

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 6, 2020 beginning at 6:00 p.m. at 6475 Valley Dr., North Las Vegas, NV 89084 and via Zoom Webinar. The public is invited to attend. **Those attending in person must wear a mask. Attendance will be limited according to Governor Sisolak's most current directive.**

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/88596298772?pwd=ejBqdmpTTmkrYmxBaFh6V2RYSG9zdz09>

Passcode: 786799 Or via phone +13462487799 +16699009128

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 related to an item.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Dena Thompson at (702) 431-6260 or dena.thompson@academicnv.com two business days in advance so that arrangements may be conveniently made.

If you would like copies of the meeting agenda, support materials or minutes, please visit the school's website at <https://www.somersetacademyoflasvegas.com/> For copies of meeting audio, please email dena.thompson@academicnv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email dena.thompson@academicnv.com to sign up for public comment.**

AGENDA

October 6, 2020 Meeting of the Board of Directors of Somerset Academy of Las Vegas

A College Prep School

Cultivating Effective Leaders, Good Character and a Desire to Render Service

We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing 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.

(Action may be taken on those items denoted “For Possible Action”)

1. Call to order and roll call (For Possible Action)
2. Public Comment and Discussion *(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. Student/School Achievement Recognition (For Discussion)
4. Approval of Minutes from the September 17, 2020 Board Meeting (For Possible Action)
5. Academic Progress Reports and Updates on School Initiatives (For Discussion)
6. Interview of Principal Candidates for the Aliante Campus: (For Discussion)
 - a. Brynn Dessormeau
 - b. Ryan Lewis
 - c. Shannon Manning
7. Discussion and Action to Appoint a Principal for the Aliante Campus (For Possible Action)
8. Review and Approval of a Revision to the Somerset Academy of Las Vegas Board of Directors Bylaws (For Possible Action)
9. Review and Approval to Submit an Application to Request an Amendment to the Charter to Acquire Somerset Academy of Las Vegas Aliante and Skye Canyon Campuses Through Bonds (For Possible Action)
10. Academics Announcements and Notifications (Information)
11. Member Comment (Information/Discussion)
12. Public Comment and Discussion *(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.)*

13.Adjournment (For Possible Action)

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) Henderson City Hall, 240 South Water Street, Henderson, NV
- 9) Las Vegas City Hall, 495 S. Main St., Las Vegas, NV
- 10) North Las Vegas City Hall, 2250 Las Vegas Blvd. North, North Las Vegas, NV
- 11) Notices.nv.gov

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: October 6, 2020 Agenda Item: 3 – Student/School Achievement Recognition Number of Enclosures:

SUBJECT: Student/School Achievement Recognition
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<input type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption

Presenter (s): Somerset Administrators
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Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 7-10 Minutes

Background: The Board will recognize student/school achievements.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: October 6, 2020
Agenda Item: 4 – Approval of Minutes from the September 17, 2020 Board Meeting
Number of Enclosures: 1

SUBJECT: Approval of Minutes

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Move to approve the minutes from the September 17, 2020 board meeting, as presented.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 2-3 Minutes

Background: A board meeting was held on September 17, 2020. As such, the minutes from this meeting will need to be approved by the Board.

Submitted By: Staff

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
September 17, 2020

Board of Directors of Somerset Academy of Las Vegas held a public meeting on September 17, 2020 at 6:00 p.m. at 385 W. Centennial Parkway, North Las Vegas, NV 89084 and via Zoom webinar.

1. Call to Order and Roll Call

Board Chair John Bentham called the meeting to order at 6:05 p.m. In attendance were Board members LeNora Bredsguard, Sarah McClellan, John Bentham, Travis Mizer, Will Harty, Cody Noble, and Renee Fairless (joined at 10:38 p.m.).

Also present were Principal Lee Esplin, Principal Cesar Tiu, Principal Christina Threeton, Principal Jessica Scobell, Principal Elaine Kelley, Principal Kate Lackey, and Principal Ruby Norland; as well as Academica representatives Crystal Thirirot, Ryan Reeves, and Gary McClain.

2. Public Comment

Written public comment was received from Amber LaMontagne, Gretchen Merrell, Jennifer Shields, Sarah Brown, Vanessa Starr-Comikey, Crystal Davenport, Ashlee Jensen, Margalina Maggie Pezzullo, Brittany Benson, Lili Ruiz, Amanda Stewart, Danyiell Lockwood, Lindsay Bailey (2 submissions), Sera Riley, Nicole Garcia, Desiree Olson, Amber, Priscilla Davis, Tara Waite, Lizz A. Esparza-Dorantes, Diana Waite, Salym Liufau, Juan and Pamela Contreras, Lindsey Reynolds, Jean Cox; the written public comments were distributed to the Board members and are attached to the minutes. Public comment was made by the following individuals regarding possible reopening plans: Susana Harty, Gwendolyn Neff, Joshua Miller, Brooklyn Young, Jim and Ann Henry, Gina Rossa, Andrea Chambers, Carissa Chenin, Precious Bucher, and Jenerfer Anderson.

Mr. Ryan Reeves addressed the Board and explained the documents that were currently governing Somerset Academy's action. Governor's Directive 022 set a capacity limit of no more than 50% room capacity. Governor's Directive 028 set forth spacing of at least three feet for students in elementary and middle school, and six feet for high school students and adults. The State Public Charter School Authority's (SPCSA) action of August 14th set forth that, so long as the county in which a charter school was located was in mitigation level one or two, as Clark County currently was, the school could not bring into the building more than 25% of the total enrollment at any one time, with the 25% prioritized according to special needs. He explained that the priority needed to include special education students, English language learners, and 504 plan

eligible students; adding that it could also include students of a certain grade level or age where the Board determined that they had a special need for instruction.

3. Student/School Achievement Recognition

The principals recognized the students, staffs, and events at their campuses.

4. Consent Agenda

- a. Minutes from the July 20th Board Meeting**
- b. Approval of Recommendations from the Finance Committee:**
 - 1. School Financial Performance**
 - 2. Approval of Budget for the 2020/2021 School Year**
 - 3. Acceptance of Grant Funds**
 - 4. Approval of Revised Maximum Enrollment for the 2020/2021 School Year**
 - 5. Approval of Retention Bonuses**
 - 6. Approval Robert Roof and Floor as Vendor for Carpeting at the Lone Mountain Campus**
 - 7. Approval of Green Living Services as Vendor for Playground Resurfacing at North Las Vegas Campus**
 - 8. Approval of Magic Brite as Janitorial Vendor**
- c. Approval of Recommendation from the Evaluation Committee**
 - 1. Approval of Principal Evaluations and Contract Renewals for all Principals of Somerset Academy of Las Vegas**

Member Mizer moved to approve the items for action on the consent agenda. Member McClellan seconded the motion, and the Board voted unanimously to approve.

10. Review and Approval of Virtual Education Plan for 2020/2021 Second Quarter

Member Bentham explained that the Board had made the difficult decision to start the school year with all virtual instruction and noted that the Governor and SPCSA direction had subsequently required the virtual model. Each of the Board members commented on the importance of developing a plan to provide in class instruction to as many students as possible, within the constraints of the SPCSA and Governor's Directives. The comments included praise for the teachers and administrators during difficult times, considering allowing an all virtual model for some families, prioritizing special needs and younger students, ensuring safety for students and staff, and concern that students were falling behind.

Ms. Crystal Thiriot addressed the Board and stated that the survey results were available on each campus website in the support materials section for the Board meeting. She then reviewed

the parents, family, and Somerset stakeholder survey results. The data was segregated by campus and system and showed the number of respondents who preferred a hybrid learning model and the number who preferred to remain virtual. Mr. Reeves stated that 32% of parents surveyed preferred to remain virtual and 52% of the teachers surveyed preferred to remain virtual. There were significant gaps between campuses with the Losee and North Las Vegas campuses showing a preference for remaining in virtual learning.

Member Bredsguard asked if there had been a difference between elementary and upper grade student in the responses, to which Mr. Reeves replied in the affirmative. Mr. Reeves explained that there was a 10% difference, with the upper level students more comfortable remaining in a virtual setting. Member Mizer asked if the response rate differentiated between families or individuals. Mr. Reeves stated that it was difficult to determine if the parents responded once for the family or multiple times for each child. Member McClellan asked if the teacher survey differentiated between grade levels, to which Mr. Reeves replied in the negative. Member Bentham reminded the parents that the survey results were available on the websites.

Principal Lee Esplin and Principal Kate Lackey addressed the Board to outline some of the concerns that the principals had with returning some students to school:

- Safety of students and staff
- Infinite Campus – balancing classes
- Difficulty of teaching virtually and in person at the same time
- Not having the proper equipment (not available for all campuses)
- Finding substitutes if teachers use PTO or were exposed
- Following health and safety regulations – exposure tracking
- Health issues of teachers and teacher’s companions
- Bringing back grade levels at the expense of other critical students
- Logistics and travel issues for families with students in multiple grades
- Teacher’s mental health

Member Bentham asked why teachers had been more in favor of a return to the classroom in June than they were now. Principal Esplin stated that they had worked hard to make virtual school successful and were concerned about transitioning back or doing both virtual and in person. Member Harty noted that, even with declining numbers, COVID would not be going completely away soon; therefore, a game plan was needed to get the students back in the classroom.

