annual basis, for the Board of Directors, administrators, principals, teachers, and other personnel. All newly elected members of the Board of Directors and newly hired employees shall receive such training and professional development within 180 days of being elected to the Board of Directors or being employed by the school.
- b. The training and professional development shall include, without limitation, the following:
 - i. Any training materials developed by the Nevada Department of Education regarding providing a safe and respectful learning environment for students with diverse gender identities or expressions;
 - ii. Each member of the Board of Directors, school employee, and parent/guardian of each student enrolled in the school will receive a copy of NAC 388.875 to 388.920 and a copy of this policy on a yearly basis;
 - iii. Training regarding the needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination, harassment, bullying, and cyberbullying; and,

- iv. Training regarding current state laws and regulations governing the rights and needs of students with diverse gender identities or expressions.

VII. Complaint Procedures

- a. Persons (employees, students, parents, members of the public) who believe they have been discriminated against or believe they witnessed discrimination against a student because of the student's gender identity or expression should follow the school's grievance policy as provided on the school website.

VIII. Discipline

- a. School employees, volunteers, and students may be disciplined for the use of a name or pronoun, selected in the Gender Support Plan only if the action(s) meet the definition of bullying or cyberbullying as prescribed in the school's discipline policy.

- IX. This policy must be reviewed and, if necessary, updated on an annual basis by the school's Board of Directors. [NRS 388.134(5)]

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**
AGENDA ITEM: **3c – APPROVAL OF LOCAL LITERACY PLAN**
NUMBER OF ENCLOSURES: **1**

SUBJECT: APPROVAL OF LOCAL LITERACY PLAN

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **BOARD APPROVAL IS REQUIRED FOR THE LOCAL LITERACY PLAN PRIOR TO SUBMISSION TO THE DEPARTMENT OF EDUCATION.**

Somerset Academy of Las Vegas Local Literacy Plan 2022-2024

In adherence to Nevada's Read by Grade 3 Act - AB 289 (2019)



Aliante Campus
Lone Mountain Campus
Losee Campus
North Las Vegas Campus
Skye Canyon Campus
Sky Pointe Campus
Stephanie Campus

SOMERSET ACADEMY OF LAS VEGAS
EXCELLENCE IN EDUCATION

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I. LOCAL PROGRAM CONTACT SECTION

Name of School District or Charter Organization/School:	Somerset Academy of Las Vegas							Date:	September 1, 2022		
Number of Sites Being Served:	7	Grade Spans Offered:	K-2	K-3	K-4	K-5	X	K-6	Other		

Read by Grade 3 Local Literacy Plan Lead Contact Person:

Name:	Lee Esplin	Title:	Lead Principal
Phone Number:	702-478-8888 ex. 2110	Email Address:	Lee.Esplin@somersetnv.org

Briefly describe the process that was utilized to select members of your Local Literacy Plan Team (1-2 sentences)

Literacy Team Members were the literacy specialists from each Somerset Campus. Each member was tasked with obtaining feedback and input on the crafting of the Literacy Plan from their respective schools' SALT (Somerset Academy Leadership Team) Teams. These teams are comprised of grade-level chairs, special education teachers, instructional coaches, and administrators. Essentially, Somerset's "literacy team" is comprised of educators serving as literacy specialists, instructional coaches, classroom teachers (general and special education), and site-based administrators. Principals and administrative teams reviewed and provided input and feedback from each of the seven campuses as well.

Provide a list of the names and titles of the members of your Local Literacy Plan Team

Kari Butchko, Aliante Literacy Specialist
 Cathleen Reese, Sky Pointe Literacy Specialist
 Cindy Sorensen, Lone Mountain/NLV Literacy Specialist
 Ashley McClinton, Skye Canyon Literacy Specialist
 Amanda Goodavish, North Las Vegas Literacy Specialist
 Kim Langeveld, Stephanie Literacy Specialist
 Shawna Jessen, Losee Literacy Specialist
 See Attachment

What is the last school year that your program submitted a Local Literacy Plan to the Nevada Department of Education?					
April 2021					
Is your program a new program that has never submitted a Local Literacy Plan to NDE?	YES		NO	X	If yes, what year did your site open?
II. INTRODUCTION SECTION					
Briefly describe the impact that RBG3 has had on your community including administrators, literacy specialists, classroom teachers, and students (with specific reference to students reading below grade level and their families). (1 paragraph)					
<p>With the passage of SB 391 during the 2015 Legislative Session, Somerset Academy of Las Vegas diligently worked to address the myriad of requirements emanating from this law. Specifically, a K-3 Local Literacy Plan was drafted, each school identified a K-3 Learning Strategist, State adopted assessments were regularly administered and analyzed (Brigance Early Childhood Screens, MAP Reading Assessment, SBAC), parents/guardians of students identified as “deficient or struggling” were notified within identified timeframes, and individualized intervention plans were created, implemented and monitored for identified students. Professional development targeting the ‘Big 5’ (phonemic awareness, phonics, fluency, vocabulary, and comprehension), ELA NVACS, MAP Growth Assessment (administration, analysis, etc.) was provided for elementary teachers, instructional coaches, learning strategists, and school-based administrators. Since the inception of RBG3, a variety of outcomes have been realized: Student achievement growth, targeted professional development that has been thoughtfully planned and executed, the requirement of parent/guardian conferences for students identified as struggling or deficient readers for the purpose of crafting and implementing a reading intervention plan specifically tailored to the individual student’s needs, enhanced data analysis skills of all professionals K-5, and enhanced literacy supports provided at the school level (literacy specialists, funding to support professional development, professional development opportunities afforded to school professionals from the State level, etc.).</p>					
How many academic years has your program/school been participating in Read by Grade 3?				8	

List the primary goals of your Read by Grade 3 Local Literacy Plan.

Goal 1: School Instructional Literacy Profile/Tiered Instruction

All students in grades K-5 will receive a minimum of 110 minutes of reading/ language arts instruction on a daily basis (Tier 1). Additional tiers of support (Tiers 2 & 3) will be defined by individual student needs and will include additional time, additional intensity, small teacher-student ratios, and utilization of specific materials, strategies, and/or technology-based programs.

Goal 2: Standards-Based Curriculum

All students will continue to receive a rigorous and sequential standards-based curriculum (NVACS) preparing them to be college and career ready.

Goal 3: Professional Development

All K-5 teachers will continue to be provided with ongoing professional development opportunities targeting literacy. Professional development will be offered and supported at both the school and system levels addressing areas such as Language Essentials for Teachers of Reading and Spelling (LETRS), effective utilization of reading programs, materials, strategies, and technology-based programs, administration, and analysis of reading assessments and screeners to further guide and inform instruction and intervention as appropriate.

Goal 4: Achievement

There will be a 10% reduction yearly in the number of students scoring Developing (Level 2) or Novice (Level 1) on the Smarter Balanced Assessment Consortium (SBAC) English Language Arts assessment in grades 3, 4, and 5 at each Somerset campus.

**AB 289 (2019) Requirement #1:
LEA Plan for Implementing the Literacy Specialist Requirement**

(a) Summary Paragraph on the Literacy Specialist Requirement:

Provide a summary paragraph that explains how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act [AB 289 \(2019\)](#) and in the recommended language for the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

Each of the seven Somerset schools has a designated literacy specialist assigned to their campus. Although the literacy specialist is specifically assigned to oversee that the intent of AB 289 is implemented at the campus they are assigned to, the literacy program is a shared responsibility by all stakeholders at each campus. “In today’s elementary school setting, outcomes for student literacy achievement are considered to be a shared responsibility” (NSLP, p. 70). Somerset Academy of Las Vegas campuses ensures that: measurable literacy goals are established and aligned to the NVACS; opportunities for data analysis are routinely scheduled for the purpose of analyzing student literacy data in order to improve student growth and educator effectiveness; instructional collaboration is nurtured throughout the school year across grade levels, content areas and job classifications with literacy specialists and instructional coaches directly involved; and that the literacy specialist serves in a role that is an integral part of not only sustaining literacy efforts but of improving these efforts throughout the school year. Somerset Academy of Las Vegas recognizes that teachers can only teach what they really understand and will continue to sustain teacher knowledge and growth with regard to student literacy through the provision of ongoing and targeted professional development.

(b) LEA Action Plan Table for Implementing the Literacy Specialist Requirement:

III. IMPLEMENTATION SECTION:

Alignment to the Law	Key Activities	Targeted Completion Date(s)	Outcome Measures
<p>Refer to AB 289 (2019) and/or the Recommended Language for the Read by Grade 3 Regulations (NAC)</p> <p>1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).</p>	<p>Principals identify Literacy Specialists in alignment with AB 289 qualifications.</p> <p>The literacy specialist is required to complete the training and professional development adopted by the Nevada State Board of Education (NVACS for ELA, Nevada State Literacy Plan, Evidence-based best practices for instruction and intervention concerning literacy; Methods for screening for and intervention concerning dyslexia and other reading disabilities.)</p> <p>Literacy Specialists will attend/participate in</p>	<p>August – May</p>	<p>Completed personnel evaluation.</p> <p>Literacy Specialists will maintain a log of school-based professional development and supports provided to teachers during the school year. (See Appendix A for example).</p> <p>Literacy Specialists will maintain a log of PD with which they have personally engaged over the school year following State Board prescribed training or PD. (See Appendix A for example).</p>

	<p>NDE-sponsored and other relevant PD opportunities.</p> <p>Literacy Specialists will participate in and promote LETRS (Language Essentials for Teachers of Reading and Spelling).</p> <p>Literacy Specialists will participate in cadres (as identified at the campus level) to help facilitate/ participate in LETRS (Language Essentials for Teachers of Reading and Spelling) training over the school year.</p> <p>Literacy Specialists and Instructional Coaches will assist with the development and provision of system-wide and school-based PD days targeting literacy sessions and other State Board prescribed areas for K-5 teachers to attend.</p> <p>Literacy Specialists will work with their building administrators to identify professional development and</p>		
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	<p>supports that will be offered to K-5 teachers targeting literacy.</p> <p>Literacy Specialist provides support to parents/guardians. Parent training sessions are planned and offered.</p> <p>Provision of literacy resources to parents/guardians to further support children's literacy in the home.</p> <p>Participation in conferences with teachers and parents/guardians of students identified as deficient in reading as appropriate.</p>		<p>Log maintained of courses providing support to parents/guardians.</p> <p>Agendas for Parent Training Sessions.</p> <p>Compilation of materials/resources provided to parents.</p> <p>Parent conferences conducted and held.</p>
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(b) LEA Action Plan Table for Implementing the Literacy Specialist Requirement: (continued)

Alignment to the Law	Key Activities	Targeted Completion Date(s)	Outcome Measures
<p>Refer to AB 289 (2019) and/or the Recommended Language for the Read by Grade 3 Regulations (NAC)</p> <p>2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.</p>	<p>Ongoing supervision and evaluation of Literacy Specialists over the school year in alignment with school-identified Literacy goals and the responsibilities as outlined per AB 289 (2109), Section 2.4(c) by each building principal.</p>	<p>August-May</p>	<p>Completed personnel evaluation.</p>
<p>3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a), and the recommended language for NAC 388.662.</p>	<p>Literacy Specialist Training meetings. Somerset will utilize the ‘experts’ in the Academics/Somerset system to present the required training by utilizing a “trainer of trainer” format. Literacy specialists will then have the tools and resources to provide this training to the teachers at their respective schools.</p>	<p>Trainer of Trainers Meetings Projected Schedule for 2022-23: NAC 388.662 1. NV Academic Standards (10/07/22) 2. Current NV Literacy Plan (10/07/22) 3. Evidence-based instructional resources/methods (12/02/22) 4. Dyslexia screening and intervention (09/02/22)</p>	<p>Agendas for identified PD sessions maintained by Somerset Literacy Lead.</p> <p>PD Logs Maintained by Somerset Literacy Lead.</p> <p>Literacy Specialists at each school will maintain a log of completed activities as outlined by Appendix A.</p>

		<p>5. State-approved assessments (10/07/22) 6. Diagnostic and progress monitoring assessments (11/04/22) 7. Data analysis and data-based decision making (11/04/22) and (ongoing) data chats with data consultant for Somerset Schools. 8. National standards for coaching in literacy instruction and collaborative practices in instruction (12/02/22) 9. Evidence-based instructional methods for students who are English Language Learners (09/02/22)</p> <p>In addition, all Somerset Literacy Specialists have been trained, are being trained, or will have the opportunity to be trained in the two-year course Language Essentials for Teachers of Reading and Spelling (LETRS).</p>	<p>As of August 2022, of the seven literacy specialists at the Somerset schools, three have completed both years of LETRS coursework. Three have completed one year, and are in the process of completing year two. One will begin training in the 2023 school year..</p>
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<p>4. Describe your program’s plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).</p>	<p>Somerset Literacy Specialists are required to ensure that students are assessed by required state measures, that parents are notified, and that intervention plans are designed and implemented. See Appendix A for specific activities and dates.</p> <p>Literacy Specialist assists teachers in implementing a system of support that includes methods to provide intervention services and intensive instruction for students who have been identified as deficient in reading.</p> <p>Administrator to review the Reading Intervention and Progress Monitoring Plans to ensure alignment to student needs.</p> <p>Administrator to review lesson plans for intervention and small group instruction based on identified skill deficit areas.</p>	<p>See Appendix A: 2022-2023 RBG3 Timeline for specific activities and dates August-May</p>	<p>Literacy Specialists at each school will maintain a log of completed activities as outlined by Appendix A.</p> <p>Completed Reading Intervention and Progress Monitoring Plans. See Appendix C for an example.</p> <p>Teacher intervention lesson plans and/or lesson logs.</p> <p>Tracking of student progress/growth based on small group instruction.</p>
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<p>5. Describe your program’s procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289 (2019), Section 1 (d).</p>	<p>Assist teachers in effectively utilizing research-based curriculum supports. Assist teachers with data analysis to support instruction and intervention. Model instructional practices in the classroom. Assist in planning and/or providing targeted small group instruction.</p>	<p>August-May</p>	<p>Literacy Specialists at each school will maintain a log of professional training they provide to their teachers. See Appendix A.</p>
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AB 289 (2019) Requirement #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

(a) Summary Paragraph on the Required Professional Learning for Elementary Teachers:

Provide a summary paragraph that explains how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the recommended language for the Read by Grade 3 Regulations (NAC 388.664).

Somerset Academy of Las Vegas’ schools strategically provides for the ongoing analysis of student literacy data to identify relevant professional development for its educators. Professional development targeting Nevada State Academic Content Standards, the ‘Big 5’ (phonemic awareness, phonics, fluency, vocabulary, and comprehension), effective administration of assessments, assessment data analysis, how to read WIDA ACCESS reports, and identify WIDA proficiency levels to design high-quality instruction to address individual EL student needs concerning attaining English language proficiency and improved overall academic achievement, etc. will continue to be an emphasis for Somerset Academy of Las Vegas schools. A variety of professional learning platforms will be employed over a school year: system-wide PD days, school-based PD days, Data Days, Professional Learning Communities (PLCs), individual teacher learning (PD) plans as appropriate, webinars, etc. Additionally, Somerset Academy of Las Vegas will continue to expand, on an annual basis, the participation of K-5 educators in LETRS, a professional learning course targeting the science of reading. RBG3 Literacy Specialists will play an integral role in the identification, coordination, and provision of professional development targeting literacy for all students at each of the schools.

(b) LEA Action Plan Table for Implementing the Required Professional Learning for Elementary Teachers:

<p>Alignment to the Law</p> <p>Refer to AB 289 (2019) and/or the recommended language for the Read by Grade 3 Regulations (NAC)</p>	<p>Key Activities</p>	<p>Targeted Completion Date(s)</p>	<p>Outcome Measures</p>
<p>1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the recommended language for NAC 388.664.</p>	<p>K-5 classroom teachers will receive professional development in alignment with State Board adopted regulations (i.e. NVACS – ELA, Nevada State Literacy Plan, Evidence-based best practices for instruction and intervention concerning literacy, Methods for screening for and intervention concerning dyslexia and other reading disabilities, using the assessments approved by the State Board, etc...).</p> <p>Literacy Specialists will be directly involved with planning identified PD to offer during staff meetings, PLCs, School-Based PD Days, and System-Wide PD Days.</p>	<p>August-May</p>	<p>Agendas for identified PD sessions for staff meetings, PLCs, School-Based PD Days, and System-Wide PD Days.</p> <p>Literacy Specialists at each school will maintain a log of professional training they provide to their teachers. See Appendix A.</p>

	<p>Literacy Specialist collaborates with building administrators to develop a schedule of professional development and assist in providing such development.</p> <p>The content of the training will include but is not limited to the following topics:</p> <ul style="list-style-type: none"> ● NV Academic Content Standards ● The current NV State Literacy Plan ● Evidence-based instructional resources and methods for instruction and intervention in literacy ● Methods for screening and intervention concerning dyslexia and other reading disabilities ● Using assessments approved by the state board ● Application of data analysis and data-based decision-making strategies to inform instruction 		
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	<ul style="list-style-type: none">• Collaborative practices that focus on student learning <p>Literacy Specialist will also be involved in planning PD for their school site on content dependent upon the literacy needs at each campus.</p>		
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AB 289 (2019) Requirement #3:

**LEA Plan for Providing Intervention Services and Intensive Instruction
for Elementary Students Performing Below Grade Level in Reading**

(a) Summary Paragraph on Intervention Services and Intensive Instruction

Provide a summary paragraph that describes the systems and structures that you plan to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

Literacy instruction and intervention in Somerset Academy of Las Vegas schools include systems and processes that are both comprehensive and strategic in developing literacy growth. Somerset schools have an intense focus on data-driven, standards-based instruction and intervention that uses data-informed decision-making to inform and guide instruction. The systematic utilization of data allows teachers to provide students with targeted instruction, to track students' progress, to provide effective intervention (as appropriate), and to build upon individual student success. Somerset Academy of Las Vegas' schools utilize benchmark data to identify student strengths and deficiencies as well as to monitor student progress and program efficiency. Teachers are supported in using data to better understand student needs, provide targeted intervention, and track student progress. Structures are in place to continuously monitor the effectiveness of interventions for struggling readers – including those that may be effectively utilized for students with exceptional needs and English language learners. Tiered literacy instruction is clearly defined and implemented with fidelity in Somerset Academy of Las Vegas schools.

(b) LEA Action Plan Table for Implementing the Required AB 289 (2019) Intervention Services & Intensive Instruction

<p>Alignment to the Law Refer to AB 289 (2019)</p>	<p>Key Activities</p>	<p>Targeted Completion Date(s)</p>	<p>Outcome Measures</p>
<p>1. Describe the systems and structures that you plan to put into place that will guarantee that intervention services and intensive instruction are provided for K-3 students who are performing below grade level in reading. The goal of Read by Grade 3 is to ensure that these students achieve adequate proficiency at the grade level requisite reading skills and reading comprehension skills. At present, the Nevada State Board of Education has defined the K-3 proficiency level as: “students performing above the 40th percentile on the NWEA MAP Reading Assessment”. [These requirements are identified in AB 289 (2019), Section 1 (a).</p>	<p>Every student at Somerset Academy of Las Vegas is to be provided at least 110 minutes of core reading/ language arts instruction each day that is supported by evidence-based research.</p> <p>Somerset Academy of Las Vegas will provide written notification to parents/guardians of K-5 students who are identified as reading below grade level within 30 instructional days after the deficiency is discovered (written notification to incorporate all required elements as identified in AB 289).</p> <p>Somerset Academy of LV drafts/reviews Parent Notification Letter to be used</p>	<p>August - May</p> <p>Within 30 instructional days of discovery of the reading deficiency.</p> <p>Parents/Guardians of students identified as reading below grade level are notified at each</p>	<p>See Appendix C for Individual School Literacy Profiles. School Instructional Literacy Profile completed by each Somerset Campus identifying required 90-minute core reading instruction. See Appendix D for a Glossary of assessments and program description.</p> <p>RBG3 Parent/Guardians notification letters sent home.</p>

	<p>to notify parents/guardians of students identified as reading below grade level using NDE template (English and Spanish).</p> <p>Somerset shall provide intervention services and intensive instruction to students who are reading below grade level.</p> <p>The literacy specialist and classroom teacher will meet to determine which students are performing below grade level and need intervention services and intensive instruction. The basis of this determination includes students identified as scoring 40th percentile and below on MAP Reading</p>	<p>of the three identified benchmark periods (Fall, Winter, Spring) - Parent/guardian notification letter sent home.</p> <p>Summer -Parent/Guardians notification letter for students identified during Spring Benchmark period and/or who continue to be identified as reading below grade level.</p> <p>Reading Intervention and Progress Monitoring Plans completed, approved, and implemented.</p> <p>Progress Monitoring of deficit skill(s) identified in completed plans to occur every two weeks.</p>	<p>Parent/ Guardian conferences are scheduled, and held in the fall for grades 1-5 and winter for kindergarten. Signed and approved Reading Intervention and Progress monitoring plans.</p> <p>School Instructional Literacy Profile completed by each Somerset Campus identifying interventions and intensive instruction to be provided for students identified as reading below grade level.</p>
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	<p>Assessment/Teacher Observation/School Assessments.</p> <p>Once students have been determined to be performing below grade level, they will have Reading Intervention and Progress Monitoring plans developed for each of the three Benchmark Periods (Fall, Winter, and Spring). This provision will start for Kindergarten at the winter benchmark.</p> <p>Literacy Specialists to work with K-3rd grade teachers of identified struggling students to help develop a reading intervention plan that targets the deficit areas on the assessments (MAP/ school-wide assessments of foundational skills, diagnostic assessments).</p>	<p>Reviews Reading Intervention and Progress monitoring plans for each benchmark period (See Appendix A for specifics regarding NDE Benchmark Windows for BI, BII, BIII).</p> <p>See Appendix A for specific dates for assessment, parent notification, and plan development and implementation.</p>	<p>Site-based administrators to ensure appropriate planning for and delivery of core reading instruction daily and that intervention services and intensive instruction are being provided to students performing below grade level on a regularly scheduled basis.</p> <p>Reading Intervention and Progress monitoring plan scores are updated and the plan is revised if needed after each benchmark period.</p>
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(b) LEA Action Plan Table for Implementing the Required AB 289 (2019) Intervention & Instruction Services (continued)

Alignment to the Law	Key Activities	Targeted Completion Date(s)	Outcome Measures
Refer to AB 289 (2019)			
<p>2. Describe the systems and structures that you plan to put into place that will guarantee that intervention services & intensive instruction are being provided for 4th and 5th-grade students who are performing below grade level in reading. The goal of Read by Grade 3 is to ensure that these students achieve adequate proficiency at the grade level requisite reading skills and reading comprehension skills. At present, the Nevada State Board of Education has defined the 4th and 5th-grade proficiency level as: “students performing above Level 2 on the SBAC ELA Assessment”. [These requirements are identified in AB 289 (2019), Section 1 (a).]</p>	<p>The literacy specialist and classroom teacher will meet to determine which students are performing below grade level and need intervention services and intensive instruction. The basis of this determination will include a combination of data. The team will consider students who scored 40th percentile and below on MAP Reading Assessment/ School Assessments/ SBAC scores from the previous year (scoring 1 or 2)/ and teacher observations.</p> <p>Somerset Reading Intervention and Progress Monitoring Plan will detail targeted intervention programs and services being planned for and provided to students reading below grade level and identified as deficient or struggling readers. Reading</p>	<p>August - May</p> <p>Within 30 instructional days of parents/guardians being notified of reading deficiency.</p> <p>Reading Intervention and Progress Monitoring Plans completed, approved, and implemented within 30 instructional days of initial parent notification.</p> <p>Monitoring of completed plans to occur every two weeks.</p> <p>Reviews Reading Intervention and Progress monitoring plans for each benchmark period (See Appendix E for specifics regarding NDE Benchmark Windows for BI, BII, BIII).</p>	<p>See Appendix C for School Instructional Literacy Profiles to be included in Somerset’s Literacy Plan.</p> <p>School Instructional Literacy Profile completed by each Somerset Campus identifying required 110-minute core reading/ ELA instruction.</p> <p>School Instructional Literacy Profile completed by each Somerset Campus identifying interventions and intensive instruction to be provided for students identified as reading below grade level.</p>

	<p>Intervention and Progress Monitoring plans will be developed for each of the three Benchmark Periods (Fall, Winter, and Spring).</p> <p>Literacy Specialists to work with teachers in grades 4 and 5 of identified struggling students to help develop a reading intervention plan that targets the deficit areas on the assessments (MAP/ SBAC/ prerequisite skills/diagnostic assessments).</p>	<p>See Appendix E for specific dates for assessment, parent notification, and plan development and implementation.</p>	<p>Site-based administrators to ensure appropriate planning for and delivery of core reading instruction daily and that intervention services and intensive instruction are being provided to students performing below grade level on a regularly scheduled basis.</p> <p>Parent/ Guardian conferences scheduled and held. Signed and approved Reading Intervention and Progress monitoring plans.</p> <p>Reading Intervention and Progress monitoring plan scores are updated and the plan is revised if needed after each benchmark period.</p>
<p>3. Describe the systems and structures that you plan to put into place that will guarantee that intervention services to K-5 elementary students (who are reading below grade level) are being offered through regularly scheduled reading sessions in small groups per AB 289 (2019), Section 1 (a).</p>	<p>See Individual School Literacy Profiles (see Appendix C). Somerset Schools provide core reading instruction/ ELA for 110 minutes daily, and regularly scheduled reading intervention group instruction.</p>	<p>September-May</p>	<p>Completed Reading Intervention and Progress Monitoring Plans.</p> <p>Intervention lesson plans/ intervention logs will be developed and kept by classroom teachers and reviewed by building administrators.</p>

	<p>Each elementary school to review, research and identify instructional option(s) to offer.</p> <p>Identification of instructional options to be included in parent/guardian notification letters (schools may also elect to post on school websites and include them in newsletters and other parent/guardian communication).</p> <p>Instructional Options are to be identified on each Reading Intervention and Progress Monitoring Plan.</p>		<p>Completed School Instructional Literacy Profile identifies each school's instructional option(s) being offered.</p> <p>Parent notification letters (school website postings, newsletters, etc.)</p> <p>Schools maintain a list of instructional options offered for the course of the school year.</p>
<p>4. Describe the systems and structures that you plan to put into place that will guarantee that intensive instruction is designed to target any area of reading in which K-5 elementary students (who are reading below grade level) are demonstrating difficulty. These areas of reading include: phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies per AB 289 (2019), Section 1 (a).</p>	<p>Reading Intervention and Progress Monitoring Plan (see Appendix F) to be developed for each student K-5 who is reading below grade level.</p> <p>Problem identification/ area of focus will be determined using data from MAP, SBAC, school-wide assessments, and diagnostic assessments.</p> <p>Interventions will be specified based on the area(s) of need: phonological and phonemic</p>	<p>September-May</p>	<p>Completed School Instructional Literacy Profile identifies each school's instructional option(s) being offered (see Appendix C).</p> <p>Completed Reading Intervention and Progress Monitoring Plan approved by parents/guardians and implemented (see Appendix B).</p> <p>Site-based administrators to ensure appropriate planning for and delivery of interventions</p>

	<p>awareness, decoding, reading fluency, vocabulary, and reading comprehension.</p> <p>Each campus has included a list of the current research-based intervention options on their Academic Minute Profiles (see Appendix C). One or more of those identified intervention options will be used to address the problem area(s) identified in the Reading Intervention and Progress Monitoring Plan.</p> <p>Progress monitoring data will be used to determine if the intervention plan/services are working or if they need to be adjusted.</p>		<p>and intensive instruction for students identified as reading below grade level.</p>
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**AB 289 (2019) Requirement #4:
LEA Plan for Implementing an Assessment System Designed
to Measure the Reading Proficiency of Elementary Students**

(a) Summary Paragraph on AB 289 (2019) Assessment Requirements

Provide a summary paragraph that explains the procedures that your program plans to use for assessing student proficiency in reading.

Somerset Academy of Las Vegas' schools employ an assessment framework that includes multiple measures and data points targeting literacy. The assessment framework incorporates a variety of assessment types: formative, summative, outcome-based, screening, progress monitoring, and diagnostic. Assessment data is analyzed to identify student growth, student instructional needs, curriculum efficacy, and areas of professional development needs. Opportunities for data analysis are scheduled routinely to analyze student performance to improve student growth and teacher effectiveness. Ongoing professional development targeting the assessment types, purposes, data analysis, and identification of targeted and effective next steps is provided to Somerset educators. Somerset Academy of Las Vegas' schools will ensure that all K-5 educators become familiar with the WIDA assessment results along with the six levels of the English Language Proficiency Matrix that WIDA employs to identify English language learners' levels of ability. This information will be utilized to further guide and inform instructional planning targeting EL students' language and literacy needs.

(b) LEA Action Plan Table for the Implementation of an Assessment System for Measuring the Reading Proficiency of Elementary Students

<p>Alignment to the Law</p> <p>Refer to AB 289 (2019) and/or the recommended language of the Read by Grade 3 Regulations</p>	<p>Key Activities</p>	<p>Targeted Completion Date(s)</p>	<p>Outcome Measures</p>
<p>1. Describe the procedures that your program plans to use for assessing the reading proficiency of elementary students. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per AB 289 (2019), Section 1 (b), and by State Board Regulations (NAC 388.660). These assessments include the NWEA MAP Reading Assessment for K-3 students and the SBAC ELA Assessment for 4th and 5th-grade students.</p>	<p>Somerset Academy of Las Vegas will administer: Fall (Benchmark 1) MAP Reading Assessment administered to grades 1-5.</p> <p>SBAC ELA data analysis – Grades 4 & 5 students with scores of 1 and 2.</p> <p>Winter (Benchmark 2) MAP Reading Assessment administered to grades K-5.</p>	<p>NDE Benchmark 1 identified window</p> <p>August – September</p> <p>NDE Benchmark 2 identified window</p>	<p>See Appendix F- Somerset Academy Assessment Frameworks for specific assessments and how they are used. See Appendix A for Assessment Timelines.</p> <p>MAP Growth Assessment data.</p> <p>SBAC analysis spreadsheet.</p> <p>MAP Growth Assessment data.</p>

	<p>Spring (Benchmark 3) MAP Reading Assessment administered to grades K-5.</p> <p>Smarter Balanced Summative Assessment for English Language Arts administered to grades 3-5.</p> <p>Teacher/School identified assessments (DIBELS, ...) (See Somerset Assessment Framework Appendix G).</p> <p>WIDA Screener administered to students identified utilizing the home language survey as appropriate.</p> <p>WIDA ACCESS Assessment for English Language Proficiency administered to EL students.</p>	<p>NDE Benchmark 3 identified window</p> <p>NDE identified SBAC window</p> <p>August - May</p> <p>Within first 30 days of school.</p> <p>NDE identified window</p>	<p>MAP Growth Assessment data.</p> <p>SBAC ELA data.</p> <p>Student data reporting profiles</p> <p>WIDA scores</p> <p>WIDA proficiency levels</p>
<p>2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per AB 289 (2019), Section 1(b-1).</p>	<p>Somerset Academy of Las Vegas will identify and implement procedures for administering the Brigance to Kindergarten students.</p>	<p>The Brigance will be administered using the NDE identified window, upon enrollment in the school if the student has not been previously assessed (See Appendix A).</p>	<p>The Brigance parent report will be shared with teachers and caregivers and a copy of it will be saved on Infinite Campus student documents.</p>

(b) LEA Action Plan Table for the Implementation of an Assessment System for Measuring the Reading Proficiency of Elementary Students (continued)

<p>3. Describe how your program plans to assess students in each grade level of the elementary school at which the students are enrolled per AB 289 (2019), Section 1 (b-2).</p>	<p>Somerset Academy of Las Vegas has developed an Assessment Framework (see Appendix E). The framework lists what assessments may be given at each grade level and how those assessments can be used to drive instruction and intervention.</p> <p>Somerset Academy has also developed a RBG3 Timeline (see Appendix A) that lists the required assessments and the timelines as to when they are to be administered.</p> <p>Somerset Academy of Las Vegas to prepare a report on the number and percentage of students at each elementary school who:</p> <ul style="list-style-type: none"> • were in grade 3 and designated to receive intervention services and intensive instruction while enrolled in an 	<p>August- May for school-based screening measures and diagnostic testing.</p> <p>Brigance, MAP, and SBAC assessments to be administered during NDE identified windows at the beginning, middle, and end of the year.</p> <p>Literacy Specialists maintain a database of RBG3 identified students.</p> <p>Each school is to compile a report as provided by NDE (NDE Template).</p>	<p>Student data reporting profiles</p> <p>Brigance Parent Report, MAP Growth Assessment data. SBAC ELA data.</p> <p>Completed report submitted to NDE in October.</p>
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	<p>elementary school, including whether or not the students were previously provided intervention services and intensive instruction;</p> <ul style="list-style-type: none"> ● received educational programs or services described in written notification to the student's parent/guardian at each grade level and whose reading proficiency: <ul style="list-style-type: none"> ○ <u>did not improve</u> at a rate prescribed by Somerset, indicating a need for more intensive or different interventions; ○ <u>improved</u> at a rate prescribed by Somerset, indicating progress toward reading at grade level. 		
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Appendices

Appendix A: RBG3 Timeline and Required Logs

RBG3 Example of Required Logs to be maintained by Literacy Specialist- Appendix 2

Name of School:

Name of Literacy Specialist:

Date this form was completed and sent to Somerset Literacy Lead

Required Activity/ Date(s) the Activities were completed. Include a brief description of the training if applicable.

