



Nevada State Public Charter School Authority

2021 Charter Renewal Application
Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorizing** at **702.486.8271** or **mmodrcin@spsca.nv.gov** or **Rebecca Feiden, Executive Director** at **775.546.3021** or **Rebecca.Feiden@spsca.nv.gov** with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	May	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2021	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided by July 31 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @ 5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

1. Executive Summary [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval.*

Somerset Academy of Las Vegas is dedicated to providing equitable, high quality education for all students. The network's mission and vision statements for their next charter term are as follows:

Mission Statement:

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.

Vision Statement:

A College Prep School – Cultivating Effective Leaders, Good Character and a Desire to Render Service.

- Key Design Elements of your school
 - What do you do plan to do and why?
- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles²

The key design elements, programs, structures, and principles of Somerset Academy of Las Vegas will remain unchanged during this new charter term. In terms of the school's educational plan, Somerset Academy of Las Vegas will continue to implement unique and innovative strategies aimed at student achievement, which have proven to be successful with all student populations.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 7 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

Please see the required template below.

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form. Please discuss how the school engages families and provide information regarding trainings that the school provides for staff on the topics of family engagement and diversity, equity, and inclusion. Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

and statewide averages. Include any plans that the school may be considering to address any demographic gaps so as to align to the SPCSA Strategic Plan.

Enrollment

In the new charter term, Somerset Academy of Las Vegas will continue to use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure.

Retention

From the school’s opening in 2011 to today, Somerset’s student retention rates have averaged at 77% annually and has a current waitlist of more than 5,500 students. Somerset Academy’s Board of Directors has implemented a strict policy regarding retention. Students must meet specific levels of performance in order to be promoted. For students not meeting grade level performance levels and who are at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the student’s data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made by the school. If a student reaches 20 absences in a school year that student may be retained dependent upon academic growth.

Attendance

Attendance is extremely important at all Somerset Academy of Las Vegas schools and will continue to be a priority during the new charter term. Regular attendance in school leads to increased student achievement and students benefit from the educational opportunities provided by the school’s dedicated staff. Absences and tardiness also cause disruptions in a student’s learning. Somerset Academy Las Vegas will cooperate with community agencies to remove the cause of the absence so that the student may benefit from the educational opportunities offered by the Somerset Academy Las Vegas.

Discipline

Somerset Academy of Las Vegas believes in providing educational & leadership opportunities for personal growth for all students in a safe and accepting environment. To do this, the schools utilize *The Leader in Me* components and implements a restorative practice approach when dealing with student disciplinary situations. *The Leader in Me* and consistent implementation of restorative practices, enhances school-wide behavior program, providing an alternative to exclusionary disciplinary practices in certain incidences.

Through a study of the 7 habits, students learn important qualities such as responsibility, vision, integrity, teamwork, and collaboration. The goal of Somerset’s Leadership Program is to create a culture of empowerment based on the idea that every person is a leader. The process teaches students the skills needed for academic success such as critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups in any setting. For an overview of Somerset’s various levels of Restorative Practice please see *Attachment 2 – Restorative Justice Plan*.

Faculty/Staff Retention

Over the past two years, Somerset of Las Vegas has been able to retain 73%, or above of its teaching staff. Somerset has been able to do this by supporting the development of its high quality teaching staff. Each of the 7 Somerset of Las Vegas campuses provide their staff intensive and classroom-focused development to ensure a lasting positive impact on classroom instruction.

Somerset Academy uses the Charlotte Danielson, *Framework for Teaching* as the foundation for professional development and the teacher evaluation process. Data is collected and analyzed using the Framework to:

1. strengthen the current recruitment and hiring process to better identify teacher candidates who will be successful in Somerset Academy classrooms;
2. structure and guide mentoring and reflective practice activities for novice or veteran teachers;
3. focus instructional coaching of experienced teachers on increasing student learning outcomes;
4. identify professional development needs of novice and experienced teachers to improve the effectiveness of teaching and learning practices; and
5. ensure through the teacher evaluation process that teachers demonstrate framework knowledge and skills necessary for quality instruction.

The Somerset Academy Faculty Evaluation Tool clearly defines the complexities of teaching. With specific levels of performance: Minimally Effective, Developing, Effective, and Exemplary are assessed for each component, providing data that can be used for teacher self-reflection, as well as an administrative evaluation of teaching performance. The Somerset Framework for Teaching provides data that can be used to assess teacher effectiveness, identify teacher leaders, mentoring other teachers, coach teachers regarding effective strategies for increasing student learning, and conduct professional staff development to increase teacher effectiveness.

Additionally, Somerset of Las Vegas offers and will continue to offer competitive salaries and benefits to teaching staff in order to attract experienced, highly effective professionals to the school.

Community Engagement

Parental involvement is a fundamental aspect of Somerset of Las Vegas' Mission and Vision. Somerset of Las Vegas will encourage parents to be active participants in their children's education through volunteer opportunities at the school. SOM will develop a comprehensive communication plan that will address the needs of their school's community. This plan will include regularly scheduled communications through the following means:

- E-mail Newsletters/Calendars: In weekly emails and new bulletins, principals will record activities and events that are scheduled to take place on school campuses. Parents will receive this information updating them on campus highlights as well.
- Somerset's Website: The school's website will be a source of information designed to address the various needs of its families. The website will include information on:
 - Somerset of Las Vegas' mission, vision, and history
 - School schedule and calendars
 - Somerset of Las Vegas' curriculum
 - Frequently asked questions
 - Somerset of Las Vegas' Governing Board meetings: public notices, agendas, and minutes
 - Somerset of Las Vegas' Board meetings are open to the public and are held, on average, every other month
 - Directory of administration and staff
 - Uniform policy information with links for purchasing apparel
 - News and announcements
 - Any other pertinent information that parents may need to know
 - Somerset will also use workshops, parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year, parents will be informed of the e-mail, website, etc., as noted above. These include events and activities such as:

- Quarterly Parent/Teacher Conferences: Hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day: Events held yearly to recruit new students, maintain communication and involvement between the SOM and the surrounding community.
- PTO: Parent Teacher Organization coordinates extra-curricular events involving the community. Through the PTO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs
- Volunteering for School Events: Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.
- Somerset will take the initiative to involve our families in the educational outcomes of our schools. Our parents are asked to volunteer, per our charter, 30 hours each year. Parents can begin volunteering before the school doors are open.
- Somerset's Parent Teacher Organization (PTO) will be formed in the summer and officers are identified. PTO subcommittees will be formed with various focuses. For example, there could be a fundraising committee, charitable giving committee, etc. Volunteer hours will be tracked throughout the school year.
- Somerset will provide many opportunities for parents to earn their hours through school-wide events, community events, and education focused nights held at each of the schools. Below are some additional examples of events that support educational decisions and outcomes, as well as family involvement:
 - New Family Night
 - Informal Open House
 - Open House
 - Parent Conferences
 - Internet Safety Workshops
 - Bully Prevention Workshops
 - PTO General Membership meetings
 - PTO Board meetings
 - Fine Arts Performances
 - Literacy Nights
 - Curriculum Nights
 - Family Movie Night
 - Back to School Picnic
 - End of the Year Awards Assemblies Events and parent forums are held throughout the year. Examples of items include the follow:
 - Monthly objective/standard calendar to promote cross-curricular collaboration
 - Invitations to board members for special events / classroom presentations
 - Open House which includes detailed information on curriculum prior to school opening

- Utilization of a phone system to call parents with important informational messages related to upcoming events
- A streamlined Somerset website to include information that parents need in one place:
 - Teacher Websites
 - Nevada Academic Content Standards by Grade
 - Explanation of STAR assessments
 - Clubs and sporting events
- As stated in the Bylaws, there will be a parent representative on the Board of Somerset
- An academic committee shall be created to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, specifically parents, are notified of Board meetings and may be active participants at Somerset Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents will be encouraged to come to the principal of Somerset to discuss any concerns. Somerset and parents will work simultaneously to provide the best educational plan possible for each student's learning needs.
- Somerset encourages parent involvement in all parts of their children's education. Somerset will implement a policy to encourage parents to give a minimum of 30 volunteer hours a school year within Somerset .

Somerset Schools provide several trainings for staff at the beginning of the year and throughout the year. These trainings include ensuring staff understand the diverse needs of our students/families and how to support these diverse needs to ensure success. We also do trainings on equity and diversity with staff and students.

School Demographics

The Somerset Academy of Las Vegas system currently serves more than 9,500 students as detailed in the Operational Overview section of the required template below. Of those students, 37% are Hispanic/Latino, 35% are White, 13% are Black/African-American, , 4% are Asian, 10% are Mixed Race (2 or More), and less than 1% are identified as Other. Furthermore, 11% of the student population are on an Individualized Education Plan (IEP), 6% are identified as English Learners (EL), and 28% are eligible for free/reduced meal services.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term
- Daily schedule for all grade levels

Please see [Attachment 3 – School Calendar](#) for a copy of the proposed calendar as well as proposed daily schedule.

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remaining unchanged as well as those that may be changing.

For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement as well as a description of the proposed Restorative Discipline plan for the upcoming term and plans to monitor for potential disproportionate discipline practices, plans to monitor for potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (ex. race/ethnicity, FRL, EL, IEP).