Member Mizer stated that one Clark County charter had recently brought back some students, and asked if Somerset could work with them to develop a plan. Principal Esplin stated that they were waiting for a call back from Principal O’Dowd on the success of the return of some students. Mr. Reeves explained that Pinecrest Academy had in person learning for kindergarten and 1st grade at one campus. Their board would meet after two weeks to review how successful it was and determine a path forward. He also explained that the Academica managed charter schools in Washoe County were using a hybrid learning model after receiving a waiver from the SPCSA. Member Bentham asked for an explanation between lesson plans for virtual and in person learning. Principal Lackey replied that in the current virtual model they were able to maximize the amount

of curriculum the students received; adding that the teachers also offered extended learning and SPED services were offered in the afternoon.

Member Noble stated that teacher and student mental health seemed to be competing concerns. Principal Jessica Scobell stated that it was possible to balance the concerns; however, only returning some grade levels would infer that some teacher's mental health was more important than other teacher's mental health. She stated that bringing back only some grade levels would not be equitable; adding that the teachers would step up if they felt that the return to school was fair. Principal Threeton addressed the Board and reminded them that flu season would be coming soon and stated that it was a concern for the teachers. Discussion ensued regarding possible return scenarios which included petitioning the SPCSA to increase to a 50% return rate and allowing the principal at each campus to determine the needs at their respective campus.

Member Mizer moved to start the 2nd quarter with the hybrid model that was previously approved by this Board at a 50% capacity, if that is turned down by the State Charter Authority or any other governmental agency, we will move forward with bringing back students to class at a 25% capacity, giving priority to special needs/ELL students, followed by kindergarten, then moving up to additional grades as determined by principals, giving principals the autonomy to manage that how they see fit. Member Bredsguard seconded the motion, and the Board voted unanimously to approve.

6. Interview of Board Member Candidates

- a. Renee Fairless
- b. Spencer Gunnerson
- c. Micol Levi-Minzi

Member Bentham stated that, with the resignation of Gary McClain, the board had an opening for a new Board member. Following an intensive search, the candidates were narrowed down to three individuals.

Renee Fairless: Ms. Renee Fairless addressed the Board and reviewed her personal, and educational experience. During the introduction and interview sessions she relayed the following:

- She had been an educator for 36 years. She was forever changed when she worked at Sunrise Mountain with a primarily Hispanic demographic and realized that changes needed to take place before high school for disadvantaged students.
- She became the principal at Mater Academy, which had over 70% EL students and over 10% special education students. Most students came to Mater two to three years behind. She had been able to help grow the students at Mater and improve Star ratings.
- She was passionate about education in Nevada and was willing to provide expertise and help from her experience.
- With Somerset becoming a more diverse population, she could lend expertise in how to best serve the students.

- She was a lifelong educator who would be committed to Somerset for as long as she was valuable to the system.
- As an administrator at Mater she was an instructional leader, putting children first. Board members made decisions that affected a wider community, keeping all students and families in mind when making decisions for the whole system.
- As a Board member she would be concerned with what was best for the children. Although she had relationships with the Somerset principals she would still hold them to high standards while she worked closely with them.
- She understood the difficulty of trying to please too many people and felt like the Board should have been more decisive in the decision making process earlier in the meeting. The Board needed to be able to make decisions with the children as the first priority.

Spencer Gunnerson: Mr. Spencer Gunnerson addressed the Board and reviewed his personal and professional experience. During the introduction and interview sessions he relayed the following:

- He was the father of five children, four who attended Somerset Lone Mountain. He was an attorney by trade.
- He would be able to add his voice and experiences to the Board when making decisions. It would be exciting to be a part of a group working for the betterment of the children.
- He had strong communication and listening skills, which would benefit him and the Board during discussions.
- He understood that he would have to make decisions based on what was best for all of the Somerset children, even if the decisions did not benefit his family.
- He knew that the Board was responsible for setting the foundation for the system, then needed to allow the administrators and leaders to accomplish the work.
- He believed it was important to get the foundational learners back in school as quickly as possible. He agreed with the decision the Board made to get the students back to school as quickly and safely as possible.

Micol Levi-Minzi: Ms. Micol Levi-Minzi addressed the Board and reviewed her personal and professional experience. During the introduction and interview sessions she relayed the following:

- She was from Italy but had been in America since she was a small child. She was a psychologist who worked at the VA as a training director. She was the mother of three daughters, two who currently attended Somerset Aliante.
- She grew up valuing service to others, helping those in need, and education. She was grateful for opportunities to give back while ensuring her children received a quality education.
- She liked the diverse backgrounds of the Somerset Board members. She could add a mental health background and voice to the Board.

- She constantly had to monitor dual relationships and would be able to make decisions for the good of the whole Somerset system even if it was not the best decision for her children. Ethics played a huge role in her training and profession.
- She understood that the Board would make the decisions that would then need to be carried out by the principals. It was important to ensure that academics stayed at the forefront of the decisions.
- Suicide rates among children was mentioned during the public comment section of the meeting. She would be able to add perspective on that aspect of mental health for the system.
- In order to follow all of the directives and guidelines, the decision made tonight was the correct decision.

7. Nomination and Election of one New Board Member

Each Board member spoke to the qualities that each candidate would bring to the Board and weighed in on his or her choice of candidates.

Member Mizer nominated Ms. Renee Fairless as the new Board member for Somerset Academy, and the Board voted unanimously to elect Ms. Bredsguard as the newest member of the Board.

8. Nomination and Election of Board Secretary

Member Mizer nominated LeNora Bredsguard as Board Secretary, and the Board voted unanimously to elect LeNora Bredsguard as Board Secretary.

9. Approval of Lead Principal Compensation Structure and Appointment of Lead Principal for Somerset Academy of Las Vegas

Member Bentham noted that the lead principal position had been discussed during the Strategic Planning meeting. With Principal Esplin leading a K-12 community he would be a good candidate.

Member Bentham moved to appoint Principal Lee Esplin as the lead principal, effective immediately, with a stipend of \$5000 per year. Member Harty seconded the motion, and the Board voted unanimously to approve.

11. Approval to Amend Service Logs Section of Somerset SPED Policy and Procedures to Allow the School to Document all Services for Students in Google Drive

This item was tabled.

12. Review and Approval of a Revision to the Somerset Academy of Las Vegas Board of Directors Bylaws

This item was tabled.

13. Discussion and Possible Action Regarding Membership of Somerset Foundation Board

Ms. Thiriot stated that the Somerset Foundation Board called for two members of the Somerset Board of Directors to be members of the Foundation Board. Member Harty expressed concerns about the revenue and expenses related to the Foundation Board; adding that he was not sure of the value of the board continuing to exist. Member Bentham noted that there was potential for increased value. Member Noble noted that expenses had been incurred in the establishment of the Foundation which would need to be incurred again if it was reestablished at a later date; therefore, he would be in favor of continuing the Foundation Board.

Member Harty moved to approve Cody Noble as a member of the Somerset Foundation Board. Member McClellan seconded the motion, and the Board voted unanimously to approve.

5. Academic Progress Reports and Updates on School Initiatives

The Somerset Principals provided brief updates on academic progress, distance learning, and school events. Some of the things reported were updates on MAP and iReady testing along with:

Principal Tiu stated that some of the Lone Mountain teachers held a social/emotional learning event with parents and students at a park. The kindergarten and 1st grade teachers met with students at a public library. They recently had the iReady diagnostic and in preparation held an iReady parent university with Q&A online. Member Bentham mentioned that one teacher had visited her students with a mobile library.

Principal Scobell stated that they were preparing the students for the ACT. She now had a complete leadership team, including an EL Strategist, K-5 Strategist, Read by Grade 3 Strategist, a full time Math Strategist, a part-time ELA Strategist, an AP Strategist.

Principal Kelley stated that the Aliante campus had great attendance. She was able to attend a minimum of ten classes each day.

Principal Esplin stated that the Sky Pointe dual credit program was up and running, with two teachers on campus and 17 students who were taking classes at the Sky Pointe campus and at CSN. The CTE program had been expanded. A Virtual Monday program had been implemented for the elementary campus with small group instruction for the Read by 3 students and other groups.

Principal Lackey stated that the Skye Canyon teachers were analyzing data to meet the needs of the students. They were working to establish proficiency skill workshops and professional development.

Principal Threeton stated that North Las Vegas would be holding a SMART week focusing on finance, math, and art with many activities for the students. The leadership team would be meeting with Jessica Barr to dig into the data. They recently held their Leader in Me kickoff.

Principal Norland stated that They were meeting as grade levels to have data chats and create small group structures for the students. They were waiting for Chromebooks that were back ordered. NJHS virtual induction ceremony would be next month. They were organizing Zoom teacher walks, allowing teachers to visit each other's classes. They now had a certified therapy dog on campus who was listed on the school website.

14. Academics Announcements and Notifications

There were no announcements.

15. Member Comment

The members thanked the principals, fellow Board members, and the online participants for their commitment to the Somerset system.

16. Public Comment and Discussion

There was no public comment.

17. Adjournment

The meeting was adjourned at 11:04 p.m.