REQUIRED ACTIVITIES	Date to be completed	Date completed by school	Signature that task has been completed
Administer the BRIGANCE Assessment to All Kindergarten Students. Administered no earlier than 15 calendar days before nor later than 45 school days after the beginning of the school year.	7/24/22-10/13/22		
Following Guidance from NDE: Notify Kindergarten Parents/Guardians of Deficiency in Reading/Share Strategies. RBG3 parent notification letter does not go home. Notification can include Brigance OMS Reports, phone calls, parent meetings, etc.	Upon completion of Brigance.		
Brigance data entered into Online Management System (OMS): For the 2022-2023 school year, we do NOT have to submit scores to the department of education. Literacy Specialist to ensure the Brigance Score Report has been uploaded to Infinite Campus or that a copy is stored in the student's cumulative folder.	Does not go to OMS this year; file in cum. folder/ Infinite Campus upon completion of Brigance.		
Administer Site-Based Beginning of the Year Assessments. Administered within the first 30 school days of enrollment.	Varies by assesement		
Administer the MAP Assessment to All Students (Grades K-5). Grade K= MAP Growth K-2 (optional). Grade 1=MAP Growth K-2 Grades 2-5=MAP Growth 2-5 Administered within the first 30 days of enrollment.	August 8, 2022- October 27, 2022		

Notify Parents/Guardians of Deficiency in Reading. Notified within 30 school days of determined reading deficiency	Date determined by MAP Growth administration		
Intensive Instruction Plan: Created and approved by parents/guardians within 30 school days of notification.	Date determined by parent notification letter		
Administer Site-Based Winter Assessments. Administered within winter assessment window determined by individual assessments.	Varies by assessment		
Administer the Winter MAP Assessment to All Students (Grades K-5). Administered within winter MAP Growth assessment window.	Nov. 14, 2022- Feb.17, 2023		
Notify Parents/Guardians of Deficiency in Reading within 30 school days. This only applies to students who are newly identified as deficient in reading during the winter assessment period.	Date determined by MAP Growth administration		
Intensive Instruction Plan: Created and approved by parents/guardians within 30 school days of determined reading deficiency. This only applies to students who are newly identified as deficient in reading during the winter assessment period.	Date determined by parent/guardian notification letter		
Administer Site-Based End of Year Assessments. Administered within spring assessment window determined by individual assessments.	Varies by assessment		
Administer the Spring MAP Assessment for All Students (Grades K-5). Administered within spring MAP Growth assessment window.	March 6, 2023- April 28, 2023		
Notify Parents/Guardians of Deficiency in Reading within 30 school days of determined reading deficiency. This only applies to students who are newly identified as deficient in reading during the spring assessment period.	Date determined by MAP growth administration		

Intensive Instruction Plan: Created and approved by parents within 30 school days of determined reading deficiency. This only applies to students who are newly identified as deficient in reading during the spring assessment period.	Parents are to be notified and resources for summer learning are to be sent home. A plan won't be developed until the following school year.		
Administer the Smarter Balanced Summative Assessment or the NAA (NV Alternate Assessment). All Students (Grades 3-5). Administered within assessment window.	March 20, 2023- May 18, 2023		
Send End-of-Year Progress Report to RBG3 students identified Fall and Winter Benchmarks.	On or before May 25, 2023		
Send Summer Parent Letter to RBG3 students identified Spring Benchmark.	On or before May 25, 2023		
REQUIRED TRAINING FOR LITERACY SPECIALISTS			
Attend training for Nevada Academic Standards for English Language Arts for K-5 students. (NAC 388.662.1)			
Attend training for the current Nevada State Literacy Plan and the Local Literacy Plan (NAC 388.662.2)			
Attend training for evidence-based instructional resources and methods for instruction in literacy (NAC 388.662.3)			
Attend training for methods for screening and intervention concerning dyslexia and other reading disabilities (NAC 388.662.4)			
Attend training in how to use the assessments approved by the state board (NAC 388.660.5)			
Attend training regarding methods for using diagnostic and progress monitoring assessments (NAC 388.660.6)			
Attend training for guiding teachers in data-analysis and data-based decision making (NAC 388.660.7)			
Attend training regarding national standards for coaching teachers in literacy instruction (NAC 388.660.8)			
Attend training regarding evidence-based instructional resources and methods for			

instruction and intervention in literacy for students who are English Language Learners (NAC 388.660.9)			
Professional Development Training that the Literacy Specialist is Required to Teach the teachers at their respective schools.			
Provide training for Nevada Academic Standards for English Language Arts for K-5 students. (NAC 388.664.1)			
Provide training for the current Nevada State Literacy Plan and the Local Literacy Plan (NAC 388.664.2)			
Provide training for evidence-based instructional resources and methods for instruction in literacy (NAC 388.664.3)			
Provide training for methods for screening and intervention concerning dyslexia and other reading disabilities (NAC 388.664.4)			
Provide training in how to use the assessments approved by the state board (NAC 388.664.5)			
Provide training regarding methods for using diagnostic and progress monitoring assessments (NAC 388.664.6)			
Provide training for guiding teachers in the application of data analysis and data-based decision making (NAC 388.664.7)			
Provide training regarding collaborative practices that focus on student learning by effectively participating in professional learning in literacy instruction (NAC 388.664.8)			
Provide training regarding evidence-based instructional resources and methods for instruction and intervention in literacy for students who are English Language Learners (NAC 388.664.9)			
Other Professional Development Trainings that the Literacy Specialist has provided to teachers at their respective schools.			

Appendix B: RBG3 Reading Intervention and Progress Monitoring Plan example

SOMERSET ACADEMY OF LAS VEGAS – (insert name of school)

READING INTERVENTION AND PROGRESS MONITORING PLAN

STUDENT NAME:		[] EL [] IEP READING [] RTI READING		GRADE:
PARENT NOTIFICATION DATE:		INTERVENTION IMPLEMENTATION DATE:		
BENCHMARK 1: MAP ELA Assessment: _____percentile Additional data:		BENCHMARK 2: MAP ELA Assessment: _____ percentile Additional data:		BENCHMARK 3: MAP ELA Assessment: _____ percentile Additional data:
READING [] Phonological awareness [] Phonemic awareness [] Decoding skills [] Reading fluency [] Vocabulary [] Comprehension		PROBLEM IDENTIFICATION/AREA OF FOCUS (<i>What is the targeted concern?</i>): <i>NOTE: As the student progresses and masters skills, the identified Area of Focus may be subject to change.</i>		
STUDENT STRENGTHS:				
INTERVENTIONS: Strategies/methodologies/instructional groupings... targeting the Area of Focus.				

IDENTIFIED PROGRESS MONITORING: Your child’s reading and intervention plan will be regularly monitored and a progress report will be sent home at the end of each benchmark period. (See attached example as to how progress will be tracked).

INSTRUCTIONAL OPTIONS:

REVISION OR MODIFICATION OF READING INTERVENTION AND PROGRESS MONITORING PLAN (IF NEEDED):

Appendix C: Individual School Literacy Profiles

SOMERSET ACADEMY OF LAS VEGAS

SCHOOL INSTRUCTIONAL LITERACY PROFILES

ALIANTE

LONE MOUNTAIN

LOSEE

NORTH LAS VEGAS

SKY POINTE

SKYE CANYON

STEPHANIE

ALIANTE

Core Reading Instruction at Aliante (90 minutes daily)

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Supportive Materials at Aliante
<ul style="list-style-type: none"> ● Reading Foundational Skills (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary and reading comprehension) ● Reading Literature ● Reading Informational Text ● Language ● Vocabulary(acquisition and use) ● Speaking and Listening 	<ul style="list-style-type: none"> ● Whole Group Explicit Instruction ● Purposeful read aloud-instruction ● Interactive read-aloud ● Purposeful student discourse around text ● Think aloud ● Metacognitive Awareness ● Inquiry ● Cooperative learning ● Flexible small-group instruction including guided; skills-based instruction; pre-teach; re-teach; extend ● Small group differentiated instruction, small group conferences ● One-on-one conferences/goal setting 	<ul style="list-style-type: none"> ● Gradual release strategy (I do, we do, you do together, you do alone) ● Explicit Phonics ● Fluency/ Repeated readings ● Text-dependent questions ● Annotation ● Note-taking ● Graphic Organizers ● Culminating reading/writing activities ● Response to text ● Literature circles/book clubs ● Literacy Stations/ Centers ● Collaborative work in pairs or small groups ● Purposeful independent reading tasks ● Student led inquiry projects 	<ul style="list-style-type: none"> ● Wonders (Core curriculum) ● i-Ready instructional groupings (K-5) ● i-Ready instructional lessons (K-5) ● BrainPop (K-5) ● mCLASS targeted teacher-led instructional resources K-5 ● Achievethecore.org (K-5) ● Accelerated Reader (K-5) ● Readworks.org (K-5) ● Boost App (K-2) ● Commonlit.org (3-5) ● FCRR.org (K-5) ● Lexile Hub (K-5)

Reading Intervention and Intensive Instruction Options at Aliante

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Intervention Options outside the 90-minute reading block	Instructional Options outside the 90-minute reading block
<p>Reading Foundational Skills including phonological and phonemic awareness, decoding and reading fluency</p> <p>Comprehension Instruction in Reading Literature and Informational Text</p> <p>Language Arts and written expression</p> <p>Vocabulary (acquisition and use)</p> <p>Speaking and Listening</p>	<p>Structured, explicit skills-based instruction</p> <p>Pre-teach or reteach</p> <p>Small group instruction</p> <p>One-on-one instruction/conferences</p> <p>Progress monitoring one-on-one and with groups on computers</p> <p>Goal setting conferences</p>	<p>Teacher-Led: Application of concepts and skills</p> <p>Reteach/ review</p> <p>Introduce/ practice new concepts/skills as noted on the written intervention plan (if applicable)</p> <p>Technology- based practice</p>	<p>Teacher-led small group intervention/ intensive instruction by licensed teacher may include:</p> <p>Wonders Differentiated Instruction Lessons (K-5)</p> <p>MCLASS targeted teacher-led instructional resources K-5</p> <p>i-Ready Instructional groupings K-5</p> <p>MCLASS Intervention formerly known as BURST (K-5)</p> <p>Explicit Phonics Kit Lessons (K-5)</p>	<p>In addition to the intervention lesson, identified students will receive one or more of the following instructional options.</p> <p>Option One: Independent school-based and at-home computer-based reading programs</p> <ul style="list-style-type: none"> • i-Ready K-5

Writing Instruction at Aliante (45 minutes daily)

Whole Group Explicit Instruction	Small-Group/ Independent Work	Supportive Materials at Sky Pointe
<p>Lesson:</p> <ul style="list-style-type: none"> ● Writing and Language ● Structured Lessons on: <ul style="list-style-type: none"> ○ Opinion, informative/explanatory, narrative writing ○ Modeled, shared, interactive, and guided writing ○ Writing process ○ Traits of quality writing ○ Modeled/ interactive writing ● Speaking and Listening ● Handwriting Instruction ● Formative/ summative assessments ● Exit Tickets ● Author's Chair 	<p>(25 minutes)</p> <p>With the Teacher</p> <ul style="list-style-type: none"> ● Flexible writing groups (guided/skills-based) ● Individual/small-group ● Conferences and specific feedback with anecdotal notes ● Student goal setting ● Individual feedback ● Formative assessment ● Gradual release model <p>Group/ Independent Tasks</p> <ul style="list-style-type: none"> ● Purposeful independent and small-group writing ● Productive group work and collaborative discourse ● Writing routines, procedures, and practices ● Writing process 	<ul style="list-style-type: none"> ● Wonders (K-5) ● BrainPop (K-5) ● Being a Writer (K-5) ● Write Reflections (K-5)

LONE MOUNTAIN

Core Reading Instruction at Lone Mountain (90 minutes daily)

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Supportive Materials at Lone Mountain
<ul style="list-style-type: none"> • Reading Foundational Skills (phonological and phonemic awareness; decoding skills; reading fluency, vocabulary; and reading comprehension) • Reading Literature • Reading Informational Text • Language • Vocabulary (acquisition and use) • Speaking and Listening 	<ul style="list-style-type: none"> • Whole Group Explicit Instruction • Purposeful read-aloud instruction • Interactive read-aloud • Purposeful student discourse around text • Think aloud • Metacognitive Awareness • Inquiry • Cooperative learning • Flexible small group instruction including guided reading; skills-based instruction; pre-teach or reteach • Intervention instruction for students reading below grade level targeting student instructional needs • Small group conferences • One-on-one conferences/ goal setting 	<ul style="list-style-type: none"> • Gradual release strategy (I do, We do, You do) • Explicit Phonics • Fluency/Repeated readings • Text-dependent questions • Annotation • Note-taking • Graphic Organizers • Culminating reading/writing activity • Response to text • Literature circles/book clubs • Literacy Stations/Centers • Collaborative work in pairs or small groups • Purposeful independent reading tasks 	<ul style="list-style-type: none"> • Superkids K-2 • Engage NY 3-5 • 95% Small Group Phonics Library Lessons (1-5) • Heggerty Phonemic Awareness (K) • MAP Instructional grouping suggestions (K-5) • Brain Pop K-5 • Flocabulary • iReady Instructional Lessons/Groupings • iReady Toolbox/Resources (K-5)

Reading Intervention and Instructional Options at Lone Mountain

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Intervention Options	Instructional Options outside the 90-minute reading block
<p>Reading Foundational Skills including phonological awareness, decoding and reading fluency.</p> <p>Comprehension instruction in Reading Literature and Informational Text</p> <p>Language</p> <p>Vocabulary (acquisition and use)</p> <p>Speaking and Listening</p>	<p>Small-group instruction</p> <p>Guided Reading</p> <p>Skills-based instruction</p> <p>Pre-teach or reteach</p> <p>One-on-one instruction/conferences</p> <p>Progress monitoring one-on-one and with groups on computers</p>	<p>Teacher Led: Application of concepts and skills</p> <p>Reteach/review</p> <p>Introduce and practice new concepts/skills as noted on written intervention plan (if applicable)</p> <p>Technology based practices</p>	<p>Teacher Led Small Group Instruction may include:</p> <ul style="list-style-type: none"> • Instructional grouping based of off data (MAP, aimsweb, iReady, PSI and PAST etc.). • Superkids differentiated instruction lessons and books (K-2) • 95% Group Phonics Library Lessons (1-5) • Heggerty Phonemic Awareness (K) • Wilson Reading • iReady • SPIRE 	<p>In addition to the intervention lesson identified, all students will participate in W.I.N. Time (What I Need Time), allowing additional small group instruction to take place outside of the 90-minute reading block. Depending on the needs of the students, these small groups will provide intensive intervention, reteach lessons, or provide enrichment opportunities.</p> <p>Students will also receive at least one of the following two options:</p> <p>Option I: Parent University- Parent training on reading foundational skills. Parents learn how to improve their child's reading development.</p> <p>Option II: Independent At-Home computer-based literacy programs:</p> <p>-Superkids Online (K-2) -iReady (K-5)</p>

Writing Instruction Lone Mountain

Whole Group Explicit Instruction	Small Group/ Independent Work	Supportive Materials at Lone Mountain
<p>Lesson: (15 minutes)</p> <ul style="list-style-type: none"> -Writing and Language -Focused mini-lesson <ul style="list-style-type: none"> • Opinion, informative/explanatory, narrative writing • Modeled, shared, interactive, and guided writing • Writing process • Traits of quality writing • Modeled/interactive writing -Speaking and Listening <p>Closure: (5 minutes)</p> <ul style="list-style-type: none"> -Review of instructional focus -Formative assessments -Exit Tickets -Author's Chair 	<p>(25 minutes)</p> <p>With the Teacher</p> <ul style="list-style-type: none"> • Flexible writing groups (guided/skills-based) • Individual/small-group • Conferences and specific feedback with anecdotal notes • Student goal setting • Individual feedback • Formative Assessment • Gradual Release Model <p>Group/ Independent Tasks</p> <ul style="list-style-type: none"> • Purposeful independent and small-group writing • Productive group work and collaborative discourse • Writing routines, procedures, and practices • Writing process 	<ul style="list-style-type: none"> • Superkids (K-2) • Being a Writer (K-5) • Engage NY (3-5) • Brain Pop (K-5) • Flocabulary (K-5) • Achieve the Core- SBAC practice materials (3-5)

LOSEE

Core Reading Instruction (90 minutes) at Losee

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Supportive Materials at Losee
<ul style="list-style-type: none"> ● Reading Foundational Skills (phonological and phonemic awareness; decoding skills; reading fluency, vocabulary; and reading comprehension) ● Reading Literature ● Reading Informational Text ● Language ● Vocabulary (acquisition and use) ● Speaking and Listening 	<ul style="list-style-type: none"> ● Whole Group Explicit Instruction ● Purposeful read aloud-instruction ● Interactive read-aloud ● Purposeful student discourse around text ● Think aloud ● Metacognitive Awareness ● Inquiry ● Cooperative learning ● Flexible small-group instruction including guided reading; skills-based instruction; pre-teach or reteach ● Intervention instruction for students reading below grade level targeting student instructional needs <i>(See intervention options next page)</i>. ● Small group conferences ● One-on-one conferences/goal setting 	<ul style="list-style-type: none"> ● Gradual release strategy (I do, we do, you do together, you do alone) ● Explicit Phonics ● Fluency/ Repeated readings ● Text-dependent questions ● Annotation ● Note-taking ● Graphic Organizers ● Culminating reading/writing activity ● Response to text ● Literature circles/book clubs ● Literacy Stations/ Centers ● Collaborative work in pairs or small groups ● Purposeful independent reading tasks 	<ul style="list-style-type: none"> ● CKLA (K-5) ● i-Ready (K-5) ● Heggerty Phonemic Awareness (K-2) ● Smarty Ants (K-2) ● Reading A-Z (K-5) ● Achieve 3000 (3-5) ● DIBELS (K-5) ● mClass (K-5)

Reading Intervention and Enrichment Options at Losee

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Intervention Options	Instructional Options
<p>Reading Foundational Skills including phonological awareness, decoding and reading fluency.</p> <p>Comprehension instruction in Reading Literature and Informational Text</p> <p>Language</p> <p>Vocabulary (acquisition and use)</p> <p>Speaking and Listening</p>	<p>Small-group instruction</p> <p>Guided reading</p> <p>Skills-based instruction</p> <p>Pre-teach or reteach</p> <p>One-on-one instruction/conferences</p> <p>Progress monitoring one-on-one and with groups on computers</p>	<p>Teacher Led: Application of concepts and skills</p> <p>Reteach/ review</p> <p>Introduce/ practice new concepts/skills as noted on written intervention plan (if applicable)</p> <p>Technology based practice</p>	<p>Instructor led small group may include:</p> <p>Heggerty Phonemic Awareness (K)</p> <p>Explicit Phonics</p> <p>iReady teacher-led individualized lessons</p> <p>mClass Intervention</p> <p>Reading A-Z Lessons</p>	<p>In addition to the intervention lesson identified students will receive one or two of the following instructional options:</p> <p>Option I:</p> <ul style="list-style-type: none"> ● iReady (K-5) ● Smarty Ants (K-2) ● Achieve 3000 (3-5)

Writing Instruction at Losee

Whole Group Explicit Instruction	Small Group/ Independent Work	Supportive Materials at Losee
<p>Lesson: (15 minutes)</p> <ul style="list-style-type: none"> ● Writing and Language ● Focused mini-lesson <ul style="list-style-type: none"> ○ Opinion, informative/explanatory, narrative writing ○ Modeled, shared, interactive, and guided writing ○ Writing process ○ Traits of quality writing ○ Modeled/ interactive writing ● Speaking and Listening <p>Closure: (5 minutes)</p> <ul style="list-style-type: none"> ● Review of instructional focus ● Formative assessments ● Exit Tickets ● Author’s Chair 	<p>(25 minutes)</p> <p>With the Teacher</p> <ul style="list-style-type: none"> ● Flexible writing groups (guided/skills-based) ● Individual/small-group ● Conferences and specific feedback with anecdotal notes ● Student goal setting ● Individual feedback ● Formative assessment ● Gradual release model <p>Group/ Independent Tasks</p> <ul style="list-style-type: none"> ● Purposeful independent and small-group writing ● Productive group work and collaborative discourse ● Writing routines, procedures, and practices ● Writing process 	<ul style="list-style-type: none"> ● SBAC Practice Materials (3-5) ● CKLA (K-5) ● AchievetheCore.org (K-5) ● Write Reflections (K-5)

NORTH LAS VEGAS

Core Reading Instruction at North Las Vegas 90 minutes

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Supportive Materials at North Las Vegas
<p>Reading Foundational Skills * phonological and phonemic awareness * decoding * reading fluency</p> <p>Reading Literature</p> <p>Reading Informational Text</p> <p>Language Arts * grammar, spelling, punctuation</p> <p>Vocabulary *acquisition and usage</p> <p>Speaking and Listening</p> <p>Enrichment extensions for acceleration</p>	<ul style="list-style-type: none"> ● Whole Group Explicit Instruction ● Purposeful read aloud-instruction ● Interactive read-aloud ● Purposeful student discourse around text ● Think aloud ● Metacognitive Awareness ● Inquiry ● Cooperative learning ● Flexible small-group instruction including guided; skills-based instruction; pre-teach; re-teach; extend ● Small group conferences ● One-on-one conferences/goal setting 	<ul style="list-style-type: none"> ● Gradual release strategy (I do, we do, you do together, you do alone) ● Explicit Phonics ● Fluency/ Repeated readings ● Text-dependent questions ● Annotation ● Note-taking ● Graphic Organizers ● Differentiated culminating reading/writing activities ● Response to text ● Literature circles/book clubs ● Literacy Stations/ Centers ● Collaborative work in pairs or small groups ● Purposeful independent reading tasks ● Student led inquiry projects ● DOK questioning 	<ul style="list-style-type: none"> ● CKLA (Core curriculum) ● mCLASS targeted teacher-led instructional resources K-5 ● iReady (K-5) ● Teacher Toolbox differentiated lessons (K-5) ● Heggerty Phonemic Awareness (K-1) and Bridge (2-5) (resource) ● Kilpatrick PA (2-5) ● BrainPop (K-5) ● BrainPop ELL ● Reading A-Z (K-5) ● Achievethecore.org (K-5) ● Flocabulary (K-5) ● Readworks.org (K-5) ● Commonlit.org (3-5) ● FCRR.org (K-5)

Reading Intervention and Intensive Instruction Options at North Las Vegas

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Intervention Options outside the 90-minute reading block	Instructional Options outside the 90-minute reading block
<p>Reading Foundational Skills including phonological and phonemic awareness, decoding and reading fluency</p> <p>Comprehension Instruction in Reading Literature and Informational Text</p> <p>Language Arts and written expression</p> <p>Vocabulary (acquisition and use)</p> <p>Speaking and Listening</p>	<p>Structured, explicit skills-based instruction</p> <p>Pre-teach or reteach</p> <p>Small group instruction</p> <p>One-on-one instruction/ conferences</p> <p>Progress monitoring one-on-one and with groups on computers</p> <p>Goal setting conferences</p>	<p>Teacher-Led: Application of concepts and skills</p> <p>Reteach/ review</p> <p>Introduce/ practice new concepts/skills as noted on the written intervention plan (if applicable)</p> <p>Technology-based practice</p>	<p>Teacher-led small group intervention/ intensive instruction by licensed teacher may include:</p> <p>CKLA Differentiated Instruction lessons/ intervention lessons (K-5)</p> <p>MCLASS targeted teacher-led instructional resources K-5</p> <p>MCLASS Intervention formerly known as BURST (K-5)</p> <p>Heggerty Phonemic Awareness double (K-1)</p> <p>Florida Center for Reading Research Student Center Activities (K-5)</p> <p>West VA Explicit Phonics Lessons</p> <p>iReady Teacher Toolbox differentiated instructional grouping lessons</p>	<p>In addition to the intervention lesson, identified students will receive one or more of the following instructional options.</p> <p>Option One: Selected Students based on need will participate in small group, evidence-based supplemental tutoring utilizing materials for intervention options by a trained tutor before, during or after-school</p> <p>Option Two: All Students: Independent school-based and at-home computer-based reading programs: Amplify Reading (K-5) iReady MyPath (K-5)</p> <p>Option Three: Parent Universities are offered on an ongoing basis to all parents</p>

Writing Instruction at North Las Vegas

Whole Group Explicit Instruction	Small-Group/ Independent Work	Supportive Materials at North Las Vegas
<p>Lesson:</p> <ul style="list-style-type: none"> ● Writing and Language ● Structured Lessons on: <ul style="list-style-type: none"> ○ Opinion, informative/explanatory, narrative writing ○ Modeled, shared, interactive, and guided writing ○ Writing process ○ Traits of quality writing ○ Modeled/ interactive writing ● Speaking and Listening ● Handwriting Instruction ● Formative/ Summative assessments ● Exit Tickets ● Author's Chair 	<p>(25 minutes)</p> <p>With the Teacher</p> <ul style="list-style-type: none"> ● Flexible writing groups (guided/skills-based) ● Individual/small-group ● Conferences and specific feedback with anecdotal notes ● Student goal setting ● Individual feedback ● Formative assessment ● Gradual release model <p>Group/ Independent Tasks</p> <ul style="list-style-type: none"> ● Purposeful independent and small-group writing ● Productive group work and collaborative discourse ● Writing routines, procedures, and practices ● Writing process 	<ul style="list-style-type: none"> ● Write Reflections (K-5) ● CKLA (K-5) ● Flocabulary (K-5) ● Brain Pop (K-5) ● SBAC practice materials (3-5) ● AchievetheCore.org (K-5)

SKY POINTE

Sky Pointe Core Reading Instruction 90 minutes daily

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Supportive Materials at Aliante
<ul style="list-style-type: none"> ● Reading Foundational Skills (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary and reading comprehension) ● Reading Literature ● Reading Informational Text ● Language ● Vocabulary(acquisition and use) ● Speaking and Listening 	<ul style="list-style-type: none"> ● Whole Group Explicit Instruction ● Purposeful read aloud-instruction ● Interactive read-aloud ● Purposeful student discourse around text ● Think aloud ● Metacognitive Awareness ● Inquiry ● Cooperative learning ● Flexible small-group instruction including guided; skills-based instruction; pre-teach; re-teach; extend ● Small group differentiated instruction, small group conferences ● One-on-one conferences/goal setting 	<ul style="list-style-type: none"> ● Gradual release strategy (I do, we do, you do together, you do alone) ● Explicit Phonics ● Fluency/ Repeated readings ● Text-dependent questions ● Annotation ● Note-taking ● Graphic Organizers ● Culminating reading/writing activities ● Response to text ● Literature circles/book clubs ● Literacy Stations/ Centers ● Collaborative work in pairs or small groups ● Purposeful independent reading tasks ● Student led inquiry projects 	<ul style="list-style-type: none"> ● CKLA (Core curriculum) ● Foundations K-2 (resource) ● mCLASS targeted teacher-led instructional resources K-5 ● Geodes decodable text (grade 1&2) ● Heggerty Phonemic Awareness (K-1) and Bridge (2-5) (resource) ● Kilpatrick PA (2-5) ● BrainPop (K-5) ● BrainPop ELL ● Reading A-Z (K-5) ● Achievethecore.org (K-5) ● Accelerated Reader (K-5) ● Readworks.org (K-5) ● Boost App (K-2) ● Commonlit.org (3-5) ● FCRR.org (K-5) ● Lexile Hub (K-5)

Sky Pointe Reading Intervention and Intensive Instruction Options

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Intervention Options outside the 90-minute reading block	Instructional Options outside the 90-minute reading block
<p>Reading Foundational Skills including phonological and phonemic awareness, decoding and reading fluency</p> <p>Comprehension Instruction in Reading Literature and Informational Text</p> <p>Language Arts and written expression</p> <p>Vocabulary (acquisition and use)</p> <p>Speaking and Listening</p>	<p>Structured, explicit skills-based instruction</p> <p>Pre-teach or reteach</p> <p>Small group instruction</p> <p>One-on-one instruction/ conferences</p> <p>Progress monitoring one-on-one and with groups on computers</p> <p>Goal setting conferences</p>	<p>Teacher-Led: Application of concepts and skills</p> <p>Reteach/ review</p> <p>Introduce/ practice new concepts/skills as noted on the written intervention plan (if applicable)</p> <p>Technology- based practice</p>	<p>Teacher-led small group intervention/ intensive instruction by licensed teacher may include:</p> <p>CKLA Differentiated Instruction lessons/ intervention lessons (K-5)</p> <p>MCLASS targeted teacher-led instructional resources K-5</p> <p>95% Group Phonics Lesson Library (PLL) 1-5</p> <p>MCLASS Intervention formerly known as BURST (K-5)</p> <p>Foundations double dose lessons (K-2)</p> <p>Heggerty Phonemic Awareness double (K-1)</p> <p>Florida Center for Reading Research Student Center Activities (K-5)</p> <p>West VA Explicit Phonics Lessons</p> <p>UFLI Foundations Phonics Program</p> <p>Wilson Reading Intervention</p>	<p>In addition to the intervention lesson, identified students will receive one or more of the following instructional options.</p> <p>Option One: Selected Students based on need will participate in small group, evidence-based supplemental tutoring utilizing materials for intervention options by a trained tutor before, during or after-school</p> <p>Option Two: All Students: Independent school-based and at-home computer-based reading programs: Amplify Reading (K-5)</p> <p>Option Three: Parent Universities are offered on an ongoing basis to all parents</p>

Sky Pointe Writing Instruction (45 minutes daily)

Whole Group Explicit Instruction	Small-Group/ Independent Work	Supportive Materials at Sky Pointe
<p>Lesson:</p> <ul style="list-style-type: none"> ● Writing and Language ● Structured Lessons on: <ul style="list-style-type: none"> ○ Opinion, informative/explanatory, narrative writing ○ Modeled, shared, interactive, and guided writing ○ Writing process ○ Traits of quality writing ○ Modeled/ interactive writing ● Speaking and Listening ● Handwriting Instruction ● Formative/ summative assessments ● Exit Tickets ● Author’s Chair 	<p>(25 minutes)</p> <p>With the Teacher</p> <ul style="list-style-type: none"> ● Flexible writing groups (guided/skills-based) ● Individual/small-group ● Conferences and specific feedback with anecdotal notes ● Student goal setting ● Individual feedback ● Formative assessment ● Gradual release model <p>Group/ Independent Tasks</p> <ul style="list-style-type: none"> ● Purposeful independent and small-group writing ● Productive group work and collaborative discourse ● Writing routines, procedures, and practices ● Writing process 	<ul style="list-style-type: none"> ● Write Reflections (K-5) ● CKLA (K-5) ● Get to the Core of Writing (K-2) ● Brain Pop (K-5) ● SBAC practice materials (3-5) ● AchievetheCore.org (K-5)

SKYE CANYON

Skye Canyon Core Reading Instruction 90 minutes

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Supportive Materials at Somerset Skye Canyon
<p>Reading Foundational Skills (phonological and phonemic awareness; decoding skills; reading fluency, vocabulary; and reading comprehension)</p> <p>Reading Literature</p> <p>Reading Informational Text</p> <p>Language</p> <p>Vocabulary (acquisition and use)</p> <p>Speaking and Listening</p>	<p>Whole Group Explicit Instruction</p> <p>Purposeful read aloud-instruction</p> <p>Interactive read-aloud</p> <p>Purposeful student discourse around text</p> <p>Think aloud</p> <p>Metacognitive Awareness</p> <p>Inquiry</p> <p>Cooperative learning</p> <p>Flexible small-group instruction including guided reading; skills-based instruction; pre-teach or reteach</p> <p>Intervention instruction for students reading below grade level targeting student instructional needs (<i>See intervention options next page</i>).</p> <p>Small group conferences</p> <p>One-on-one conferences/goal setting</p>	<p>Gradual release strategy (I do, we do, you do together, you do alone)</p> <p>Explicit Phonics</p> <p>Fluency/ Repeated readings</p> <p>Text-dependent questions</p> <p>Annotation</p> <p>Note-taking</p> <p>Graphic Organizers</p> <p>Culminating reading/writing activity/ Response to text</p> <p>Literature circles/book clubs</p> <p>Literacy Stations/ Centers</p> <p>Collaborative work in pairs or small groups</p> <p>Purposeful independent reading tasks</p>	<p>CKLA (K-5)</p> <p>Amplify Reading (K-5)</p> <p>Amplify Boost (K-2)</p> <p>mCLASS instructional grouping lessons K-5</p> <p>Newsela (5)</p> <p>BrainPop (K-5)</p> <p>Reading A-Z (K-5)</p> <p>Achievethecore.org (K-5)</p> <p>i-Ready Teacher Toolbox (K-8)</p> <p>Accelerated Reader</p> <p>Thinking Maps</p>