Mission and Vision

Somerset Academy of Las Vegas is a college preparatory school with an emphasis on cultivating effective leaders, developing good character, and a instilling in each child a desire to render service. This unified mission gives direction and purpose for all Somerset Academies. The mission and vision currently in place at the existing campuses will carry over to the new charter contract being considered. Students will continue to be prepared in an academically challenging and personally meaningful learning environment with an emphasis on developing leadership skills, increasing literacy, fostering good citizenship and character, and seeking opportunities to serve their classmates and their school community. A collaborative effort including students, teachers, parents, and staff will be devoted to establishing, achieving, and celebrating individual goals for each child at Somerset.

The mission of Somerset Academy of Las Vegas is, to “promote a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.” The vision of Somerset is, “Somerset, a College Prep School Cultivating Effective Leaders, Good Character, and a Desire to Render Service.”

Educational Program

Somerset’s educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement. These include but are not limited to: a standards-based curriculum based on Common Core Standards for Learning; A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies; Appropriate assessments for learning (screening, progress monitoring, and diagnostic); Data-driven high-quality differentiated instruction; Supplemental programs for student advancement and remediation; Support for teachers and ongoing professional development for advancing technology and other 21st century resources; Research-based instructional practices (i.e. - Marzano’s High Yield Teaching Strategies and Coalition of Essential School’s Principles); Weekly grade level and monthly staff meetings and ongoing professional development workshops; Tutoring for remediation and acceleration; and Targeted interventions for struggling readers and students performing below grade level.³

Opportunity Gaps

Somerset has demonstrated its model can lead to academic gains for educationally disadvantaged students (as demonstrated in Tables 3 and 4) and will continue to work towards closing any existing achievement gaps within its target population. Between 2017 and 2018, Black, Hispanic, and students of 2 or More races at Somerset schools improved in both ELA and Math SBAC results.⁴ Please see **Table 1** and **Table 2** below.

³ Somerset – Skye Canyon. *Academics*. URL: https://www.somersetskyecanyon.org/apps/pages/index.jsp?uREC_ID=314873&type=d

⁴ Data obtained from internal reports from within Somerset Academy of Las Vegas. Available upon request.

ELA Growth Medians		
Race	2017	2018
Black	45%	48%
Hispanic	46%	46%
2 or More	49%	55%

Table 1

Math Growth Medians		
Race	2017	2018
Black	35%	40%
Hispanic	41%	41%
2 or More	33%	40%

Table 2

During the new terms of its charter contract, Somerset will continue to provide their students and families the quality education they seek.

Administrators and data teams will continue to use data analysis to collaboratively develop instructional focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Students who are identified as academically “at risk” via the universal screening process and who are not already identified with an IEP, will be referred to Somerset’s Rti team. Somerset’s Rti team will be comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher. The Rti team notifies the parent(s) that his/her/their child will be entering the Rti program, which will provide interventions in an area of the student’s deficiencies.

Once a student is identified, the Rti team will write goals for the student in the area of deficiency, provide intensive interventions, and monitor weekly progress. The Rti team will review the student’s progress according to the progress-monitoring data every four weeks and adjust instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher will attempt a variety of intensive interventions and strategies designed to facilitate the child’s learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board’s capacity, skills, and qualifications for continued successful implementation of the school’s design, as well as a growth plan for adding/replacing board members that support the school’s success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development.

Somerset’s Governing Board has been deeply committed to the school since its inception. Although board members have transitioned out of the board for personal and professional reasons during its last contract term, every current board member has a history of deep commitment to Somerset. The Board is diligent and consists of a highly qualified group of volunteers across various sections. The board currently represents a diverse skillset and areas of expertise, including: the CEO of a successful production company, a Special Education Teacher, two public school administrators (covering elementary and middle/high school grade levels), a director of risk management, a Chartered Financial Analyst & Certified Treasury Professional, and a partner of a prominent law firm.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members

Please refer to [Attachment 4 – Governing Board Resumes](#) to view the current resumes of all Governing Board members for Somerset Academy of Las Vegas.

- Board Member Information Sheet / Roster (page 7 of this application). Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.

Please see the [Board Member Information Sheet/Roster](#) below.

- Board Chair/Member Assurance Statement & Signature (see page 9 of this application)

Please see the [Board Chair/Member Assurance Statement & Signature](#) below.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Somerset Academy of Las Vegas complies with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The Board has adopted sound financial policies and accounting procedures in accordance with Nevada Law. These policies, identified in Somerset Academy of Las Vegas's adopted Financial Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities. The Nevada SPCA Financial Framework is used as a tool to gauge Somerset's short-term financial health and long-term financial sustainability. The financial measurements are as followed:

- Short-term Financial Health
 - Measure 1: Current Ratio
 - Measure 2: Days Cash-On-Hand
 - Measure 3: Enrollment Forecast Accuracy
 - Measure 4: Debt Default
- Long-term Financial Sustainability
 - Measure 1: Total Margin
 - Measure 2: Debt to Asset Ratio
 - Measure 3: Cash Flow
 - Measure 4: Debt Service Coverage Ratio

Since inception, Somerset Academy of Las Vegas has shown growth in all Nevada SPCSA Financial Framework measurements. Meeting all financial framework measurements to date. Somerset Academy of Las Vegas will continue to abide by the procedures set forth allowing for the continued growth in all financial framework measurements.

In 2015, Somerset Academy of Las Vegas issued Education Revenue Bonds allowing them to purchase the Sky Pointe and North Las Vegas facilities. In 2018, they issued another Education Revenue Bond allowing them to purchase the Stephanie and Losee facilities. In 2019, they issued another Education Revenue Bond allowing them to purchase the Lone Mountain facility. And lastly, in 2021, they issued another Education Revenue Bond allowing them to purchase the Aliante & Skye Canyon facilities. Purchasing all these facilities through the issuance of Education Revenue Bonds allows Somerset Academy of Las Vegas to continuously save on rent each year. Prior to the bond issuances, each campus was in a lease agreement containing a ballooning lease payment each year. Each campus is now paying a relatively fixed bond rate allowing for the further improvement of classroom instruction; as well as utilizing these savings to further Somerset Academy of Las Vegas's financial sustainability.

Please upload with your renewal application the following school board-approved documents:

- Budget for the current and upcoming fiscal year (FY23)⁵

Please see *Attachment 5 – Proposed Upcoming Budget* for a copy of the school's proposed budget for the upcoming fiscal year (FY 2023).

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.

Please see *Attachment 1 – Board Meeting Agenda & Minutes* for a copy of the agenda and draft minutes from the meeting where the Somerset Governing Board voted to approve the submission of this renewal application.

⁵ Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the NSPF Performance Framework as well as the SPCSA Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Framework will be used to assess the overall organizational capacity of the school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2021 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Somerset Academy of Las Vegas Address: 7058 Sky Pointe Drive, Las Vegas, NV 89131 Phone: 702-478-8888 Website: www.somersetskypointe.org	
School Leader Name & Contact Info	Name: Lee Esplin Title: Principal, Somerset Sky Pointe Campus Contact info: 702-478-8888	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: John Bentham Email: john.bentham@somersetnv.org Phone: 702-752-7000
	Vice Chair/Vice President	Name: Sarah McClellan Email: sarah.mcclellan@somersetnv.org
	Treasurer	Name: Travis Mizer Email: travis.mizer@somersetnv.org
	Secretary	Name: LeNora Bredsguard Email: lenora.bredsguard@somersetnv.org
	Member	Name: Will Harty Email: will.harty@somersetnv.org
	Member	Name: Cody Noble Email: cody.noble@somersetnv.org
	Member	Name: Renee Fairless Email: renee.fairless@somersetnv.org

ACADEMIC PERFORMANCE⁶

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Aliante (ES)	Aliante (MS)	Lone Mountain (ES)
	★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
	Lone Mountain (MS)	Losee (ES)	Losee (MS)
	★ ★ ★ ★ ★	★ ★	★ ★
	Losee (HS)	North Las Vegas (ES)	North Las Vegas (MS)
	★ ★	★ ★	★ ★ ★ ★
	Sky Pointe (ES)	Sky Pointe (MS)	Sky Pointe (HS)
	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★
	Skye Canyon (ES)	Skye Canyon (MS)	Stephanie (ES)
	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Stephanie (MS)		
	★ ★ ★ ★ ★		
	Lone Mountain (ES)	Lone Mountain (MS)	Losee (ES)
	★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★
	Losee (MS)	North Las Vegas (ES)	North Las Vegas (MS)
	★ ★ ★	★ ★	★ ★ ★
	Sky Pointe (ES)	Sky Pointe (MS)	Sky Pointe (HS)
★ ★ ★ ★	★ ★ ★	★ ★ ★	
Stephanie (ES)	Stephanie (MS)		
★ ★ ★ ★	★ ★ ★ ★ ★		

⁶ For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

2017 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Somerset (ES)	Somerset (MS)	
	★★★★	★★★	
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.		
	2016-17	2017-18	2018-19
NDE-Validated Four-Year Graduation Rate	N/A	72%	98%

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2021] = 9,535							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
50%	50%	35%	13%	37%	4%	10%	0.2%
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
1,048	572	95	2,669	5,597		N/A	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2020-21	Percentage returning staff 2021-22	Number of out of school suspensions		Number of expulsions	
466	690	75%	73%	16		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct. 1] ⁷							
2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
78%		77%		72%		82%	
						2020 - 2021	
						76%	

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern ⁸	Notice of Breach ⁹
2017-18	No Notice	Notice of Concern ¹⁰	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern ¹¹	Notice of Breach

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

⁷ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

⁸ Aliante Elementary, Losee Elementary, Losee Middle

⁹ North Las Vegas Elementary

¹⁰ North Las Vegas Elementary

¹¹ System-wide

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Somerset (System-Wide)	9,695	9,695	9,695	9,695	9,695	9,695
Somerset Lone Mtn.	960	960	960	960	960	960
Somerset Stephanie	950	950	950	950	950	950
Somerset NLV	1115	1115	1115	1115	1115	1115
Somerset Aliante	1110	1110	1110	1110	1110	1110
Somerset Losee	2400	2400	2400	2400	2400	2400
Somerset Skye Canyon	960	960	960	960	960	960
Somerset Sky Pointe	2200	2200	2200	2200	2200	2200
Planned Grade Spans (System-Wide)	K-12	K-12	K-12	K-12	K-12	K-12

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

BOARD MEMBER ASSURANCE STATEMENT

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: Lee Esplin
Lee Esplin (Oct 15, 2021 09:22 PDT)

Date: 4.14.2021

Signature of President/Chair of Governing Body: [Signature]
John Benham (Oct 14, 2021 05:39 PM)

Date Governing Body voted to approve application for renewal: 10/13/2021

Attachment 1: Board Meeting Agenda & Minutes



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 13, 2021 BEGINNING AT 6:00 P.M. VIA ZOOM WEBINAR. THE PUBLIC IS INVITED TO ATTEND.