Approved on: _____

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

Good Morning Mrs Thompson,

I will be attending tonight's board meeting via zoom, but wanted to make my opinions voiced for the record. These last weeks of distance education have been hard on my 8th grader, as well as so many of his friends. The teachers are doing a wonderful job, but it's not the same. I have no issues with the classes being taught, but not having any interaction for these children, who have single parent households especially has been very trying. I know I can't speak for everyone, but I am a single mother of a active and social 13 year old boy, who is as well a only child, this distance education has made my normality outgoing and social child the opposite, he has lost this zest for school that I love and admire about him. In addition, I have coached for the amazing Somerset Skye Canyon Middle School cheer squad for over 2 years now, and what I have gathered from so many parents and my sweet squad is that these kids need sports, yes with social distance protocols and coaches that LOVE to volunteer their time and dedication to the sports we coach, but we can't do any of that until children are allowed back in school. We LOVE Skye Canyon and with it being my son last year with these teachers and administration that we both admire and truly have love for it is HARD. We need to do everything we can to keep them safe, but the damage that we are doing to these children who need that interaction with teachers and classmates is detrimental to them. My hope is that many parents feel the same way as I do and that we will all come together for these kids and put them 1st and be able to attend class in person.

Sincerely,

Amber LaMontagne

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Please, please give those of us that want the option the ability to attend school in person.

Distance learning has been much better than it was in the Spring and I truly applaud the efforts that have gone in to this, but it is simply a disservice to our kids. If kids in UT, TX, AZ, PA, and MA (just to name a few) can go to school we can too. It's been six months since we "stayed at home for 2 weeks to flatten the curve." We simply cannot live in fear forever and our children deserve better.

Gretchen Merrell

Parent at Somerset Sky Pointe

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Hi Dena, please forward and/or submit my comment to the board members for tonight's meeting.

I am a school counselor by trade, and a mother to 3 elementary school students attending Somerset Sky Pointe. Distance learning is not going well for my kindergartener. She cries and hates getting on zoom. She's a normally happy, energetic little girl that would otherwise thrive in a structured classroom environment. My other two students are doing well academically but get overwhelmed with the technology of distance learning. I see significant changes in all three of my children's social emotional

development and respectfully request you vote in favor to resume in-person classes full-time, or if not, some sort of hybrid model acceptable for next quarter.

I appreciate your consideration. Thank you!

Jennifer Shields

Somerset Sky Pointe Parent of a K, 3, & 5 students

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Good afternoon Dena, I just wanted to reach out and applaud everyone at Somerset for how well they are doing. I am loving the distance learning and while there has been hiccups along the way I feel this is the best and safest option for my 1st grader. I hope we are able to continue full distance learning or at least have the option for full distance learning. Thank you for all you are doing.

Sincerely,

Sarah Brown

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To whom this may concern,

I have been in the medical field for over 27 years and in the mental health field for the past 7 years. Keeping our kids out of school is doing more damage than good.

The numbers of suicide and overdose deaths is on the rise. The extended closures is harmful to our children's mental health. I would recommend reading the article

from the CDC on the "Importance of Reopening Schools".

Yes, I get it. We want our children safe but we need to get our children back in school, and families need to get back to work. Our casinos, restaurants, stores, gyms are open. Our children need to be in school.

Thank you,

Vanessa Starr-Comiskey

Good afternoon,

My name is Crystal Davenport and I have two children, 1st and 10th at Somerset SkyPointe.

I would like the board to be aware that most of the parent body was in favor of returning back to the classrooms.

The minority, the teachers, seemed to be the only ones with issues regarding returning. My concern revolves around the distance education model.

As a single working parent, this model requires an adult to facilitate. Although I'm currently, temporarily working at home, I'm not able to be as assistive as the school is requiring.

The online model is only working for families that are unemployed. For those essential workers, the online school has been a disaster.

Online schooling requires for most of the students from K-5 to have an adult to facilitate log in, assisting them resume or the other web assignments. The children don't have the capacity to be independent and the web assignments are not user-friendly for children.

The half day is too short. It would be understandable if the teacher was able to teach for most of the day instead the parents have to supplement and it is costly. The school assignment can be done within minutes so parents like myself are having to pay for apps or other websites for children to supplement and education.

The specials are not on the same day which is confusing. To log on to the special Zoom classes requires an adult. Again, we appreciate that Somerset is observing State guidelines but it's not working for the families.

I am encouraged that Somerset will start considering and moving towards the students returning to school. I believe that the first few weeks have shown that the online model is not working for some families and is leaving our children dangerously behind academically. The facilitators need to respond to the many parent complaints about the non-functionality of their web systems, the short day for the students, and the teachers requiring so much content that they don't cover in class.

Hopefully, Somerset will understand that we're sacrificing our children's education. With Nevada already being at the low end in terms of education, it's not worth it to keep are students so academically inept. Please send our children back to school. Or else come up with a better model for online school that allows for the children to be more independent, the content to be more user-friendly, and all teachers to teach throughout the day. The half-day model is not working.

Crystal Davenport

Dear board members,

My kids are really struggling with virtual education. I can see them falling behind after 6 months of no in person school. I'm trying my very best to help them but with 5 kids, one a newborn, and being in nursing school myself, it is so hard to be there for them every 2 minutes that they call for me. They can't find the link, or they have been kicked off zoom, or they turned off the sound, or they can't find their worksheet, or they don't understand what the teacher explained because they were too busy trying to open the document online. Their eyes are watering after an hour from staring at the screen and they constantly complain of headaches. They can't focus on a screen because there is little accountability and easily lose focus.

Please do everything in your power to get our kids back to the classroom. Families are suffering.

Thanks you,

Ashlee Jensen

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Maggie Pezzullo
Somerset Skypoint
Parent of a 10th and 1st grader

During these times a lot of hard decisions have had to be made and I am so grateful to have a school that is making these decisions on what's best for our students and staff and nothing else. I now think we are at a place where we can talk about letting kids go back to school.

We all have seen how much the little ones are struggling in the classrooms online. My first grader is retreating back into her shell. We have had quite a few emotional break downs due to her not being heard or her not understanding. Her teacher is amazing and trying so hard to help us with these issues. But her anxiety is high. I can see it in her face at the end of class.

I also have a child on the spectrum and she is struggling. Grades are not the issue, mental health is. SO again I would like everyone to know that we as a family have not reached this decision lightly but know that it is what is best for our children. We need some normalcy, I would like to also talk about letting some kids go back to school full time. Yes some could go hybrid and some could stay virtual, but for those kids who are struggling can we talk about a full time option? Is there a way that can happen safely?

Thank you to the board, administration and staff for everything they have done for our kids so far and in the future. We have seen what others states, districts and schools are doing country wide and would like to say how much we appreciate all of you and your leadership. What ever your decision we know that it was made with the best interest for our kids.

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Margalina Maggie Pezzullo

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Kids need to be back in school. We need to start looking at the facts. This virus is not going anywhere and there's a way to go back safely. We need to look to other schools that have returned. Even the cdc says students can return to school. I've watched My kids week after week, day after day deal with the frustrations of distant learning. Constantly getting kicked out of zoom, staring at a screen and getting headaches, not being able to interact with other students, not being able to hands on learn. Elementary is a lot of social and emotional and we are stealing this away from our children. They need to be in school, they need principals, and teachers fighting for them to be in school. I hope we can put the kids on the forefront of our decisions and get them back to school. Look at the facts. Look at the long term affects it will have on these children. There's no reason these children should not be in school.

Brittany Benson

.....

I would like to urge Somerset to continue distance learning at least through the end of the second quarter. Students have had a lot of changes in the last couple of months and have now just started to adjust to this new e-learning environment. Resuming classes at campuses will be a complete disruption to each student because the whole reason for distance learning was for their safety and the community. Nothing has changed from when the decision was made to do e-learning. We are still in a world with a lot of unknowns. Exposure to Covid right now can lead to long life effects, prevention is in our hands. We owe it to each student to guarantee their safety and unfortunately school campuses lead to exposure. We have equipped teachers, faculty, and parents who have made distance learning successful. Children are learning and adapted to this environment. Normalcy cannot be at a child's expense, their safety should be a priority

Thank you

Lili Ruiz

.....

Somerset Board-

In preparation for the Board meeting tonight I am sending our reality with Virtual Learning.

First let me say, nothing I say goes against my son's teachers. The way the 2nd grade teachers at Somerset Aliante are handling this virtual learning has been amazing. They are engaging, teaching and very communicative.

But this is not what is best for kids. Teachers friends are struggling to help their own children while teaching. My husband and I work and are having to each take a day off every week to be home because we tried to let him go to a day care twice a week and they are not qualified to help teach at all. They sign them on and that's it. My son was so frustrated and agitated and we were having to catch up on everything every single night. So now that we are home a few days a week he's caught up, but our

income is greatly reduced. In addition I bring him with me to work twice a week and he's 7 and is stuck in a 10x10 office all day with the door closed so he's not disrupting my work.

I had to buy blue light glasses because he's complaining of headaches daily, screen time is very monitored at our house.

I am lucky my son does not have a IEP or a 504 or need additional help because I just don't see how the teachers can do that right now. They are doing twice the work they normally do I feel.