Skye Canyon Reading Intervention and Instructional Options

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Intervention Options	Instructional Options outside the 90-minute reading block
<p>Reading Foundational Skills including phonological awareness, decoding and reading fluency.</p> <p>Comprehension instruction in Reading Literature and Informational Text</p> <p>Language</p> <p>Vocabulary (acquisition and use)</p> <p>Speaking and Listening</p>	<p>Small-group instruction</p> <p>Skills-based instruction</p> <p>Pre-teach or reteach</p> <p>One-on-one instruction/ conferences</p> <p>Progress monitoring one-on-one and with groups on computers</p>	<p>Teacher Led: Application of concepts and skills</p> <p>Reteach/ review</p> <p>Introduce/ practice new concepts/skills as noted on written intervention plan (if applicable)</p> <p>Technology based practice</p>	<p>Teacher Led Small Group Instruction may include:</p> <p>mCLASS instructional grouping and lesson suggestions (K-5)</p> <p>mCLASS intervention (BURST) (K-5)</p> <p>CKLA Readers & Skills (K-5)</p> <p>i-Ready Reading (K-8)</p> <p>Wilson Reading System</p> <p>Florida Center for Reading Research</p>	<p>In addition to the intervention lesson, identified students will receive the following instructional option:</p> <p>Option I: Independent school-based and at-home computer-based reading programs:</p> <ul style="list-style-type: none"> ● Amplify Reading (K-5) ● i-Ready Reading (K-8)

Skye Canyon Writing Instruction

Whole Group Explicit Instruction	Small Group/ Independent Work	Supportive Materials at Somerset Sky Canyon
<p>Lesson: (15 minutes)</p> <p>Writing and Language</p> <p>Focused mini-lesson</p> <p>Opinion, informative/explanatory, narrative writing</p> <p>Modeled, shared, interactive, and guided writing</p> <p>Writing process</p> <p>Traits of quality writing</p> <p>Modeled/ interactive writing</p> <p>Speaking and Listening</p> <p>Closure: (5 minutes)</p> <ul style="list-style-type: none"> ● Review of instructional focus ● Formative assessments ● Exit Tickets ● Author’s Chair 	<p>(25 minutes)</p> <p>With the Teacher</p> <p>Flexible writing groups (guided/skills-based)</p> <p>Individual/small-group</p> <p>Conferences and specific feedback with anecdotal notes</p> <p>Student goal setting</p> <p>Individual feedback</p> <p>Formative assessment</p> <p>Gradual release model</p> <p>Group/ Independent Tasks</p> <p>Purposeful independent and small-group writing</p> <p>Productive group work and collaborative discourse</p> <p>Writing routines, procedures, and practices</p> <p>Writing process</p>	<p>Step up to Writing</p> <p>CKLA (K-5)</p> <p>mCLASS intervention (BURST) (K-5)</p> <p>Brain Pop (K-5)</p> <p>SBAC Practice Materials (3-5)</p> <p>AchieveTheCore.org (K-5)</p> <p>Thinking Maps</p> <p>Nancy Fetzner Sentence Building</p>

STEPHANIE

Stephanie Campus Core Reading Instruction 90 minutes

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Supportive Materials at Stephanie
<ul style="list-style-type: none"> ● Reading Foundational Skills (phonological and phonemic awareness; decoding skills; reading fluency, vocabulary; and reading comprehension) ● Reading Literature ● Reading Informational Text ● Language ● Vocabulary (acquisition and use) ● Speaking and Listening 	<ul style="list-style-type: none"> ● Whole Group Explicit Instruction ● Purposeful read aloud-instruction ● Interactive read-aloud ● Purposeful student discourse around text ● Think aloud ● Metacognitive Awareness ● Inquiry ● Cooperative learning ● Flexible small-group instruction - skills-based instruction - pre-teach or reteach ● Small group conferences ● One-on-one conferences/goal setting 	<ul style="list-style-type: none"> ● Gradual release strategy (I do, we do, you do together, you do alone) ● Explicit Phonics ● Fluency/ Repeated readings ● Text-dependent questions ● Annotation ● Note-taking ● Graphic Organizers ● Culminating reading/writing activity ● Response to text ● Literature circles/book clubs ● Literacy Stations/ Centers ● Collaborative work in pairs or small groups ● Purposeful independent reading tasks 	<ul style="list-style-type: none"> ● Wonders K-5 ● i-Ready (K-5) ● Heggerty Phonemic Awareness (K-1) ● Heggerty Bridge the Gap (2-4) ● Achieve the Core ● mClass instructional grouping lessons ● Reading A-Z

Reading Intervention and Enrichment Instructional Options for Somerset Stephanie

Instructional Focus	Suggested Methods of Delivery	Instructional Strategies	Intervention Options	Instructional Options
<p>Reading Foundational Skills (phonological and phonemic awareness; decoding skills; reading fluency, vocabulary and reading comprehension)</p> <p>Comprehension instruction in Reading Literature and Reading Informational Text</p> <p>Language</p> <p>Vocabulary (acquisition and use)</p> <p>Speaking and Listening</p>	<p>Flexible small-group instruction</p> <p>Skills-based instruction</p> <p>Pre-teach or reteach</p> <p>Small group conferences</p> <p>One-on-one instruction/conferences</p> <p>Progress monitoring one-on-one and with groups on computers</p>	<p>Instructor Led: Application of concepts and skills</p> <p>Reteach/ review</p> <p>Introduce/ practice new concepts/skills as noted on written intervention plan (if applicable)</p> <p>Independent tasks: Literacy stations/centers</p> <p>Purposeful independent reading activities</p> <p>Technology-based practice</p>	<p>Instructor Led Small Group Instruction</p> <p>Wonders Differentiated Instruction Lessons</p> <p>Hickman Explicit Phonics Interventions found at Tools4reading.com.</p> <p>Wilson Reading Intervention Program</p> <p>Heggerty Phonemic Awareness</p> <p>mClass instructional grouping & lesson suggestions (K-5)</p> <p>mClass intervention (BURST) (K-5)</p>	<p>Parent University</p> <p>Computer-based reading program: i-Ready</p> <p>Students will participate in a small group, research-based supplemental tutoring utilizing the mClass intervention program by an interventionist.</p>

Writing Instruction Somerset Stephanie

Whole Group Explicit Instruction	Small Group/ Independent Work	Supportive Materials at Stephanie
<p>Lesson: (15 minutes)</p> <ul style="list-style-type: none"> ● Writing and Language ● Focused mini-lesson <ul style="list-style-type: none"> ○ Opinion, informative/explanatory, narrative writing ○ Modeled, shared, interactive, and guided writing ○ Writing process ○ Traits of quality writing ○ Modeled/ interactive writing ● Speaking and Listening <p>Closure: (5 minutes)</p> <ul style="list-style-type: none"> ● Review of instructional focus ● Formative assessments ● Exit Tickets ● Author’s Chair 	<p>(25 minutes)</p> <p>With the Teacher</p> <ul style="list-style-type: none"> ● Flexible writing groups (guided/skills-based) ● Individual/small-group ● Conferences and specific feedback with anecdotal notes ● Student goal setting ● Individual feedback ● Formative assessment ● Gradual release model <p>Group/ Independent Tasks</p> <ul style="list-style-type: none"> ● Purposeful independent and small-group writing ● Productive group work and collaborative discourse ● Writing routines, procedures, and practices ● Writing process 	<ul style="list-style-type: none"> ● i-Ready ● Smarter Balanced Assessment Consortium practice materials (3-5) ● AchievetheCore.org (K-5) ● Wonders (K-5)

Appendix D: ELA Glossary of Assessment, Programs, and Materials

GLOSSARY OF ASSESSMENT, PROGRAMS, AND MATERIALS

SOMERSET ACADEMY of LAS VEGAS

2022-2023

Includes products used by:

Sky Pointe

Losee

North Las Vegas

Lone Mountain

Skye Canyon

Aliante

Stephanie

Assessments

aimswEBPlus

aimswEBPlus screens and monitors the reading and math skills of PreK–12 students. With its robust set of standards-aligned measures, aimswEBPlus is proven to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. Progress monitoring measures are brief and vary from 1–7 minutes. Benchmarking administration time (i.e., interim assessment) varies depending on grade level and measures selected.

Brigance Early Childhood Screen (K)

The Brigance Early Childhood Screen is a collection of quick, highly accurate assessments and data-gathering tools to use with kindergarten children. It assesses a child’s school readiness and provides a snapshot of a child’s master of early developmental and academic skills.

Comprehensive Test of Phonological Processing- Second edition CTOPP-2

The CTOPP-2 is administered at the request of the Response to Intervention Team at the school to identify individuals who are significantly below their peers in important phonological abilities and to determine strengths and weaknesses among developed phonological processes. Scores are reported in percentiles, standard scores, age, and grade equivalents. For the CTOPP-2 normative information, test reliability and validity report see pages 43-89 in the Examiner’s Manual.

iReady

i-Ready is an evidence-based comprehensive diagnostic and instruction tool for reading and/or mathematics. It helps teachers determine student needs, personalize learning, and monitor progress throughout the school year. i-Ready allows teachers to meet students exactly where they are and provides data to increase student learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.

LETRS Phonics Survey (1-5)

The LETRS Phonics Survey is used by teachers to detect underlying challenges with decoding that may negatively affect students' reading fluency scores and inform teachers on how to intervene to raise students' reading fluency scores

LETRs, Spelling Inventories (Elementary and Upper-Grade measures)

This measure provides information on how well students apply their knowledge of spoken language to written language. Students are given lists of words specially chosen to represent a variety of spelling features at increasing levels of difficulty and complexity that show common orthographic features.

mCLASS DIBELS 8th edition

DIBELS is a set of researched and developed assessments that help educators progress monitor students and target needs for individualized instruction. DIBELS provides grade-level benchmarks and target goals for students. DIBELS assessments are quick, easy to use, and aid in identifying students who need intervention. These assessments can also be used to evaluate the effectiveness of interventions already in place.

NWEA MAP

State Mandated measure for grades K-5. The assessment is a series of computer-adaptive measures that are given three times per year. Students receive an RIT score which can show their growth over time and are assigned a percentile score, which helps educators and parents to know how students are performing compared to their same grade-based peers. Students who score below 40% on this measure are considered at risk for not passing the state-mandated proficiency tests that are given in the 3-5 grades.

PAST (Phonological Awareness Screening Tool)

PAST is an informal, diagnostic, individually administered assessment tool to help determine the point of instruction for students and monitor progress for phonemic awareness instruction.

PHONICS SCREENER FOR INTERVENTION (PSI)-

The Phonics Screener for Intervention (PSI) is a brief and easy-to-administer informal diagnostic assessment designed to pinpoint the specific decoding needs of students who have poor reading accuracy. It's used to determine where to begin each student's

intervention, to group students with similar needs, and determine when to move students out of one skill into another. Information from the PSI eliminates guessing and leads directly to placement in Tier 2 or Tier 3 groups for focused intervention instruction.

Smarter Balanced Assessment Consortium (SBAC)

State Mandated Summative Assessments (grades 3-5) determine students' progress toward college and career readiness in English language arts/literacy and math. These assessments are given at the end of the school year and consist of two parts: a computer adaptive test and a performance task. The summative assessments: describe both student achievement (how much students know at the end of the year) and student growth (how much students have improved since the previous year) to inform program evaluation and school, district, and state accountability systems.

Star Reading

Star Reading is an online assessment program developed by Renaissance Learning. The program uses a combination of the cloze method and traditional reading comprehension passages to assess forty-six reading skills across eleven domains. The program is used to determine a student's overall reading level as well as identify a student's strengths and weaknesses. The program is designed to provide teachers with individual student data, quickly and accurately.

World-Class Instructional Design and Assessment and Screener (WIDA) K-5

Administered annually to students at Somerset Academy of Las Vegas who have been identified as English language learners (ELLs) to monitor students' progress in learning academic English by the designated staff members who have been trained in administering this assessment. It assesses the four language domains of listening, speaking, reading, and writing.

Elementary Curriculum and Online Supports 2022-2023

ACCELERATED READER (Renaissance Place K-5)

Accelerated Reader[™] is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students’ reading skills through reading practice and by providing frequent feedback on students’ progress to teachers. The *Accelerated Reader*[™] program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book’s content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance. As part of the Renaissance Suite, we also have the STAR reading assessment, which will help set reading goals and choose books for independent reading.

ACHIEVETHECORE.ORG (Reading and Math K-5)

Achieve the Core is a resource to help educators improve instruction and increase student achievement. Teachers can use and adapt these materials for the classroom or for professional development to align with each state's college and career readiness standards. *Achieve the Core* includes sample lessons and sample classroom assessments as well as tools designed specifically to assist teachers in implementing Common Core and other rigorous academic standards in reading and math.

AMPLIFY READING (K-5)

Amplify Reading is a supplemental literacy program that provides students with practice and explicit instruction in phonics, vocabulary, and comprehension skills. The goal of the program is to provide engaging individualized instruction and practice in the skills that will have the most impact. After each activity students are given more instruction in areas that are challenging. The activities engage students in multiple opportunities to practice critical skills at an appropriate pace with consistent feedback and prioritize student engagement and motivation, helping students to see their growth toward reading goals.

BOOST (K-2)

Boost is an app with a set of games that provides students with opportunities for spaced practice to refine their early literacy skills. These skills include Letter-Sound Knowledge, Blending, Irregular Word Recognition, and Advanced Phonics. It is a practice-only app (no instruction is provided), so it is a great complement to any core curriculum. This is the practice software that comes with the mClass Reading Intervention (Burst) program.

BRAIN POP/ BRAIN POP JR./ BRAIN POP ELL (K-5)

BrainPop is identified as playful, educator-focused, reflective, and global. (Science, math, social studies, grammar, and ELL vocabulary modules). Brain Pop engages students in their learning using animated videos, humor, and learning games. It supports teachers in providing “classroom-optimized tools in diverse learning settings.” BrainPop allows students to reflect, make connections, and delve deeper into their learning. BrainPop also covers universal topics, reaches countries worldwide, and incorporates major world languages. Short, animated videos for content areas.

CKLA- Amplify

“Amplify Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills.” Amplify CKLA aims to enrich students' prior knowledge and encourage curiosity. Enriching student background knowledge allows students to build upon what they already know to “unpack complex texts so that real comprehension can happen.” CKLA provides easy access to explicit instruction covering foundational skills that promote student growth.

COMMONLIT (3-12)

CommonLit is an online supplemental resource that is research-based and aligned with the Common Core State Standards. This resource offers hundreds of free reading passages for grades 3-12 with aligned interim assessments for progress monitoring.

FLOCABULARY

Flocabulary is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum. Flocabulary includes standards-based videos, instructional activities, and student creativity tools to supplement

instruction and develop core literacy skills. Flocabulary uses a unique approach that combines songs, reading passages, and exercises to create a multisensory learning environment.

FLORIDA CENTER FOR READING RESEARCH (K-5)

Student Center Activities were created to support instruction in reading. There are lessons for phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials.

FUNDATIONS by Wilson Reading

Wilson Foundations is a whole group, explicit foundational skills reading program from Wilson Language. It may also be used as a double-dose small group reading intervention for students in kindergarten through second grade. Foundations uses a carefully structured reading and spelling curriculum for foundational skills using multisensory techniques. It also supports reading, writing, speaking, and language standards. It addresses all five areas of reading instruction with an emphasis on systematic phonics and word structure.

GEODES 1-2

Great Minds and Wilson Language collaborated to create a new collection of accessible, knowledge-building books for emerging and developing readers. They are Readables™, a unique type of text in which specific decoding strategies are coupled with content and vocabulary knowledge, resulting in wonderfully rich books for budding readers.

HEGGERTY PHONEMIC AWARENESS (K-1) and Heggerty Bridge (2-5)

Heggerty Phonemic Awareness is a program designed to teach students to manipulate speech sounds in words. This program gives students knowledge of rhyme, oral fluency, blending phonemes, isolating, adding, substituting, and deleting phoneme sounds within a word. It also incorporates language awareness activities.

i-Ready:

i-Ready delivers differentiated instruction to all students. “It was designed to get students excited about learning and to support teachers in the challenge of meeting the needs of all learners.” The goal of *i-Ready* is to help teachers track students to ensure they are making growth toward proficiency. *i-Ready* works to address students’ individual needs in both reading and math and helps teachers know what they need to be targeting with each student. *i-Ready* is engaging for students and encourages students to self-monitor their growth.

KidBiz (3-5):

KidBiz provides differentiated, standards-based instruction with customized editions for every state. KidBiz uses “game-based foundational learning, proven-effective differentiated literacy instruction, and a curriculum platform designed to deepen thinking.” KidBiz is flexible and invites equity and depth into the classroom.

Lexile and Quantile Hub (K-5)

This program includes instructional support and resources for teachers and students. It includes the Lexile tools to find a book, a Lexile analyzer and word lists. The quantile tools include the teacher’s lesson planner for math, math skills database, and math at-home resources. This program is provided through the Nevada Department of Education

mCLASS TARGETED, TEACHER-LED INSTRUCTIONAL RESOURCES

Assessment data from mCLASS DIBELS 8 is used to provide lesson plans for whole-class, small-group, and one-on-one instruction. The small group advisor drills deep into student responses to uncover patterns, strengths, and gaps. There are also instructional resources for each student’s parent/guardian(s).

mCLASS READING INTERVENTION (K-5) (Formerly known as Burst)

mCLASS Reading Intervention, formerly known as Burst Reading, provides struggling readers with a series of 10-lesson units focused on skills students need at that time. The lessons are initially based on benchmark assessment data (assessments given three times a year), but more frequently based on formative assessments given every other week. The units are delivered to groups of 3-6 students

by teachers or “interventionists” who may be paraprofessionals. The lessons use a direct instruction approach, followed by progress monitoring and assessment. mCLASS Intervention follows a research-based skills progression and uses software to analyze results, form small groups, build engaging lessons for each group, and update skill profiles and groups every ten days. mCLASS Intervention instructional lessons cover the five big ideas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. mCLASS Intervention lessons also pull from a bank of over 4,000 research-backed activities, including multisensory activities that use auditory, visual, tactile, and kinesthetic techniques.

Nancy Fetzer Sentence Building

A series of lessons that explicitly teach students how to construct complex and varied sentences.

NewsELA:

NewsELA provides teachers and students with standards-aligned content aimed to support core instruction within the classroom. Teachers can monitor what students are reading and how they are doing on standards-aligned quizzes. Teachers can create custom lessons or get lesson ideas in a variety of reading levels for students. NewsELA PRO provides teachers and students with over 20 genres of differentiated content, in addition to current events.

Phonics Lesson Library (PLL) - 95 Percent Group

The *Phonics Lesson Library (PLL)* is an extensive phonics interventional program that provides everything required for effective phonics lessons. The *PLL* is different from other intervention programs because the lessons can be started at any point after determining with the *PSI* the lowest skill on the continuum is not yet mastered. The phonics lessons are broken into 3 parts: Basic, Advanced, and Multi syllable. Weekly lessons are broken into a 5-day plan.

READING A-Z (K-5)

Reading A-Z’s mission is to “provide affordable, easily accessible, developmentally appropriate teaching and learning solutions to all educators and students who need them.” Reading A-Z provides leveled texts, decodable books, and differentiated reading materials. Reading A-Z provides pre-prepared small group instruction and intervention lessons for teachers.

Read Well (Voyager Sopris)

Read Well® is a comprehensive research-based K–3 reading and language arts solution that helps students build the critical skills needed to be successful readers and learners. The program uses a flexible approach of differentiated small-group instruction and individual student practice.

Readworks.org (K-5)

Readworks aims to “bridge the gap between research and practice in reading comprehension instruction.” Using applied cognitive science, Readworks aims to move all learners toward comprehending grade-level material. Readworks targets explicit instruction of academic vocabulary, gradual release, scaffolding, the development of background knowledge, and a focus on syntax to help all students acquire reading comprehension.

Smarty Ants (K-2):

The goal of Smarty Ants is to move emergent readers to independence. Smarty Ants go beyond surface-level phonemic awareness and phonics. Smarty Ants uses a scope and sequence to help students master foundational reading skills. Smarty Ants uses teacher support to combine practice with foundational skills, independent practice, and embedded assessment.

Step Up to Writing (K-5)

Step Up to Writing helps students understand the importance of each step of the writing process. Beginning writers explicitly learn and practice each phase of the writing process. As students become more advanced writers, they move back and forth between the phases, and the process becomes more fluid and automatic. Students will engage with Step Up to Writing in coordination with our core ELA curriculum, CKLA.

The Superkids Reading Program -

The Superkids Reading Program captivates students with tales of the Superkids. These relatable characters and their ongoing adventures provide an engaging and cohesive framework for literacy success. Superkids is a comprehensive ELA curriculum developed for grades K–2 using evidence-based literacy practices. This proven-effective program follows a unique systematic and explicit instructional path through engaging, increasingly complex text.

Thinking Maps

A set of visual models that are used to guide students thinking and help them to learn to think critically, solve problems, and enhance their comprehension of topics.

UFLI-Foundations (Ventriss Learning)

An explicit and systematic phonics program.

WEST VA EXPLICIT PHONICS

Provides a set of downloadable, explicit phonics lesson plans from West Virginia Reading First. Lessons range from the CVC rule to practicing consonant blends and multisyllabic words.

WILSON READING

The Wilson Reading System (WRS) is an intensive reading program for students who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. It is a structured literacy program based on phonological-coding research and Orton-Gillingham principles. WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluency decoding, and encoding skills to the level of mastery.

WONDERS

Wonders, is a comprehensive PreK–6 literacy program that is designed to meet the challenges of today’s classroom and reach all learners. It is a wealth of research-based print and digital resources that provide support for building strong literacy foundations, accessing complex texts, writing to sources, and building social-emotional learning skills. Wonders provides support for the core classroom, English language learners, and students benefiting from intervention support.

WORDS THEIR WAY

Words Their Way is a research-based method for developing a student's phonics skills, spelling patterns, word recognition, and vocabulary. Words their way uses sorts to help students practice grouping and differentiating words with different sounds or spelling patterns. The spelling inventories are the provided assessments that help teachers group students into different spelling stages. This then helps teachers narrow in on skill deficits so that they can individualize instruction for students.

WRITE REFLECTIONS

WriteReflections is a systematic, research-based writing curriculum that contains a scope & sequence, step-by-step lesson plans, classroom PowerPoints, lessons, assessments, and rubrics.

The program is designed to be taught for 30-45 minutes per day. It includes daily warmup exercises and mini-lessons that teach brainstorming, organizing, vocabulary, grammar, punctuation, sentence fluency, reading comprehension, and text response skills, thus reinforcing English language instruction.

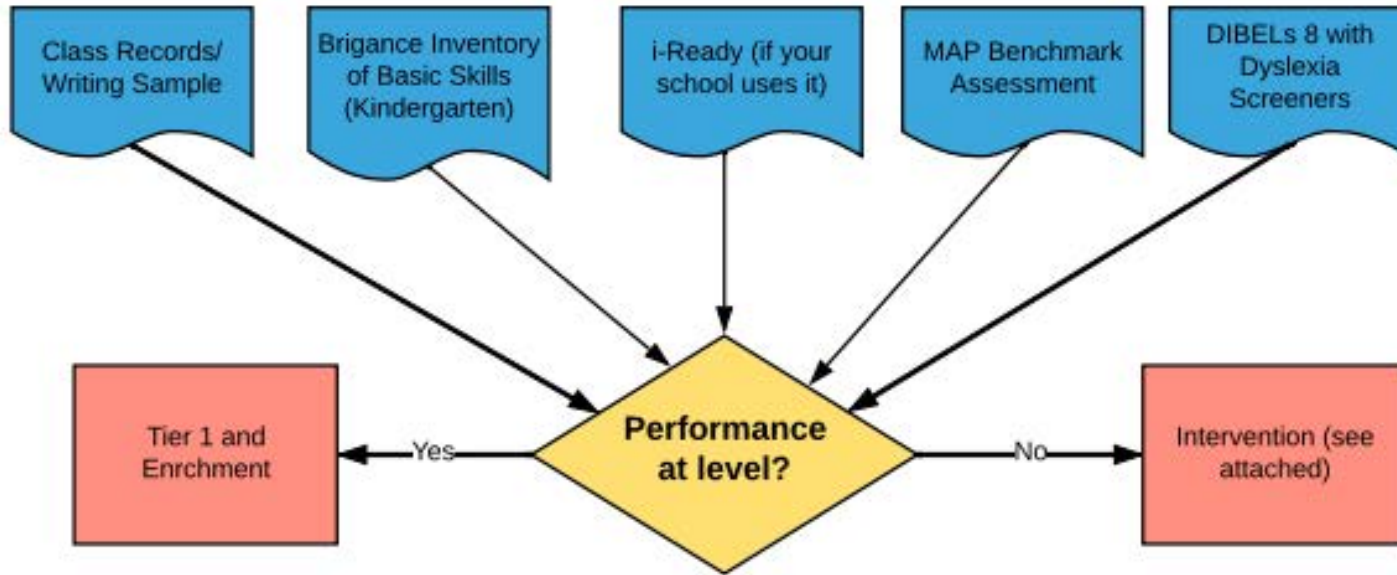
Appendix E: Somerset Academy Assessment Framework

Somerset Academy of Las Vegas Assessment Frameworks

2022-2023

Appendix E to the Somerset Academy of Las Vegas
Local Literacy Plan

Kindergarten Assessment Flowchart



Somerset Academy Kindergarten Literacy Benchmark Assessment Framework

Brigance Early Childhood Screen
 All Students
 Within the first 30 instructional days
 age must be calculated and scores entered @Brigance.com

MAP Reading/i-Ready *
 All Students
 Administered in the fall, winter and spring

DIBELs 8 with Dyslexia Screeners (ELM)
 All Students
 Administered in the fall, winter and spring
 Letter naming fluency (LNF), Phonemic segmentation fluency (PSF), Nonsense word fluency (NWF), Word Reading Fluency (WRF), Rapid automatized naming (RAN)

Is the student below benchmark on any of these measures?

Brigance?
 If a student is in the below average range, begin targeted, small group instruction in deficit areas.

DIBELs 8?
 If a student is in the intensive (red) or strategic (yellow) support ranges, begin targeted small group instruction in deficit areas.

MAP/i-Ready?
 If student scores below the 41st percentile on the winter benchmark, notify parents and develop a RBG3 plan. Begin formal intervention.

If students score below the 25th %, begin the RTI Process.

All students with a RBG3/RTI plan will be progress monitored on deficit skills every other week.

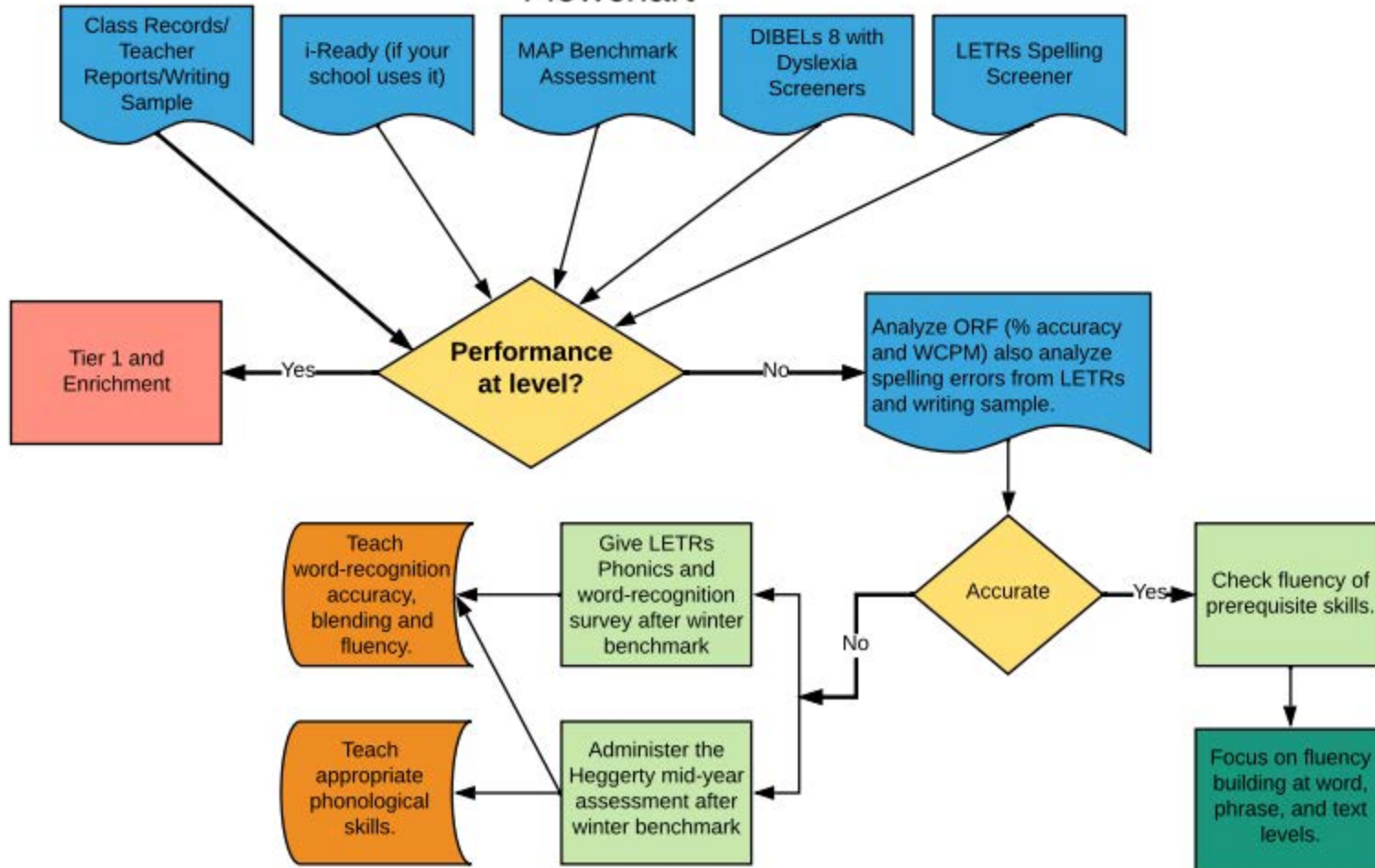
Intervention Options (Teacher Delivery)
 CKLA /Wonders Differentiated Instruction Lessons, Heggerty Double Dose Lessons, Amplify Targeted Student and/or Small Group Lesson Suggestions, West VA Explicit Phonics

Supplemental Tutoring Options:
 Grade Level Team determines which students will get supplemental tutoring via mCLASS Intervention delivered by Instructional Aids.

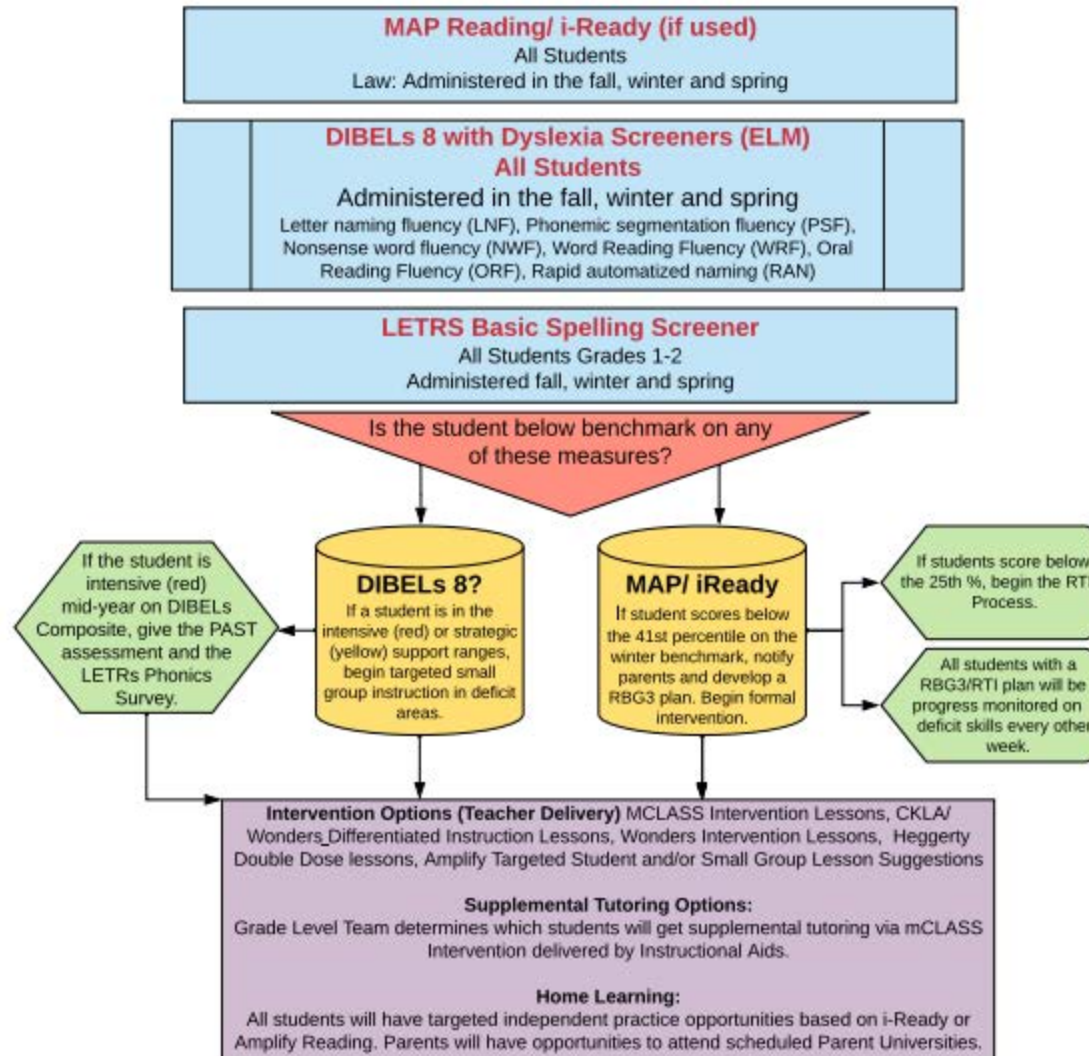
Home Learning:
 All students will have targeted independent practice opportunities on i-Ready or Amplify Reading. Parents will have opportunities to attend scheduled Parent Universities.