PLEASE CLICK THE LINK BELOW TO JOIN THE WEBINAR:

<https://us02web.zoom.us/j/86275870472?pwd=bnVjVXFwUXUvN2hWclZUeGY2akU5Zz09>
Passcode: 139677 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@ACADEMICANV.COM TWO BUSINESS DAYS IN ADVANCE SO THAT ARRANGEMENTS MAY BE MADE.

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

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

Attachment 1: Board Meeting Agenda & Minutes



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.

Board of Directors

JOHN BENTHAM – Board Chair

SARAH MCCLELLAN – Board Vice Chair

LENORA BREDSGUARD – Board Secretary

TRAVIS MIZER – Board Treasurer

CODY NOBLE – Board Member

WILL HARTY – Board Member

RENEE FAIRLESS – Board Member

MEETING OF THE BOARD OF DIRECTORS OCTOBER 13, 2021

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

Attachment 1: Board Meeting Agenda & Minutes



3. CONSENT AGENDA (FOR POSSIBLE ACTION) *(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion of these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)*

- a. APPROVAL OF MINUTES FROM THE AUGUST 3, 2021 AND AUGUST 19, 2021 BOARD MEETINGS
- b. APPROVAL OF RECOMMENDATIONS FROM THE FINANCE COMMITTEE
 1. SCHOOL FINANCIAL PERFORMANCE (NOT FOR ACTION)
 2. ACCEPTANCE OF GRANT FUNDS: ESSER II, SPED, TITLE I – NORTH LAS VEGAS, TITLE II, TITLE IV, ESSER CSP – ALIANTE, AND ESSER CSP – SKYE CANYON
 3. STIPEND FOR EXECUTIVE OFFICE MANAGER FOR COVERING THE GRANT SUPPORT ROLE
 4. APPROVAL OF AFFORDABLE STRIPING AND SEALING AS VENDOR FOR LONE MOUNTAIN ASPHALT SEAL COAT WITH BOND FUNDS
 5. APPROVAL OF US TURF AS VENDOR FOR LONE MOUNTAIN TURF REPLACEMENT WITH BOND FUNDS

4. ACTION & DISCUSSION ITEMS

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

- a. REVIEW AND APPROVAL OF THE SOMERSET ACADEMY OF LAS VEGAS CHARTER RENEWAL APPLICATION (FOR POSSIBLE ACTION)

5. ANNOUNCEMENTS AND NOTIFICATIONS

6. MEMBER COMMENT

7. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

8. ADJOURN MEETING

Attachment 1: Board Meeting Agenda & Minutes



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

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

Attachment 1: Board Meeting Agenda & Minutes

MINUTES OF THE MEETING OF THE BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS OCTOBER 13, 2021

Board of Directors of Somerset Academy of Las Vegas held a public meeting on October 13, 2021 at 6:00 p.m. via Zoom webinar.

1. CALL TO ORDER AND ROLL CALL

Board Chair John Bentham called the meeting to order at 6:01 p.m. In attendance were Board members LeNora Bredsguard, John Bentham, Will Harty, and Renee Fairless.

Members Sarah McClellan, Travis Mizer, and Cody Noble were not in attendance.

Also present were Principal Lee Esplin, Principal Cesar Tiu, Principal Jessica Scobell, Principal Shannon Manning, Principal Christina Threeton, Principal Kate Lackey, and Principal David Fossett; as well as Somerset Inc. representative Suzette Ruiz. Academica representatives Marla Devitt, Kyle McOmer, and Gary McClain were also in attendance.

2. PUBLIC COMMENT

Public comment was made by Rich Fisher regarding the mask mandate.

3. CONSENT AGENDA

- a. APPROVAL OF MINUTES FROM THE AUGUST 3, 2021 AND AUGUST 19, 2021 BOARD MEETINGS
- b. APPROVAL OF RECOMMENDATIONS FROM THE FINANCE COMMITTEE:
 1. SCHOOL FINANCIAL PERFORMANCE
 2. ACCEPTANCE OF GRANT FUNDS: ESSER II, SPED, TITLE I – NORTH LAS VEGAS, TITLE II, TITLE IV, ESSER CSP – ALIANTE, AND ESSER CSP – SKYE CANYON
 3. STIPEND FOR EXECUTIVE OFFICE MANAGER FOR COVERING THE GRANT SUPPORT ROLE
 4. APPROVAL OF AFFORDABLE STRIPING AND SEALING AS VENDOR FOR LONE MOUNTAIN ASPHALT SEAL COAT WITH BOND FUNDS
 5. APPROVAL OF US TURF AS VENDOR FOR LONE MOUNTAIN TURF REPLACEMENT WITH BOND FUNDS

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

Attachment 1: Board Meeting Agenda & Minutes

4. ACTION & DISCUSSION ITEMS

a. REVIEW AND APPROVAL OF THE SOMERSET ACADEMY OF LAS VEGAS CHARTER RENEWAL APPLICATION

Mr. Gary McClain addressed the Board and stated that Principal Esplin and Mr. Kyle McOmber had prepared the Charter renewal application which was due to the State on October 15th.

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

5. ANNOUNCEMENTS AND NOTIFICATIONS

Member Bentham reminded everyone that the Somerset Board would hold a meeting on October 19th which would include a data discussion.

6. MEMBER COMMENT

Members of the Board expressed thanks to the principals for their hard work.

7. PUBLIC COMMENT

There was no public comment.

8. ADJOURN MEETING

THE MEETING ADJOURNED AT 6:11 P.M.

Approved on: _____

Secretary of the Board of Directors

Somerset Academy of Las Vegas

Somerset Academy

Restorative Practice Plan

2020-2021

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

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

We follow Stephen Covey’s Habits of Effective Leadership.

<p>The Habits</p> <p>Be proactive.</p> <p>Begin with the end in mind.</p> <p>Put first things first.</p> <p>Think Win-Win</p> <p>Seek first to understand and then to be understood.</p> <p>Synergize.</p> <p>Sharpen the Saw.</p>	<p>We LIVE by striving to be the best we can be</p> <p>We LEARN by working hard and always doing our best</p> <p>We LOVE by caring for others</p> <p>We LEAVE A LEGACY by sharing our school with others and trying to make a difference in the world.</p> <p>-Stephen R. Covey</p>
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Attachment 2: Restorative Justice Plan

Defining & Communicating Expectations

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

Positive Recognition & Reinforcement

- Students will receive positive feedback throughout every day by all staff members in all areas of the school.
- Students will earn rewards based on good character that aligns with our vision and mission. Some examples of good character are;
 - Follows School & Classroom Rules
 - Works Collaboratively in Groups
 - Shows Courtesy & Respect for Others
 - Produces Quality Work
 - Participates & Actively Listens
 - Takes Responsibility for Self

Progressive Restorative Practice Plan

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

Attachment 2: Restorative Justice Plan

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

Summary of Progressive Restorative Practice Structure

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

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

Levels of Restorative Practice

Level 1

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

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

Level 2

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

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

Level 3

Level 3 interventions require support from Somerset Academy leadership team and follow, where applicable, prior level 1 and 2 interventions and restorative practices which will be documented in Infinite Campus. Teachers may refer a student for repeated minor (Level 1 & 2) violations that occur within a 30-day time period. The administration will contact parents within 24 hours and follow-up with the teacher if a Level 3 intervention is implemented.