The plan Somerset had for 1/2 days 5 days a week will be huge for these kids. We have many relatives in UTah and Arizona and the demeanor and happiness for their children changed greatly when they got to go back in a class setting.

I wasn't happy but understood why an all virtual learning was proposed last night at the last board meeting, But the numbers for Nevada for COVID have been trending down and our children deserve a chance to go back to class with their peers. Even if it is just elementary school. The middle and high schoolers know how to work a computer and generally I think academic wise are having a easier time.

These young children need the accolade of their teacher in person. They need other students, they need hands on teaching.

Please think of the kids, and vote to try the 1/2 day plan.

Sincerely

Amanda Stewart

.....
Good afternoon Dena,

As the parent of a third grader at Somerset Aliante please take my comments into consideration when determining your way forward:

Both my husband and I are Active Duty Air Force. We simply do not have the luxury or option to stay home for distance learning. We are paying \$220 per week for childcare and will soon be paying another \$300 per month for math tutoring because our little one no longer gets pulled out for individual attention. A free education that my child is entitled to is now costing my family \$1100 per month. We are confident in her safety at school. We socially distance and are not high risk. We are willing to accept risk and sign waivers to bring her back to school, even if it is only half the day. Our kids need to be in school!

Danyiell S. Lockwood

.....

To Whom it May Concern:

I have three young boys attending Somerset this year (6th, 4th and 1st). This is our 6th year at Somerset and we have always had such positive experiences. While I feel that teachers are doing the very best with what is made available to them with virtual learning, I truly feel that my children are falling behind educationally, socially and they all seem to be struggling emotionally. I acknowledge COVID-19 has been a difficult situation to navigate, however, the mental health of these children is just as vital as the management of this pandemic. They miss being in a classroom and the interaction they have there. Seeing my boys breakdown multiple times during the week because they can't understand what's required or because of technological issues is not fair to these children. Children deserve a better education than what is being provided and the social skills learned within the classroom setting can not be replaced while they are staring at a computer screen hour after hour. The wasted time on apps and computer programs eat into the short time they are given each day to learn with their teacher. Nothing can replace in person learning. I urge you to reconsider the decision previously made and return to some kind of in person learning as soon as possible.

Thank you

Lindsay Bailey

.....

Please let our children back in school, the kids are suffering mentally from Not being able to see their friends and play with other children, that it turn reflects their enthusiasm for learning and makes it harder to teach them properly at home. Many schools in other states are open and doing just fine, if we can go to the grocery stores, school should be open!

Sera Riley

.....

Dear School Administration, Board Members or Decision Makers,

It has been a few weeks of this virtual learning and I am here to tell you: It is not working, and we are not ok.

I know, I know, I know.... "You're doing the best you can" right?

Wrong. Most of us, do not feel we are even being heard, let alone doing the best you can.

Have you experienced virtual learning? Like, really sat in a home with families struggling to make this work. Have you witnessed the meltdowns of both students and parents? The fights and frustrations of not understanding the days' agenda, or math lessons or technology failures? The onset depression kids are experiencing due to sitting all day, alone.

Have you sat in the home of families of multiple kids, only to see every child eat lunch ALONE?

Have recess ALONE.

Have snack ALONE.

It is absolutely heartbreaking, and I feel held hostage in my own home. I cannot take my kids on a bike ride, or to the park for recess or on a picnic for lunch because every child has a unique schedule. Help me understand why all families are expected to be flexible with virtual learning, yet we could not have a 1-hour lunch break school wide.

If you have not witnessed this, then, I beg you to STOP telling us that you understand and start listening. Parents know what is best for their children, and we are going to fight to make things right.

Children belong in school. Together. Everyday.

Virtual learning was supposed to be an OPTION to families that felt unsafe reentering schools and as this can remain an option, live, in-person education is the only option for many of us.

Parents are not meant to be teachers, social workers, and principals in our own homes. Teachers are not supposed to work twice as hard, to make half the difference, with the same pay. Let me say that again:

Teachers are working TWICE as hard, to make HALF the difference, for the SAME pay.

Let that sink in, because if you truly feel that children are getting the same education virtually as they would in-person, you do not deserve a seat on the board and should immediately be banned from working in the education system.

Stores are open. Daycares are open. Restaurants are open. The fact that schools remain closed is baffling.

I mean, are you aware that preschools are open? These little boys and girls all look absolutely adorable with their Paw Patrol and Dinosaur masks, but I must ask, have you been around many 3 or 4-year olds lately? Because they are the most disgusting little humans out there. 3 and 4 year olds will literally put their hand down their pants to scratch themselves right before giving high fives. Their sleeves, and now masks, double as Kleenex. They'll pick the gum off the bottom of a picnic table and chew it, and then share it with a friend to try as well. They're gross. Adorable, and hilarious, but gross.... And yet they are in school, and to all your surprise; they're doing just fine. Great actually, preschoolers and daycare children are doing just great!

If preschoolers can manage, I think you need to have a bit more confidence in our older children as well.

Because regardless of your intentions with virtual learning, it is not working, and again, we are not okay. Families are not okay.

We are not okay with watching our children's education progress regress rather than improve.

We are not okay listening to our middle school students spend their 60 minute lessons listening to a teacher tell other students to put a shirt on, or to stop with the profanity, or to simply watch the entire Zoom lesson freeze and lose the entire days' worth of instruction.

We are not okay hearing our kids calling themselves stupid when they do not understand something.

We are not okay trying to tell our young children they must be quiet because their siblings are in “class”.

We are not okay with asynchronous learning days. Kids don’t learn this way.

We are not okay seeing children on the class list that don’t show up for a single zoom, scared for that child. We are not okay knowing that school is, for many children, the only place they are given love, or food, or friendship, and yet we have taken that safe place away.

We are not okay watching our Kindergarten students cry at a computer for hours at a time, because struggling to type something as simple as their names, makes them feel like they’re failing, when typing shouldn’t even be part of their daily routine.

We are not okay watching our Juniors miss their ACT/SAT test preps.

We are not okay watching our children with IEP’s and 504 plans not receive their accommodations.

We are not okay watching our Seniors start their years at home, when this should be their time to be the Kings and Queens of the hallways they’ve walked for the past 3 years, or the fact that their 2020/2021 yearbooks will be empty of fall memories.

We are not okay with our children losing their social and emotional health over fear of a virus.

And, I am 100% not okay with anyone that has not been in a classroom in the past 10 years telling my family what is best for their education OR telling my district teachers what is best. Teachers know what is best. Mothers know what is best. Any person that is not a teacher should never have the authority to tell teachers what they should be doing, when they have never even walked a day in their shoes. You have no idea what teachers are actually trying to accomplish every single day, and the struggles virtual learning brings on.

Have you ever tried to teach a child how to hold a pencil properly via Zoom? No? How about correcting letter formation on worksheets you cannot even collect? Did you expect children to enjoy watching their teachers perform experiments in science rather than getting to participate or did you not understand that would bring on full frustrations and resentment of their classwork.

Did you realize that students that once loved school, cry each morning absolutely hating their new normal?

Was this part of the plan? Did you think of the consequences virtual learning would bring?

I am begging you to listen. Put kids back in school. End 2020 as normal as it possibly can be. Listen to your teachers. Listen to your families.

Put your political agendas aside. Let our personal physicians decide what is best for our health while you do your job and do what is best for your district. And in those final decision moments if you are on the fence, just remember:

We are not okay.

Teachers are not okay.

Lindsay Bailey

.....

Good afternoon and thank you for the opportunity for me to express how our virtual learning experience is going. It is not going well. Both my husband and I work out of the house and my mother in law is at home helping monitor school. My first grader cries every day when I get home about school. He is not engaged and typically does not participate. I have expressed these concerns to his teacher but she can only do so much from a distance. He needs to be around other children for his emotional and social development. I am very concerned that the mental toll that is occurring will have a lasting effect. My first grader should love school and right now he hates how he is supposed to be learning. Thank you.

Nicole Garcia

.....

Hello,

I have two children at Somerset, one in fifth grade, and one in eleventh grade. Both are currently unhappy and struggling with doing school online. They are not able to get the help or attention they need, neither one feels comfortable asking questions with everyone listening, and they struggle to stay alone in their rooms staring at a screen all day.

One huge concern I have is that the school has been unable to provide a safe learning environment for the children. My highschooler had someone get into their class just yesterday and cuss out the teacher in front of all of them. This random person used the F word and the N word. There was also an incident where pornographic sounds were being played loudly for all to hear until the teacher was able to figure out where it was coming from and mute it. I am appalled that my son is having to deal with this while in school. I am also terrified that it may happen in my younger son's class.

I feel that our children need to be back in school for their mental health, their education, and a safer learning environment. It makes no sense that our kids can't go to their school because people want to hide from a virus but they can go sit in daycare all day together.

We do not socially distance ourselves in our day to day life, we returned back to normal a long time ago. We go to church, go out to eat, have parties, backyard bbq's, visit friends, and go shopping. It is time to resume school also. Those who are sick or afraid need to quarantine themselves and not expect the healthy to stop living life. We cannot expect to never get sick that is unrealistic. We have been equipped with immune systems and being sick and recovering is a normal part of life. If we all stopped catering to this fear we could end this. Thank you for taking the time to read this and for considering my opinion.