If more information is needed to design intervention instruction, teachers may administer the LETRs Phonics Survey or the Heggerty Assessments mid-year

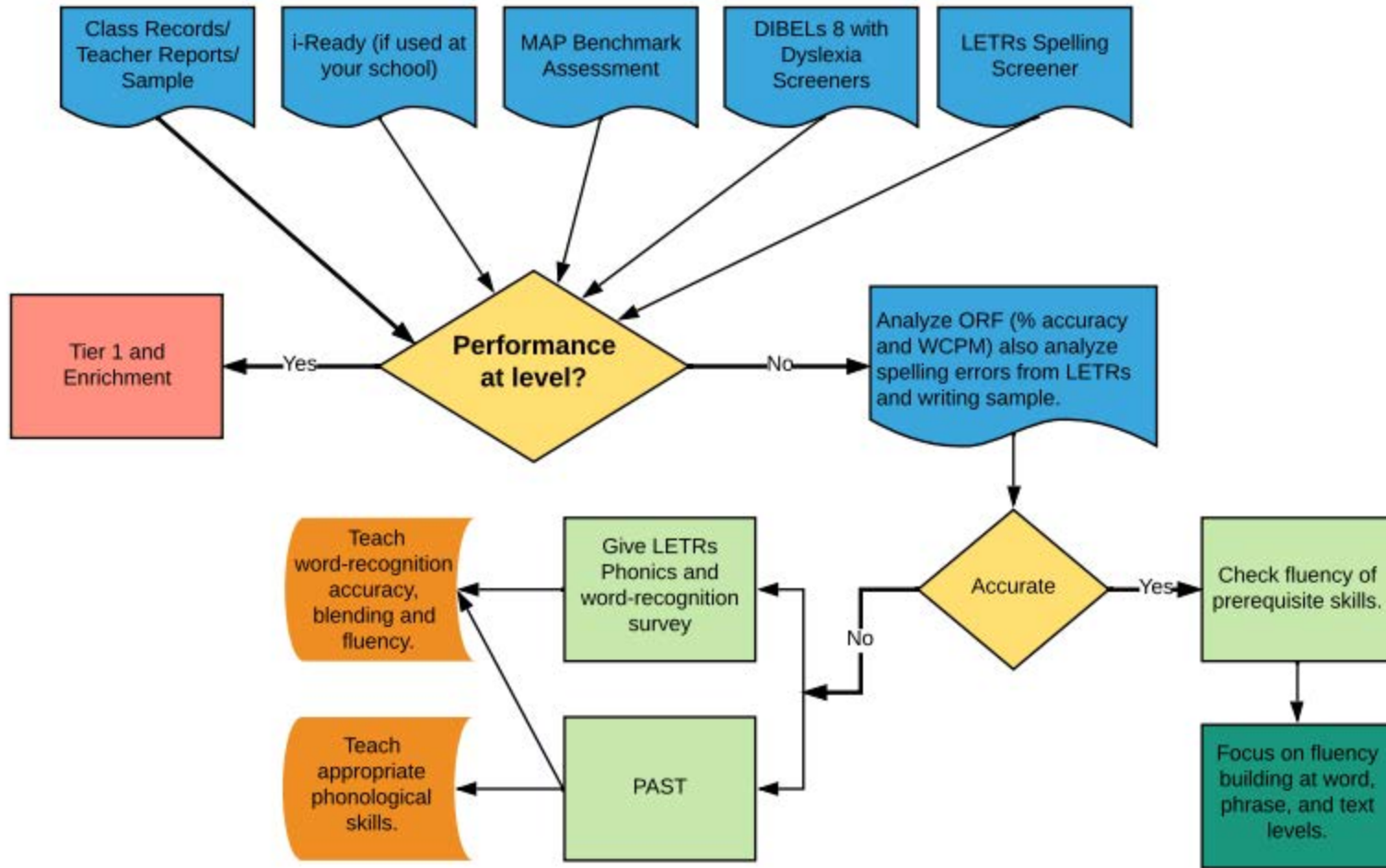
First Grade Assessment Flowchart



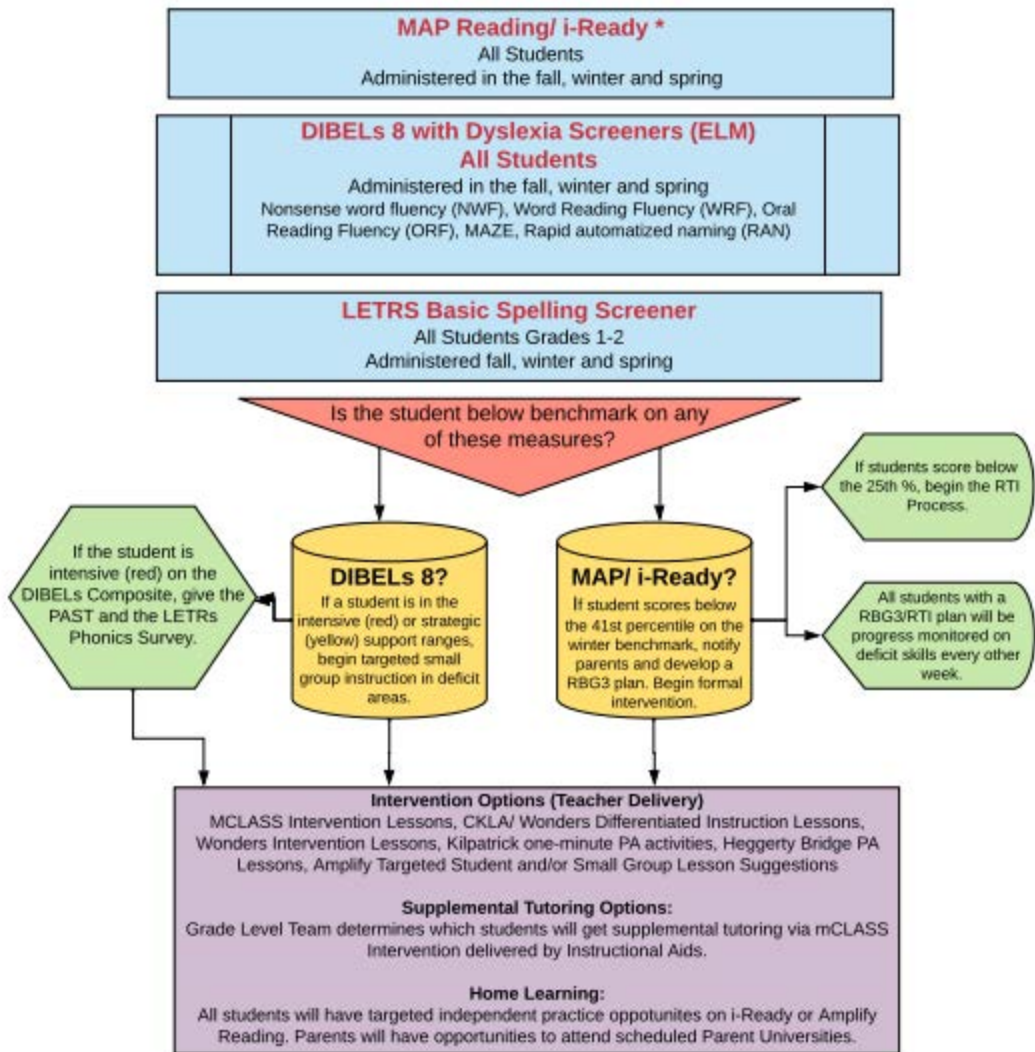
Somerset Academy First Grade Literacy
Benchmark Assessment Framework



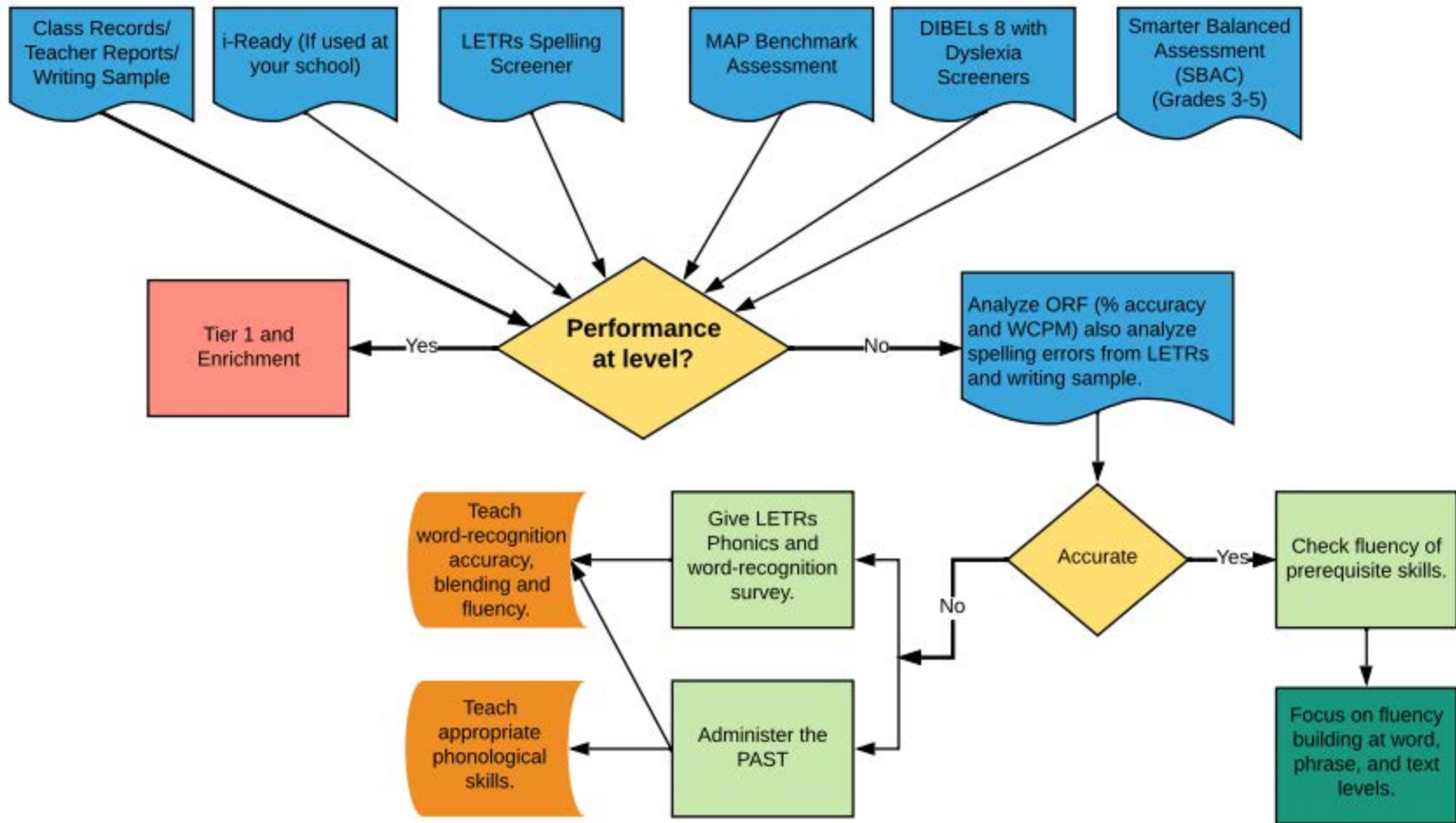
Second Grade Assessment Flowchart



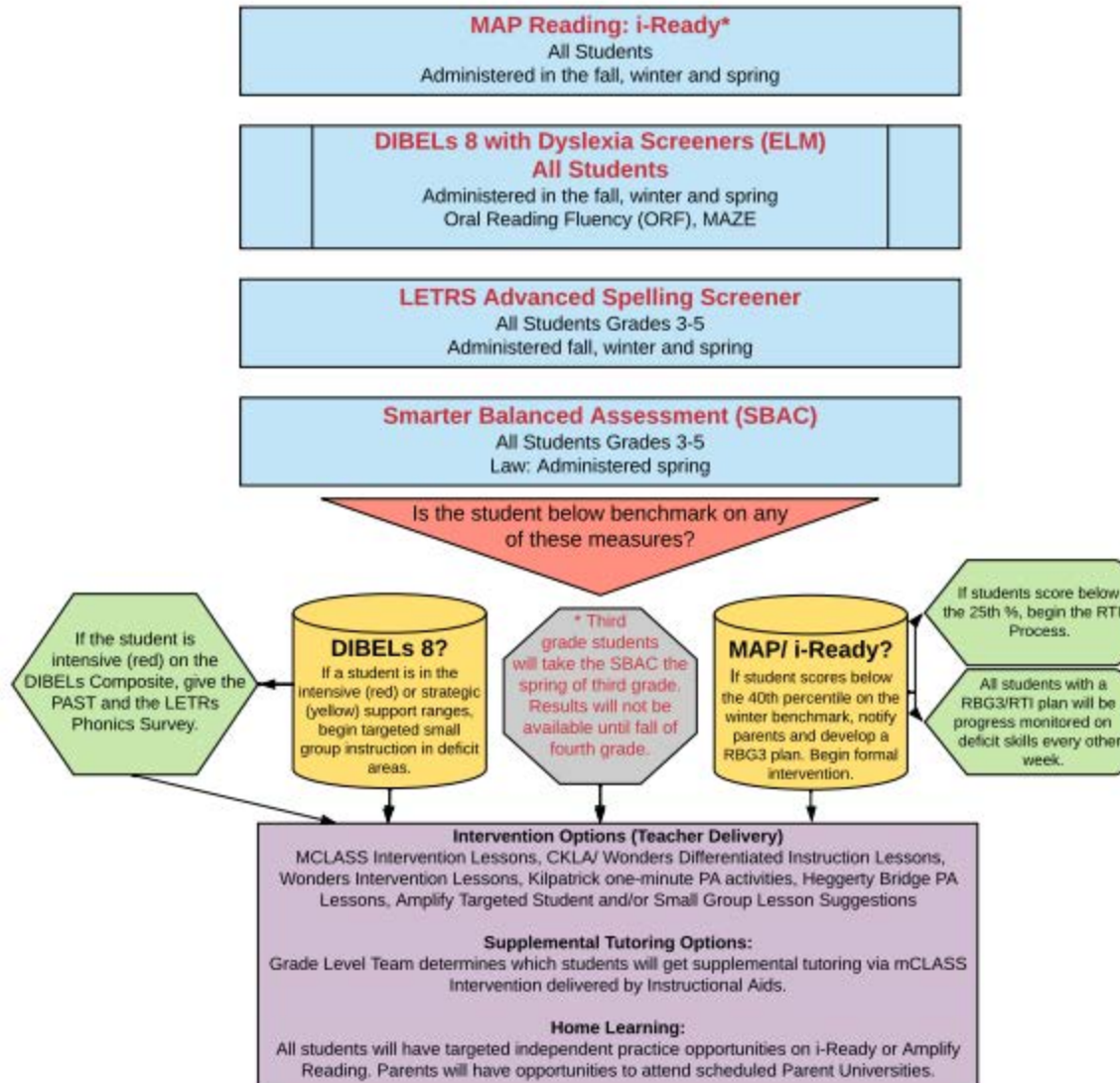
**Somerset Academy Second Grade Literacy
Benchmark Assessment Framework**



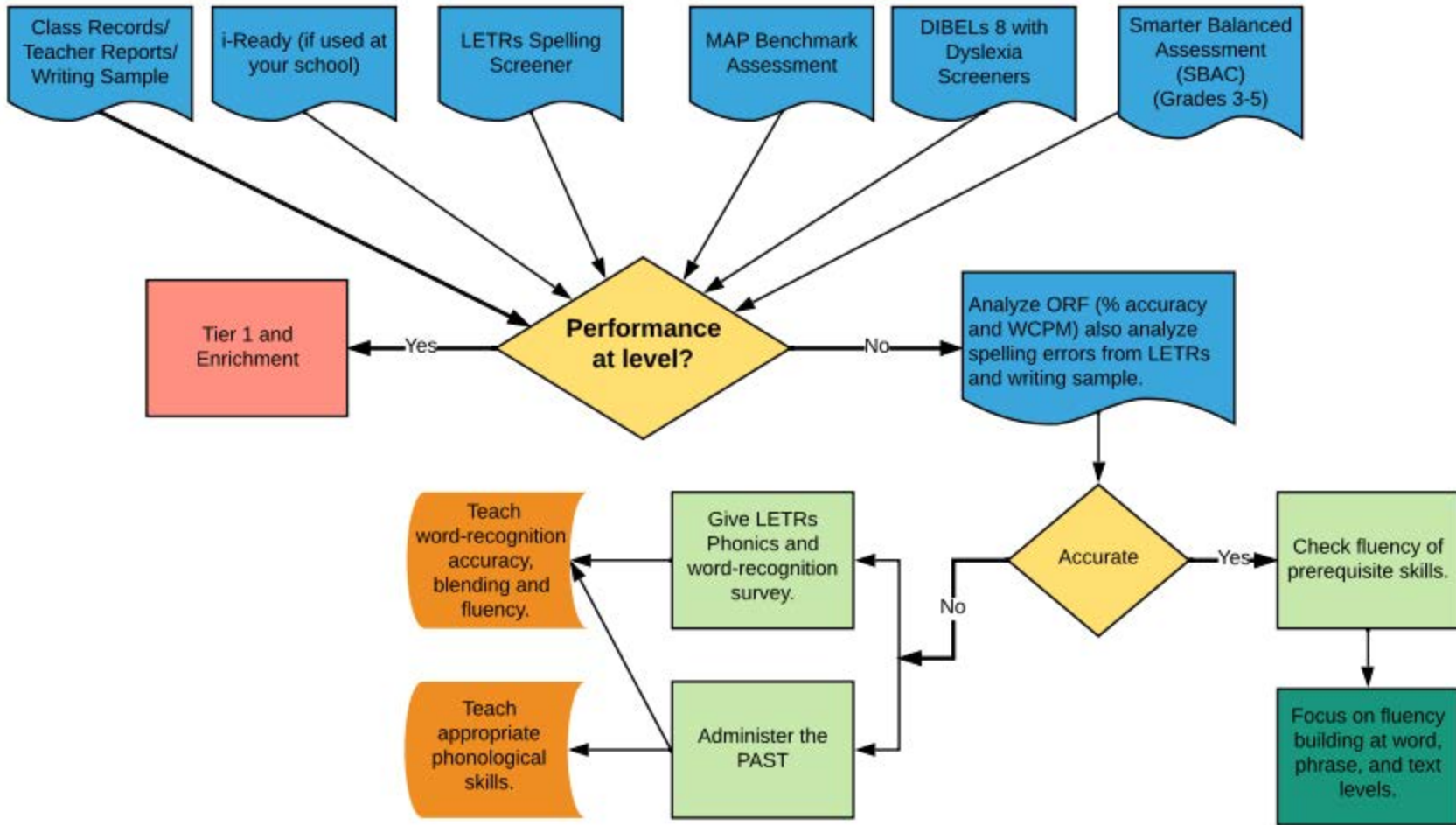
Third Grade Assessment Flowchart



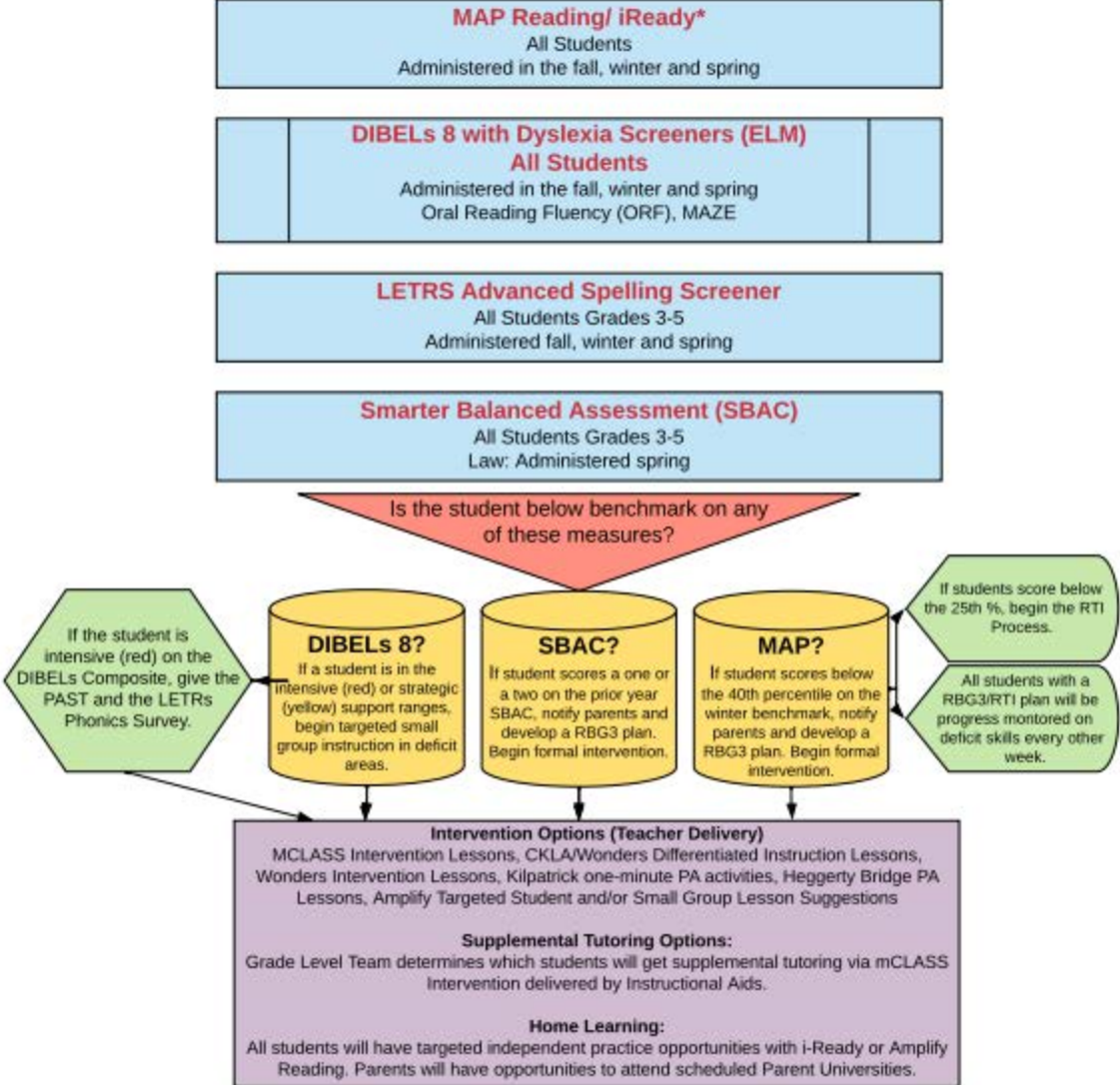
**Somerset Academy 3rd Grade Literacy
Benchmark Assessment Framework**



Fourth and Fifth Grade Assessment Flowchart



**Somerset Academy 4th and 5th Grade Literacy
Benchmark Assessment Framework**



Appendix F: List of staff members that reviewed and gave input to the Somerset Academy of Nevada Local Literacy Plan

LONE MOUNTAIN

Legal Name	Position
Cesar Tiu	Principal
Manuel Herrera	Assistant Principal
Lindsey Goyak	Instructional Coach
Lucinda Sorensen	Literacy Specialist
Lana D'Apriele	Teacher/ Coach
Marge Lim	EL Coordinator

LOSEE

Legal Name	Position
Christine Simo	Administrator
Rachael Valdez	Teacher
D’Rae Modrall	Teacher
Madison Johonnot	Instructional Coach
Angelina Pineda	Parent/ Literacy Specialist
Catherine Sampaio	Special Education Teacher
Shawna Jessen	Literacy Specialist

NORTH LAS VEGAS

Legal Name	Position
Mindy Palomeque	Principal
Heather Fernandez	Assistant Principal
Christina Jones	Instructional Coach
Amanda Goodavish	Literacy Specialist
Courtney Grundy	Instructional Coach

SKY POINTE

Legal Name	Position
Lee Esplin	Principal
Jennifer Ellis	Assistant Principal
Lisa Fuller	Teacher/ Parent
Melanie Smith	Instructional Coach
Devorah Martin	Teacher
Jerome Skibba	Teacher
Cathleen Reese	Literacy Specialist
Jennifer Schmidt	Teacher

STEPHANIE

Legal Name	Position
David Fossett	Principal
James English	Instructional Coach
Jessica Woody	Teacher
Lorilea Grenstiner	Teacher
Jennifer Steele	Assistant Principal
Kimberly Langeveld	Literacy Specialist
Terri Pearson	Teacher

SKYE CANYON

Legal Name	Position
Catherine Lackey	Principal
Caroline Smith	Teacher
Ashlin Kuras	Teacher
Salina Hernandez	Teacher
Jaime Adams	Special Education Teacher
Lisa Creed	Teacher
Teresa Wilson	Teacher
Derek Glavle	Teacher
Christine Kenneday	Teacher
Jennifer Litz	Teacher
Rebecca Cooke	Teacher
Brad Spiter	Teacher
Alexandria Reynolds	Teacher
Ami Keeter	Instructional Coach
Ashley McClinton	Literacy Specialist

ALIANTE

Legal Name	Position
Shannon Manning	Principal
Kari Cozine-Butchko	Literacy Specialist
Kelly Marcus	Teacher
Kelly Bryan	Teacher
Joelle Daniels	Instructional Coach
Alyssa Byuell	Teacher
Cassidy Beavert	Special Education Teacher
Alexa Tyler	Teacher
Jasmine Ramirez	Teacher

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**

AGENDA ITEM: **3d – APPROVAL OF THE REVISED RESTORATIVE JUSTICE PLAN**

NUMBER OF ENCLOSURES: **1**

SUBJECT: REVISED RESTORATIVE JUSTICE PLAN

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **THE RESTORATIVE JUSTICE PLAN HAS BEEN REVISED TO INCLUDE THE 13 TRUST BEHAVIORS.**

Somerset Academy

Restorative Practice Plan

2022-2023

At Somerset Academy we believe in providing educational and leadership opportunities for personal growth for all students in a safe and accepting environment. To do this, we utilize The Leader in Me components and a restorative practice approach. The Leader in Me and consistent implementation of restorative practices, will enhance our school-wide behavior program, providing an alternative to exclusionary disciplinary practices in certain incidences. Through studying the 7 habits, students will learn important qualities such as responsibility, vision, integrity, teamwork and collaboration.

The goal of Somerset's Leadership Program is to create a culture of empowerment based on the idea that every person is a leader. The process teaches students the skills needed for academic success such as critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups in any setting.

We follow Stephen Covey's Habits of Effective Leadership and 13 Trust Behaviors

<p>The Habits</p> <p>Be proactive. Begin with the end in mind. Put first things first. Think Win-Win Seek first to understand and then to be understood. Synergize. Sharpen the Saw.</p> <p>13 Trust Behaviors</p> <p>Behavior #1: Talk Straight.</p> <p>Behavior #2: Demonstrate Respect</p> <p>Behavior #3: Create Transparency.</p> <p>Behavior #4: Right Wrongs.</p> <p>Behavior #5: Show Loyalty.</p> <p>Behavior #6: Deliver Results.</p> <p>Behavior #7: Get Better.</p>	<p>We LIVE by striving to be the best we can be We LEARN by working hard and always doing our best We LOVE by caring for others We LEAVE A LEGACY by sharing our school with others and trying to make a difference in the world. -Stephen R. Covey</p> <p>Behavior #8: Confront Reality.</p> <p>Behavior #9: Clarify Expectations</p> <p>Behavior #10: Practice Accountability.</p> <p>Behavior #11: Listen First</p> <p>Behavior #12: Keep Commitments.</p> <p>Behavior #13: Extend Trust.</p>
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Defining & Communicating Expectations

Drop-Off	Hallways	Lunch	Recess
<ul style="list-style-type: none"> • Put first things first and arrive on time 	<p>Be Proactive by:</p> <ul style="list-style-type: none"> • Having a quiet voice • Walking in a single file line • Facing forward • Keep hands/feet to self • Respect the space of others and the school 	<ul style="list-style-type: none"> • Hands on only your food • Indoor voices (Level 2) • Raise hand to leave seat • Clean up your table area • Throw all garbage away in trash can • Walk at all times 	<ul style="list-style-type: none"> • Line up promptly • Include others • Share equipment • Hands & feet to self • Appropriate Language • Help put equipment away after recess • Think Win - Win
Dismissal	Bathrooms	Working in Groups	Computers
<ul style="list-style-type: none"> • Pack all items quickly • Be watching for your car • Listen for class to be dismissed or your name to be called • Begin with the end in mind 	<ul style="list-style-type: none"> • Go in timely manner • Flush • Wash & Dry • No loitering/lingering in restrooms • Be proactive 	<ul style="list-style-type: none"> • Do your share of work • Seek first to understand and then to be understood • Resolve conflicts effectively • Synergize • Sharpen the Saw 	<ul style="list-style-type: none"> • Never share your passwords • Respect all technology • Use media literacy skills in online decision-making • Treat all members of the online community as if you were standing next to them in person.

Positive Recognition and Reinforcement

- Students will receive positive feedback throughout every day by all staff members in all areas of the school.

- Students will earn rewards based on good character that aligns with our vision and mission. Some examples of good character are;

- Follows School & Classroom Rules
- Works Collaboratively in Groups
- Shows Courtesy & Respect for Others
- Produces Quality Work
- Participates & Actively Listens
- Takes Responsibility for Self

Progressive Restorative Practice Plan

The goal of restorative practice at Somerset Academy is to teach responsibility and develop ownership of one's actions through restorative practices. We value the importance of teaching students to consider others when making decisions and to act in ways that are respectful and considerate of the school environment.

For all offenses, common sense and good judgment will prevail. Somerset Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together. Administration will make the final decision on disciplinary actions.

Summary of Progressive Restorative Practice Structure

Student consequences are handled in a restorative, progressive manner. It is not an individual disciplinary event(s) that are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168).

Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary action is also commensurate to the severity of the offense.

Levels of Restorative Practice

Level 1

Each teacher will implement a positive behavior management plan or Restorative Plan of Action, in their classroom and will notify students, parents, and administration of their plan. Teachers will first use principles of the 7 Habits, SEL, and restorative practices in assisting students in demonstrating proper behaviors.

- Teachers are expected to manage their classrooms proactive interventions by using effective procedures, love, patience, redirection and consistent classroom management.
- Teachers may use a short time out (break) in a safe place with adult supervision at all times.
- Students who do not respond to initial interventions could be asked to write a self-reflective plan (Stop and Think form).
- Parent will be notified within 24 hours via email or phone by teacher.

Level 2

If Level 1 interventions and restorative practices do not lead to changed student behavior, Level 2 interventions will be enacted by the teacher and administration shall be notified.

- Temporary alternative placement can be used by a teacher who calls on a colleague to supervise a student in another classroom. The classroom teacher will provide school work for students while they are in the alternative placement. Parents will be contacted within 24 hours via email or phone by the teacher.
- The teacher may implement level 2 interventions to include without limitation: school beautification, lunchroom detention, loss of recess, behavior charts with goals and rewards, restitution and repair, face-to-face conversation, restorative justice, apology letter or other consequences that can help develop character and growth. Teacher will notify parents within 24 hours.

Level 3

Level 3 interventions require support from Somerset Academy student support/MTSS and follow, where applicable, prior level 1 and 2 interventions and restorative practices which will be documented in Infinite Campus. Teachers may refer a student for repeated minor (Level 1 and 2) violations that occur. The teacher or member of the student support/MTSS team will contact parents within 24 hours and follow-up with the teacher if a Level 3 intervention is implemented.

- When necessary, a designated staff member will be assigned to the teacher to come to the classroom to provide behavioral support. The teacher will have the option of having the staff member supervise the class so that the teacher can further dialog with the student about the behavior, or the designated staff member may require a student to

leave the class and spend time in the office and receive support consistent with restorative practices. Some restorative practices may include; harm circles, circles of support, re-entry circles and restorative conferences.