Attachment 2: Restorative Justice Plan

- A designated staff member will be assigned to the teacher to come to the classroom to provide behavioral support. The teacher will have the option of having the staff member supervise the class so that the teacher can further dialog with the student about the behavior, or the designated staff member may require a student to leave the class and spend time in the office and receive support consistent with restorative practices. Some restorative practices may include; harm circles, circles of support, re-entry circles and restorative conferences.
- The student support team will create a Restorative Plan of Action that will be implemented with student(s), containing 3 elements: ***Restoration, Reintegration and Support/nurturing strategies***. *See attached Restorative Plan of Action example
- A student who continues undesired behavior after level 1 or 2 interventions have been implemented or is continuous in disrupting the learning of self and/or others, or is a safety concern to others will be removed from the classroom (NRS 392.4645).
- If a student is removed from the classroom (i.e. suspension) and the restorative justice plan has failed to provide results that allow for the student to be reintegrated into the classroom setting, the leadership team shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. (NRS392.4645)

Level 4

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

Addendum:

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

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

Attachment 2: Restorative Justice Plan

Personal Property	<ul style="list-style-type: none"> ● School beautification ● Behavior intervention plan ● Required parent conference ● Restorative practices ● Loss of School Privileges ● Suspension 1-3 days 	<ul style="list-style-type: none"> ● 3-10-day suspension ● Possible expulsion hearing with Board ● Mental health referral
Physical Harm to Another Student	<ul style="list-style-type: none"> ● Restorative meeting ● Behavior intervention plan ● Required parent conference ● Loss of school privileges ● Restorative practices ● Suspension ● Lunch bunch 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● Progressive suspension ● Possible expulsion hearing with Board ● Mental health referral
Insubordination/Defiance/Lying/Cheating/Academic Dishonesty	<ul style="list-style-type: none"> ● Lunch detention ● School beautification ● Behavior intervention plan ● Required parent conference ● Loss of school privileges ● Restorative practices ● Suspension 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● Progressive suspension ● Possible expulsion hearing ● Mental health referral
Cell Phones	<ul style="list-style-type: none"> ● Phone confiscated by staff ● Parent phone pick-up required 	<ul style="list-style-type: none"> ● Phone confiscated by staff ● Progressive suspension ● School-based consequence ● Parent phone pick-up and form signing required.
Inappropriate Use of Technology	<ul style="list-style-type: none"> ● Loss of technology privileges ● School-based consequence ● Loss of school privileges 	<ul style="list-style-type: none"> ● Required parent conference ● Loss of technology privileges ● Possible expulsion hearing
Dress Code Violation	<ul style="list-style-type: none"> ● Detention ● Parent brings uniform to school ● School Beautification 	<ul style="list-style-type: none"> ● Required parent conference ● Progressive suspensions
Peer-to-peer Conflict	<ul style="list-style-type: none"> ● Restorative meeting ● Parent conference ● School based consequence ● Loss of school privileges ● Lunch bunch ● Restorative practices 	<ul style="list-style-type: none"> ● Required parent conference ● Parent conference ● Suspension ● Behavior intervention plan ● Loss of school privileges ● Mental health referral
Bullying (see NRS 388.122)	<ul style="list-style-type: none"> ● Investigation, and ● Parent contact, and ● Report to State DOE, and ● School based consequence ● Suspension ● Restorative meeting 	<ul style="list-style-type: none"> ● Investigation, and ● Required parent conference, and ● Report to State DOE, and ● School based consequence ● Progressive suspension ● Restorative meeting ● Possible expulsion hearing ● Mental health referral
Illegal Actions (see glossary)	<ul style="list-style-type: none"> ● Parent conference, and ● Suspension, and ● Contact of law enforcement, and ● Restitution & repair 	<ul style="list-style-type: none"> ● Required parent conference ● Progressive suspension ● Restitution & repair ● Contact of law enforcement ● Possible expulsion hearing with

Attachment 2: Restorative Justice Plan

	• Restorative practices	Board
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AB 168 & BATTERY OF AN EMPLOYEE or PUPIL

MANDATORY DISCIPLINE IN NRS:

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

LEVEL OF BOARD INVOLVEMENT:

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

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

Suspension or Expulsion

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

Prohibited Interventions

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

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

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

Attachment 2: Restorative Justice Plan

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

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

Somerset Academy Progressive Discipline Plan

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol Possession/Use (Involve Police)	RPC/SUS – Student encouraged to enroll in drug program	RPC-T/SUS/Possible EXP		
Arson (Involve Police)	RPC/SUS/Possible EXP			
Assault to Adult	SUS/Possible EXP	SUS/Possible EXP		
Automobile Misuse	RPC	RPC/SUS	RPC/SUS/Revoke Privileges	RPC/SUS/Possible EXP
Battery – Student	RPC/SUS/Possible EXP	RPC/SUS/Possible EXP		

Attachment 2: Restorative Justice Plan

(Involve Police)				
Battery – Employee (Involve Police)	RPC/SUS			
Bullying/Cyber Bullying	Follow SB504 Protocols RPC/Possible SUS/Possible EXP	Follow SB504 Protocols RPC/Possible SUS/Possible EXP	Follow SB504 Protocols RPC/Possible SUS/Possible EXP	Follow SB504 Protocols RPC/Possible SUS/Possible EXP
Campus Disruption	RPC/Possible SUS/Possible EXP/May involve police	RPC/Possible SUS/Possible EXP/May involve police	RPC/Possible SUS/Possible EXP/May involve police	
Classroom Disruption (Minor)	Classroom Progressive Discipline/Parent Contact/RPC	RPC	RPC/SUS	RPC/SUS/Possible EXP
Classroom Disruption (Major)	RPC/SUS/Possible EXP	RPC/1-3 day SUS/Possible EXP	RPC/4-7 day/SUS/Possible EXP	RPC/SUS/Possible EXP
Computer Misconduct	Minor – RPC/Major-RPC/SUS/Possible EXP	RPC/SUS/Possible EXP/Loss of privileges for a period	RPC/SUS/Possible EXP	
Controlled Substance Use or Possession (Involve Police)	RPC/SUS/Possible EXP	SUS/Possible EXP		
Controlled Substance Sale and/or Distribution (Involve Police)	RPC/SUS/Possible EXP			
Controlled Substance Paraphernalia	RPC/1-3 days SUS	RPC/1-10 days SUS/Possible EXP		
Detention No-Show	RPC	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP
Disorderly Conduct student profanity/gestures towards students	Student Conference/Parent Contact – (RPC)	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP	
Distribution of Porn	RPC/1-10 days SUS/Possible EXP			
Dress Code	Warning/Parent Contact	RPC	RPC/1-3 days SUS	4-6 days SUS
Disregard of School Rules	Parent Contact/RPC/1-3 days SUS/Behavior Contract	RPC/4-10 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP
Explosive Devices	RPC/SUS/Possible EXP, Confiscate Items/May involve police			
Fighting/Physical Altercation	RPC/1-10 days SUS/Possible EXP	RPC/4-10 days SUS/Possible EXP		
Fighting Initiating Physical Altercation	RPC/3-10 days SUS/Possible EXP	RPC/3-10 days SUS/Possible EXP		
Fighting Verbal Altercation	RPC/1-3 day SUS	RPC/4-7 days SUS	RPC/8-10 days SUS/Possible EXP	
Forgery	RPC/1-3 days SUS/May involve police			
Gambling	RPC/1-3 days SUS/Behavior Contract	RPC/4-7 days SUS	RPC/8-10 days SUS/Possible EXP	
Gang (fighting)	RPC/1-3 Possible SUS/Possible EXP	RPC/4-7 Possible SUS/Possible EXP	RPC/8-10 SUS/Possible EXP	
Gang Activity	RPC/SUS/Possible EXP/May Involve Police	RPC/SUS/Possible EXP/ May Involve Police		
Harassment Verbal and/or Electronic	Parent Contact/RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP
Immoral conduct	RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP	RPC/8-10 days SUS/Possible EXP	

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Incitement	RPC/Possible 1-3 days SUS/Possible EXP/Behavior Contract/May Involve Police	RPC/4-6 days SUS/Possible EXP/May Involve Police	RPC/8-10 days SUS/Possible EXP/May Involve Police	
Insubordination/Gross Insubordination	Student Conference/RPC	RPC	RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP
Leaving Campus/Class without Permission	Conference w/ Student/RPC/Truancy Letter	RPC/1-3 days SUS/Truancy Letter	RPC/4-6 days SUS/Truancy Letter	RPC/7-10 days SUS/Truancy Letter
Nuisance Items (Minor)	Student Conference/Confiscate	RPC/Confiscate Item	RPC/1-3 days SUS/Confiscate Item	RPC/4-5 days SUS/Confiscate Item
Nuisance Items (Major) Portable Comm. Devices	Student Conference/Confiscate Item	RPC/Confiscate until end of sem.	RPC/1-3 days SUS/Confiscate	RPC/4-6 days SUS/Confiscate Item
Possession of Stolen Property (under \$500)	RPC/1-3 days SUS/Possible EXP	RPC/4-10 days SUS/Possible EXP		
Possession of a Weapon (non NRS)	RPC/1-10 days SUS/Possible EXP	SUS/Possible EXP		
Profanity	RPC/1-3 days SUS/Behavior contract	RPC/4-6 days SUS/Possible EXP	RPC/8-10 days SUS/Possible EXP	Possible EXP
Public Display of Affection	Student Conference/RPC	RPC/1-3 days SUS/Possible EXP	4-7 days SUS/Possible EXP	8-10 days SUS/Possible EXP
Refusing to Participate in State Assessment	Student Conference/RPC/Truancy Notification/Loss of Extracurricular Activities	Student Conference/RPC/Truancy Notification/Loss of Extracurricular Activities	Student Conference/RPC/Truancy Notification/Loss of Extracurricular Activities	
Robbers/Extortion/Involve Police	RPC/1-3 days SUS/Possible EXP/Compensation/Behavior Contract	RPC/4-7 days SUS/Possible EXP/Compensation	RPC/8-10 days SUS/Possible EXP/Compensation	
Scholastic Dishonesty	Student Conference/Parent Contact/Re-Do	RPC/1-3 days SUS	RPC/4-6 days SUS	RPC/7-10 days SUS
Sexual Assault	SUS/Possible EXP			
Sexual Conduct	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP	RPC/1-10 days SUS/Possible EXP	
Spraying Propellants (e.g., tear gas, pepper spray, fire extinguisher)	RPC/Possible 1-3 days SUS/Possible EXP/Behavior Contract	RPC/4-10 days SUS/Possible EXP		
Tardies	Tardy Lock-Out/Parent Sign- In	Tardy Lock-Out/Parent Sign-In	Tardy Lock-Out/Parent Sign-In/RPC	Tardy Lock- Out/Parent Sign- In/RPC/1-3 days SUS
Threats – Student	RPC/1-3 days SUS/Possible EXP	RPC/4-6 days SUS/Possible EXP	RPC/7-10 days SUS/Possible EXP	RPC/7-10 days SUS/EXP
Threats – Employee	RPC/5 days SUS/Possible EXP	RPC/10 days SUS/Possible EXP		
Theft/May Involve Police	RPC/1-3 days SUS/Compensation/Behavior Contract	RPC/4-7 days SUS/Possible EXP/Compensation	RPC/8-10 days SUS/Possible EXP/Compensation	
Tobacco (Possession and/or use)	RPC/1-3 days SUS/Confiscate	RPC/4-6 days SUS/Confiscate	RPC/7-10 days SUS/Confiscate	RPC/7-10 days SUS/Confiscate
Truancy (May Involve Police)	Parent Contact/Truancy Letter/RPC	Parent Contact/Truancy Letter/RPC	Parent Contact/Truancy Letter/RPC	Report of Educational Neglect (DFS)
Vandalism/Destruction or Defacing Property (May Involve Police)	RPC/Possible 1-3 days SUS/Possible EXP/Compensation/Behavior Contract/School Beautification	RPC/4-7 days SUS/Possible EXP	RPC/8-10 days SUS/Possible EXP	
Weapons (NRS)	RPC/SUS/Possible EXP/May			