Sincerely,

Desiree Olson

.....

Good afternoon,

My child attends the Somerset Aliantr Campus.

I feel that is is so important to have our children back in school.

My child has some struggles with reading and unfortunately with being virtual learning. He is starting to struggle even more.

Please let our children attend classes in person again.

Thank you,

Amber

.....

For the consideration of The Somerset Board:

I know you have SO much on your plate right now and you . I can't even imagine. Thank you for all you do.

I am advocating for my children (3rd grader and Kinder) and need to share my own voice to the back to campus conversation.

I want my children to go back to school on campus based on the am/pm plan that was first given until it's time to come back 100%.

At this point I know you have heard about who advocates for children to go back to school:

- CDC says back to school press release AFTER Somerset's board vote
- White House panel of experts say back to school
- American Academy of Pediatrics say back to school
- Countless of doctors say back to school including an award winning Las Vegas pediatrician Wesley Robertson who publicly agrees with schools being open
- Operation Underground Railroad says schools need to open- a children's charity working with child sex trafficking
- Save the Children Foundation says schools need to open
- probably many other children's charities protecting the children who have dealt with a INCREASE in abuse, exploitation and kidnapping during the schools shutdowns.

Most of Las Vegas are open anyways! We are not having massive deadly outbreaks of the virus at daycares, casinos, shopping malls, restaurants and oh, bars are set to reopen this Sunday in Las Vegas.

SCHOOLS CAN'T BE LAST. CHILDREN CAN'T BE LAST.

I know some parents are scared to go back which is why I love CHOICE.

Virtual Schooling can remain for those that choose it. But campus should be open for the majority of parents and students that want to go back.

I KNOW we still have teachers at the Aliante that want to teach in person because they know the risks of having kids at home are far greater than the risks of having them at school.

Our experience so far has been awful. Tears, boredom, not listening, uncomfortable, and we HATE SO MUCH SCREENTIME that has been researched to be detrimental for young children (per the book GLOW KIDS)

I respectfully ask that we make it possible to have an on-campus option.

Thank you,

Priscilla Davis



I was wanted to reach out and let you know my thoughts on the kids going back to school. I am the mother of 5 school aged children ranging from 15 to 8. I have never seen my children struggle so much mentally, emotionally and physically. School fulfills so many more things for our children than just learning abcs and how to write. They are around peers and teachers who support them. They are interacting and learning so many important life skills that can not be taught on the computer. Please get our kids back into the classroom.

Sincerely

Tara Waite

I know that during tonight's meeting the board will be discussing the option for second quarter school plan and if students will or will not return to the classrooms.

I think we all want our students and our lives to go back to normal as soon as possible, many times the impatience in us makes us rush through a decision in critical situations. The truth is, if we review where we were when the decision was made to go into remote learning, we could see that nothing has changed.

a) At state level, we are still in the same protocol stage, nothing has changed and they haven't announced any other guidance about social distancing , use of masks, and the maximum amount of people allowed at the same time in a room (as example, tonight's meeting is held with a maximum of 50 people).

b) Vaccines are still in the developing stage and without a confirmed launch date, even with a released vaccine date many of the population will still be caution, "because it was rushed".

c) After 5 weeks families are settled, students know what to expect in their daily routine and have learned the technology used for remote learning.

Finally, we can't take for granted the safety of our students, teachers, staff, and families without verified knowledge that we are not at risk, but have a safe environment.

If the topic still needs to be discussed as "if we can go back or not to school" then the answer should be "no!"; when the correct time comes, the topic will be "when" and no "how" and students will be able to go back to full time school and without all the "special measures" to prevent the spread of COVID-19.

Thanks

Lizz A. Esparza-Dorantes

Hello Somerset Board,

We have two students enrolled in the Lone Mountain campus and have been impressed with our teachers and distance learning but we are hoping to get back in person. Our main concern with coming back is requiring the kids to wear masks. What about the children who get lightheaded and have a hard time concentrating while wearing a cloth mask? Those with special needs, hearing disabilities and even learning how to read without being able to see a face. What options do you have for them? Does this benefit children? Or does it just put a checkmark in a box and would rather take the path of least resistance? What if test scores go down because of it? This virus is yet to affect children with catching or spreading it, so why? It needs to be a choice. Please let us know how you will handle this situation because children's health and well being needs to come first. Thank you.

Diana Waite

.....

For the consideration of The Somerset Board:

I have a Kindergartner and need to share my own voice to the back to campus conversation.

I want my daughter to go back to school on campus based on the am/pm plan that was first given until it's time to come back 100%.

At this point I know you have heard about who advocates for children to go back to school:

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- Save the Children Foundation says schools need to open
- probably many other children's charities protecting the children who have dealt with a INCREASE in abuse, exploitation and kidnapping during the schools shutdowns.

Virtual Schooling can remain for those that choose it. But campus should be open for the majority of parents and students that want to go back.

I KNOW we still have teachers at the Aliante that want to teach in person because they know the risks of having kids at home are far greater than the risks of having them at school.

Our experience so far has been awful. Tears, boredom, not listening, uncomfortable, and we HATE SO MUCH SCREENTIME that has been researched to be detrimental for young children (per the book GLOW KIDS)

I respectfully ask that we make it possible to have an on-campus option.

Thank you, Salym Liufau

.....

Hi...

I am a Somerset Skypointe parent.

I think that we should continue with distance education at least for the first semester, through the fall/winter where there is a chance of a spike of Covid + flu.

Thank you

.....

To the Board of Directors of Somerset Academy and anyone who it may concern. I write this email to voice my concern regarding the permanent damage is causing our children due to the refusal to allow full time in-classroom instruction.

More than a month ago parents received a letter from the school referencing medical experts as reasons on why it is not feasible to reopen the school to allow full time in-classroom instructions. Then once again no more than a week ago a survey was sent out to the parents to weigh in on some options that are being entertained regarding the future of our students. One of those options stated opening up schools for full time in-class instruction, however, in parenthesis it stated that the option was not available due to the Governor's guidelines.

It is unfortunate what the virus has taken from us all and now seven months later it still impacts our day to day lives more than ever. During this time our government experts have been collecting valuable data and that data now debunks our initial thoughts on what was the right way to combat this virus. The majority of that date now collected and analysed by experts in our medical and scientific community show that it (In our case) is okay for the students under the age of 18 years to return to school. Yet, the majority of the students sit at home staring endlessly at a computer screen with the exception of private schools because they have returned to school full time in person instruction. This virus has been politically weaponized, regardless of what political affiliation anyone may have, I would like to think that you all believe that our children should not be used as pawns in this political game. As administration previously referenced the CDC reasoning to why students would not be returning to school, I also choose to reference the CDC on the importance of our children returning to school full time. Below you will find an excerpt of an article that the CDC published July 2020. I challenge you all to go to CDC.gov and read the full article.

As families and policymakers make decisions about their children returning to school, it is important to consider the full spectrum of benefits and risks of both in-person and virtual learning options. Parents are understandably concerned about the safety of their children at school in the wake of COVID-19. The best available evidence indicates if children become infected, they are far less likely to suffer severe symptoms.[1],[2],[3] Death rates among school-aged children are much lower than among adults. At the same time, the harms attributed to closed schools on the social, emotional, and behavioral health, economic well-being, and academic achievement of children, in both the short- and long-term, are well-known and significant. Further, the lack of in-person educational options disproportionately harms low-income and minority children and those living with disabilities. These students are far less likely to have access to private instruction and care and far more likely to rely on key school-supported resources like food programs, special education services, counseling, and after-school programs to meet basic developmental needs.[4]

Aside from a child's home, no other setting has more influence on a child's health and well-being than their school. The in-person school environment does the following:

- provides educational instruction;
- supports the development of social and emotional skills;
- creates a safe environment for learning;
- addresses nutritional needs; and
- facilitates physical activity.

Schools are an important part of the infrastructure of our communities, as they provide safe, supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to work. Schools also provide critical services that help meet the needs of children and families, especially those who are disadvantaged, through supporting the development of social and emotional skills, creating a safe environment for learning, identifying and addressing neglect and abuse, fulfilling nutritional needs, and facilitating physical activity. School closure disrupts the delivery of in-person instruction and critical services to children and families, which has negative individual and societal ramifications. The best available evidence from countries that have opened schools indicates that COVID-19 poses low risks to school-aged children, at least in areas with low community transmission, and suggests that children are unlikely to be major drivers of the spread of the virus. Reopening schools creates opportunity to invest in the education, well-being, and future of one of America's greatest assets—our children—while taking every precaution to protect students, teachers, staff and all their families.

To conclude, perhaps it would be a wiser option to reopen our schools with some cautionary measures such as lunch in classrooms or option of indoor vs outdoor, teachers rotate classrooms versus students walking in large crowds in hallways and add the option to remain virtual for those who choose to in order to lessen the amount of students per classroom to physically distance desks, this would likely provide a safer environment for those students who need it.

Why can the YMCA offer to take students K-12 with laptop for all day supervision/help but schools cannot reopen?

I thank you all in advance for reading and hope that together, we can help our children safely return to the environment they have known and thrived in.

Juan and Pamela Contreras

.....