- The student support team will create a Restorative Plan of Action that will be implemented with student(s), containing 3 elements: **Supports to change behavior, Accountability, and Restoration/Remedy and Relief to Repair Harm***

*See example Restorative Plan of Action template at the end of this document.

- A student who continues undesired behavior after level 1 or 2 interventions have been implemented or is continuous in disrupting the learning of self and/or others, or is a safety concern to others may be removed from the classroom (NRS 392.4645).
- If a student is removed from the classroom (i.e. suspension, RPC or refocus time in the office) and the restorative justice plan has failed to provide results that allow for the student to be reintegrated into the classroom setting, the leadership team shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. (NRS392.4645)

Level 4

If the student continues to exhibit disruptive, dangerous, defiant or otherwise undesired behavior, parents must come to campus and attend a Required Parent Conference. The RPC may include a member of the leadership team, teacher, parents and the student. A referral to the Student Support Team may be necessary to determine interventions and student action plan. The most severe form of Level 4 consequence is expulsion.

If a student is removed from the classroom (i.e. suspension, RPC or refocus time in the office) and the restorative justice plan has failed to provide results that allow for the student to be reintegrated into the classroom setting, the leadership team shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. (NRS392.4645)

Addendum:

New guidance from the Nevada Department of Education as pertaining to AB 168 changes the level of board involvement for Special Education Students under age 11. The board is the decision-making authority for student suspension and expulsion for Special Education Students after hearing evidence from the Principal and Leadership Team.

DISCIPLINE REFERRALS TO THE OFFICE LEVELS 3 and 4

BEHAVIOR	LEVEL 3 CONSEQUENCE(S)	LEVEL 4 PROGRESSIVE CONSEQUENCE(S)
Continuously Disrupting Learning Environment	<ul style="list-style-type: none"> ● Lunch detention ● School beautification ● Behavior intervention plan ● Required parent conference ● Restorative practices ● Loss of School Privileges ● Suspension 1-3 days 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● 3-10-day suspension ● Possible expulsion hearing with Board ● Mental health referral

<p>Destruction of School/Classroom/ Personal Property</p>	<ul style="list-style-type: none"> ● Lunch detention ● Mandatory Restitution ● School beautification ● Behavior intervention plan ● Required parent conference ● Restorative practices ● Loss of School Privileges ● Suspension 1-3 days 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● 3-10-day suspension ● Possible expulsion hearing with Board ● Mental health referral
<p>Physical Harm to Another Student</p>	<ul style="list-style-type: none"> ● Restorative meeting ● Behavior intervention plan ● Required parent conference ● Loss of school privileges ● Restorative practices ● Suspension ● Lunch bunch 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● Progressive suspension ● Possible expulsion hearing with Board ● Mental health referral

<p>Insubordination/Defiance/Lying/Cheating/Academic Dishonesty</p>	<ul style="list-style-type: none"> ● Lunch detention ● School beautification ● Behavior intervention plan ● Required parent conference ● Loss of school privileges ● Restorative practices ● Suspension 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● Progressive suspension ● Possible expulsion hearing ● Mental health referral
<p>Cell Phones</p>	<ul style="list-style-type: none"> ● Phone confiscated by staff ● Parent phone pick-up required 	<ul style="list-style-type: none"> ● Phone confiscated by staff ● Progressive suspension ● School-based consequence ● Parent phone pick-up and form signing required.
<p>Inappropriate Use of Technology</p>	<ul style="list-style-type: none"> ● Loss of technology privileges ● School-based consequence ● Loss of school privileges 	<ul style="list-style-type: none"> ● Required parent conference ● Loss of technology privileges ● Possible expulsion hearing

<p>Dress Code Violation</p>	<ul style="list-style-type: none"> ● Detention ● Parent brings uniform to school ● School Beautification 	<ul style="list-style-type: none"> ● Required parent conference ● Progressive suspensions
<p>Peer-to-peer Conflict</p>	<ul style="list-style-type: none"> ● Restorative meeting ● Parent conference ● School based consequence ● Loss of school privileges ● Lunch bunch ● Restorative practices 	<ul style="list-style-type: none"> ● Required parent conference ● Parent conference ● Suspension ● Behavior intervention plan ● Loss of school privileges ● Mental health referral

<p>Bullying (see NRS 388.122)</p>	<ul style="list-style-type: none"> ● Investigation, and ● Parent contact, and ● Report to State DOE, and ● School based consequence ● Suspension ● Restorative meeting 	<ul style="list-style-type: none"> ● Investigation, and ● Required parent conference, and ● Report to State DOE, and ● School based consequence ● Progressive suspension ● Restorative meeting ● Possible expulsion hearing ● Mental health referral
<p>Illegal Actions (see glossary)</p>	<ul style="list-style-type: none"> ● Parent conference, and ● Suspension, and ● Contact of law enforcement, and ● Restitution & repair ● Restorative practices 	<ul style="list-style-type: none"> ● Required parent conference ● Progressive suspension ● Restitution and repair ● Contact of law enforcement ● Possible expulsion hearing with Board

AB 168 and BATTERY OF AN EMPLOYEE or PUPIL

MANDATORY DISCIPLINE IN NRS:

Although the battery of an employee does not require discipline according to NRS, the Somerset Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Principal will bring the matter to the Board for a decision as to consequences.

LEVEL OF BOARD INVOLVEMENT:

- Suspension and permanent expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- *Statute does not provide authority for non- permanent expulsion.*
- Board action required to approve if school requests exception to permanently expel a Special Education student under age 11.

2) Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP)

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9, NRS 392.467.1).

Prohibited Interventions

The use of aversive interventions, physical and mechanical restraints, and seclusions are strictly prohibited as outlined in NRS388.471 to 388.525.

The disciplinary chart on pages 6-8 shall only be followed in the event:

1) that a student has not followed their Restorative Justice Plan of Action; 2) if the school has determined that a Restorative Justice Plan of Action is not practicable; or 3) the law allows for an exception to Restorative Justice.

Pursuant to NRS 392.467 a student may be expelled or removed from school without a Restorative Justice Plan of Action if the student has been charged with a crime, regardless of the outcome of the criminal proceedings. Before the expulsion or removal, the school shall give the student notice and conduct an independent investigation.

<p>Minor Classroom Disruption Sample minor infractions often handled within the classroom may include but are not limited to:</p> <p>Annoying fellow students</p> <p>Being rude Cell phone (Inappropriate use/not following school expectations)</p> <p>Chewing gum</p> <p>Disrespectful behavior</p> <p>Dress code</p> <p>Eating or drinking in class</p> <p>Forgery</p> <p>Horse playing</p> <p>Inappropriate Language</p> <p>Insubordination</p> <p>Making derogatory comments</p> <p>Not following teacher directions</p> <p>Not paying attention</p> <p>Not prepared for class</p> <p>Off task</p> <p>Opt Out of Assessments</p> <p>Out of seat</p> <p>Possession of a nuisance item</p> <p>Public display of affection</p> <p>Refusing to participate in State assessment</p> <p>Running/playing around</p> <p>Talking back</p>	<p>Major Classroom Disruption</p> <p>Sample major infractions may include but are not limited to:</p> <p>Alcohol use or possession</p> <p>Arson</p> <p>Assault or battery</p> <p>Computer misconduct</p> <p>Controlled substance</p> <p>Defiance of school personnel</p> <p>Disorderly conduct</p> <p>Electronic threats to others</p> <p>Explosive devices</p> <p>Fighting</p> <p>Forgery</p> <p>Gambling</p> <p>Gang activity</p> <p>Gross Insubordination</p> <p>Harassment</p> <p>Incitement</p> <p>Profanity</p> <p>Public Display of Affection</p> <p>Robbery or extortion</p> <p>Sexual Acts</p> <p>Threats to Somerset personnel or student(s)</p> <p>Theft</p>
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<p>Talking loudly</p> <p>Talking out of turn</p>	<p>Tobacco</p> <p>Vandalism/Destruction of property</p>
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Somerset Academy Progressive Discipline Plan

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
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Alcohol Possession/Use (Involve Police)	RPC/SUS – Student encouraged to enroll in drug program	RPC-T/SUS/Possible EXP		
Arson (Involve Police)	RPC/SUS/Possible EXP			
Assault to Adult	SUS/Possible EXP	SUS/Possible EXP		
Automobile Misuse	RPC	RPC/SUS	RPC/SUS/Revoke Privileges	RPC/SUS/Possible EXP
Battery – Student (Involve Police)	RPC/SUS/Possible EXP	RPC/SUS/Possible EXP		
Battery – Employee (Involve Police)	RPC/SUS			
Bullying/Cyber Bullying	Follow SB504 Protocols RPC/Possible SUS/Possible EXP	Follow SB504 Protocols RPC/Possible SUS/Possible EXP	Follow SB504 Protocols RPC/Possible SUS/Possible EXP	Follow SB504 Protocols RPC/Possible SUS/Possible EXP
Campus Disruption	RPC/Possible SUS/Possible EXP/May involve police	RPC/Possible SUS/Possible EXP/May involve police	RPC/Possible SUS/Possible EXP/May involve police	
Classroom Disruption (Minor)	Classroom Progressive Discipline/Parent Contact/RPC	RPC	RPC/SUS	RPC/SUS/Possible EXP

Classroom Disruption (Major)	RPC/SUS/Possible EXP	RPC/1-3 day SUS/Possible EXP	RPC/4-7 day/SUS/Possible EXP	RPC/SUS/Possible EXP
Computer Misconduct	Minor – RPC/Major-RPC/SUS/Possible EXP	RPC/SUS/Possible EXP/Loss of privileges for a period	RPC/SUS/Possible EXP	
Controlled Substance Use or Possession (Involve Police)	RPC/SUS/Possible EXP	SUS/Possible EXP		
Controlled Substance Sale and/or Distribution (Involve Police)	RPC/SUS/Possible EXP			
Controlled Substance Paraphernalia	RPC/1-3 days SUS	RPC/1-10 days SUS/Possible EXP		
Detention No-Show	RPC	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP
Disorderly Conduct student profanity/gestures towards students	Student Conference/Parent Contact – (RPC)	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP	
Distribution of Porn	RPC/1-10 days SUS/Possible EXP			

Dress Code	Warning/Parent Contact	RPC	RPC/1-3 days SUS	4-6 days SUS
Disregard of School Rules	Parent Contact/RPC/1-3 days SUS/Behavior Contract	RPC/4-10 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP
Explosive Devices	RPC/SUS/Possible EXP, Confiscate Items/May involve police			
Fighting/Physical Altercation	RPC/1-10 days SUS/Possible EXP	RPC/4-10 days SUS/Possible EXP		
Fighting Initiating Physical Altercation	RPC/3-10 days SUS/Possible EXP	RPC/3-10 days SUS/Possible EXP		
Fighting Verbal Altercation	RPC/1-3 day SUS	RPC/4-7 days SUS	RPC/8-10 days SUS/Possible EXP	
Forgery	RPC/1-3 days SUS/May involve police			
Gambling	RPC/1-3 days SUS/Behavior Contract	RPC/4-7 days SUS	RPC/8-10 days SUS/Possible EXP	
Gang (fighting)	RPC/1-3 Possible SUS/Possible EXP	RPC/4-7 Possible SUS/Possible EXP	RPC/8-10 SUS/Possible EXP	

Gang Activity	RPC/SUS/Possible EXP/May Involve Police	RPC/SUS/Possible EXP/ May Involve Police		
Harassment Verbal and/or Electronic	Parent Contact/RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP
Immoral conduct	RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP	RPC/8-10 days SUS/Possible EXP	
Incitement	RPC/Possible 1-3 days SUS/Possible EXP/Behavior Contract/May Involve Police	RPC/4-6 days SUS/Possible EXP/May Involve Police	RPC/8-10 days SUS/Possible EXP/May Involve Police	
Insubordination/Gross Insubordination	Student Conference/RPC	RPC	RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP
Leaving Campus/Class without Permission	Conference w/ Student/RPC/Truancy Letter	RPC/1-3 days SUS/Truancy Letter	RPC/4-6 days SUS/Truancy Letter	RPC/7-10 days SUS/Truancy Letter
Nuisance Items (Minor)	Student Conference/Confiscate	RPC/Confiscate Item	RPC/1-3 days SUS/Confiscate Item	RPC/4-5 days SUS/Confiscate Item
Nuisance Items (Major) Portable Comm. Devices	Student Conference/Confiscate Item	RPC/Confiscate until end of sem.	RPC/1-3 days SUS/Confiscate	RPC/4-6 days SUS/Confiscate Item

Possession of Stolen Property (under \$500)	RPC/1-3 days SUS/Possible EXP	RPC/4-10 days SUS/Possible EXP		
Possession of a Weapon (non NRS)	RPC/1-10 days SUS/Possible EXP	SUS/Possible EXP		
Profanity	RPC/1-3 days SUS/Behavior contract	RPC/4-6 days SUS/Possible EXP	RPC/8-10 days SUS/Possible EXP	Possible EXP
Public Display of Affection	Student Conference/RPC	RPC/1-3 days SUS/Possible EXP	4-7 days SUS/Possible EXP	8-10 days SUS/Possible EXP
Refusing to Participate in State Assessment	Student Conference/RPC/Traunacy Notification/Loss of Extracurricular Activities	Student Conference/RPC/Traunacy Notification/Loss of Extracurricular Activities	Student Conference/RPC/Traunacy Notification/Loss of Extracurricular Activities	
Robbers/Extortion / Involve Police	RPC/1-3 days SUS/Possible EXP/Compensation/Behavior Contract	RPC/4-7 days SUS/Possible EXP/Compensation	RPC/8-10 days SUS/Possible EXP/Compensation	
Scholastic Dishonesty	Student Conference/Parent Contact/Re-Do	RPC/1-3 days SUS	RPC/4-6 days SUS	RPC/7-10 days SUS
Sexual Assault	SUS/Possible EXP			

Sexual Conduct	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP	
Spraying Propellants (e.g., tear gas, pepper spray, fire extinguisher)	RPC/Possible 1-3 days SUS/Possible EXP/Behavior Contract	RPC/4-10 days SUS/Possible EXP		
Tardies	Tardy Lock-Out/Parent Sign-In	Tardy Lock-Out/Parent Sign-In	Tardy Lock-Out/Parent Sign-In/ RPC	Tardy Lock-Out/Parent Sign-In/ RPC/1-3 days SUS
Threats – Student	RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP	RPC/7-10 days SUS/EXP
Threats – Employee	RPC/5 days SUS/Possible EXP	RPC/10 days SUS/Possible EXP		
Theft/May Involve Police	RPC/1-3 days SUS/Compensation/Behavior Contract	RPC/4-7 days SUS/Possible EXP/Compensation	RPC/8-10 days SUS/Possible EXP/Compensation	
Tobacco (Possession and/or use)	RPC/1-3 days SUS/Confiscate	RPC/4-6 days SUS/Confiscate	RPC/7-10 days SUS/Confiscate	RPC/7-10 days SUS/Confiscate
Truancy (May Involve Police)	Parent Contact/Truancy Letter/ RPC	Parent Contact/Truancy Letter/ RPC	Parent Contact/Truancy Letter/ RPC	Report of Educational Neglect (DFS)

Vandalism/Destruction or Defacing Property (May Involve Police)	RPC/Possible 1-3 days SUS/Possible EXP/Compensation/Behavior Contract/School Beautification	RPC/4-7 days SUS/Possible EXP	RPC/8-10 days SUS/Possible EXP	
Weapons (NRS)	RPC/SUS/Possible EXP/May Involve Police			

NRS 388.122 “Bullying” defined

Bullying means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:

- (a) Have the effect of:
 - (1) Physically harming a person or damaging the property of a person; or
 - (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
- (b) Interfere with the rights of a person by:
 - (1) Creating an intimidating or hostile educational environment for the person; or
 - (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
- (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 - (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or

(2) Association of a person with another person having one or more of those actual or perceived characteristics.

2. The term includes, without limitation:

(a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;

(b) Behavior that is intended to harm another person by damaging or manipulating his other relationships with others by conduct that includes, without limitation, spreading false rumors;

(c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;

(d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;

(e) Blackmail, extortion or demands for protection money or involuntary loans or donations;

(f) Blocking access to any property or facility of a school;

(g) Stalking; and

(h) Physically harmful contact with or injury to another person or his or her property.

Our School is committed to a bullying, discrimination and harassment free, working, and learning environment. Bullying, discrimination and harassment adversely affect morale and productivity and interfere with students' ability to learn. Bullying, discrimination and harassment of any person on the basis of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited.

Harassing behavior including sexually harassing behavior between members of the same or opposite sex is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

Our School will act promptly on reports, (including informal reports), complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. Charter School staff who witness behavior that appears to

violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Staff will also report such apparent violations to School administration.

Our School will prohibit retaliation against any person who has made a report of alleged bullying, discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender.

Our School will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Our School will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every other year in the School in a manner calculated to reach all staff, with periodic updates as needed.

This policy applies to bullying, discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school- sponsored event regardless of location.

Glossary

OFFENSES WARRANTING LAW ENFORCEMENT NOTIFICATION

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with same.
4. BATTERY: An unconsented-to touching or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication, any threat knowing it to be false.
6. BURGLARY: Illegal entry with the intent to commit a crime.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the School.

9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
11. FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
12. INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another.
13. LARCENY: Stealing, taking, carrying away property of another.
14. LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.
15. MARIJUANA: The possession of, sales, or furnishing marijuana.
16. NARCOTICS: The possession of, sales, or furnishing a controlled substance.
17. NARCOTICS PARAPHERNALIA: The possession of, sales, furnishing, or use of.
18. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.
19. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.
20. ROUT/RIOT: Two or more persons meeting to do an unlawful act/two or more persons actually doing an unlawful act with or without a common cause of quarrel.
21. STOLEN PROPERTY: Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.
22. TAMPERING WITH MOTOR VEHICLES: Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.
23. THROWING SUBSTANCE AT VEHICLE: To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.
24. TRESPASS: To be upon the property of another without permission of the owner and to stay upon same after warning. To be on school property or at a school function while under suspension from school.
25. WEAPONS: "Dangerous weapon" includes, without limitation, a blackjack, slingshot, billy, sand- club, sandbag, metal knuckles, dirk or dagger, a nun chuck, switchblade knife or trefoil, as defined in [NRS 202.350](#), a butterfly knife or any other knife described in [NRS](#)

[202.350](#), or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. “Firearm” includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a “firearm” in 18 U.S.C. § 921, as that section existed on July 1, 1995. Brandishing any dangerous weapon or firearm in a rude, angry or threatening manner or to use same in any fight or quarrel. Concealed - it is unlawful for any person to carry any dangerous weapon or firearm. Possession - it is unlawful for any person to possess any dangerous weapon or firearm.

26. **DANGEROUS WEAPON:** (NRS 392.466.11(b)): includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause bodily injury to a person.

Violation of other federal or state criminal laws or local ordinances at school, at school- sponsored activities or on school-sponsored transportation is prohibited.

Plan of Action Based on Restorative Justice **PRIOR** to Removal of a Student:

- A school must provide a plan of action based on restorative justice prior to the expulsion of any student (NRS 392, new section).
- A school must provide a plan of action based on restorative justice prior to the removal of a student for (1) committing a battery that results in bodily injury of an employee or (2) sale/distribution of controlled substances (NRS 392.466.1).
- A school must make a reasonable effort to complete a plan of action based on restorative justice prior to the suspension or expulsion of a student deemed a habitual disciplinary problem (NRS 392.466.5).

OFFENSES WARRENTING SUSPENSION

The following non-criminal activities may lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other

members of the educational community. Administration reserves the right to utilize the level of behavior modification or punishment based upon the students' action or behavior with the goal of using the least restrictive method.

POSSIBLE PROGRESSION OF ADMINISTRATIVE RESPONSE TO
THE FOLLOWING OFFENSES:

FIRST OFFENSE: IMPLEMENT 1ST-3RD LEVEL
CONSEQUENCES

SECOND OFFENSE: IMPLEMENT 1ST-4TH LEVEL
CONSEQUENCES / ONE DAY OR
LESS OF SCHOOL SUSPENSION

THIRD OFFENSE: IMPLEMENT 1ST-4TH LEVEL
CONSEQUENCES/ THREE DAYS
OR LESS OUT OF SCHOOL
SUSPENSION

FOURTH OFFENSE: IMPLEMENT 1ST-4TH LEVEL
CONSEQUENCES / FIVE DAYS
OR LESS OUT OF SCHOOL
SUSPENSION

FIFTH OFFENSE: HABITUAL DISCIPLINARY
PROBLEM / MORE THAN TEN DAYS OUT OF
SCHOOL SUSPENSION / EXPULSION HEARING

1. DISOBEDIENCE, INSOLENT AND INSUBORDINATION:
Students must obey the instructions of school personnel.
2. DISRUPTIVE CONDUCT: Conduct that interferes
with the educational process. Serious situations may be
handled under criminal sanctions.
3. FIGHTING: Other than that, which would be considered Battery or
Assault.
4. FORGING OR USING FORGED PASSES, EXCUSES OR OTHER
SCHOOL DOCUMENTS.

5. HAZING: Any act that forces another student to undergo a humiliating or abusive ordeal, as in initiations.
6. INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not present potential health or safety problems or cause disruptions.
7. MISCONDUCT ON SCHOOL VEHICLES: Any action that creates a safety hazard or distracts the attention of the driver.
8. PLAGIARISM AND CHEATING.
9. POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED ACTIVITY.
10. WIRELESS COMMUNICATION DEVICES: Wireless communication devices include two-way communication devices, including cellular phones, mobile phones, beepers, pagers, portable computers, personal organizers, and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student should not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device. The following rules must be followed regarding the possession, use, and display of wireless communication devices.
 - a. Students may not possess, display, and use wireless communication devices during the instructional day. *See each campuses policies for their cellphone policies.
 - b. Students shall avoid classroom disruptions, by not displaying, using, or activating wireless communication devices during the instructional day, unless such use is deemed educational and authorized by the teacher. This includes during class, in the library, during lunch breaks, during class changes, and during any other structured activity.
 - c. Students must ensure that devices are turned off during the instructional day.

- d. Students shall not use wireless communication devices while being transported on a school bus.
- e. Students must conceal wireless communication devices in a backpack, pocket, purse, or other container during the instructional day.
- f. The School is not responsible if a student's wireless communication device is lost or stolen.

11. **SEXUAL HARASSMENT:** A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.

12. **SPREADING FALSE OR UNSUBSTANTIATED INFORMATION IN WRITING OR VERBALLY ABOUT A PERSON AND HARMING HIS/HER REPUTATION.**

13. **TRAFFIC VIOLATIONS ON SCHOOL GROUNDS.**

14. **TRUANCY:** Being absent from school without a valid excuse acceptable to the administrator.

15. **GANG ACTIVITY:** As set forth in the section below:

No student on or about school property or at any school activity:

- g. Shall wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, tattoo, sign, or other things that are indicators of membership in or affiliation with any gang.
- h. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership in or affiliation with a gang.
- i. Shall place graffiti on or otherwise deface property on school grounds. For purposes of this regulation, the term "graffiti" means any unauthorized inscription, word, figure, or design that is marked, etched, scratched, drawn, painted on or affixed to the public

or private property, real or personal, of another that defaces the property; or

- j. Shall use any speech or commit any act or omission in furtherance of the interests of any gangs or gang activity, including, but not limited to:
 - i. Soliciting others for membership in any gangs;
 - ii. Requesting any person to pay protection or otherwise intimidating or threatening any person; or,
 - iii. Committing any other illegal act or other violation of charter school rules, regulations, or policies; or,
 - iv. Inciting other students to act with physical violence upon any other person.

DISCRIMINATION BASED ON RACE

According to AB 371, “Discrimination based on race” means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1:

1. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and
2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

In addition to any employee on campus, a pupil or parent or legal guardian of a pupil who witnesses an incident of discrimination based on race may report the incident to an administrator or his or her designee.

Somerset will provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential. All administrators, teachers and other personnel of Somerset will demonstrate appropriate and professional behavior on the premises of any school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate discrimination based on race, bullying and cyberbullying, and by taking immediate action to protect a victim or target of discrimination based on race, bullying or cyber-bullying when witnessing, overhearing or being

notified that discrimination based on race, bullying or cyber-bullying is occurring or has occurred.

Any teacher, administrator, coach or other staff member or pupil who tolerates or engages in an act of discrimination based on race, bullying or cyber-bullying or violates a provision of NRS 388.121 to 388.1395, inclusive, and sections 4, 5 and 6 of this act regarding a response to discrimination based on race, bullying or cyber-bullying against a pupil will be held accountable.

SEXUAL HARASSMENT

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

1. Submission is made either explicitly or implicitly a term or condition of a student's educational progress;
2. Submission to, or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

RETALIATION

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Please use the bullying, discrimination and harassment form attached to anonymously report such instances. Administration will respond in a timely manner to all concerned parties.

SUSPENSIONS

Suspension is the temporary removal of a student from school or from school-sponsored activities. For the purposes of declaring a student a Habitual Disciplinary Problem or for the purpose of escalating to possible expulsion, the suspensions must be no less than three (3) days and require a conference or other communications with the parent/guardian. (NRS.392.4655) Students may be suspended for the following reasons:

1. Violation of any state law or local ordinance in a school building, on school grounds, or at a school-sponsored activity.
2. Violation of rules, policies, and procedures established for charter schools as outlined in this manual.
3. Student actions or inactions at school or a school-sponsored activity that disrupt, interfere with, or pose a threat to the educational program, other students, staff, visitors, or the student personally.

The primary purpose of suspension is to give the student, his/her parent(s) or guardian(s), and the school the time needed to resolve a problem. The duration of suspension is related to a course of action designed to resolve the problem.

TYPES OF SUSPENSION:

1. **Emergency Suspension:** The administrator, or his or her designee, may suspend any student whose conduct is determined to be a clear threat to the physical safety of others or to the property interests of others or is so extremely disruptive as to make the student's temporary removal necessary to preserve the right of other students to pursue an education.
2. **Long-Term Suspension:** A student may be suspended from school or from an interscholastic activity for more than ten (10) days by the School's governing body.
3. **Short-Term Suspension:** A student may be removed from school and/or from interscholastic activities for no more than ten (10) days by the administrator. **In-School Suspension:** A student may be removed from his/her classes and all school activities for no more than ten (10) days and during the term of suspension the student will remain in a separate supervised area of the school.

The primary intention of this action is to gain cooperation with the student's parent(s) or guardian(s) and to isolate the student from all regular academic and social activities. If this action seems warranted after an investigation and after consultation with the parent(s) or guardian(s), the administrator, or his or her designee, shall take action.

SPECIAL CONDITIONS OF SUSPENSION:

- A. A student may not participate in extracurricular activities during the term of his/her suspension.
- B. Suspensions may be reflected in the student's class citizenship or school citizenship grade.
- C. Notations of suspensions from school will be made in the student's cumulative folder.
- D. Schoolwork missed as a result of suspensions may be made up through the completion of make-up work as stated in the Student Handbook. Any work that cannot be made up, or is not made up, may result in the lowering of the academic grade for the grading period, and it may result in loss of credit.

A pupil may be removed from school immediately for any of the following:

- 1. Battery on employee or peer of school,
- 2. Possession of firearm or dangerous weapon,
- 3. Sale or distribution of controlled substance, or
- 4. Status as habitual disciplinary problem, as provided in NRS 392.466.

When a student is removed for any of these reasons the student shall be given an explanation of the reasons for his or her removal. The student shall also be given an explanation of pending proceedings, to be conducted as soon as practicable after removal, for his or her suspension. In all other cases involving suspension, the administrator shall:

- a. Tell the student you are meeting with him/her to investigate allegations that the student has violated laws, rule(s), state charter school policies, or the School's policies.
- b. Tell the student the specific laws, rule(s), or policies that are alleged to have been violated and that, if the evidence supports the allegations, there

will be consequences up to and including suspension from school. Ask if he/she understands the allegation(s).

c. Explain to the student the evidence you have regarding the alleged violation(s).

d. Ask the student if he/she admits or denies the allegation(s). If the student admits to violation(s), assign appropriate consequences. If the student denies the allegation(s), give him/her the chance to explain and present his/her side of the story. The administrator will consider the student's explanation and, if the administrator deems it appropriate, may investigate the matter further. (This does not mean that the student).

e. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.

f. If the student has a Restorative Justice or behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.

g. If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) and when it will be commencing (starting date).

h. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file. can secure counsel, confront, and cross-examine witnesses, or call witnesses on his/her behalf to present his/her case.)

i. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.

j. If the student has a Restorative Justice or behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.

k. If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) and when it will be commencing (starting date).

1. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file.

EXPULSION AND LONG-TERM SUSPENSION

When it is determined that a student's behavior seriously interferes with the educational program or the safety or welfare of school personnel or other students, the charter school's governing body may remove the student from further attendance in the charter school in accordance with NRS 392.466.1).

Battery or Sale/Distribution of Controlled Substances (NRS 392.466.1)

If a student (1) commits battery that results in bodily injury of an employee, or (2) sells or distributes any controlled substance on school grounds, a school bus, or at a school sponsored activity **AND is at least 11 years old:**

- The student must meet with the school and the parents/guardians; and
 - The school must provide a plan of action based on restorative justice to the parents/guardians; and
 - The student **may** (but no longer "*must*") be expelled (NRS 392.466.1).
 - Existing requirements for enrollment elsewhere remain if the student is expelled (NRS 392.466.1).
-
- If a student has committed battery of an employee of a school, the employee may appeal the plan of action based on restorative justice if (1) the employee feels that any actions taken pursuant to that plan are inappropriate; and (2) for a special education student, the Board of Trustees has reviewed the circumstances and determined that the appeal is in compliance with Individuals with Disabilities Education Act (IDEA) (NRS 392.466.2).

Possession of a Firearm or Dangerous Weapon (NRS 392.466.3)

- A student who is found to be in possession of a firearm or a dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for the removal and pending proceedings (NRS 392.467.2).
- The first occurrence of possession of a firearm or a dangerous weapon (as defined in NRS 392.466.11(b) and (c)) still requires a mandatory one-year minimum expulsion

OR placement in another kind of school for a period not to exceed the period of the expulsion; a second occurrence still requires permanent expulsion from the school (NRS 392.466.3). Existing requirements for enrollment elsewhere remain if the student is expelled (NRS 392.466.3).

Habitual disciplinary problem (NRS 392.4655)

If a student is suspended, the school shall develop a plan of behavior for the student in consultation with the student and the parents/guardians of the student. The plan must be designed to prevent the student from being deemed a habitual disciplinary problem (NRS 392.4655.5).

- Parents/guardians may choose to have their student not participate in the behavior plan that must be developed. (NRS 392.4655.5)
- If the parents/guardians opt their student out of participating in the behavior plan, the school must inform them of the consequences of not participating (e.g., that the student may be deemed to be a habitual disciplinary problem) (NRS 392.4655.5).

If a student is deemed to be a habitual disciplinary problem **AND is at least 11 years old**, the student may be suspended (for a period not to exceed one semester) *OR* may be expelled under extraordinary circumstances as determined by the principal, **if and only if the school has made a reasonable effort to complete a plan of action based on restorative justice** (NRS 392.466.1).

- Existing requirements for enrollment elsewhere remain if the student is expelled (NRS 392.466.1).

STATE MANDATED EXPULSION:

One Year Expulsion

The School must expel any student for a period of not less than one (1) year from the School he or she attends if at any time, the student is found in possession of a firearm or an explosive device while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

There is an exception for possession of a firearm with the prior approval of the administrator.

Permanent Expulsion

The School must permanently expel a student from the School he or she attends if:

- a. On the second occurrence, the student commits a battery that results in the bodily injury of an employee or peer of the School while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;
- b. On the second occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;
- c. On the second occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

Any student who commits the conduct described above, will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

EXPULSION AND LONG-TERM SUSPENSION HEARINGS:

If after an investigation it is determined by the administrator that a long-term suspension or expulsion is appropriate, the student will be provided a hearing before the School's governing body. The governing body will decide in accordance with procedures in NRS 392.467 whether or not the student shall be put on a long-term suspension or be expelled as recommended by the School administrator.

The hearing shall be closed to the public. A tape recording of the hearing will be made by the governing body. Upon request the student may obtain a copy of the hearing recording.

The student shall have the right to be represented by an advocate of his/her choosing.

Both the student and the administrator may call witnesses and present evidence. The hearing officer shall not be required to observe the same rules of evidence observed by the courts. Hearsay testimony of students shall be admissible.

The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the conduct as well as the student's prior disciplinary record insofar

as it affects the effectiveness, or ineffectiveness, of forms of discipline previously imposed.

RE-ADMITTANCE TO SCHOOL:

Students may apply for re-admittance, within 45 school days from the one-year anniversary day of their expulsion by the charter school's governing body. Such request should be made to the administrator.

During this period of time, the administrator will direct appropriate staff personnel to conduct a review of the request to ensure that any special conditions for re-admittance, such as a psychological evaluation, are completed as well as determining that the student has been a good citizen during the period of expulsion. When this review has been completed the governing body will decide near the end of the expulsion period whether or not the student may be re-admitted. The charter school's governing body will provide written notification of its decision to the student, parent(s) or guardian(s), and the administrator of the charter.