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	Involve Police			
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NRS 388.122 “Bullying” defined

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

- (a) Have the effect of:
 - (1) Physically harming a person or damaging the property of a person; or
 - (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
 - (b) Interfere with the rights of a person by:
 - (1) Creating an intimidating or hostile educational environment for the person; or
 - (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
 - (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 - (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
 - (2) Association of a person with another person having one or more of those actual or perceived characteristics.
2. The term includes, without limitation:
- (a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
 - (b) Behavior that is intended to harm another person by damaging or manipulating his other relationships with others by conduct that includes, without limitation, spreading false rumors;
 - (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
 - (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
 - (e) Blackmail, extortion or demands for protection money or involuntary loans or donations;
 - (f) Blocking access to any property or facility of a school;
 - (g) Stalking; and
 - (h) Physically harmful contact with or injury to another person or his or her property.

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

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

Our School will act promptly on reports, (including informal reports), complaints, and grievances of

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bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. Charter School staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Staff will also report such apparent violations to School administration.

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

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

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

Glossary

OFFENSES WARRANTING LAW ENFORCEMENT NOTIFICATION

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with same.
4. BATTERY: An unconsented-to touching or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication, any threat knowing it to be false.
6. BURGLARY: Illegal entry with the intent to commit a crime.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the School.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
11. FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
12. INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another.
13. LARCENY: Stealing, taking, carrying away property of another.
14. LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.
15. MARIJUANA: The possession of, sales, or furnishing marijuana.
16. NARCOTICS: The possession of, sales, or furnishing a controlled substance.
17. NARCOTICS PARAPHERNALIA: The possession of, sales, furnishing, or use of.
18. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.
19. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.

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20. **ROUT/RIOT:** Two or more persons meeting to do an unlawful act/two or more persons actually doing an unlawful act with or without a common cause of quarrel.
21. **STOLEN PROPERTY:** Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.
22. **TAMPERING WITH MOTOR VEHICLES:** Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.
23. **THROWING SUBSTANCE AT VEHICLE:** To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.
24. **TRESPASS:** To be upon the property of another without permission of the owner and to stay upon same after warning. To be on school property or at a school function while under suspension from school.
25. **WEAPONS:** “Dangerous weapon” includes, without limitation, a blackjack, slingshot, billy, sand- club, sandbag, metal knuckles, dirk or dagger, a nun chuck, switchblade knife or trefoil, as defined in [NRS 202.350](#), a butterfly knife or any other knife described in [NRS 202.350](#), or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. “Firearm” includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a “firearm” in 18 U.S.C. § 921, as that section existed on July 1, 1995. Brandishing any dangerous weapon or firearm in a rude, angry or threatening manner or to use same in any fight or quarrel. Concealed - it is unlawful for any person to carry any dangerous weapon or firearm. Possession - it is unlawful for any person to possess any dangerous weapon or firearm.
26. **DANGEROUS WEAPON:** (NRS 392.466.11(b)): includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause bodily injury to a person.

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

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

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

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OFFENSES WARRANTING SUSPENSION

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

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

POSSIBLE PROGRESSION OF ADMINISTRATIVE RESPONSE TO THE FOLLOWING OFFENSES:

FIRST OFFENSE: IMPLEMENT 1ST-3RD LEVEL CONSEQUENCES

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

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

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

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

1. DISOBEDIENCE, INSOLENT AND INSUBORDINATION: Students must obey the instructions of school personnel.
2. DISRUPTIVE CONDUCT: Conduct that interferes with the educational process. Serious situations may be handled under criminal sanctions.
3. FIGHTING: Other than that, which would be considered Battery or Assault.
4. FORGING OR USING FORGED PASSES, EXCUSES OR OTHER SCHOOL DOCUMENTS.
5. HAZING: Any act that forces another student to undergo a humiliating or abusive ordeal, as in initiations.
6. INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not present potential health or safety problems or cause disruptions.
7. MISCONDUCT ON SCHOOL VEHICLES: Any action that creates a safety hazard or distracts the attention of the driver.
8. PLAGIARISM AND CHEATING.
9. POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED ACTIVITY.
10. WIRELESS COMMUNICATION DEVICES: Wireless communication devices include two-way communication devices, including cellular phones, mobile phones, beepers,

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paggers, portable computers, personal organizers, and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student should not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device. The following rules must be followed regarding the possession, use, and display of wireless communication devices.

- a. Students may not possess, display, and use wireless communication devices during the instructional day. *See each campuses policies for their cellphone policies.
 - b. Students shall avoid classroom disruptions, by not displaying, using, or activating wireless communication devices during the instructional day, unless such use is deemed educational and authorized by the teacher. This includes during class, in the library, during lunch breaks, during class changes, and during any other structured activity.
 - c. Students must ensure that devices are turned off during the instructional day.
 - d. Students shall not use wireless communication devices while being transported on a school bus.
 - e. Students must conceal wireless communication devices in a backpack, pocket, purse, or other container during the instructional day.
 - f. The School is not responsible if a student's wireless communication device is lost or stolen.
11. **SEXUAL HARASSMENT:** A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.
 12. **SPREADING FALSE OR UNSUBSTANTIATED INFORMATION IN WRITING OR VERBALLY ABOUT A PERSON AND HARMING HIS/HER REPUTATION.**
 13. **TRAFFIC VIOLATIONS ON SCHOOL GROUNDS.**
 14. **TRUANCY:** Being absent from school without a valid excuse acceptable to the administrator.
 15. **GANG ACTIVITY:** As set forth in the section below:

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

- g. Shall wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, tattoo, sign, or other things that are indicators of membership in or affiliation with any gang.
- h. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership in or affiliation with a gang.
- i. Shall place graffiti on or otherwise deface property on school grounds. For purposes of this regulation, the term “graffiti” means any unauthorized inscription, word, figure, or design that is marked, etched, scratched, drawn, painted on or affixed to the public or private property, real or personal, of another that defaces the property; or
- j. Shall use any speech or commit any act or omission in furtherance of the interests of any gangs or gang activity, including, but not limited to:
 - i. Soliciting others for membership in any gangs;
 - ii. Requesting any person to pay protection or otherwise intimidating or threatening any person; or,
 - iii. Committing any other illegal act or other violation of charter school rules, regulations, or policies; or,
 - iv. Inciting other students to act with physical violence upon any other person.

DISCRIMINATION

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference.

SEXUAL HARASSMENT

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

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

An “intimidating, hostile, or offensive educational environment” means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her

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sex and interferes with his/her ability to perform in an educational environment.

RETALIATION

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

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

SUSPENSIONS

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

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

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

TYPES OF SUSPENSION:

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

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student may be removed from his/her classes and all school activities for no more than ten (10) days and during the term of suspension the student will remain in a separate supervised area of the school.

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

SPECIAL CONDITIONS OF SUSPENSION:

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

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

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

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

- a. Tell the student you are meeting with him/her to investigate allegations that the student has violated laws, rule(s), state charter school policies, or the School's policies.
- b. Tell the student the specific laws, rule(s), or policies that are alleged to have been violated and that, if the evidence supports the allegations, there will be consequences up to and including suspension from school. Ask if he/she understands the allegation(s).
- c. Explain to the student the evidence you have regarding the alleged violation(s).
- d. Ask the student if he/she admits or denies the allegation(s). If the student admits to violation(s), assign appropriate consequences. If the student denies the allegation(s), give him/her the chance to explain and present his/her side of the story. The administrator will consider the student's explanation and, if the administrator deems it appropriate, may investigate the matter further. (This does not mean that the student).

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- e. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.
- f. If the student has a behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
- g. If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) and when it will be commencing (starting date).
- h. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file. (can secure counsel, confront, and cross-examine witnesses, or call witnesses on his/her behalf to present his/her case.)
- i. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.
- j. If the student has a behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
- k. If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) and when it will be commencing (starting date).
- l. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file.