For the consideration of The Somerset Board:

I know you have SO much on your plate right now and I can't even imagine. Thank you for all you do. I recognize that this is a hard time for all of us.

I am advocating for my child, who is a Kindergartener and I need to add my own voice to the back to campus conversation.

I want my child to go back to school on campus based on the am/pm plan that was first given until it's time to come back 100%.

At this point I know you have heard about who advocates for children to go back to school:

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Most of Las Vegas is open anyway! We are not having massive deadly outbreaks of the virus at daycares, casinos, shopping malls, restaurants and oh, bars, which are set to reopen this Sunday in Las Vegas.

SCHOOLS CAN'T BE LAST.

CHILDREN CAN'T BE LAST.

School is a safe haven for many children. As a mother to a social butterfly who LOVES to learn, and was so excited to go to school and make new friends and learn- this is not the way.

I know some parents are scared to go back which is why I love the ability to CHOOSE.

Virtual Schooling can remain for those that choose it. But campus should be open for the majority of parents and students that want to go back.

I KNOW we still have teachers at the Aliante that want to teach in person because they know the risks of having kids at home are far greater than the risks of having them at school.

Our experience so far has not been positive. Tears, boredom, and frustration with not being able to share and be heard. 5 year olds should not be expected to sit still and have limited interactions via a computer screen. As a mother, I absolutely HATE having my precious 5 year old daughter be exposed to SO MUCH SCREENTIME, which time and time again has been proven to be detrimental for young children (per the book GLOW KIDS and several other studies).

I respectfully ask that we make it possible to have an on-campus option.

Thank you,

Lindsey Reynolds

Hello!

I would like to share a comment to be read at the Somerset board meeting tonight. I hope it's not too late.

Thank you! Here it is

I would share my family's experience with distance learning and request that you strongly consider moving forward with the blended learning plan that was presented over the summer.

I have three kids at Somerset Skypointe. My daughter is a senior. She is so sad to be missing her senior year and her classmates. We know that the world isn't normal right now and don't expect her to have a normal senior year but it would add so much depth to her experience if she could see her peers at least a couple of times a week.

My son is in 6th grade. He is the one I worry about the most. He doesn't fit the regular educational model very well in the first place. He is one of those kids that has a hard time focusing and sitting still. He has always been pulled out in the small groups for extra help throughout all of elementary school. So I knew middle school was going to be a hard transition for him anyway. But distance learning is horrendous for his education. It's so hard for him to stay engaged in a zoom classroom. He can sit in the chair for all seven hours. But at some point his mind checks out while his eyes still stare at the screen. The teacher isn't able to see when that happens through the screen. I sit next to him for a lot of his day and have to make sure that he is following the teacher the whole time. And he still misses things. He doesn't fully understand the assignment and he's not getting good grades on them. It's hard for me to know what the teacher expects on a lot of his work so I don't know how to help him. I've had multiple

calls with the admin and the teachers and they have been helpful but they just don't have any more suggestions for how to help him. I'm sure that what he learns this year at home will be minimal compared to what he could learn in the classroom.

My youngest daughter is in fourth grade. She is a straight A student and a little bit of a perfectionist. She gets so frustrated and stressed when she misses something in the instruction. It's harder to get the teachers attention to ask a question. She has had two major meltdowns about school already this year. She has never had a meltdown like that before for any reason. She is also really missing the social aspect and being able to talk with her peers.

Please consider blended learning for second quarter. I trust that our principals and staff have made a great plan for how to keep our kids safe at school in the best way they can. I believe that the benefits of at least part time in class instruction far outweigh the risks.

Thank you for your consideration

Jean Cox

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: October 6, 2020 Agenda Item: 5 – Academic Progress Reports and Updates on School Initiatives Number of Enclosures: 0
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SUBJECT: Academic Progress Reports

<input type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption

Presenter (s): Somerset Administrators
--

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 10-15 Minutes
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Background: The principals will provide academic progress reports and updates on school initiatives.
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Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: October 6, 2020

Agenda Item: 6 – Interview of Principal Candidates for the Aliante Campus

- a. Brynn Dessormeau
- b. Ryan Lewis
- c. Shannon Manning

Number of Enclosures: 3

SUBJECT: Interview of Principal Candidates for the Aliante Campus

Action

Appointments

Approval

Consent Agenda

Information

Public Hearing

Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 15-25 Minutes

Background: With the upcoming retirement of Principal Kelley, a new principal will need to be appointed for the Aliante campus. The Board will interview the principal candidates.

Submitted By: Staff

Brynn Dessormeau, M.Ed.



Experience

Assistant Principal

06/2017 - Present
Mater Academy of Nevada

Assistant Principal

08/2014 - 06/2017
John F. Mendoza Elementary (CCSD)

Instructional Coach

08/2012 - 08/2014 (CCSD)

Teacher

09/2001 - 06/2012 Clark County School District (CCSD)

Education

Sierra Nevada University

English Language Acquisition & Development- Endorsement
2020

University of Nevada Las Vegas

Master of Education – Educational Leadership
12/2004 - 12/2006

University of Findlay

Bachelor of Science in Elementary Education
08/1995 - 12/2000

Skills

- Leading supervision and evaluation process for teachers and administrators; frequent classroom evaluations to assure standardizations and curriculum is being met.
- Analyzes and interprets school level data; works with staff to develop effective school performance plans; ensures coordination of curriculum, instruction and assessments to promote student growth.
- Excellent interpersonal communication and listening skills; coordinates professional, clear and respectful exchange of ideas.
- Leading diverse staff, student body and the community in development for building-level goals focused on the improvement of student learning.

References

Dr. Jacqueline Gillespie	Principal	CCSD
Amy Gronna	Principal	Mater Aca.
Renee Fairless	Director	Mater Aca.
Rebecca Meyer	Dir. Of Assessment	CCSD

Contact



brynn.dessormeau@materacademynv.org

<https://www.materbonanza.org>

Leadership

My vision as a highly skilled leader in education, is to focus on the achievement and growth of our students. Recruiting key staff that are dedicated to sharing our same goals to transform a school from a standard learning environment to an amazing educational experience thriving ultimately on our students' success is my passion.

A leader must not wince to invest time and energy. Concentrating on curriculum and best practices will build strong teachers that elevate students to reach their full potential in educational goals.

Academica Nevada
6630 Surrey Street
Las Vegas, NV 89119
702-423-3348

Dear Ms. Thiriot:

Upon learning of your search for a new school principal to join Somerset Aliante, I felt compelled to submit my resume for your review. As an accomplished, visionary teacher and leader with 10 years of teaching experience coupled with 13 years of experience as an elementary administrator, I am well prepared to significantly contribute to your school's goals and objectives in this role.

My expertise lies in overseeing areas such as financial and budget administration, community partnership building, and policy implementation to achieve improved academic performance and student experiences. From conceptualizing and establishing forward-thinking development plans to collaborating with teachers and staff to achieve consensus across multiple levels, I excel at directing strategic enhancements to drive goal achievement while communicating openly and collaboratively with teachers, staff, and parents.

Highlights of my experience include the following:

- Advancing through an accomplished tenure of administrative leadership and teaching experience to assume my current position as the principal of Edith Garehime Elementary, spearheading budget management, strategic planning, curriculum and program development, and overall team leadership
- Mentoring and supporting teachers in creating and implementing high-impact learning environments, lesson materials, and student assessments
- Facilitating professional development initiatives in alignment with school and district goals to enhance the quality of teachers' instructional delivery
- Developing and implementing policies, initiatives, and systems to continually boost efficiency and performance, including RTI, overnight educational field trips, and community engagement activities.
- Cultivating an environment of trust, collaboration, and openness, encouraging honest communication and feedback between teachers, staff, students, parents, and district leadership
- Demonstrating outstanding communication, time management, and organizational abilities while leveraging a highly collaborative and personable demeanor to secure relationships with community partners and key stakeholders
- Holding a master's degree in education administration from the University of Northern Iowa, as well as a bachelor of arts in education and teaching from Simpson College

My skills in academic operational oversight and school leadership have been finely honed, and I am confident my strengths and qualifications can make a positive impact on Somerset Aliante. The chance to offer more insight into my qualifications would be appreciated. Thank you for your consideration; I look forward to speaking with you soon.

Sincerely,



Ryan Lewis

Ryan J. Lewis



PROFESSIONAL SUMMARY

Dedicated education professional with experience in leading schools through systemic changes to increase student achievement and positively impact the community with vision, passion, and purpose.