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**

AGENDA ITEM: **3e – APPROVAL OF RECOMMENDATIONS FROM THE FINANCE COMMITTEE**

NUMBER OF ENCLOSURES: **1**

SUBJECT: **RECOMMENDATIONS FROM THE FINANCE COMMITTEE**

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT:

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **THE FINANCE COMMITTEE HELD A MEETING ON SEPTEMBER 30, 2022 TO DISCUSS ITEMS THAT IMPACT SOMERSET ACADEMY FINANCIALLY. THE DRAFT MINUTES FROM THE FINANCE COMMITTEE MEETING HAVE BEEN INCLUDED.**

MINUTES
of the meeting of the
SOMERSET ACADEMY OF LAS VEGAS FINANCE COMMITTEE
September 30, 2022

Somerset Academy of Nevada Finance Committee held a public meeting on September 30, 2022, at 12:00 p.m. via Zoom meeting.

1. CALL TO ORDER AND ROLL CALL

Committee Member Will Harty called the meeting to order at 12:02 p.m. In attendance were Committee Members Will Harty, Jill Dayne, and John Bentham (joined at 12:04 p.m.).

Also present were Principal Jessica Scobell, Principal Mindi Palomeque, Principal Shannon Manning, Principal Lee Esplin, and Bernie Montero with Somerset Inc. Academica representatives Gary McClain, Sheri Cooper, and Marla Devitt were also in attendance.

2. PUBLIC COMMENT

There was no public comment.

3. ACTION & DISCUSSION ITEMS

a. DISCUSSION AND POSSIBLE ACTION REGARDING FINANCE COMMITTEE MEMBERSHIP

Mr. Gary McClain addressed the Committee and stated that, with Mr. Travis Mizer now holding the position of Somerset Board chair, he had requested that he be replaced on the Finance Committee. Mr. John Bentham had agreed to join the Committee.

MEMBER DAYNE MOVED TO ACCEPT THE RESIGNATION OF TRAVIS MIZER AND APPOINT JOHN BENTHAM TO THE FINANCE COMMITTEE. MEMBER HARTY SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.

b. REVIEW AND APPROVAL OF THE MINUTES FROM THE AUGUST 12, 2022 FINANCE COMMITTEE MEETING

MEMBER DAYNE MOVED TO APPROVE THE MINUTES FROM THE AUGUST 12, 2022 FINANCE COMMITTEE MEETING. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.

b. REVIEW AND DISCUSSION OF SOMERSET ACADEMY FINANCIAL PERFORMANCE

Ms. Sheri Cooper addressed the Committee and reviewed the financial performance through August 2022, as contained in the support materials. She reviewed the financial framework projections and other key financial information. She noted that the financial framework information would improve as the year progressed. Ms. Cooper reviewed the under and over budget items and explained that the numbers would adjust as the year progressed.

Member Dayne asked where the enrollment numbers included in the support materials were from. Ms. Cooper stated that, because she did not have actual numbers yet, the information was from the Nevada Department of Education DSA funding. She explained that the numbers would be updated

when further information was received. Member Harty asked if the numbers included absences. Ms. Cooper stated that she was not sure; however, she would check and pass on the information to the Committee. Member Harty asked if the information on the financial framework as a full year projection based on the initial two months, to which Ms. Cooper replied in the affirmative. Member Harty asked about the final surplus for the 21/22 fiscal year. Ms. Cooper stated that the surplus was \$5.863 million. The total margin was 7.4%.

Member Harty asked for an update on the audit. Ms. Cooper stated that the auditors were currently working on the audit. It was anticipated that the audit would be completed by November 30th. Member Bentham asked for clarification on the current days cash on hand. Ms. Cooper stated that, for the current year, it was 167.

4. ANNOUNCEMENTS AND NOTIFICATIONS

Mr. McClain stated that the bleachers had been installed at the Losee campus, in time for the homecoming game.

5. MEMBER COMMENT

There was no member comment.

6. PUBLIC COMMENT

There was no public comment

7. ADJOURN MEETING

THE MEETING WAS ADJOURNED AT 12:26 P.M.

Approved on: _____

**of the Finance Committee of
Somerset Academy of Las Vegas**

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**
AGENDA ITEM: **3e1- SCHOOL FINANCIAL PERFORMANCE**
NUMBER OF ENCLOSURES: **1**

SUBJECT: SCHOOL FINANCIAL PERFORMANCE

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

CONSENT

FISCAL IMPACT: **N/A**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **THE FINANCE COMMITTEE REVIEWED THE SCHOOL'S FINANCIAL PERFORMANCE DURING THE SEPTEMBER 30, 2022 MEETING.**

Somerset Academy of Las Vegas

Financial Update

August 2022



ACADEMICA

Nevada SPCSA Financial Framework (w/ projections)

Current Year

Current Ratio	
Current Assets	53,968,977
Current Liabilities	10,017,333
Current Ratio	5.39

Unrestricted Days Cash on Hand	
Unrestricted Cash	31,833,649
Total Expenses (including grants)	73,185,095
Less: Depreciation	3,799,557
Total Cash Expenses	69,385,538
Total Cash Expenses / 365	190,097
Unrestricted Days Cash	167.46

Enrollment Forecast Accuracy	
Actual Avg ADE Enrollment	9,494
Projected Enrollment	9,825
Forecast Accuracy	96.63%

Debt Default	
Debt Default	No
Facility Lease Default	No

Total Margin	
Current Year Net Surplus	4,357,261
Current Year Total Revenues (including grants)	73,742,799
Current Total Margin	5.91%

Total Margin 3 Year	
Surplus Over Last 3 Years	16,303,524
Total Revenues Over Last 3 Years	383,323,762
Current Total Margin	4.25%

Debt to Asset Ratio	
Total Debt (Less: PERS)	132,512,611
Total Assets	172,908,266
Debt to Asset Ratio	76.64%

Cash Flow (including Restricted Cash)	
CY Unrestricted Cash	31,833,649
CY Restricted Cash	14,908,586
CY Total Cash	46,742,235
PY Total Cash	49,171,058
Cash Increase (Decrease)	(2,428,823)

Prior Year

Current Ratio	
Current Assets	51,303,907
Current Liabilities	8,508,340
Current Ratio	6.03

Unrestricted Days Cash on Hand	
Unrestricted Cash	35,900,082
Total Expenses (including grants)	75,524,438
Less: Depreciation	3,799,557
Total Cash Expenses	71,724,881
Total Cash Expenses / 365	196,507
Unrestricted Days Cash	182.69

Enrollment Forecast Accuracy	
Actual Avg ADE Enrollment	9,541
Projected Enrollment	9,866
Forecast Accuracy	96.70%

Debt Default	
Debt Default	No
Facility Lease Default	No

Total Margin	
Current Year Net Surplus	3,189,660
Current Year Total Revenues (including grants)	79,255,093
Current Total Margin	4.02%

Total Margin 3 Year	
Surplus Over Last 3 Years	20,725,915
Total Revenues Over Last 3 Years	379,280,581
Current Total Margin	5.46%

Debt to Asset Ratio	
Total Debt (Less: PERS)	132,512,611
Total Assets	170,239,506
Debt to Asset Ratio	77.84%

Cash Flow (including Restricted Cash)	
CY Unrestricted Cash	35,900,082
CY Restricted Cash	13,270,976
CY Total Cash	49,171,058
PY Total Cash	47,043,097
Cash Increase (Decrease)	2,127,961



Nevada SPCSA Financial Framework (w/ projections) continued...

Cash Flow 3 Years Ago	
Total CY Cash	46,742,235.34
Total Cash 3 Years Ago	34,035,452.00
Cash Increase (Decrease)	12,706,783

Debt Service Coverage Ratio	
Net Surplus	4,357,261
Plus: Depreciation	3,799,557
Plus: Interest	6,019,654
Plus: Lease Expense	540,566
Plus: Debt Issuance Cost	-
Net Surplus, Net	14,717,038

Annual Principal	3,126,008
Interest Expense	6,019,654
Lease Expense	540,566
Total Debt Payments	9,686,228
DSCR	1.519

Cash Flow 3 Years Ago	
Total CY Cash	49,171,058.19
Total Cash 3 Years Ago	34,035,452.00
Cash Increase (Decrease)	15,135,606

Debt Service Coverage Ratio	
Net Surplus	5,863,870
Plus: Depreciation	3,799,557
Plus: Interest	6,019,654
Plus: Lease Expense	553,766
Plus: Debt Issuance Cost	-
Net Surplus, Net	16,236,847

Annual Principal	3,126,008
Interest Expense	6,019,654
Lease Expense	553,766
Total Debt Payments	9,699,428
DSCR	1.674



Other Key Financial Information

Average Daily Enrollment

Somerset System	
Projected	9,825.00
Q1	9,494.00
Q2	
Q3	
Q4	
Avg ADE	9,494.00
ADE to Projected	96.63%

Aliante	
Projected	1,200.00
Q1	1,160.00
Q2	
Q3	
Q4	
Avg ADE	1,160.00
ADE to Projected	96.67%

Lone Mountain	
Projected	1,017.00
Q1	983.00
Q2	
Q3	
Q4	
Avg ADE	983.00
ADE to Projected	96.66%

Losee	
Projected	2,590.00
Q1	2,503.00
Q2	
Q3	
Q4	
Avg ADE	2,503.00
ADE to Projected	96.64%

North Las Vegas	
Projected	799.00
Q1	772.00
Q2	
Q3	
Q4	
Avg ADE	772.00
ADE to Projected	96.62%

Sky Pointe	
Projected	2,215.00
Q1	2,140.00
Q2	
Q3	
Q4	
Avg ADE	2,140.00
ADE to Projected	96.61%

Skye Canyon	
Projected	1,008.00
Q1	974.00
Q2	
Q3	
Q4	
Avg ADE	974.00
ADE to Projected	96.63%

Stephanie	
Projected	996.00
Q1	962.00
Q2	
Q3	
Q4	
Avg ADE	962.00
ADE to Projected	96.59%

EBIDA	
Net Surplus	(69,006)
Plus: Depreciation	-
Plus: Interest	1,656,017
EBIDA	1,587,011

Somerset Academy of Las Vegas
Income Statement Budget vs. Actual
From July 2022 to August 2022

	Actual	Budget	Variance
Income			
Distributive School Account (DSA)	\$ 11,539,564	\$ 11,440,459	\$ 99,105
English Learners	113,705	109,338	-
At Risk Pupil	94,745	93,398	-
State Special Education	774,054	532,174	241,880
Federal Grant	-	575,603	(575,603)
Donations from Private Sources	26,417	32,017	(5,600)
Total - Income	\$ 12,548,485	\$ 12,782,988	\$ (240,218)
Expense			
Salaries	\$ 4,688,102	\$ 4,730,188	\$ 42,086
Bonus	-	125,187	125,187
SPED Salaries	314,047	539,121	225,074
Retirement Contributions (PERS)	1,071,968	1,565,478	493,510
Total Salaries and PERS	6,075,629	6,959,974	884,344
Employee Taxes and Benefits	741,088	950,545	209,457
Total Salaries and Benefits	\$ 6,816,717	\$ 7,910,518	\$ 1,093,801
Tuition Reimbursement	\$ 1,200	\$ 11,000	\$ 9,800
Training and Development	8,384	12,917	4,533
Affiliation Fee Training	2,474	56,638	54,165
Consumables	1,379,354	1,358,420	(20,934)
Supplies	303,791	137,416	(166,375)
SPED Supplies	8,184	24,919	16,734
Textbooks	33,773	8,333	(25,440)
Technology	74,705	41,906	(32,799)
SPED - Contracted Services	131,673	291,547	159,874
Substitute Services	49,267	103,138	53,871
Contracted Services - Data Analysis	-	-	-
Athletics	30,743	34,167	3,423
Affiliation Fee Inc	18,696	36,500	17,804
Professional Services	925,675	864,748	(60,928)
State Administrative Fee	144,245	149,963	5,718
Operations	83,907	134,288	50,381
Food Expenditures	125,757	378,599	252,842
Building Operations and Maintenance	606,611	526,036	(80,575)
Utilities	264,431	219,024	(45,407)
Total - Expense	\$ 11,009,588	\$ 12,300,076	\$ 1,290,488
Other Income and Expenses			
Interest Income	48,114	-	(48,114)
Bond Issuance Cost	-	-	-
Interest Expense	1,656,017	1,656,017	-
Net Income	\$ (69,006)	\$ (1,173,104)	\$ 1,104,098

Academica Nevada
Virtual Parent : Somerset Academy of Las Vegas
Balance Sheet
End of Aug 2022

Financial Row	Amount
ASSETS	
Current Assets	
Bank	
10200 - Cash In Bank	
10207 - Somerset Academy of Las Vegas - OPERATING	\$8,932,437.68
10248 - Somerset Academy of Las Vegas - Lunch Account	\$388,590.01
10288 - Somerset Aliante - SGF	\$134,189.28
10289 - Somerset Executive Director - SGF Account	\$140.48
10290 - Somerset Lone Mountain Campus - SGF Account	\$272,088.24
10291 - Somerset Losee Campus - SGF Account	\$83,111.42
10292 - Somerset Losee MH Campus - SGF Account	\$132,621.20
10293 - Somerset N Las Vegas - SGF Account	\$286,069.93
10294 - Somerset Pointe MH Campus - SGF Account	\$269,169.70
10295 - Somerset Sky Pointe - SGF Account	\$25.00
10296 - Somerset Skye Canyon - SGF	\$87,236.78
10297 - Somerset Stephanie Campus - SGF Account	\$194,016.63
Total - 10200 - Cash In Bank	\$10,779,696.35
11000 - Cash with Fiscal Agents	
11175 - Somerset Las Vegas 7451: BOND OBLIGATED REVENUE FUND	\$138,178.63
11176 - Somerset Las Vegas 7451A: BOND OBI PRINCIPAL ACCT	\$597,418.09
11177 - Somerset Las Vegas 7451B: BOND OBLIGATED INTEREST FUNG	\$325,002.54
11178 - Somerset Las Vegas 7451D: BOND OBLIGATED RESERVE FUND	\$2,816,531.26
11180 - Somerset Las Vegas 7451G: BOND OBLIGATED EXP FUND	\$3,872.74
11181 - Somerset Las Vegas 7451H: BOND OBLIGATED R&R FUND	\$450,000.01
11182 - Somerset Las Vegas 7451I: BOND OBI T&I FUND	\$37,234.79
11183 - Somerset Las Vegas 7451J: BOND OBLIGATED OPERATING FUN	\$22,170,358.30
11184 - Somerset Las Vegas 7451K: BOND OBL. PRINCIPAL FUND 2018	\$577,392.52
11185 - Somerset Las Vegas 7451L: BOND - SUB INTEREST ACCT	\$388,360.17
11186 - Somerset Las Vegas 7451M: BOND OBL RESERVE 2018	\$3,141,875.00
11187 - Somerset Las Vegas 7451N: BOND OBL. PROJECT FUND 2018	\$228,304.62
11189 - Somerset Las Vegas 7452A: BOND OBLI CUSTODY ACCT	\$2.39
11190 - Somerset Las Vegas 7452B: NON BOND FINANCIAL CUSTODY A	\$1.03
11191 - Somerset Las Vegas 7452C: BOND OBLI CUSTODY ACCT LMT	\$0.74
11198 - Somerset Las Vegas 7456: ESCROW 3	\$9,964.07
11203 - Somerset Las Vegas 7459: BOND OBLIGATED REVENUE FUND	\$71,303.29
11204 - Somerset Las Vegas 7459A: BOND OBI PRINCIPAL ACCT	\$156,930.42
11205 - Somerset Las Vegas 7459B: BOND OBLIGATED INTEREST FUNG	\$104,995.56
11206 - Somerset Las Vegas 7459C: BOND OBLIGATED RESERVE FUND	\$851,500.00
11207 - Somerset Las Vegas 7459D: BOND OBLIGATED PROJECT FUND	\$346,508.56
11210 - Somerset Las Vegas 7459G: BOND OBLIGATED EXP FUND	\$2,830.21
11212 - Somerset Las Vegas 7459i: BOND OBI T&I FUND	\$17,465.00
11213 - Somerset Las Vegas 7459J: 2021AB Principal Fund	\$247,056.30
11214 - Somerset Las Vegas 7459K: 2021AB Interest Fund	\$215,217.99
11215 - Somerset Las Vegas 7459L: 2021AB Reserve Fund	\$1,921,950.00
11216 - Somerset Las Vegas 7459M: 2021AB Project Fund	\$1,142,284.76
Total - 11000 - Cash with Fiscal Agents	\$35,962,538.99
Total Bank	\$46,742,235.34
Accounts Receivable	
12000 - Account Receivable	\$5,801,884.78
12001 - Accounts Receivable Grants	\$1,001,386.54
12100 - Other accounts receivable	
12100 - Other accounts receivable	\$218,924.32
12101 - SGF Accounts Receivable	\$69,666.46

Total - 12100 - Other accounts receivable	\$288,590.78
Total Accounts Receivable	\$7,091,862.10
Other Current Asset	
15000 - Deposits	\$134,879.11
Total Other Current Asset	\$134,879.11
Total Current Assets	\$53,968,976.55
Fixed Assets	
16100 - Land and Land Improvements	\$24,561,211.42
16200 - Buildings and Building Improvements	\$103,397,316.63
16250 - Accumulated Depreciation on Buildings and Building Improve	(\$11,388,726.72)
16300 - Equipment	
16301 - Capital Lease - Curriculum	\$3,200,052.86
16302 - Capital Lease - Technology	\$4,776,391.57
16303 - Capital Lease - Furniture and Fixtures	\$3,573,483.00
Total - 16300 - Equipment	\$11,549,927.43
16350 - Accumulated Depreciation on Equipment	(\$10,260,746.80)
16400 - Site Improvements	\$997,068.16
16450 - Accumulated Depreciation on Site Improvements	(\$104,183.43)
16900 - Construction in Progress	\$187,422.33
Total Fixed Assets	\$118,939,289.02
Other Assets	
19000 - DEFERRED OUTFLOW OF RESOURCES	\$33,583,787.64
Total Other Assets	\$33,583,787.64
Total ASSETS	\$206,492,053.21
Liabilities & Equity	
Current Liabilities	
Accounts Payable	
20100 - Accounts Payable	\$1,775,708.09
Total Accounts Payable	\$1,775,708.09
Other Current Liability	
20200 - ACCRUED PAYROLL AND RELATED BENEFITS	
20200 - ACCRUED PAYROLL AND RELATED BENEFITS	\$2,898,478.87
20201 - Accrued Salaries	(\$198,581.77)
Total - 20200 - ACCRUED PAYROLL AND RELATED BENEFITS	\$2,699,897.10
20400 - Compensated Absences - Current	\$308,695.30
20500 - Interest Payable	
20501 - Accrued Bond Interest	\$1,015,560.42
Total - 20500 - Interest Payable	\$1,015,560.42
21100 - Deferred Revenues	\$19,134.55
23200 - Capital Lease Obligations - Current	\$653,732.42
23400 - Bonds Payable - Current	\$2,365,000.00
24000 - Other Current Liabilities	
24000 - Other Current Liabilities	\$1,096,624.06
24001 - SGF Accounts Payable	\$82,981.54
Total - 24000 - Other Current Liabilities	\$1,179,605.60
Total Other Current Liability	\$8,241,625.39
Total Current Liabilities	\$10,017,333.48
Long Term Liabilities	
20300 - Accrued Annual Requirement Contribution Liability	\$36,320,063.00
25200 - Capital Lease Obligations - Long Term	\$683,498.20
25400 - Bonds Payable - Long Term	\$129,255,000.00
25900 - Unamortized Premiums on Issuance of Bonds	\$2,574,113.05
29000 - DEFERRED INFLOWS OF RESOURCES	\$29,891,621.00
Total Long Term Liabilities	\$198,724,295.25
Equity	
31000 - UNRESTRICTED NET POSITION	(\$9,423,604.75)
Retained Earnings	\$7,223,562.12
Net Income	(\$49,532.89)
Total Equity	(\$2,249,575.52)
Total Liabilities & Equity	\$206,492,053.21

40010 - Basic Support per Student	DSA
40012 - English Learners	ELL
40013 - At-Risk Pupil	Risk
40020 - State Special Education Revenue	SPED
41010 - State Government Restricted Funding and Grants-in-Aid	State Grant
42010 - Restricted Grants-in-Aid From the Federal Government Through	Federal Grant
43020 - Daily Sales-Reimbursable Programs	NSLP R
44000 - Contributions and Donations from Private Sources	Donations
44001 - Academica NV Contributions and Donations	Donations
45000 - Miscellaneous	Donations
60010 - Salaries of Regular Employees Paid to Teachers	Salaries
60011 - Bonus - Teachers	Bonus
60013 - SPED - Salaries of Regular Employees Paid to Teachers	SPED Salaries
60014 - SPED - Bonus - Teachers	SPED Bonus
60020 - Salaries of Regular Employees Paid to Instructional Aides or	Salaries
60021 - Bonus - Instructional Aides	Bonus
60022 - SPED - Salaries of Regular Employees Paid to Instructional A	Salaries
60023 - SPED - Bonus - Instructional Aides	Bonus
60030 - Salaries of Regular Employees Paid to Substitute Teachers (V	Salaries
60031 - Bonus - Long Term Subs	Bonus
60036 - Salaries of Regular Employees Paid to Licensed Administratio	Salaries
60037 - Bonus - Licensed Administration	Bonus
60041 - Salaries of Regular Employees Paid to Non-licensed Administr	Salaries
60042 - Bonus - Non-licensed Administration	Bonus
60056 - SPED - Salaries of Regular Employees Paid to Other Licensed	Salaries
60059 - Bonus - Other Licensed Staff	Bonus
60070 - Salaries of Regular Employees Paid to Other Classified / Sup	Salaries
60071 - Bonus - Support Staff	Bonus
60102 - Additional Compensation Paid to Teachers	Taxes
60220 - Employee Benefits for Non-licensed Administration	Taxes
60301 - Employee Insurance	Taxes
60305 - Group Insurance for Teachers	Taxes
60310 - Group Insurance for Instructional Aides or Assistants	Taxes
60325 - Group Insurance for Non-licensed Administration	Taxes
60401 - Social Security	Taxes
60405 - Social Security Contributions for Teachers	Taxes
60410 - Social Security Contributions for Instructional Aides or Ass	Taxes
60411 - SPED - Social Security Contributions for Instructional Aides	Taxes
60415 - Social Security Contributions for Substitute Teachers (Vacan	Taxes
60425 - Social Security Contributions for Non-licensed Administratio	Taxes
60435 - Social Security Contributions for Other Classified / Support	Taxes
60501 - Retirement Contributions	PERS
60505 - Retirement Contributions for Teachers	PERS
60506 - SPED - Retirement Contributions for Teachers	PERS
60510 - Retirement Contributions for Instructional Aides or Assistan	PERS
60511 - SPED - Retirement Contributions for Instructional Aides or A	PERS
60515 - Retirement Contributions for Substitute Teachers (Vacant Pos	PERS
60520 - Retirement Contributions for Licensed Administration	PERS
60525 - Retirement Contributions for Non-licensed Administration	PERS
60535 - Retirement Contributions for Other Classified / Support Staf	PERS
60601 - Medicare	Taxes

60605 - Medicare Payments for Teachers	Taxes
60606 - SPED - Medicare Payments for Teachers	Taxes
60610 - Medicare Payments for Instructional Aides or Assistants	Taxes
60611 - SPED - Medicare Payments for Instructional Aides or Assista	Taxes
60615 - Medicare Payments for Substitute Teachers (Vacant Positions)	Taxes
60620 - Medicare Payments for Licensed Administration	Taxes
60625 - Medicare Payments for Non-licensed Administration	Taxes
60635 - Medicare Payments for Other Classified / Support Staff	Taxes
60701 - Unemployment Insurance	Taxes
60705 - Unemployment Compensation for Teachers	Taxes
60706 - SPED - Unemployment Compensation for Teachers	Taxes
60710 - Unemployment Compensation for Instructional Aides or Assista	Taxes
60711 - SPED - Unemployment Compensation for Instructional Aides or	Taxes
60715 - Unemployment Compensation for Substitute Teachers (Vacant Po	Taxes
60720 - Unemployment Compensation for Licensed Administration	Taxes
60725 - Unemployment Compensation for Non-licensed Administration	Taxes
60735 - Unemployment Compensation for Other Classified / Support Sta	Taxes
60801 - Workers' Compensation	Taxes
60805 - Workers' Compensation for Teachers	Taxes
60901 - Health Benefits	Taxes
60905 - Health Benefits for Teachers	Taxes
60906 - SPED - Health Benefits for Teachers	Taxes
60910 - Health Benefits for Instructional Aides or Assistants	Taxes
60911 - SPED - Health Benefits for Instructional Aides or Assistants	Taxes
60915 - Health Benefits for Substitute Teachers (Vacant Positions)	Taxes
60920 - Health Benefits for Licensed Administration	Taxes
60925 - Health Benefits for Non-licensed Administration	Taxes
60935 - Health Benefits for Other Classified / Support Staff	Taxes
61251 - Tuition Reimbursement for Teachers	Tuition Reimbursement
61254 - Tuition Reimbursement for Licensed Administration	Tuition Reimbursement
61256 - Tuition Reimbursement for Other Licensed Staff (including co	Tuition Reimbursement
61257 - Tuition Reimbursement for Other Classified / Support Staff	Tuition Reimbursement
61331 - Training and Development Services - Teachers (Instructional	Training and Development
61332 - Training and Development Services - Instructional Aides or A	Training and Development
61333 - Training and Development Services - Substitute Teachers	Training and Development
61334 - Training and Development Services - Licensed Administrative	Training and Development
61335 - Training and Development Services - Non-Licensed Administrat	Training and Development
61336 - Training and Development Services - Other Licensed Personnel	Training and Development
61337 - Training and Development Services - Other Classified/support	Training and Development
61581 - Travel - Teachers (Instructional Licensed Personnel)	Training and Development
61584 - Travel - Licensed Administrative Personnel	Training and Development
61585 - Travel - Non-Licensed Administrative Personnel	Training and Development
61586 - Travel - Other Licensed Personnel	Training and Development
61589 - Travel - Non-Staff Individuals	Training and Development
62400 - Printing and Binding	Operations
62480 - Supplies/Equipment - Non-tech Furniture and Fixtures	Supplies
62481 - Consumables - Furniture and Fixtures	Consumables
62550 - Supplies - Technology - Software	Technology
62551 - Consumables - Software	Consumables
62552 - SPED - Software	SPED Supplies
62553 - Infinite Campus	Technology
62560 - Supplies Technology-Related	Technology

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**
AGENDA ITEM: **4a – DATA DISCUSSION WITH JESSICA BARR**
NUMBER OF ENCLOSURES: **0**

SUBJECT: DATA DISCUSSION WITH JESSICA BARR

ACTION
 CONSENT AGENDA
 INFORMATION
 PUBLIC HEARING

PRESENTER(S): JESSICA BARR

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: NO

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): 30-40 MINUTES

BACKGROUND: JESSICA BARR WILL REVIEW THE SOMERSET DATA. SUPPORT MATERIALS WILL BE PROVIDED AT THE MEETING.

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**

AGENDA ITEM: **4b – DISCUSSION AND POSSIBLE ACTION REGARDING A. EVANGEL AGADAGA, UNDER NRS 388A.515**

NUMBER OF ENCLOSURES: **0**

SUBJECT: **POSSIBLE CLOSED SESSION**

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

THE BOARD CHAIR SHOULD STATE THAT E. EVANGEL AGADAGA HAS RECEIVED NOTICE FOR AGENDA ITEM 4a. THE BOARD MAY DISCUSS THE ITEM IN CLOSED SESSION, PURSUANT TO NRS 241.030(1)(2).

MOVE TO ENTER A CLOSED SESSION.

POSSIBLE MOTION:

MOVE TO SUBMIT A LETTER TO THE STATE IN SUPPORT OF A. EVANGEL AGADAGA.

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **BACKGROUND INFORMATION TO COME.**

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**

AGENDA ITEM: **4c – SOMERSET PRINCIPAL REPORTS**

- **ACADEMIC PROGRESS REPORTS**
- **CAMPUS UPDATES**

NUMBER OF ENCLOSURES: **0**

SUBJECT: SOMERSET PRINCIPAL REPORTS

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **SOMERSET PRINCIPALS**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **20-30 MINUTES**

BACKGROUND: **THE SOMERSET PRINCIPALS WILL PROVIDE ACADEMIC PROGRESS REPORTS AND CAMPUS UPDATES.**

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**

AGENDA ITEM: **4d – DISCUSSION REGARDING STUDENT RECRUITMENT AND ENROLLMENT PLANS FOR ALIANTE, LONE MOUNTAIN, SKY POINTE, AND SKYE CANYON CAMPUSES**

NUMBER OF ENCLOSURES: **4**

SUBJECT: STUDENT RECRUITMENT AND ENROLLMENT PLANS

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **SOMERSET PRINCIPALS**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **5-7 MINUTES**

BACKGROUND: **THE SOMERSET PRINCIPALS WILL UPDATE THE BOARD ON THE STUDENT RECRUITMENT AND ENROLLMENT PLANS FOR THE ALIANTE, LONE MOUNTAIN, SKY POINTE, AND SKYE CANYON CAMPUSES.**



Somerset Aliante

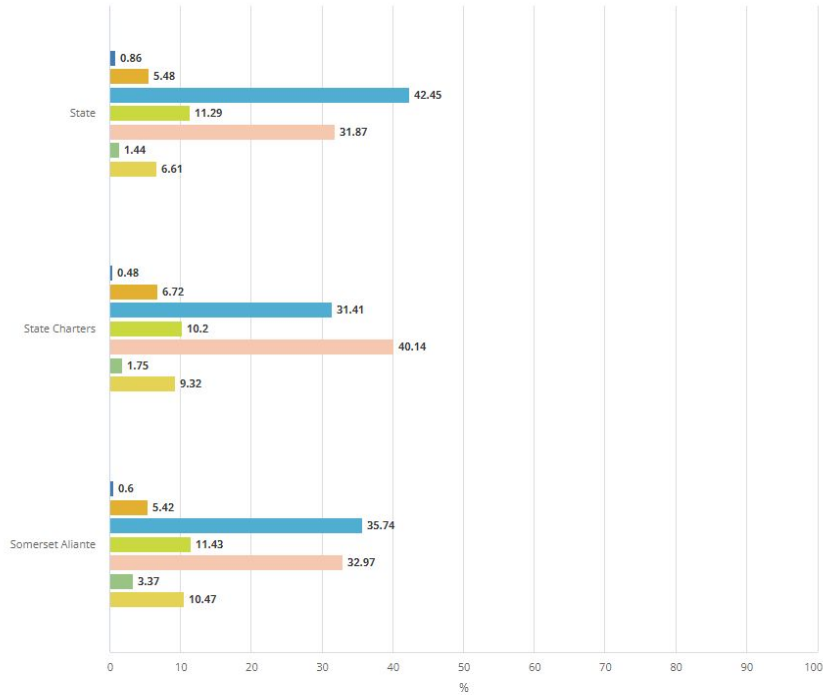


Recruitment and Enrollment Plan

2022-2023

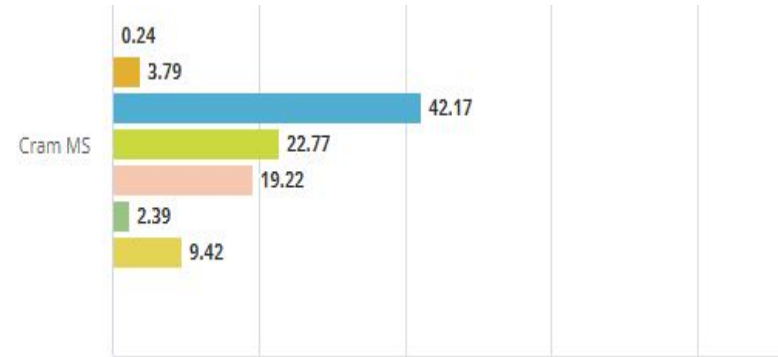
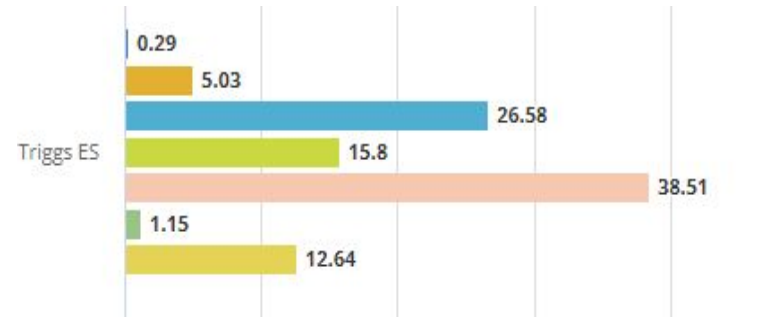
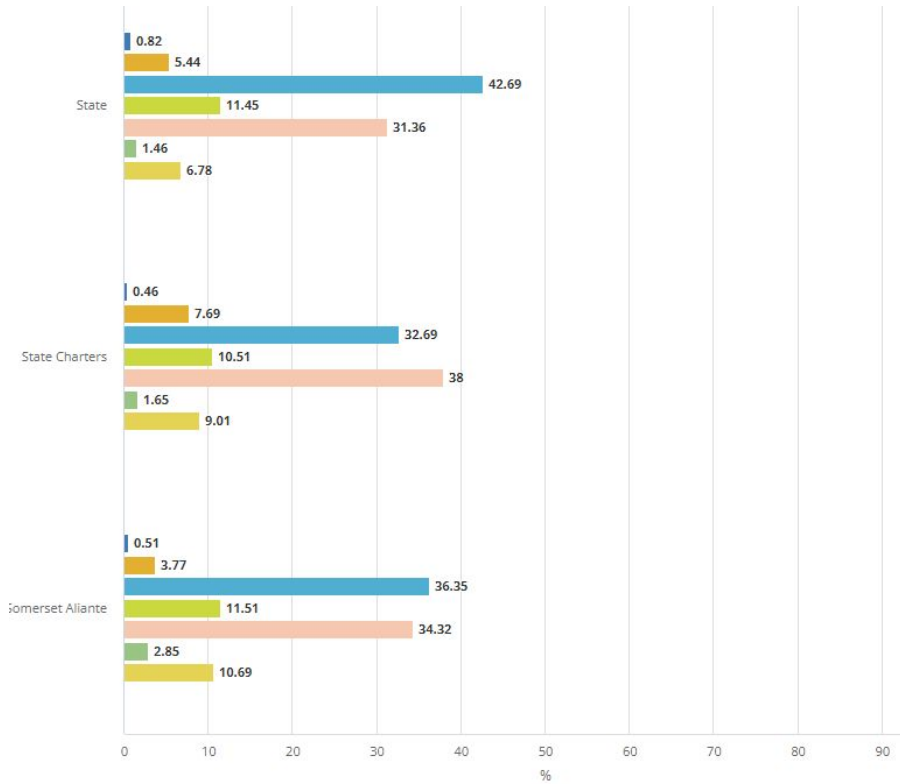
Demographic Data Comparison: 2018-2019