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EXPULSION AND LONG-TERM SUSPENSION

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

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

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

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

Possession of a Firearm or Dangerous Weapon (NRS 392.466.3)

- A student who is found to be in possession of a firearm or a dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for the removal and pending proceedings (NRS 392.467.2).
- The first occurrence of possession of a firearm or a dangerous weapon (as defined) in NRS 392.466.11(b) and (c) still requires a mandatory one-year minimum expulsion OR placement in another kind of school for a period not to exceed the period of the expulsion; a second occurrence still requires permanent expulsion from the school (NRS 392.466.3). Existing requirements for enrollment elsewhere remain if the student is expelled (NRS 392.466.3).

Habitual disciplinary problem (NRS 392.4655)

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

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

Attachment 2: Restorative Justice Plan

disciplinary problem) (NRS 392.4655.5).

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

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

STATE MANDATED EXPULSION:

One Year Expulsion

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

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

Permanent Expulsion

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

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

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

EXPULSION AND LONG-TERM SUSPENSION HEARINGS:

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

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

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

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

Attachment 2: Restorative Justice Plan

students shall be admissible.

The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the conduct as well as the student's prior disciplinary record insofar as it affects the effectiveness, or ineffectiveness, of forms of discipline previously imposed.

RE-ADMITTANCE TO SCHOOL:

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

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

Restorative Plan of Action *Example

Student Name:
Student Number:
DOB:
Grade:
Discipline Administrator:

Restorative Interventions and Explanation:

Community:

- Beginning 8/23/19, student will have weekly scheduled meetings with Administrator, the school principal. Student will also be able to request to meet with counselor at other times, as needed.
 - This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

Social and Emotional Learning:

- Student will participate in mentorship and/or after school lessons tailored to his/her needs, starting with a lesson on respect (towards others and self). Student will complete the assignment and participate in a debriefing with the Counselor.
 - This intervention was selected to teach the student self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These are important life skills, which must be developed.

Accountability:

- On (DATES), student participated in Restorative Conversations with Behavior Administrator to discuss the events leading up to the incident, how student was thinking and feeling at the time of the incident, who impacted the student's choices, and what needed to be done to make things right. Expectations for appropriate school behavior were clearly explained and student had the opportunity to clarify as necessary.
 - This intervention was selected to ensure that students understand the impact of their choices, take responsibility, and work to repair the harm

Heal and Repair Harm:

- Letter of Apology
- Offered the opportunity to sit down with the teacher to discuss the matter.

How will the interventions work together to provide the student with support to be successful?

The rules and expectations of behavior have been clearly explained to student. Student has had the opportunity to reflect on his/her actions and see the impact of the student's choices on the educational environment. Student has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when frustrated. Additionally, by providing student with access to multiple staff members and opportunities to seek assistance, we are helping student to see that there are many people on campus who care about student and student's success. We want to ensure that student knows that there supports available throughout struggles.

Seeking a Change in Placement:

Provide justification for removal - what interventions or supports are needed that are not available at this school site?

Principal's signature:

Date:



Somerset Academy of Las Vegas

School Calendar 2022-2023 School Year

2022

Wednesday, August 10	Classes Begin
Friday, September 2	Professional Development Day (Non-attendance day for students)
Monday, September 5	Labor Day (No School)
Wednesday, September 21	Data Day (Early release for students)
Friday, October 14	Parent/Teacher Conferences (Non-attendance day for students)
Friday, October 28	Nevada Day Observed (No School)
Friday, November 11	Veterans Day (No School)
Mon - Fri, November 21-25	Fall Break (No School)
Friday, December 16	Winter Break Begins - End of Day
	No School December 19 – January 1

2023

Monday, January 2	Classes Resume
Friday, January 13	Professional Development Day (Non-attendance day for students)
Monday, January 16	Martin Luther King, Jr. Day Observed (No School)
Wednesday, February 8	Data Day (Early release for students)
Monday, February 20	Presidents' Day Observed (No School)
Wednesday, March 22	Data Day (Early release for students)
Mon - Fri, April 10-14	Spring Break (No School)
Monday, April 24	Professional Development Day (Non-attendance day for students)
Wednesday, May 24	Last Day of School



Somerset Academy of Las Vegas

Daily Schedules 2022-2023 School Year

2022-23 ELEM Daily Schedule Monday-Friday			
K-5 school day starts at 8:30 AM. Any students arriving after the gates are closed and the 8:30 AM bell has rung will be marked tardy and will need a parent to physically sign them into the front office.			
	Start Time	End Time	Length
K-5 Drop-Off Begins	8:15 AM	—	—
Gates Close & School Begins	8:30 AM	—	—
Grade 1,2,4 LUNCH	11:30 AM	11:50 AM	20 min
Grade 1,2,4 RECESS	11:50 AM	12:05 PM	15 min
Grade K,3,5 LUNCH	12:00 PM	12:20 PM	20 min
Grade K,3,5 RECESS	12:20 PM	12:35 PM	15 min
K-5 Pick-Up Begins	3:15 PM	—	—

Attachment 3: School Calendar & Daily Schedule



2022-23 MSHS Modified Block Schedule Monday, Tuesday & Friday

*Lunch is determined by 5th period class (4th period on Thursdays):

MIDDLE SCHOOL

- LUNCH A: ENGLISH, SCIENCE, ART
- LUNCH B: MATH, SOCIAL STUDIES, ELECTIVES

HIGH SCHOOL

- LUNCH A: ENGLISH, SCIENCE, PE, HEALTH
- LUNCH B: MATH, SOCIAL STUDIES, ELECTIVES

	Start Time	End Time	Length
Period 1	7:30 AM	8:20 AM	50 min
Period 2	8:25 AM	9:15 AM	50 min
Period 3	9:20 AM	10:10 AM	50 min
Period 4	10:15 AM	11:10 AM	55 min
Lunch A*	11:10 AM	11:40 AM	30 min
Period 5A	11:45 AM	12:35 PM	50 min
Period 5B	11:15 AM	12:05 PM	50 min
Lunch B*	12:05 PM	12:35 PM	30 min
Period 6	12:40 PM	1:30 PM	50 min
Period 7	1:35 PM	2:25 PM	50 min

Attachment 3: School Calendar & Daily Schedule



2022-23 MSHS Modified Block Schedule Wednesday/Thursday

Thursday (Lunch designated by 4th Period)

MIDDLE SCHOOL

- LUNCH A: ENGLISH, SCIENCE, ART
- LUNCH B: MATH, SOCIAL STUDIES, ELECTIVES

HIGH SCHOOL

- LUNCH A: ENGLISH, SCIENCE, PE, HEALTH
- LUNCH B: MATH, SOCIAL STUDIES, ELECTIVES

	Start Time	End Time	Length
Period 1/ Advisory	7:30 AM	9:00 AM	90 min
Period 3/2	9:05 AM	10:40 AM	95 min
Lunch A	10:40 AM	11:15 AM	35 min
Period 5/4 A	11:20 AM	12:50 PM	90 min
Period 5/4 B	10:45 AM	12:15 PM	90 min
Lunch B	12:15 PM	12:50 PM	35 min
Period 7/6	12:55 PM	2:25 PM	90 min

Attachment 3: School Calendar & Daily Schedule



2022-23 MSHS Data Day Week Schedule

Tuesday Block Schedule (follow the Wednesday Block Schedule)

	Start Time	End Time	Length
Period 1	7:30 AM	8:00 AM	30 min
Period 2	8:05 AM	8:35 AM	30 min
Period 3	8:40 AM	9:10 AM	30 min
Period 4	9:15 AM	9:45 AM	30 min
Period 5	9:50 AM	10:20 AM	30 min
Period 6	10:25 AM	10:55 AM	30 min
Period 7	11:00 AM	11:35 AM	35 min

Attachment 4: Governing Board Resumes

JOHN D. BENTHAM

7946 Lookout Rock Circle - Las Vegas, NV 89129

702-752-7000

john@ivorystar.com

Community Involvement

Goodwill of Southern Nevada	Board of Directors	2015 – Present
Speedway Children’s Charities	Board of Directors	2014 – Present
Children’s Heart Foundation of Nevada	Board of Directors	2012 – Present
United Blood Services of Nevada	Major Donor	2007 – Present
Boy Scouts of America – Las Vegas	Major Donor	2013 – Present
Catholic Charities	Major Donor	2007 – Present

Awards and Recognition

Distinguished Small Business “Don’t Forget to Share”	Finalist - Nevada Business Magazine	2015
Valued Community Partner	Goodwill of Southern Nevada	2015, 2014, 2013
Distinguished Theatrical Partner “The Mickey”	Disney Theatrical - <i>The Lion King</i>	2013
Distinguished Alumni Award	Austin College	2007

Professional Experience

Owner/CEO	IvoryStar Productions	March, 2003 – Present
	<ul style="list-style-type: none">• Full service theatrical production company that manages and produces major Las Vegas headlining performances: Defending the Caveman, Marriage Can Be Murder, The Lion King Las Vegas, Gordie Brown and Forbidden Vegas.• Orchestrate all aspects of theatrical production including public relations, advertising, marketing, human resources, graphic design, creative direction, technical direction, casino relations and new business.• Negotiate contracts and transactions with MGM/Mirage, Caesars Entertainment, the D Las Vegas, Golden Nugget, The Westin and other well-known venues worldwide.• Consulte privately for major theatrical performers/venues. Expert knowledge in revenue generating strategies.• Facilitate performances and productions of international super stars including The Eagles’ Glenn Frey and Joe Walsh, Huey Lewis and the News, Earth, Wind and Fire and Bill Gaither Vocal Band.• Produce large-scale community events including Glittering Lights at Las Vegas Motor Speedway and Southern Highlands Black Tie Gala.	
Associate Producer	David Copperfield’s Disappearing, Inc.	July, 1999 – March, 2003
President	Backstage Employment & Referral, Inc.	January, 2000 – February, 2003
	<ul style="list-style-type: none">• Coordinate all aspects of the worldwide tour operation for The Magic of David Copperfield to include: advertising, press, box office sales, settlements, front-of-house duties, carnets, visas, trucking, patron relations special projects, international translators, human resources and private matters of Mr. Copperfield.• Accountable for all areas of cast and crew human resource needs including: recruitment, contract negotiations and renegotiations, hiring, termination, administration of health and workman’s compensation benefits.• Facilitate all aspect of casino engagements: travel, advertising, ticket sales, accounting and settlement of the date.• Supervise and review financials for DCDI to include domestic and foreign tours; examine settlements for accuracy, ensure personal charges are billed to the appropriate party and reconcile accounts.• Direct air, ground transportation and hotel accommodations for cast and crew including Mr. Copperfield.	