SKILLS

- Strategic planning
- Budget management
- Mentoring
- Collaboration
- Communication
- Dedication

WORK HISTORY

Principal

Edith Garehime Elementary School - 2016 - Present
Clark County School District, Las Vegas, NV

Ollie Detwiler Elementary School - 2010-2016
Clark County School District, Las Vegas, NV

Assistant Principal

Lucille S. Rogers Elementary School - 2007-2010
Clark County School District, Las Vegas, NV

Jacobson Elementary School & Piggott Elementary School - 2006-2007
Clark County School District, Las Vegas, NV

Elementary Teacher

Cortez Elementary School- 2003-2006
Clark County School District, Las Vegas, NV

Northeast Elementary School - 1998-2003
Northeast Community School District, Goose Lake, IA

EDUCATION

University of Northern Iowa at Cedar Falls, Iowa
Master of Arts Degree
Elementary Administration, 1999-2002

Simpson College at Indianola, Iowa
Bachelor of Arts Degree
Elementary Education, 1993-1997

CERTIFICATIONS

Principal K-12
Teacher K-8
Title I Reading K-6
Social Studies Endorsement K-8
Athletic Coach K-12

PROFESSIONAL LEADERSHIP

President-Elect, Clark County Association of Elementary School Principals
President, Clark County Elementary Association of Principals
New Administrator's Survival Guide, SW Region
Just A.S.K. Coordinator, SW Region
Just A.S.K. Mentor, SW Region
Extended Academy Coordinator, Cortez ES
Reading Together Coordinator, Cortez ES
ESL Adult English Education Teacher, Cortez ES

Shannon Manning



Skills

Experience

Shannon Manning

- Highly motivated individual searching for a principal position.

-
- Dedicated to creating a stable and secure learning environment.
 - Strong background in English education.
 - Proficient in spoken and written Spanish.
 - Community oriented.
 - Knowledgeable in Google Suite and Canvas (LMS).

Ralph Cadwallader Middle School / Assistant Principal

2016 - PRESENT, LAS VEGAS, NEVADA

- Responsible for curriculum and instructional practices, including scheduling, testing, and instructional rounds.
- Responsible for development and implementation of SBCT and other professional development opportunities for staff.
- Developed mentorship program for subgroups to assist with Restorative Justice practices throughout the school, and assist with home-school connections. Led staff professional development to include culturally inclusive practices.
- Assisted with the creation and implementation of the SPP and Accountability reports.

Clark County School District/ Summer School Coordinator

2015 - 2018, LAS VEGAS, NEVADA

- Responsible for oversight of secondary summer school programs.
 - Supervised site administrators and providing extensive professional development, including banking procedures, scheduling, teacher hiring/licensure, and OARs.
- Worked with Central Office Administration to develop best practices for CCSD Summer School.

Shadow Ridge High School / Assistant Principal

2015 - 2016, LAS VEGAS, NEVADA

- Responsible for oversight of athletic programs - including hiring of coaches, maintaining/overseeing budget, providing coaching clinics, and collaborating with the community.
- Supervised Special Education - including providing assistance with Individualized Education Plans and 504s, providing mentorship opportunities for new teachers, and providing professional development opportunities for teachers.

Arbor View High School / Dean of Students

2012 - 2015, LAS VEGAS, NEVADA

- Responsible for oversight of attendance and discipline concerns for all students.
- Supervised the Freshman Academy - including interventions, rewards, communication with parents and community, and programs.
- Supervised, evaluated, and collaborated with English, math, science, career and technical, and computer teachers.

Arbor View High School Summer School / Site Administrator

2012 - 2014, LAS VEGAS, NEVADA

- Responsible for hiring, scheduling, registration, banking, handling communications between AVHS Summer School and the community, and payroll.

Education

University of Nevada, Las Vegas / Master of Arts

2009 - 2011

- Major in Educational Leadership.

Sierra Nevada College / Master of Arts

2007 - 2009

- Major in Teaching.

University of Nevada, Las Vegas / Master of Arts

2004 - current

- Major in English.

University of Nevada, Las Vegas / Bachelor of Arts

2002

- Major in English, minor in Spanish.

References

Kevin McPartlin, Principal (Arbor View High School)

██████████
██████████████████

Kathy Mead, Director (Guidance and Counseling)

██████████
██████████████████

Mindi Palomeque, Principal (Ralph Cadwallader Middle School)

██████████
██████████████████

Travis Warnick, (former) Principal (Shadow Ridge High School)

██████████
██████████████████

Shannon Manning, Potential Principal



Somerset
Aliante

Contributions as an administrator:

- Started mentorship program for struggling students, which helped to increase SBAC scores.
- Increased Nevada Report Card Index score to 85.5 points.
- Oversaw and implemented MAPs testing,
- Developed and implemented SBCT professional development training for teachers, including ELL training,
- Established weekly newsletter for staff.
- Worked with staff on Restorative Justice and Inclusion Practices, which helped to close opportunity gap.
- Developed an EL plan with the instructional strategist to increase WIDA scores,
- Sitting member of Curriculum Commission,
- Former Summer School Site Administrator,
- Former Summer School Coordinator,
- Helped to develop Literacy Curriculum

The current mission of Somerset Aliante is to cultivate leaders, good character and a desire to render service.

The current vision of Somerset Aliante is: Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.

Manning Mission/Vision: To utilize transformational leadership to cultivate leaders, good character and a desire to render service, by valuing and recognizing the success within each student, as a school community by teaching these same students as modeled by the entire school community.

Manning Professional Goal: Provide an educational experience in an environment that enables student success and achievement, ultimately leading to five star ratings for both elementary and middle schools.

As Principal of Somerset Aliante, I resolve to: be present, be fair, be consistent, and be available.



Middle School Action Items:

- Increase growth indicator (overall Star Rating 22/30; Math MGP 55%; ELA MGP 52%; Math AGP 41.1%; ELA AGP 58.7%)
 - Establish mentorship program to target struggling students,
 - Foster parent/student/school relationships,
 - Allocate funds for tutoring opportunities specifically geared towards basic skills, including test skills preparation.
 - Provide professional development opportunities to teaching staff to utilize MAPs data to ensure learning opportunities targeted to individual student interventions, including Ready to Learn reports to help with literacy plans for all students.
- Increase academic achievement indicator (overall Star Rating 19/25; Math 40.2%; ELA 55.6%)
 - Establish mentorship program to target struggling students,
 - Foster parent/student/school relationships,
 - Utilize i-Ready as diagnostic assessment tool, Utilize foundational classes for ELA and math to support specific students in need,
 - Allocate funds for tutoring opportunities specifically geared towards basic skills, including test skills preparation.
 - Provide professional development opportunities to teaching staff to utilize MAPs data to ensure learning opportunities targeted to individual student interventions, including Ready to Learn reports to help with literacy plans for all students.

Elementary School Action Items:

- Increase growth indicator (overall Star Rating 11/35; Math MGP 37%; ELA MGP 43%)
 - Establish mentorship program to target struggling students,
 - Foster parent/student/school relationships,
 - Allocate funds for tutoring opportunities specifically geared towards basic skills, including test skills preparation.
 - Provide professional development opportunities to teaching staff to utilize MAPs data to ensure learning opportunities targeted to individual student interventions, including Ready to Learn reports to help with literacy plans for all students.
- Work to close opportunity gaps (overall Star Rating 4/20)
 - Math AGP 9.5%, ELA AGP 32%
 - Offer PD on i-Ready and Khan Academy to engage students and allow teachers opportunities to address learning gaps,
 - Work with mentoring program to establish individualized instructional needs/interventions for students,
 - Utilize i-Ready for intervention support and enrichment to drive student achievement,
 - Utilize extended day for extension time activities.

30-60-90 Day Plan of Action

I have created this 30-60-90 day plan of action to detail duties that are expected of me, as the building principal of Somerset Aliante, to ensure a smooth transition from the previous principal. The goal of this plan encompasses several goals: to create a safe and productive learning environment, cultivate a culture of high expectations, and establish connections between the staff, students, and myself, and ensure that all Somerset students are prepared to be lifelong learners.

First 30 Days:

1. Meet with the administrative team to discuss school vision and school needs, and obtain information about the culture, traditions, strengths and challenges of the school and community.
2. Send introductory letters to faculty and staff, parents, and students.
3. Host a Town Hall Meeting (in person or virtually) with the Aliante Community to establish connections.
4. Host staff meeting to begin establishing connections.
5. Review school documentations, including assessment data, attendance and enrollment data, discipline data, restorative justice practices, student placements to ensure inclusivity practices for all students, EL and WIDA data, and PLC teaming and notes.
6. Collaborate with teachers to ensure needs are being, discuss student concerns, and alleviate any concerns.
7. Coordinate with all stakeholders to listen to school and student needs. Host meetings to get to know community.
8. Establish a visible routine, and begin by visiting all virtual classrooms to begin to get to know students and staff.
9. Follow up visits with one-on-one conferences to establish rapport with staff.

Days 31-60

1. Review first 30 days with the administrative team.
2. Meet with stakeholders to assess continuing progress.
3. Collaborate with teaching staff to determine curricular needs for student achievement goals.
4. Administrators and counselors will begin to meet with students to create plans to address additional supports (mentoring program, tutoring programs, EL specific needs, etc.).
5. Work with Somerset team of principal cohort to focus on alignment and needs of students.
6. Establish partnerships with community leaders, and develop community outreach calendar with PTO.
7. Establish school communication protocols, including ensuring that the school's website is regularly maintained, weekly newsletter "Manning Minute," and regularly scheduled meetings with principal "Mornings with Mrs. Manning."

Days 61-90

1. Work with stakeholders to continue to assess progress, adjust learning plans as necessary, and celebrate successes.
2. Conduct virtual instructional rounds for campus leadership teams to promote best teaching practices and provide feedback on student engagement.
3. Create and maintain a student leadership team for collaborative planning of student activities.
4. Plan a virtual event that showcases student successes, as well as provides families with community resources.
5. Work collaboratively with administrative team and teacher leaders to plan a variety of elective classes to increase student attendance and engagement for the 2021-22 school year.
6. Create opportunities to showcase students, such as announcements available on the website, spotlights in weekly newsletter, "Manning Minute."