Enrollment



- American Indian / Alaskan Native
- Asian
- Hispanic
- Black
- White
- Pacific Islander
- Two or More Races

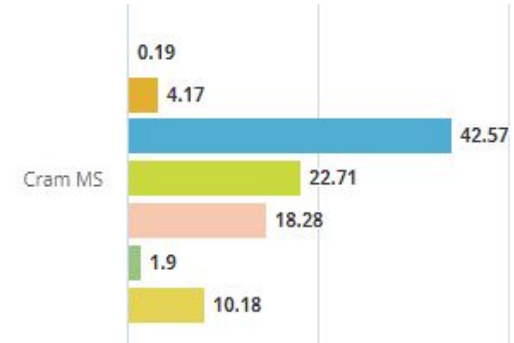
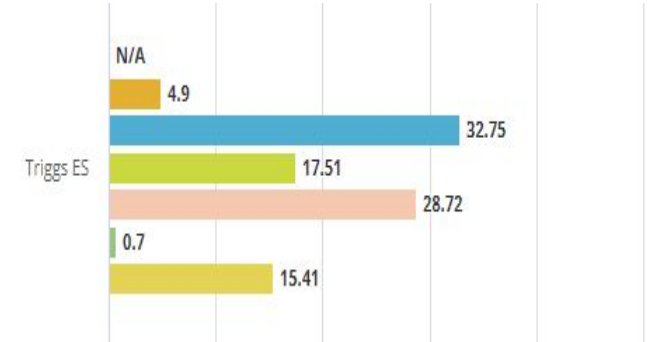
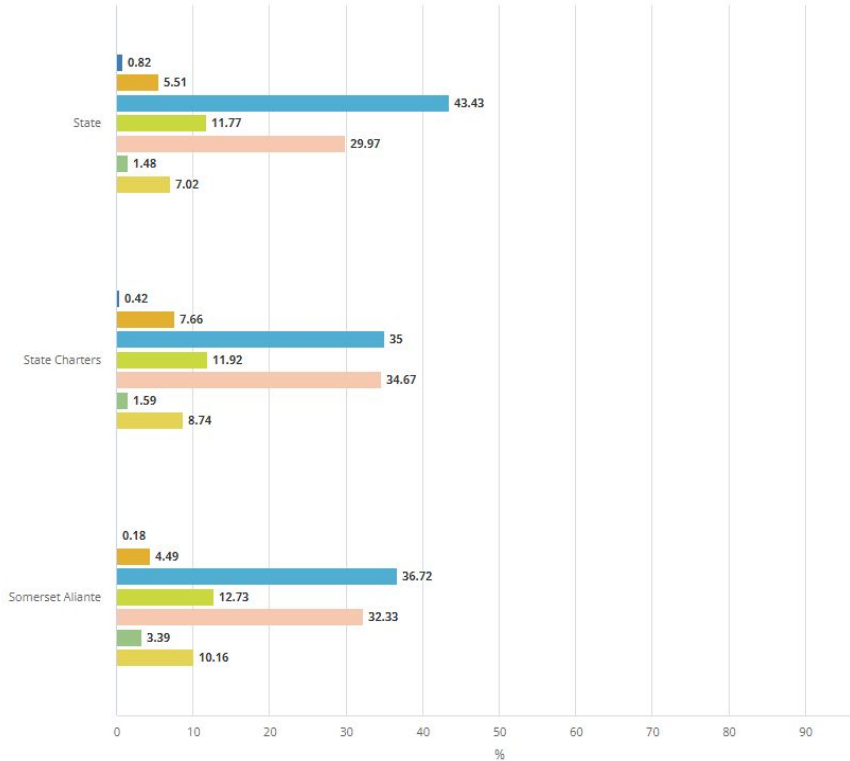
Demographic Data Comparison: 2019-2020



- American Indian/Alaskan Native
- Black
- Two or More Races
- Asian
- White
- Hispanic
- Pacific Islander

Demographic Data Comparison: 2020-2021

Enrollment



- American Indian/Alaskan Native
- Asian
- Hispanic
- Black
- Two or More Races
- Pacific Islander
- White

Demographic Data Comparison: 2018-2022

Name	Accountability Year	Organization Code	Total Enrollment	Am In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or more races	Individual Education Program	English Learners	Free or Reduced Priced Lunch Eligible
Triggs ES	2018-2019	02082	729	.82	5.9	25.38	15.09	38.13	1.51	13.17	15.64	4.25	100%
Triggs ES	2019-2020	02082	696	.29	5.03	26.58	15.8	38.51	1.15	12.64	18.1	3.74	100%
Triggs ES	2020-2021	02082	571	N/A	4.9%	32.75	17.51	28.72	.7	15.41	15.06	3.85	100%
Triggs ES	2021-22	02082	636	.16	4.72	32.7	18.08	28.14	.94	15.25	15.25	3.9	100%
Cram MS	2018-2019	02342	1601	.25	3.81	42.35	21.86	20.49	2	9.24	15.24	9.06	59.59%
Cram MS	2019-2020	02342	1634	.24	3.79	42.17	22.77	19.22	2.39	9.42	14.44	8.32	100%
Cram MS	2020-2021	02342	1581	.19	4.17	42.57	22.71	18.28	1.9	10.18	13.66	8.54	100%
Cram MS	2021-2022	02342	1519	.13	4.71	40.95	23.9	17.97	2.11	10.2	12.77	8.16	100%
Somerset Academy, Aliante Campus	2018-2019	59124	831	.6	5.42	35.74	11.43	32.97	3.37	10.47	8.66	1.93	17.93%
Somerset Academy, Aliante Campus	2019-2020	59124	982	.51	3.77	36.35	11.51	34.32	2.85	10.69	11.1	2.65	17.01%
Somerset Academy, Aliante Campus	2020-2021	59124	1092	.18	4.49	36.72	12.73	32.3	3.39	10.16	13	3.57	22.07%
Somerset Academy, Aliante Campus	2021-2022	59124	1120	.18	4.82	37.59	11.52	32.77	2.59	10.54	15.27	4.02	23.48%

Analysis

Problem Statement

The FRL rate at Somerset Aliante is lower than that at neighboring schools (Triggs ES and Cram MS).

Key Factor: Not all students completed the household income verification application so we don't know if our percentage of FRL is correct.

Root Causes

- Why didn't all students complete the household income verification application?
 - Answer: Free lunch was provided through the SSO program for the 2020-21 and 2021-22 school years. Lunch is still free through Governor Sisolak's directive for the state of Nevada. Because of this, parents are not filling out the applications.

Key Factor: Lunch is free, regardless if forms are filled out or not.

Root Causes

- Why do families not fill forms out?
 - Answer: Lunches have been provided for the past three years.
- Are there other factors to parents not wanting forms filled out?
 - Answer: They have pride and don't want to share details about their lives.
- Why do they have pride and don't want to share details about their lives?
 - Answer: They don't want the school to assume they cannot afford food.

Key Factor: We do not market or advertise.

Root Causes

- Why do we not market or advertise?
 - Answer: We have a wait list of over 1000 students.
- Why do we have a wait list of over 1,000 students?
 - Answer: Parents want their students to attend our school.
- Why do parents want their student to attend our school?
 - Answer: We have good reputation and high scores on the Nevada Report Card..

Key Factor: We do not have transportation.

Root Causes

- Why do we not have transportation?
 - Answer: Limited funding.

Key Factor: We do not market or advertise to pre-k or preschools that might have more FRL students.

Root Causes

- Why do we not market or advertise?
 - Answer: We have a wait list of over 1000 students.
- Why do we have a wait list of over 1,000 students?
 - Answer: Parents want their students to attend our school.
- Why do parents want their student to attend our school?
 - Answer: We have good reputation and high scores on the Nevada Report Card..

Plan Development

Somerset Aliante

Plan Strategies: Raising Awareness

Strategies:

- Host meetings with our parents to inform them of the importance of filling out lunch forms.
- Targeted mailing to areas with low income.
 - *Evaluate Effectiveness: Look at lottery results for 23-24 school year and see how many students came from the areas with targeted mailings.*

Plan Strategies: Environment

Strategies:

- Provide Free/Reduced Lunch-NSLP
 - *Evaluate Effectiveness: Calculated percentage of students that qualify for FRL and compare to previous years.*
- Conduct at least 1 staff training on diversity and inclusion
 - *Evaluate Effectiveness: Staff will complete a survey after the training and identify how the content presented will be used/helpful in their classroom.*

Plan Strategies: Enrollment

Strategies:

- Establish preferential enrollment pursuant NRS 388A.456
 - *Evaluate Effectiveness: Look at lottery results for 23-24 school year and see how many students were accepted that qualified for the double weight in the lottery.*
- Establish a weighted lottery pursuant to NAC 388A.536
 - *Evaluate Effectiveness: Look at lottery results for 23-24 school year and see how many students were accepted that qualified for the double weight in the lottery.*

APPENDIX A

The table below provides a non-exhaustive list of strategies that may be considered for inclusion in a school's recruitment and enrollment Plan. Note that strategies should be responsive to the local context of the school and identified root causes.

Strategies to raise awareness of the school as an option to serve all students	Strategies to make the school a welcoming and supportive environment for all learners	Strategies to increase the likelihood that students are selected through the enrollment process
<ul style="list-style-type: none">• Conducting outreach through community partners that serve the intended population. This may include housing organizations, shelters, food pantries, social service agencies, childcare centers, etc.• Tabling or door-to-door outreach• Advertising on billboards, buses, or through radio.• Social media ads using geofencing.• Collaborating with the local municipality to raise awareness and visibility of the proposed school to local families.	<ul style="list-style-type: none">• Provide services such as free/reduced meal through the National School Lunch Program.• Conduct staff training on diversity and inclusion.• Provide additional social workers, counselors, and or community liaisons who can support students/families.• Provide a form of pupil transportation to support access to the school.• Establish clubs/extracurriculars and parent organizations that reflect the diversity of cultures and experiences within your school.• Monitor for disproportionate discipline practices by implementing Multi-Tiered System of Support (MTSS)². Tier 1 MTSS strategies are aimed at creating an inclusive learning environment.• Offer additional tutoring and support to students that are struggling academically.	<ul style="list-style-type: none">• Establish preferential enrollment pursuant to NRS 388A.456 that allows certain student populations admittance prior to other student populations. This could include an articulation agreement with another public charter school/system.• Establish weighted lottery pursuant to NAC 388A.536 that enables certain student populations to have an increased chance of acceptance through the lottery.



Somerset Academy Lone Mountain Campus

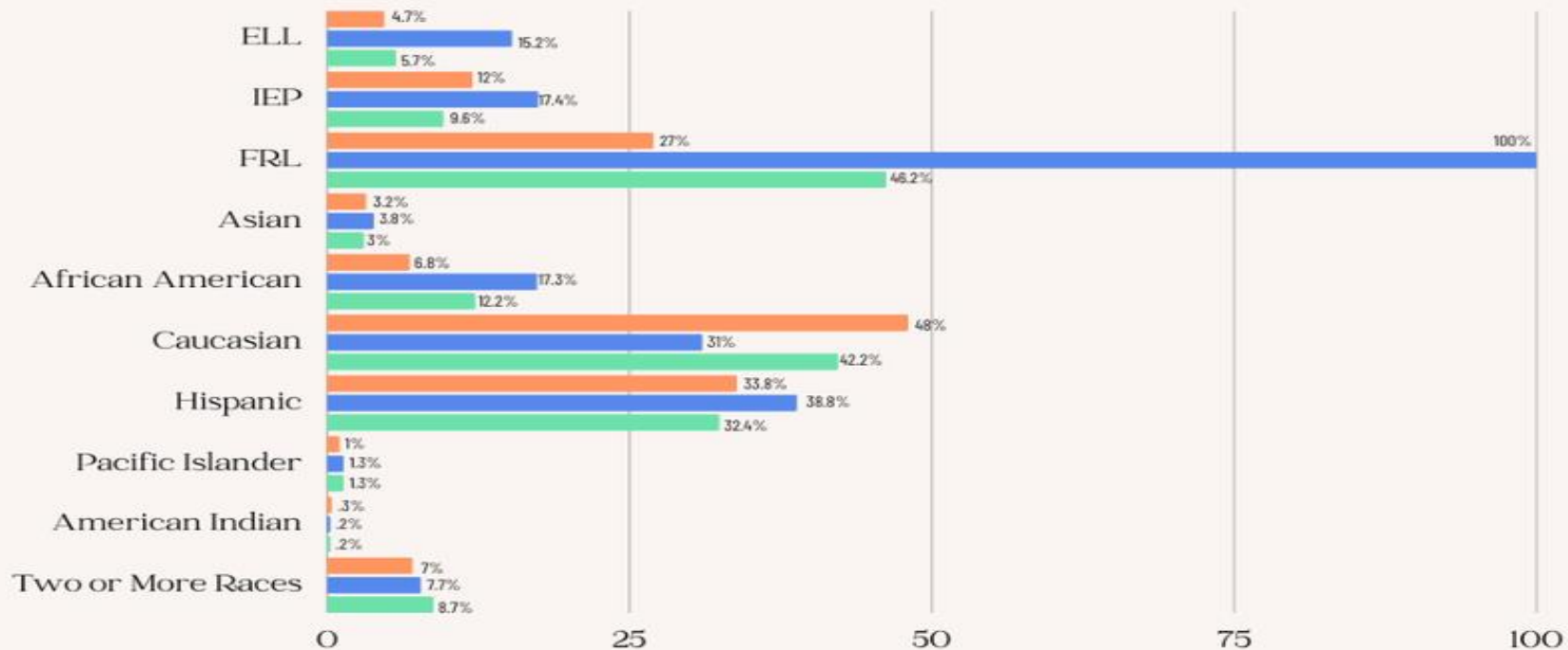
Recruitment and Enrollment Plan

2022-2023

2019-2020 Somerset Lone Mountain

Demographic Data Comparison

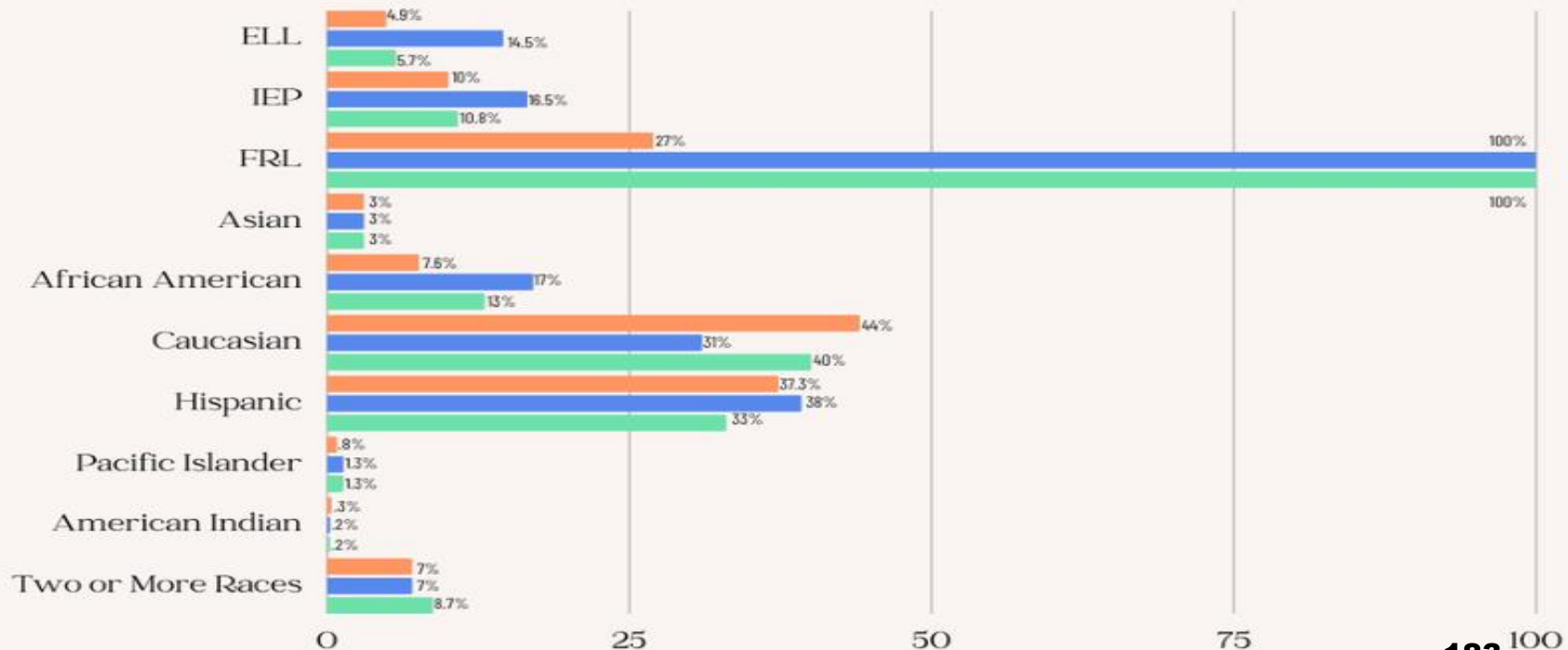
Somerset Lone Mountain Deskin ES Leavitt MS



2020-2021 Somerset Lone Mountain

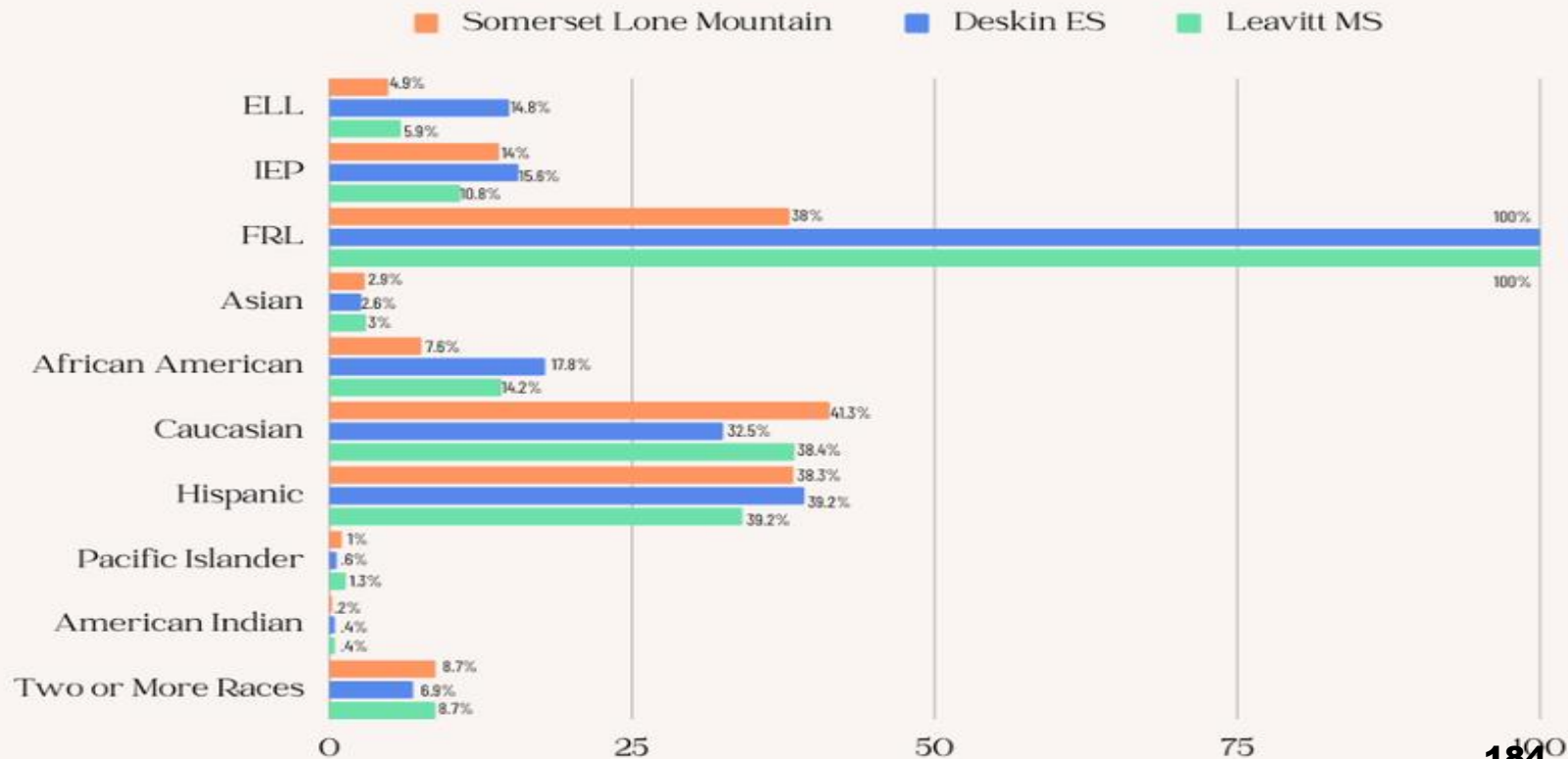
Demographic Data Comparison

■ Somerset Lone Mountain ■ Deskin ES ■ Leavitt MS



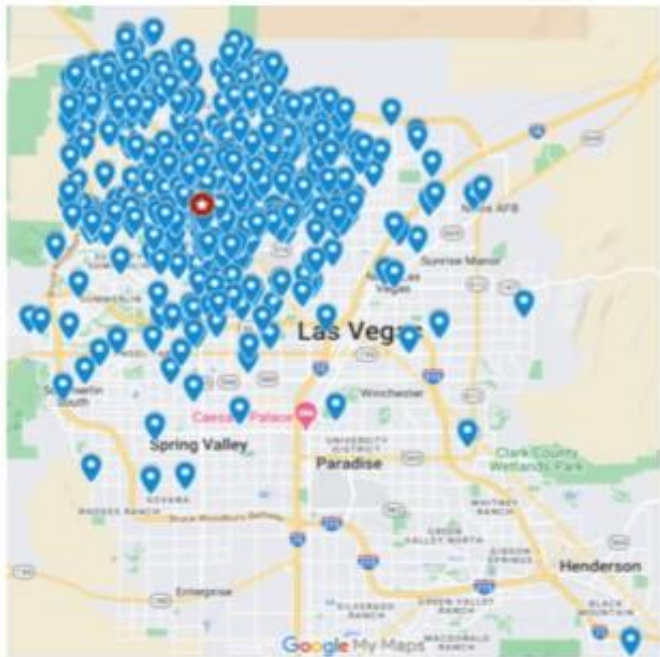
2021-2022 Somerset Lone Mountain

Demographic Data Comparison

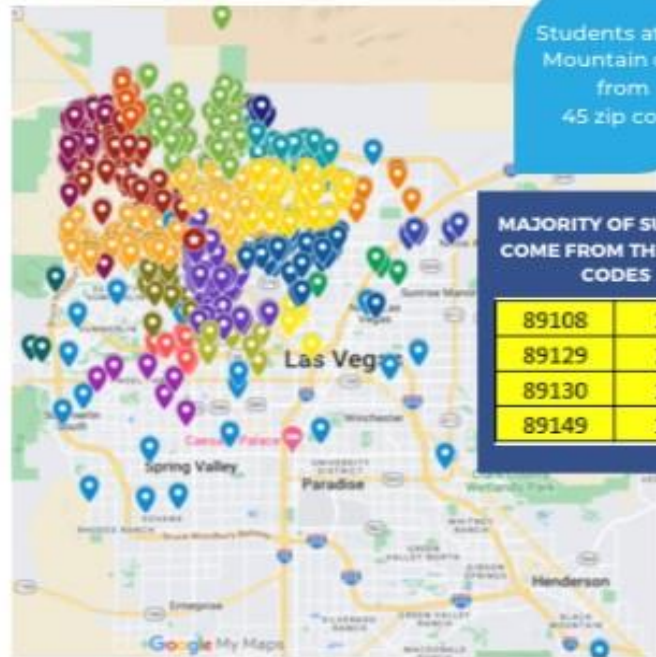


Name of School	Accountability Year	Total Enrollment	Ethnicity							Special Populations		
		Enrollment	Native American %	Asian %	Hispanic %	African American %	Caucasian %	Pacific Islander %	Two/More Races %	IEP %	ELL %	FRL %
Deskin ES	2019-2020	533	0.2	3.8	38.8	17.3	31.0	1.3	7.7	17.4	15.2	100
Deskin ES	2020-2021	489	0.2	3.0	38.0	17.0	31.0	1.3	7.0	16.5	14.5	100
Deskin ES	2021-2022	467	0.4	2.6	39.2	17.8	32.5	0.6	6.9	15.6	14.8	100
Leavitt MS	2019-2020	1585	0.2	3.0	32.4	12.2	42.2	1.3	8.7	9.6	5.7	46.2
Leavitt MS	2020-2021	1457	0.2	3.0	33.0	13.0	40.0	1.3	8.7	10.8	5.7	100
Leavitt MS	2021-2022	1335	0.4	3.0	39.2	14.2	38.4	1.3	8.7	10.8	5.9	100
Somerset Lone Mountain	2019-2020	956	0.3	3.2	33.8	6.8	48.0	1.0	7.0	12.0	4.7	27.0
Somerset Lone Mountain	2020-2021	990	0.3	3.0	37.3	7.6	44.0	0.8	7.0	10.0	4.9	27.0
Somerset Lone Mountain	2021-2022	988	0.2	2.9	38.3	7.6	41.3	1.0	8.7	14.0	4.9	38.0

LONE MOUNTAIN ENROLLED STUDENTS



Across Las Vegas



By Zip Code

Analysis

Problem Statement

Somerset Academy Lone Mountain has lower FRL rate than the other zoned schools in the neighborhood (Deskin ES and Leavitt MS).

Key Factor: Not all students completed the household income verification application so we don't know if our percentage of FRL is correct.

Root Causes

- Why didn't all students complete the household income verification application?
 - Answer: They didn't need to complete the application to get free lunch as it was provided through the SSO program for school years 20-21 and 21-22.
- Why did families say they wouldn't qualify?
 - Answer: They looked at the income chart on the application.

Key Factor: We do not have transportation.

Root Causes

- Why do we not have transportation?
 - Answer: We have limited funding.

Key Factor: We do not market or advertise.

Root Causes

- Why do we not market or advertise?
 - Answer: We have a wait list of over 1000 students.
- Why do we have a wait list of over 1,000 students?
 - Answer: Parents want their students to attend our school.
- Why do parents want their student to attend our school?
 - Answer: We have good reputation and high scores on the Nevada Report Card..

Key Factor: Families don't want their information shared.

Root Causes

- Why do families not want their income information shared?
 - Answer: They want to keep it confidential.
- Why do they want to keep it confidential?
 - Answer: They have pride and don't want to share details about their lives.
- Why do they have pride and don't want to share details about their lives?
 - Answer: Some may not trust the government because they came from other countries.

Key Factor: We do not market or advertise to pre-k or preschools that might have more FRL students.

Root Causes (5 whys)

- Why do we not market or advertise?
 - Answer: We have a wait list of over 1000 students.
- Why do we have a wait list of over 1,000 students?
 - Answer: Parents want their students to attend our school.
- Why do parents want their student to attend our school?
 - Answer: We have good reputation and high scores on the Nevada Report Card.

Plan Development

Somerset Academy Lone Mountain

Plan Strategies: Raising Awareness

Strategies:

- Targeted mailing to areas with low income.
 - *Evaluate Effectiveness: Look at lottery results for 23-24 school year and see how many students came from the areas with targeted mailings.*
- Host parent meetings and hand out brochures.
- Increase availability of the lunch forms

Plan Strategies: Environment

Strategies:

- Provide Free/Reduced Lunch-NSLP
 - *Evaluate Effectiveness: Calculated percentage of students that qualify for FRL and compare to previous years.*
- Conduct at least 1 staff training on diversity and inclusion
 - *Evaluate Effectiveness: Staff will complete a survey after the training and identify how the content presented will be used/helpful in their classroom.*

Plan Strategies: Enrollment

Strategies:

- Establish preferential enrollment pursuant NRS 388A.456
 - *Evaluate Effectiveness: Look at lottery results for 23-24 school year and see how many students were accepted that qualified for the double weight in the lottery.*
- Establish a weighted lottery pursuant to NAC 388A.536
 - *Evaluate Effectiveness: Look at lottery results for 23-24 school year and see how many students were accepted that qualified for the double weight in the lottery.*

APPENDIX A

The table below provides a non-exhaustive list of strategies that may be considered for inclusion in a school's recruitment and enrollment Plan. Note that strategies should be responsive to the local context of the school and identified root causes.

Strategies to raise awareness of the school as an option to serve all students	Strategies to make the school a welcoming and supportive environment for all learners	Strategies to increase the likelihood that students are selected through the enrollment process
<ul style="list-style-type: none">• Conducting outreach through community partners that serve the intended population. This may include housing organizations, shelters, food pantries, social service agencies, childcare centers, etc.• Tabling or door-to-door outreach• Advertising on billboards, buses, or through radio.• Social media ads using geofencing.• Collaborating with the local municipality to raise awareness and visibility of the proposed school to local families.	<ul style="list-style-type: none">• Provide services such as free/reduced meal through the National School Lunch Program.• Conduct staff training on diversity and inclusion.• Provide additional social workers, counselors, and or community liaisons who can support students/families.• Provide a form of pupil transportation to support access to the school.• Establish clubs/extracurriculars and parent organizations that reflect the diversity of cultures and experiences within your school.• Monitor for disproportionate discipline practices by implementing Multi-Tiered System of Support (MTSS)². Tier 1 MTSS strategies are aimed at creating an inclusive learning environment.• Offer additional tutoring and support to students that are struggling academically.	<ul style="list-style-type: none">• Establish preferential enrollment pursuant to NRS 388A.456 that allows certain student populations admittance prior to other student populations. This could include an articulation agreement with another public charter school/system.• Establish weighted lottery pursuant to NAC 388A.536 that enables certain student populations to have an increased chance of acceptance through the lottery.

Somerset Academy of Las Vegas



Recruitment and Enrollment Plan

Sky Pointe Campus

2023-2024

Somerset Academy submits this Enrollment and Recruitment Plan to target enrollment for the 2023-2024 school year to better reflect the population that is representative of the local community (NAC 388A.533). Somerset Academy of Las Vegas, Sky Pointe Campus, reviewed data and identified root causes of the current Free and Reduced Lunch (FRL) percentage of students. The leadership team decided on strategies to focus on increasing awareness and identification of families who may qualify for FRL.