Attachment 4: Governing Board Resumes

- Responsible for accurate accounting of six figure petty cash expenditures for both domestic and foreign tours to include multiple currencies and reconciling accounts to numerous corporate entities.
- Examine all David Copperfield personal expenditures; examine for accuracy and research low cost alternative.

Owner IvoryStar Promotions July, 1990 – Present

- Founder, owner of a successful advertising specialty business with two offices: Dallas and Las Vegas.
- Manage all aspects of business including client development, sales, marketing and graphic design.
- Create branding initiatives, from inception to completed concept, for business and non-profit organizations.
- Supervise and manage staff and vendor relations, including accurate bidding and billing from subcontractors.
- Champion merchandising unit of David Copperfield's Disappearing Inc. Coordinate the development of the product line from inception to completion. Developed and managed a successful e-commerce site.

Owner Artemis Foods Unlimited, Inc. January, 1995 – June, 1999

- Developed business plan and strategic vision for company. Supervised all aspects of a seven figure business.
- Managed all aspects of human relations including recruitment, hiring, disciplinary actions, and termination. Briefed all levels of staff regarding policy, operations and menu development.
- Negotiated with all vendors and supervised purchasing.
- Introduced and implemented programs to increase sales and decrease food/paper cost.
- Directed all marketing campaigns including in-store promotions, radio/newspaper advertisements and direct mail.
- Reorganized restaurant and oversaw transition from a franchise-based company (Boxies Café Park Cities) to an independently run operation (The Plaza Café & Grille).

Producer/Reporter KXII Television (CBS) May, 1993 – March, 1995

- Created on-air show rundowns. Developed story ideas and contacts.
- Supervised on-air broadcast and resolved timing issues with the local affiliate and the network.
- Detected factual errors and inaccuracies before they went on-air.
- Worked independently to report on news events – honored twice by the Society of Professional Journalists.
- Compiled, wrote and edited all aspects of 30-minute news broadcasts.

Education

Austin College, May, 1993

Bachelor of Arts Communication Arts
 Business Administration
 Phi Gamma Mu (Honors)



Attachment 4: Governing Board Resumes

LeNora N. Bredsguard

Wrk:702.799.8920 Cell: 702.539.7328

EDUCATION

Master of Urban Leadership Endorsement	Greenspun College of Urban Affairs, UNLV 2013
Master of Education	TESL Nevada State College, 2010
Bachelor of Science	Curriculum and Instruction, Reading Specialist, UNLV, 2004
Associates Degree of Fine Arts	Dual Major, Special Education and Elementary Education, UNLV, 1997
	Dixie College, St. George Utah, 1984

PREVIOUS EXPERIENCE

2021 – Current Site Based Principal Kirk L. Adams Elementary School

2021 – Current Extended School Year (ESY) Site Administrator - Summer Session

- Secure and maintain instructional, office, and custodial staffing, coordinate transportation, health services, food services
- Maintain parent and community communications
- Conduct staff development for incoming staff, develop a Master Schedule, and provide academic content support
- Ensure all COVID-19 protocols are in place and followed

2021 – Current NWEA Lead Designer Professional Learning (Part time)

- Created learning opportunities, activities and interactions for onsite and online professional learning workshops, working collaboratively with Professional Learning Design colleagues, as well as other cross-organizational representatives, and external partners to create high-quality professional learning offerings.

2015 – Assistant Principal, Fay Galloway ES, CCSD

- Created systems and structures to assist teachers, students and parents participating in distance education and then returning to face to face instruction.
- Developed professional learning for staff using multiple data points to identify key areas in need of improvement.
- Coordinated a Response to Instruction Lab where students received intensive intervention based on weekly data collection
- Created and maintained a master schedule that allowed for a 40 minute Intervention/Extension period for all students and allowed for grade level teachers to have common preps for planning
- Created and implemented a student attendance incentive program that increased daily attendance
- Chronic absences decreased to 6% lower than the district average
- Facilitated School/Community Partnerships to increase student engagement, i.e. art galleries, a reciprocal volunteer program with the Henderson Convalescent Center
- Provides and/or facilitates training of staff regarding the most effective practices which lead to higher student achievement regardless of race, ethnicity, socioeconomic status, or prior academic achievement.
- Created opportunities for the development of teacher leaders
- Maintained a consistent evaluation system aligned to the NEPF to encourage teacher reflection, improved instruction and increased student achievement.
- Created and conducted professional development on target topics to increase teacher understanding
- Collaborate with all stakeholders in order to align all budget expenditures to meet the needs of all students
- Daily School Operations – working with transportation, ground and building maintenance, community building scheduling, risk management and purchasing
- Testing Coordinator - MAPS, CRT/SBAC, WIDA, NAA
- Coordinator for Title 1, Wellness, 504, and Title III English Learners
- Organize, maintain, and conduct on-site trainings for the School Crisis Intervention Plan
- Facilitated the 'Heart to Dr. Hart' SEL Professional Development series to build Cultural Competency collaborating with the Equity and Diversity Dept.
- Designed and implemented the New Teacher Professional Development and Mentoring program

2004 – 2015 Project Facilitator K-12 Literacy, Curriculum and Professional Development, CCSD

- Co-chaired Pre-K-Third Grade Cross-Functional Planning Team Literacy Institute, where I assisted in creating, managing, and maintaining a budget of over \$900,000 (2013)
- Developed and taught courses with syllabus, coursework etc. for the CCSD PDE department for teacher recertification.
- Served on the Nevada Alternate Assessment Task Force 2009, 2011, 2013, 2015



Attachment 4: Governing Board Resumes

LeNora N. Bredsguard

Wrk:702.799.8920 Cell: 702.539.7328

- Developed and Presented district wide professional development such as: the CORE Reading Academy, Explicit Phonics, Writing Academy, Kindergarten Academy, Early Childhood Foundational Learning, District AIMSWeb and DIBELS trainings, and the Nevada Academic Content Standard workshops, Nevada Educator Performance Framework, and Coaching Academy
- Conducted District-wide literacy audits and targeted professional development
- Served as a member of school support teams throughout the district to assist with developing School Performance Plans
- Served on the District Report Card Revision Cadre
- Collaborated with the Special Education Department to create online learning modules for teachers and support staff
- Conducted parent education classes at various Title I school
- Designed and presented Foundational Literacy Classes for CCSD's Accelerated Route to Licensure (ARL) program.

2003 – 2004 Literacy Specialist, Adams ES CCSD

- Co-chaired the Student Intervention Team and Behavior Intervention Team
- Piloted Response to Instruction and presented at the Leadership Mega Conference, (2003)
- Provided professional development and ongoing support to teachers
- Provided reading intervention support to at-risk students (Tier III)
- Collaborated with our parent group and staff to create and implement a school-wide behavior intervention plan that impacted 580 students
- I served on the Governor's Reading Initiative Program Development Team - Creating and conducting professional development for teachers throughout the CCSD.

2000 – 2003 Kindergarten Teacher Stanford ES and Adams ES, CCSD

- Served on the Governor's Reading Initiative Professional Development Task Force
- Kindergarten Chair at Adams ES
- Served on the Kindergarten Report Card Revision Committee
- Full Inclusion Teacher

1999 – 2000 Special Education Teacher Wengert ES, CCSD

- Developed and maintained a *The Wengert ES Family and Community Resource Center* for students and community members: Focused on reducing the achievement gap with the goal of creating a learning environment that was welcoming and inclusive for students and community members
- Inclusion Training Team Member East Region

ORGANIZATIONS AND COMMUNITY INVOLVEMENT

- Charter School Board Member Somerset Academy - Board Secretary, Current
- Represented the State of Nevada at the Elevating and Celebrating Effective Teaching and Teachers Conference Gates foundation.
- Ladies Making a Difference- Service Coalition
- Chromosome 18 Registry and Research Society - Member and Fundraising Committee
- Nevada Specially Trained Effective Parents – Parent Advocate
- Parent Teacher Organization – Wengert Family Auxiliary President, Wengert ES
- SEPAC – Special Education Parent Advisory Committee – Parent Representative
- Down Syndrome Organization of Southern Nevada – Early Childhood /Parenting Classes Coordinator
- Best Friends Animal Sanctuary
- Nevada Association for the Education of Young Children - NAEYC
- National Association of School Administrators
- Clark County Association of School Administrators and Professional Tech Employees
- Silver State Reading Association Secretary

REFERENCES

Kortney Smith, Principal Galloway ES, CCSD, 702.799.8920 smithk19@nv.ccsd.net

Bernadette Hawkins, Director SSD, Extended School Year, 702.799.7455 coopebm@nv.ccsd.net

Dr. Patrice Johnson, Superintendent Jordan School District, Region Superintendent CCSD, 801.243.3611

Miah Daugherty Ed D, Director of Content Advocacy and Design, NWEA miah.daugherty@nwea.org

Diane Reitz, former Director, K-12 Literacy Curriculum and Professional Development, CCSD 702.595.8784

Dr. Marjorie Connor, former Region Superintendent CCSD, NASA, mconnernasa@gmail.com

Deena Holloway, Director, ELL Division, 702.799.2137 hollods@nv.ccsd.net

Attachment 4: Governing Board Resumes

Renee Y. Fairless

943 Armillaria Street

Henderson, NV 89011

702-379-2736

renee.fairless@materacademynv.org or rfairless@cox.net

Objective: To provide educational leadership in a K-8 setting with an emphasis on at-risk or diverse populations using my extensive experience at elementary, middle, and high schools.