**Somerset
Aliante**

September 15, 2020

Dear Bear Country,

It is with great excitement that I write this letter. My name is Shannon Manning, and I have recently been appointed as the Principal at Somerset Aliante. I am honored to have been selected to lead a school with such a dedicated staff and supportive school community. I am a lifelong resident of Las Vegas, and the mother of three girls.

I have worked in the field of education since 2006, when I started teaching high school English at Arbor View High School, where I also advised Key Club, coached soccer, and worked as the Freshman Academy Coordinator. I was promoted as a dean of students, also at Arbor View. Since then, I have worked as an assistant principal at Shadow Ridge High School and Ralph Cadwallader Middle School. I am thrilled to bring my skills as an educational leader to Somerset Aliante, and to work with you as a partner to ensure your student's success.

My goal as principal is to provide every student at Somerset Aliante with the highest quality education, including academic opportunities and character education, possible in a safe and supportive learning environment. This coincides with the vision of Somerset Aliante, which is to cultivate leaders, good character and a desire to render service. I plan to work tirelessly to make sure that every student succeeds.

Ms. Kelley provided an exceptional school experience for every student, and I resolve to make your experience with me just as exceptional. I am thankful to have the opportunity to work with each of you. I look forward to getting to know you and your students. Please feel free to reach out to me by email, phone, or in person with any questions or concerns.

Sincerely,

Shannon Manning
Principal

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: October 6, 2020
Agenda Item: 7 – Discussion and Action to Appoint a Principal for the Aliante Campus
Number of Enclosures: 0

SUBJECT: Appointment of Principal for the Aliante Campus

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Move to appoint _____ as the principal for the Somerset Aliante campus.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 7-10 Minutes

Background: Following the interviews with the Board, a principal should be appointed.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: October 6, 2020

Agenda Item: 8 – Review and Approval of a Revision to the Somerset Academy of Las Vegas Board of Directors Bylaws

Number of Enclosures: 1

SUBJECT: Revision to Board of Directors Bylaws

Action

Appointments

Approval

Consent Agenda

Information

Public Hearing

Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Move to approve the revision to the Somerset Academy of Las Vegas Board of Directors Bylaws, as presented.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-7 Minutes

Background: The Board member terms will be revised as discussed during the June 20, 2020 Strategic Planning meeting.

Submitted By: Staff

BYLAWS
OF
SOMERSET ACADEMY OF LAS VEGAS

ARTICLE I
INTRODUCTION AND
LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Somerset Academy of Las Vegas (hereinafter referred to as the “School”) also known as Somerset Academy of Las Vegas, Inc., a non-profit corporation. The School, is located in Clark County. The address is _____.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 388A.025 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority and a non-profit corporation pursuant to NRS 388A.095(2). The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 388A, and all other applicable Nevada laws and regulations.

ARTICLE II
PURPOSE AND
MISSION

Section 1. Purpose and Mission. The purpose and mission of the School is to provide a high quality education to children from Kindergarten (K) to Twelfth (12th) grade and shall be operated exclusively for educational objectives and purposes.

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

**ARTICLE III
GOVERNING
BODY**

Section 1. Powers and Duties. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;

- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. The School shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of the School shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the School may pay reasonable compensation for services rendered to or for the benefit of the School and may make such other payments and distributions to nonprofit corporation members as permitted by these Bylaws herein. The School shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The School shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 388A.270(1) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 388A.525 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 388A.525 and all other applicable statutes.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of five to nine (5-9) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor.

- (a) The Board shall adhere to the statutory requirements of NRS 388A.320 which requires one (1) active or retired teacher licensed by the State of Nevada, one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:
- (1) Accounting;
 - (2) Financial services;
 - (3) Law; or
 - (4) Human resources.
- (b) A majority of Directors shall be residents of the county in which the school is located.
- (c) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) Board Member Terms. A standard term shall consist of five (5) years. ~~Directors may serve on the Board a maximum of two terms whether standard or otherwise.~~
1. ~~Founding Directors Serving on October 6, 2020: All Directors currently serving on the board as of October 6, 2020, may serve two (2) standard terms of five (5) years each. If the first term of the currently serving board member was four (4) years or less in length, the board member may serve two (2) additional standard terms. Terms of the Founding Directors shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. To initially stagger the terms for the founding board, two Directors will serve three year terms, two Directors will serve four year terms, and the remaining three Directors will serve the usual five year term. Those Founding Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4.~~
 2. New Directors: New Directors are eligible to serve two (2) consecutive standard terms, ~~unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a three or four-year initial term, which ever term would prevent more than half of the Board being up for election in one year that commence on the date they are elected to the Board of Directors.~~ New Directors will begin serving on the Board immediately following their election to the Board. ~~For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.~~
- (e) When the term of a Director has expired or when a Director resigns, the remaining Board Members shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If, for any reason, the Board

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membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any board vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws.

- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board must seek candidates which adhere to the statutory requirements of NRS 388A.320. To assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board. Insofar as is practical, the Board shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Director. and provide the sponsor and the Department of Education with the new Director's resume and affidavit as required pursuant to NRS 388A.320(2) and (3).
- (h) Directors shall be fingerprinted according to the NRS 388A.515 procedures for employees of the school.
- (i) The Board shall develop an orientation and training program for new Directors and an annual continuing program for existing Directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the Board adopted Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in January or February of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 8. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once per quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every

regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request.

Section 9. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 10. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one Board Member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance

Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.

3. Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. Resignation. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 17. Proxy Voting. Proxy voting is not permitted.

Section 18. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 388A.320 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Closed Sessions. Any director may call a closed session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Directors may be excluded from such closed sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said closed session. No action may be taken in a closed session.

Section 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

Section 22. Emeritus Board Members. There shall be a category of board member known as an emeritus board member who is nominated and elected by the Board of Directors. All emeritus board members shall be entitled to receive all written notices and information provided to the Board of Directors.

to attend all board meetings, to participate in discussions and deliberations of the Board of Directors, to be members of committees, and encouraged to attend all other events conducted by the Board of Directors. An emeritus board member shall not be subject to any attendance policy or in determining if a quorum is present at a meeting, entitled to hold office, or entitled to vote at any board meeting.

Eligibility. In order to be considered for designation as an emeritus board member, a person must be a current or former board member of the Board of Directors who has:

- Served on the Board of Directors for at least two (2) standard terms as defined in Article III, section 5(d), above; or,
- Served as the Chairperson of the Board of Directors for at least three (3) one (1) year terms.

Election. At the end of a board member's term or at the annual meeting, a member of the Board of Directors may nominate a potential candidate for an emeritus board member position. A simple majority vote of directors at a meeting at which a quorum is present is sufficient to approve an appointment.

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ARTICLE IV OFFICERS

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof

given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. The unexpired portion of the remaining term shall count as a full term and against the allotted three consecutive terms referenced in Article IV Section 2.

ARTICLE V STAFF

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

ARTICLE VIII INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board Member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE IX AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

ARTICLE X DISSOLUTION

Revocation of Charter or Dissolution. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such

purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to NRS 388A.306 and other applicable laws and appropriate regulations.

**ARTICLE XI
PURPOSE OF THE
BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this day of _____, 20__.

_____, Secretary.

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: October 6, 2020

Agenda Item: 9 – Review and Approval to Submit an Application to Request an Amendment to the Charter to Acquire Somerset Academy of Las Vegas Aliante and Skye Canyon Campuses Through Bonds

Number of Enclosures: 1

SUBJECT: Amendment Application to Acquire Campuses Through Bonds

Action

Appointments

Approval

Consent Agenda

Information

Public Hearing

Regular Adoption

Presenter (s): Trevor Goodsell/Ryan Reeves

Recommendation:

Proposed wording for motion/action:

Move to approve the submission an application to request an amendment to the charter to acquire the Somerset Academy of Las Vegas Aliante and Skye Canyon campuses through bonds.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-7 Minutes

Background:

Submitted By: Staff



October 6, 2020

State Public Charter School Authority
Attn: Rebecca Feiden
1749 North Steward Street, Suite 4D
Carson City, Nevada 89706

Re: Amendment Request for Somerset Academy of Las Vegas for Acquisition of Aliante and Skye Canyon Campuses

Dear Ms. Feiden:

Below is the Summary for Somerset Academy of Las Vegas to amend their charter contract with the SPCSA to acquire the Aliante and Skye Canyon campuses:

Somerset Academy of Las Vegas proposes to amend their charter contract with the SPCSA to acquire the Aliante and Skye Canyon campuses. In the fall of 2018, Somerset Academy of Las Vegas' Aliante and Skye Canyon campuses entered into their current leases which each had a window to purchase in years 3-5. If this option is not exercised, both schools will be locked into lease schedules which contain escalators over the next 30 years. Buying will allow the schools to minimize their facility costs as a percentage of their operating budgets.

Somerset Academy of Las Vegas requests that the Authority approve Somerset's Campus Acquisition Amendment Request.

Sincerely,

John Bentham
Somerset Academy of Las Vegas, Board Chair