Lee Esplin

Principal

Somerset Academy of Las Vegas, Sky Pointe Campus

Specific Strategy	Current School Level Data	Data to Evaluate Effectiveness of Strategy
Conduct outreach through community partners that serve the intended population through “Brochure drops” (Information posted for employees posted at Auto Zone, Moon Valley Nurseries, and Tractor Supply, Good Will, and Egg Works)	There is no current school data that identifies where students may have heard about Somerset Academy of Las Vegas when applying.	When families enroll, the school’s registrar will ask parents/families to identify how they heard about Somerset Academy of Las Vegas. Responses will be tallied.
Increase social media ads across several platforms including Instagram, and Facebook. Ensure that ads identify Somerset Academy of Las Vegas as a National School Lunch Program participant.	There is no current school data that identifies where students may have heard about Somerset Academy of Las Vegas when applying.	When families enroll, the school’s registrar will ask parents/families to identify how they heard about Somerset Academy of Las Vegas. Responses will be tallied.
The kitchen staff will set up tables at parent engagement events to increase awareness of the NSLP (National School Lunch Program) and to share benefits of the program (P-EBT cards).	There are no current expectations for the kitchen staff to set up tables at parent engagement events.	At each event, kitchen staff can keep track of how many samples are given out, how many flyers identifying the benefits of the program, and how many applications were submitted digitally during the event.
School will send out communication to families and encourage filling out forms in parent meetings to encourage families that might qualify for NSLP but are not filling out the forms to apply.	Currently, we do not know how many students could qualify if their parents would fill out the forms but are not.	We will track how many have qualified in the past and how many more have qualified this year.
Include the FRL Application at Kindergarten Round Up and Parent Teacher Conferences to increase awareness and understanding of the program. Provide a table of knowledgeable staff who can answer questions and provide access to a digital application at the time of the event.	Currently schools do not track the number of applications received during these events and/or the FRL Application and NSLP are not part of the parent engagement programs.	Record the number of parents/families who complete applications during the events.

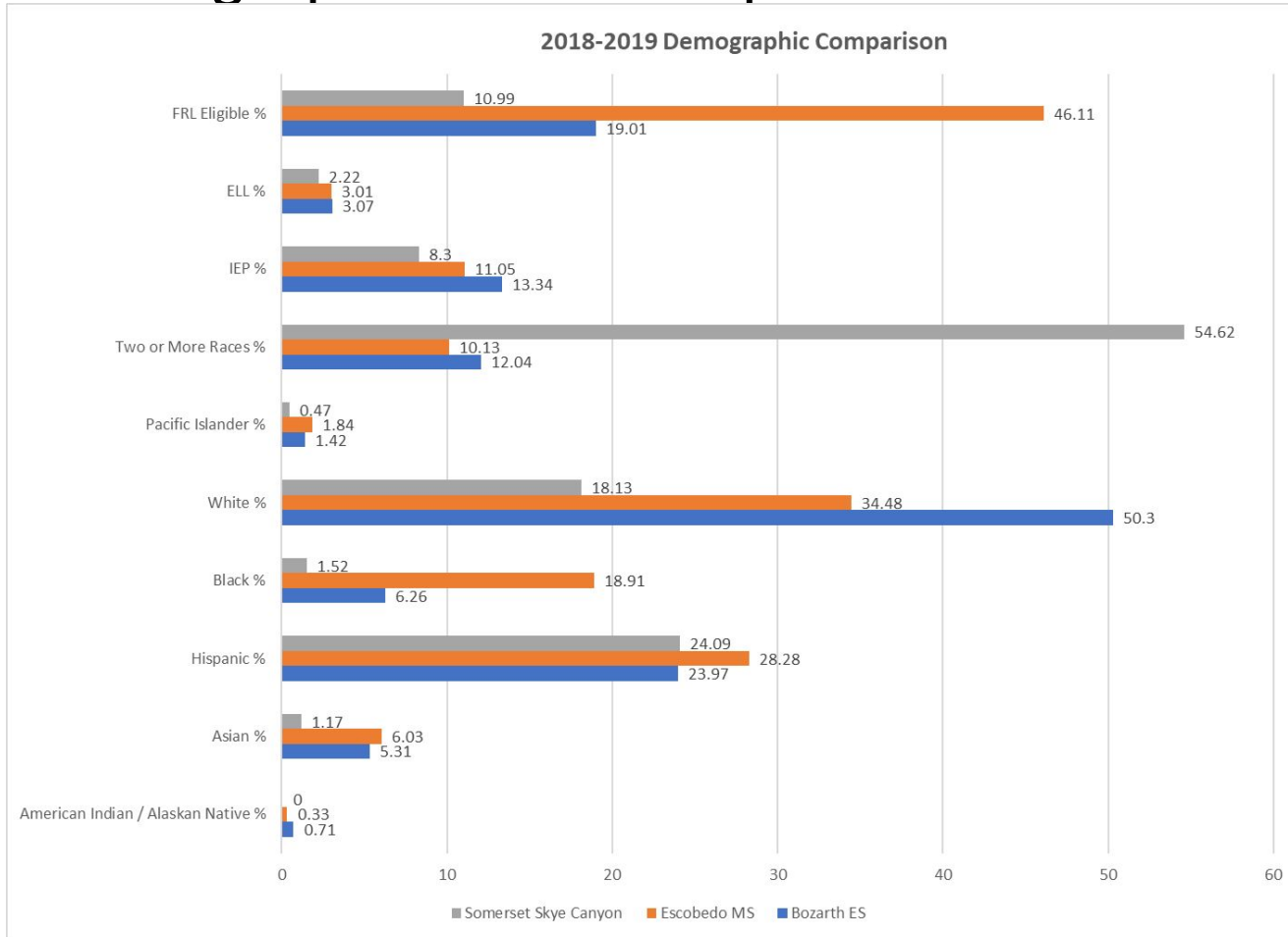


Somerset Skye Canyon

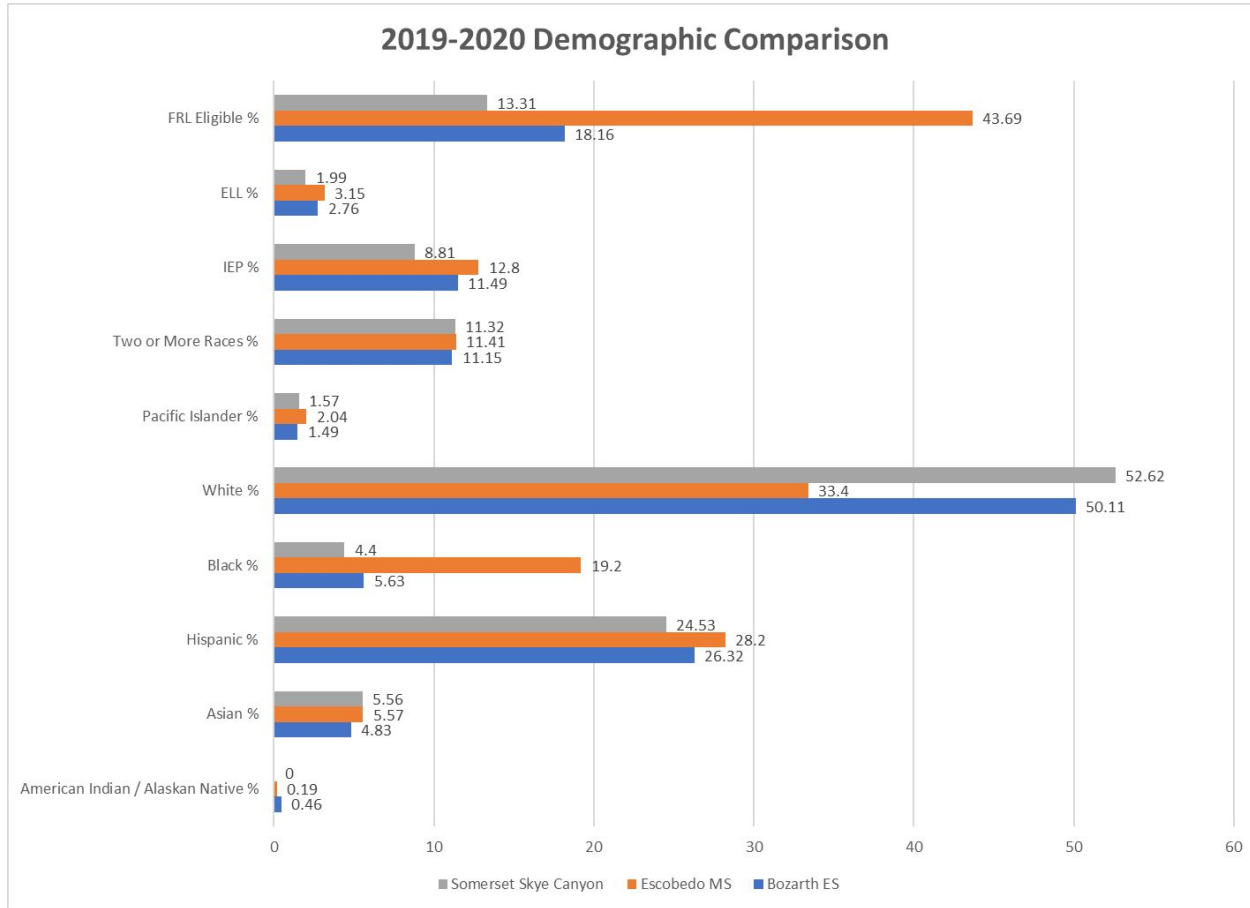
Recruitment and Enrollment Plan

2022-2023

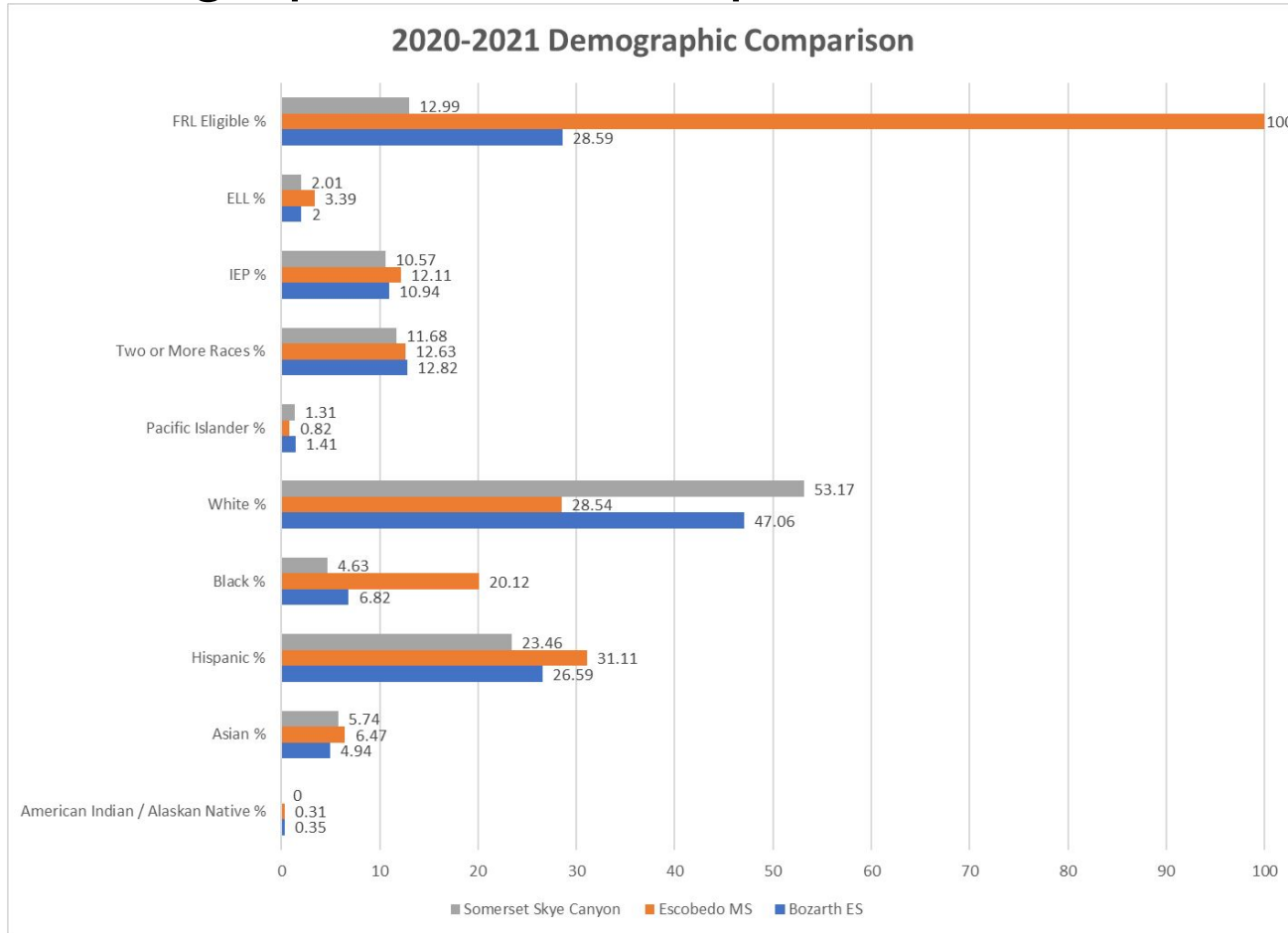
Demographic Data Comparison: 2018-2019



Demographic Data Comparison: 2019-2020



Demographic Data Comparison: 2020-2021

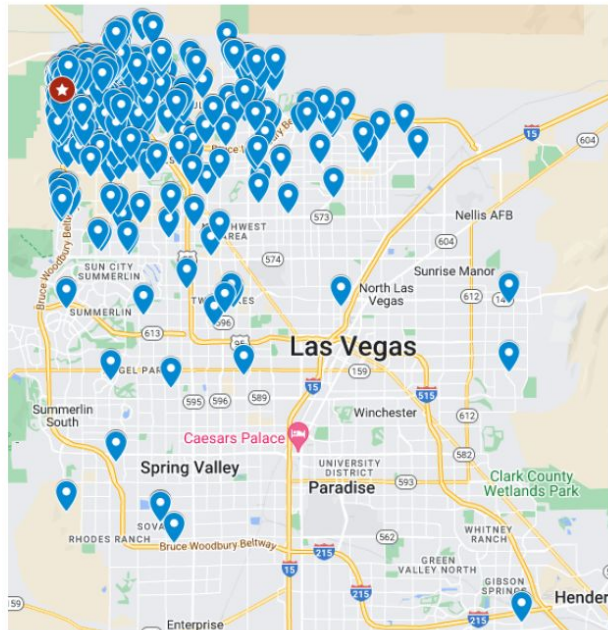


Demographic Data Comparison: 2018-2021

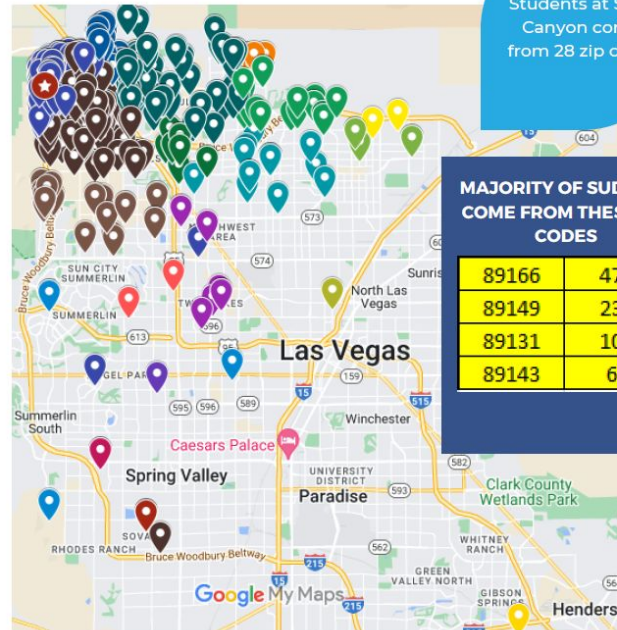
Name	Accountability Year	Organization Code	Total Enrollment	Ethnicity							Special Populations					
			Total Enrollment	Am In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	Individual Education Program		English Learners		Free or Reduced Priced Lunch Eligible	
				%	%	%	%	%	%	%	#	%	#	%	#	%
Bozarth ES	2018-2019	02081	847	0.71	5.31	23.97	6.26	50.3	1.42	12.04	113	13.34	26	3.07	161	19.01
Bozarth ES	2019-2020	02081	870	0.46	4.83	26.32	5.63	50.11	1.49	11.15	100	11.49	24	2.76	158	18.16
Bozarth ES	2020-2021	02081	850	0.35	4.94	26.59	6.82	47.06	1.41	12.82	93	10.94	17	2	243	28.59
Escobedo MS	2018-2019	02361	1,195	0.33	6.03	28.28	18.91	34.48	1.84	10.13	132	11.05	36	3.01	551	46.11
Escobedo MS	2019-2020	02361	1,078	0.19	5.57	28.2	19.2	33.4	2.04	11.41	138	12.8	34	3.15	471	43.69
Escobedo MS	2020-2021	02361	974	0.31	6.47	31.11	20.12	28.54	0.82	12.63	118	12.11	33	3.39	974	100
Somerset Skye Canyon	2018-2019	59125	855	N/A	1.17	24.09	1.52	18.13	0.47	54.62	71	8.3	19	2.22	94	10.99
Somerset Skye Canyon	2019-2020	59125	954	N/A	5.56	24.53	4.4	52.62	1.57	11.32	84	8.81	19	1.99	127	13.31
Somerset Skye Canyon	2020-2021	59125	993	N/A	5.74	23.46	4.63	53.17	1.31	11.68	105	10.57	20	2.01	129	12.99

Enrollment Data by Zip Code

SKYE CANYON ENROLLED STUDENTS



Across Las Vegas



By Zip Code

- By Zip Code
- ▼
- 89166
- 89149
- 89131
- 89143
- 89129
- 89084
- 89031
- 89130
- 89085
- 89108
- 89081
- 89144
- 89113
- 89166-5115
- 89012
- 89086
- 89128
- 89147
- 89106
- 89117
- 208** / No data

Analysis

Problem Statement

Somerset Academy Skye Canyon serves fewer FRL students than the other zoned schools in our neighborhood (Bozarth and Escobedo).

Key Factor: Not all students completed the household income verification application so we don't know if our percentage of FRL is correct.

Root Causes (5 whys)

- Why didn't all students complete the household income verification application?
 - Answer: Some families said that they wouldn't qualify. They didn't need to complete the application to get free lunch.
- Why did families say they wouldn't qualify?
 - Answer: They looked at the income chart on the application.

Key Factor: Families don't want their information shared.

Root Causes (5 whys)

- Why do families not want their income information shared?
 - Answer: A desire to keep things confidential.
- Why do they desire to keep things confidential?
 - Answer: They have pride and don't want to share details about their lives.
- Why do they have pride and don't want to share details about their lives?
 - Answer: Some may not trust the government because they came from other countries.

Key Factor: We do not market or advertise.

Root Causes (5 whys)

- Why do we not market or advertise?
 - Answer: We have a wait list of over 1000 students.
- Why do we have a wait list of over 1,000 students?
 - Answer: Parents want their students to attend our school.
- Why do parents want their student to attend our school?
 - Answer: We have good reputation and high scores on the Nevada Report Card..

Key Factor: We do not have transportation.

Root Causes (5 whys)

- Why do we not have transportation?
 - Answer: Limited funding.

Key Factor: We do not market or advertise to pre-k or preschools that might have more FRL students.

Root Causes (5 whys)

- Why do we not market or advertise?
 - Answer: We have a wait list of over 1000 students.
- Why do we have a wait list of over 1,000 students?
 - Answer: Parents want their students to attend our school.
- Why do parents want their student to attend our school?
 - Answer: We have good reputation and high scores on the Nevada Report Card..

Plan Development

Somerset Skye Canyon

Plan Strategies: Raising Awareness

Strategies:

- Targeted mailing to areas with low income. (Get website from Ron)
 - *Evaluate Effectiveness: Look at lottery results for 23-24 school year and see how many students came from the areas with targeted mailings.*
- Hold open houses with brochures at affordable housing apartment complex clubhouses.
 - *Evaluate Effectiveness: Look at lottery results for 23-24 school year and see how many students came from the areas with targeted mailings.*

Plan Strategies: Environment

Strategies:

- Provide Free/Reduced Lunch-NSLP
 - *Evaluate Effectiveness: Calculated percentage of students that qualify for FRL and compare to previous years.*
- Conduct at least 1 staff training on diversity and inclusion
 - *Evaluate Effectiveness: Staff will complete a survey after the training and identify how the content presented will be used/helpful in their classroom.*
- Waive/reduce field trip and/or athletic fees for students that qualify for FRL
 - *Evaluate Effectiveness: Calculate the number of students who we covered these fees for.*

Plan Strategies: Enrollment

Strategies:

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SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**

AGENDA ITEM: **4e – DISCUSSION REGARDING EFFORTS TO ENSURE ACCESS TO UNIFORMS FOR FAMILIES IN NEED**

NUMBER OF ENCLOSURES: **0**

SUBJECT: EFFORTS TO ENSURE UNIFORMS FOR FAMILIES IN NEED

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **BOARD/SOMERSET PRINCIPALS**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **7-10 MINUTES**

BACKGROUND: IN RESPONSE TO CONCERNS REGARDING UNIFORM COST, THE BOARD AND PRINCIPALS WILL HAVE A DISCUSSION ON EFFORTS TO ENSURE ACCESS TO UNIFORMS FOR FAMILIES IN NEED.

SOMERSET ACADEMY OF LAS VEGAS

SUPPORT SUMMARY

MEETING DATE: **OCTOBER 10, 2022**

AGENDA ITEM: **4f – REVIEW AND APPROVAL OF THE EMO EVALUATION FOR ACADEMICA NEVADA**

NUMBER OF ENCLOSURES:

SUBJECT: APPROVAL OF EMO EVALUATION FOR ACADEMICA NEVADA

ACTION

CONSENT AGENDA

INFORMATION

PUBLIC HEARING

PRESENTER(S): **LEE ESPLIN**

PROPOSED WORDING FOR MOTION/ACTION:

MOVE TO APPROVE THE EMO EVALUATION FOR ACADEMICA NEVADA, AS PRESENTED.

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **5-7 MINUTES**

BACKGROUND: **A REVIEW AND DISCUSSION OF THE EMO EVALUATION.**



SOMERSET ACADEMY

OF LAS VEGAS

Somerset Academy of Las Vegas EMO Eval: Board Survey Results

FY2022

This is a summary of the findings from the evaluation conducted by Somerset Academy of Las Vegas for Academica Nevada their current EMO provider.

The evaluation survey consisted of 67 questions across 17 service categories. No comments were left.

Five of seven board members responded to the survey.

The Overall Performance for FY2022 by Academica is rated by the governing board at 3.25 out of 4.

Many categories rise well above this, the Top Three Performance Categories are:

- Board Management 3.7
- Finance – Bonds and Budgets 3.7
- Legal Services 3.53

The lowest ranked categories and those possibly needing the most improvement:

- Infinite Campus 2.8
- NSLP 2.93
- Recruitment and Licensure 2.93

The following pages include the all of the board responses.

Somerset Academy of Las Vegas EMO Eval: Board Survey Results FY2022

Average score across all categories:

3.25

*Red highlight signify lowest rating and Orange signifies 3 or below. Green is Solidmajority. Blue is majority Exemplary.

**Comment questions from each sections have been moved to comments page.

Board Management								
Q1: Staff coordinates Board meeting dates, times, and locations.	✓ Exemplary	4	4	4	4			3.8
	✗ Solid						3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	4/4	4/4	4/4	3/4		
Q2: Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.	✓ Exemplary	4		4	4			3.6
	✗ Solid		3				3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	4/4	4/4	3/4		
Q3: Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.	✓ Exemplary	4		4	4			3.6
	✗ Solid		3				3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	4/4	4/4	3/4		
Q4: Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.	✓ Exemplary	4	4	4	4			3.8
	✗ Solid						3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	4/4	4/4	4/4	3/4		
Facility Services								
Q6: Facility Support to Campuses: Communicate regularly with campus administration and staff regarding facility needs.	✓ Exemplary	4			4			3.4
	✗ Solid		3	3			3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	3/4	4/4	3/4		
Q7: Dispatch vendors to the school site for repairs and maintenance through email, text or phone call (or Ticketing system when applicable).	✓ Exemplary				4			3.2
	✗ Solid	3	3	3			3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	4/4	3/4		
Q8: Special Projects and Services (bids): Understand school needs and communicate with site-based personnel on requested projects/services/building improvements.	✓ Exemplary	4		4	4		4	3.8
	✗ Solid		3					
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	4/4	4/4	4/4		
Finance - Accounting								
Q10: Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.	✓ Exemplary		4					3.2
	✗ Solid	3		3	3		3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	4/4	3/4	3/4	3/4		
Q11: Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.	✓ Exemplary		4					3
	✗ Solid	3		3			3	
	✗ Approaching				2			
	✗ Unsatisfactory							
	Points	3/4	4/4	3/4	2/4	3/4		
Q12: Providing Office Managers with support and training to meet their needs (including QB and SGF Account support).	✓ Exemplary							3
	✗ Solid	3	3	3	3		3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
Q13: AP Clerk answers all my questions in a timely manner and provides constant guidance.	✓ Exemplary							3
	✗ Solid	3	3	3	3		3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
Q14: AP Clerk makes payments to vendors in a timely manner.	✓ Exemplary							3
	✗ Solid	3	3	3	3		3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
Q15: AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures.	✓ Exemplary							3
	✗ Solid	3	3	3	3		3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		

Finance - Budgets and Bonds								
Q16: Prepare budgets that are realistic and keep the school compliant with state and debt requirements.	✓ Exemplary	4	4	4	4			3.8
	✗ Solid							3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	4/4	4/4	4/4	3/4		
Q17: Facilitating the purchasing of buildings and management of the bonds.	✓ Exemplary	4	4		4			3.6
	✗ Solid				3			3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	4/4	3/4	4/4	3/4		
Finance - Payroll								
Q18: Complete personnel changes in the payroll system, assist with the overall payroll processing and requests.	✓ Exemplary	4			4			3.4
	✗ Solid		3	3				3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	3/4	4/4	3/4		
Q19: Submit PERS payroll report to the state on time and accurately.	✓ Exemplary				4			3.2
	✗ Solid	3	3	3				3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	4/4	3/4		
Q20: Provide payroll training to office managers both as a group and individually when requested.	✓ Exemplary							3
	✗ Solid	3	3	3	3			3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
Grant Development								
Q22: Assist schools with the completion and submission of grant applications (excluding Special Education/IDEA grant funding).	✓ Exemplary		4	4				3.4
	✗ Solid	3				3	3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	4/4	4/4	3/4	3/4		
Growth and Development								
Q24: Submission and approval of charter amendment applications.	✓ Exemplary	4			4			3.4
	✗ Solid		3	3				3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	3/4	4/4	3/4		
Q25: Submission and approval of charter renewal applications.	✓ Exemplary	4			4			3.4
	✗ Solid		3	3				3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	3/4	4/4	3/4		
Infinite Campus								
Q27: Assist with Infinite Campus questions and concerns.	✓ Exemplary							2.8
	✗ Solid	3	3		3			3
	✗ Approaching			2				
	✗ Unsatisfactory							
	Points	3/4	3/4	2/4	3/4	3/4		
Q28: Provide training on Infinite Campus tools.	✓ Exemplary							2.8
	✗ Solid		3	3	3			3
	✗ Approaching	2						
	✗ Unsatisfactory							
	Points	2/4	3/4	3/4	3/4	3/4		
Legal Services								
Q30: Providing day-to-day legal support and advice to avoid high legal fees with counsel hired by the board.	✓ Exemplary	4	4		4			3.6
	✗ Solid				3			3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	4/4	3/4	4/4	3/4		
Q31: Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as requested.	✓ Exemplary	4			4			3.4
	✗ Solid		3	3				3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	3/4	4/4	3/4		
Q32: Work with campus leaders to resolve legal issues regarding parents, staff, and students.	✓ Exemplary	4			4			3.6
	✗ Solid		3					3
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	4/4	4/4	3/4		

Marketing and Design								
Q34: Confer with clients to determine marketing strategy and product design.	✓ Exemplary							3
	✗ Solid	3	3	3	3	3		
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
Q35: Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.	✓ Exemplary							3
	✗ Solid	3	3	3	3	3		
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
Q36: Determine size and arrangement of illustrative material and copy, and select style and size of type.	✓ Exemplary							3
	✗ Solid	3	3	3	3	3		
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
NSLP								
Q38: Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.	✓ Exemplary		4					2.8
	✗ Solid	3					3	
	✗ Approaching			2	2			
	✗ Unsatisfactory							
	Points	3/4	4/4	2/4	2/4	3/4		
Q39: Provide support in preparation and throughout the NSLP Administrative Review process.	✓ Exemplary							3
	✗ Solid	3	3	3	3	3		
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
Q40: Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP.	✓ Exemplary							3
	✗ Solid	3	3	3	3	3		
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		
Procurement								
Q42: Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.	✓ Exemplary		4					3.2
	✗ Solid			3	3	3	3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	3/4	3/4	3/4		
Q43: Assist in creating the Summer Purchasing Budget for the school, and maintaining that budget as purchases are made.	✓ Exemplary		4					3.2
	✗ Solid			3	3	3	3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	3/4	3/4	3/4		
Q44: Assist as a Liaison for and oversee summer furniture installation	✓ Exemplary		4		4			3.4
	✗ Solid			3		3	3	
	✗ Approaching							
	✗ Unsatisfactory							
	Points	4/4	3/4	4/4	3/4	3/4		
Q45: Assist as a Liaison between the school and curriculum vendors.	✓ Exemplary							3
	✗ Solid	3	3	3	3	3		
	✗ Approaching							
	✗ Unsatisfactory							
	Points	3/4	3/4	3/4	3/4	3/4		

Registration							
Q47: Campus Enrollment	✓ Exemplary						3.4
	✗ Solid	3	4		4		
	✗ Approaching			3			
	✗ Unsatisfactory					3	
	Points	3/4	4/4	3/4	4/4	3/4	
Q48: Infinite Campus and training for Registrars	✓ Exemplary						3
	✗ Solid	3	3	3	3	3	
	✗ Approaching						
	✗ Unsatisfactory						
	Points	3/4	3/4	3/4	3/4	3/4	
Q49: Campus Customer Service and Support	✓ Exemplary					4	3.2
	✗ Solid	3	3	3		3	
	✗ Approaching						
	✗ Unsatisfactory						
	Points	3/4	3/4	3/4	4/4	3/4	
Q50: State Audit Preparation Guidance and Support	✓ Exemplary						3
	✗ Solid	3	3	3	3	3	
	✗ Approaching						
	✗ Unsatisfactory						
	Points	3/4	3/4	3/4	3/4	3/4	
Q51: Online Enrollment and Lottery	✓ Exemplary						3
	✗ Solid	3	3	3	3	3	
	✗ Approaching						
	✗ Unsatisfactory						
	Points	3/4	3/4	3/4	3/4	3/4	
School Safety							
Q53: Provides school safety liaison services between the schools and public safety agencies, local emergency agencies: Nevada Division of Emergency Management, Nevada Department of Education, State Public Charter School Authority and other agencies as needed.	✓ Exemplary		4			4	3.4
	✗ Solid			3	3		3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	4/4	3/4	3/4	4/4	3/4	
Q54: Assist schools in developing and implementing the school Emergency Operation Plan (EOP) and other school safety related documents as requested.	✓ Exemplary		4			4	3.4
	✗ Solid			3	3		3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	4/4	3/4	3/4	4/4	3/4	
Q55: Work with campus leaders to provide school safety information and resolve school safety related issues / emergencies.	✓ Exemplary		4			4	3.4
	✗ Solid			3	3		3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	4/4	3/4	3/4	4/4	3/4	
State Reporting							
Q57: Timely alert school system, responsible party and/or Academics Departments of items or information coming due to the State, both from the Authority and the Department of Education.	✓ Exemplary					4	3.2
	✗ Solid	3	3	3			3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	3/4	3/4	3/4	4/4	3/4	
Q58: Works with each school system, responsible party and/or Academics departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.	✓ Exemplary		4			4	3.4
	✗ Solid			3	3		3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	4/4	3/4	3/4	4/4	3/4	
Q59: Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academics departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.	✓ Exemplary		4		4	4	3.6
	✗ Solid			3			3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	4/4	3/4	4/4	4/4	3/4	

Teacher Recruitment and Licensure							
Q61: Track and advertise job openings for the school site	✓ Exemplary					4	3
	✗ Solid		3	3	3		
	✗ Approaching						2
	✗ Unsatisfactory						
	Points	3/4	3/4	3/4	4/4	2/4	
Q62: Track teacher licensure and notify teachers of license expiration	✓ Exemplary					4	3.2
	✗ Solid		3	3	3		3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	3/4	3/4	3/4	4/4	3/4	
Q63: Organize and run teacher hiring fairs	✓ Exemplary						2.6
	✗ Solid		3	3		3	
	✗ Approaching				2		2
	✗ Unsatisfactory						
	Points	3/4	3/4	2/4	3/4	2/4	
Travel							
Q65: Book travel for school employees in accordance with Government Regulations and in a timely manner. **In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'.	✓ Exemplary		4			4	3.4
	✗ Solid			3	3		3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	4/4	3/4	3/4	4/4	3/4	
Q66: Registers school employees for conferences in a timely manner when requested. **In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'.	✓ Exemplary		4			4	3.4
	✗ Solid			3	3		3
	✗ Approaching						
	✗ Unsatisfactory						
	Points	4/4	3/4	3/4	4/4	3/4	