Experience

Lead Principal

Mater Academy of Nevada, Las Vegas, NV

2014 – Present

- Provided organizational structure to open the first Mater Academy in Nevada
- Successfully recruited and registered a diverse student population
- Monitored and managed over \$300,000 in state and federal grants such as Title I, Title II and Title III funds
- Provided leadership for the daily operations of Mater Academy of Nevada
- Fostered relationships with Charter School Board and State Charter Authority to ensure a smooth opening
- Developed State of Nevada School Improvement Plan including professional development
- Recruitment of highly qualified personnel
- Researched and selected curriculum based on Common Core, State Standards, and best practices
- Facilitated relationships with key community organizations for the purpose of student recruitment
 - *As a member of the Committee to Form, developed the schools Mission, Vision, Goals, and Educational Philosophy

Assistant Principal

Basic High School, Henderson, NV

2012 – 2014

- Supervised Special Education, Foreign Language, and Social Studies Departments
- Implemented new procedures and protocols for Special Education Department
- Monitored and dispersed funds for Title I, NDE Consequence, and PASS Plan budgets
- Supervised Attendance and Discipline ensuring that all state, federal, and CCSD regulations and guidelines were followed
- Supervised the Dean of Students, Attendance Clerk, Secretaries, and 36 staff members
- Responsible for all alternative placements for students
- Organized Professional Development for school-wide initiatives

Attachment 4: Governing Board Resumes

- Coordinated meetings for Advanced Placement classes for incoming freshman
- Supervised athletics, performing arts, and school activities
- Coordinated Title I Nights for Parents
- Implemented a Truancy Diversion Plan for 2013 – 2014
- Developed Security and Supervision Plan
- Wrote and implemented the Crisis Response Plan

Dean of Students & Support Team Administrator

Sunrise Mountain HS, Las Vegas, NV

2009 – 2012

- Developed and implemented progressive discipline for a new high school
- Applied all CCSD attendance, discipline, and truancy guidelines
- Coordinated attendance procedures and implemented school-wide attendance initiative plan
- Coordinated transportation for 2400 students
- Supervised and evaluated the Social Studies Department, Special Education Department, campus monitors, SPTAs, and counselors
- Managed all aspects including personnel, budget, and community relations for the Family Engagement Resource Center
- Supervised all aspects of compliance for Special Education
- Served as testing coordinator and facilitated all aspects of the NHSPE for over 1200 students
- Served as the Activities Administrator and coordinated all activities including graduation

Empowerment Team Facilitator, Community Outreach Director, & Counselor

C.T. Sewell Elementary School, Henderson, NV

2005 – 2009

- Wrote and applied for over one million dollars in grants, including 21st CCLC, City of Henderson CDBG, Met-Life, Panasonic Change Grant, and Fresh Fruit and Vegetable Grant
- Wrote the Empowerment School Application for site-based management and facilitated Empowerment Team Meetings
- Provided Instructional Coaching and mentored new teachers
- Directed all site-based management meetings related to student behavior, parent meetings, and community outreach
- Coordinated SABIT (Student Assessment and Behavioral Intervention Team) Meetings
- Developed a community outreach network among stakeholders which led to the development of an on-site parenting center
- Coordinated ESL classes for parents, after school programming for students, and community agency referrals
- Coordinated Annual Health and Wellness Fair
- Provided all aspects of Guaranteed Level of Service as a school counselor

Attachment 4: Governing Board Resumes

Teacher

Green Valley High School, Henderson, NV **1991 – 2005**

- Developed a high school psychology program into a comprehensive program that included A P classes, International Baccalaureate Program, and Psychology 1
- Developed the first CSN High School/College Credit Partnership
- Coached nationally competitive cheer squad

Education

- **M.Ed. in Education Administration**
 - **Grand Canyon University, Scottsdale, AZ** **2005 – 2007**
- **M.Ed. in Counseling & Educational Psychology**
 - **University of Nevada, Las Vegas, Las Vegas, NV** **1989 – 1991**
- **B.A. in Political Science & Social Studies Education**
 - **North Carolina State University, Raleigh, North Carolina** **1978 – 1982**

Certifications

- **Administrator (K-12)** **Expires 2016**
- **Counselor (K-12)** **Expires 2016**
- **Social Studies (7-12)** **Expires 2016**

State of Nevada Teaching Experience

- **Green Valley High School, Henderson, NV** **1991 – 2005**
 - **Psychology**
- **C.T. Sewell Elementary School, Henderson, NV** **2005 – 2009**
 - **Instructional Coach & Counselor**
- **College of Southern Nevada, Henderson, NV** **1991 – 2001**
 - **Adjunct Instructor, Psychology I & II**
- **Orr Junior High School, Las Vegas, NV** **1987 – 1991**
 - **9th Grade Social Studies**
 - **Coach: Swimming, Softball, & Cheer**

State of Florida Teaching Experience

- **Homestead Junior High School, Homestead, FL** **1984 – 1987**
 - **6th and 7th Grade Social Studies and Reading**

References Available Upon Request

Financial

William Harty, CFA

will_harty@hotmail.com

8327 Fort Hallock Ave, Las Vegas, NV 89131

(702) 289-8140

Summary:

- Over seven years of experience in corporate finance and business management
- MBA from Brigham Young University with finance emphasis
- Chartered Financial Analyst (CFA); Certified Treasury Professional (CTP)
- Skills include financial modeling, financial statement analysis and accounting, valuations, pension & investment analytics including liability hedging, leadership & process management, dividend policy, and capital structure optimization

Experience:

Corporate Finance Manager

Oct '12 - Present

NV Energy, Inc.

- Lead the long term strategic planning process for \$12 billion dollars of company assets
- Manage the department responsible for oversight of \$1.4 billion pension & 401-K plan investments
- Financial and strategic support for confidential on-going negotiations with external partners

Senior Financial Analyst

Aug '09 - Sep '12

NV Energy, Inc.

- Lead analyst for forecasting corporate earnings, cash flows, regulatory filings, & credit metrics
- Oversee a dynamic liability-driven pension investment strategy by hedging duration and cash flows
- Increased portfolio funded status to 99.8% while managing pension costs and contributions
- Responsible for asset allocation, manager selection, plan design, monitoring, transitions, etc.

Senior Business Analyst

May '08 - Jul '09

NV Energy, Inc.

- Financial modeling for the negotiations of long term service contracts saving over \$100 million
- Assisted in the implementation of a new investment review process for all capital projects
- Oversaw the capital variance report for \$60 million dollar annual budget
- Overhauled the investment decision tool to perform accurate cost-benefit analyses

Finance Intern, Graduate

May '07 - Aug '07

NV Energy, Inc.

- Designed \$1 billion capital formation plan including both debt and equity offerings
- Actively participated in the refinancing of \$650 million of high interest rate debt resulting in lower annual interest expense, higher net income, and improved debt maturity profile
- Provided pension analytics for companywide transition to cash balance pension plan
- Rotations in Financial Strategies and Financial Planning providing confidential M&A analyses

General Manager

Jun '05 - Aug '06

Trafalga Family Fun Center

- Increased revenue by 29% over prior years; increased net income by 13% year over year
- Restructured a failing marketing campaign that increased sales of the lowest earning days by 90%
- Reversed a three-year trend of decreasing revenues by improving business processes
- Responsible for leading 15 direct reports and serving hundreds of customers daily

Attachment 4: Governing Board Resumes

Education:

Master in Business Administration (MBA), Finance

April 2008

Brigham Young University, Provo UT

- Global Management Certificate Recipient
- University Scholarship Recipient 2006 and 2007
- Finance work study projects with Marriott International

Bachelor of Arts (BA), Political Science

April 2004

Brigham Young University, Provo UT

- Capstone in Economic Development; Minors in Business Management and Spanish
 - University Scholarship Recipient 1998
 - Internship with U.S. State Department- U.S. Embassy Managua, Nicaragua; researched economic development, international business relations, and free trade agreements
-

Designations & Achievements:

- Chartered Financial Analyst (CFA)
- Certified Treasury Professional (CTP)
- Assistant Scoutmaster in the Boy Scouts of America, Troop 308 (2008-2013)
- Volunteer Soccer Coach – National Youth Sports (Fall 2013)
- Vice President of the Southern Nevada Association of Financial Professionals (2012)
- Scored 680 on the GMAT (90% percentile) in 2005
- NASDAQ Series 6 and 63 (Expired 2005)
- Volunteer Service – Tamaulipas & Veracruz Mexico (1999-2001)
- Valedictorian- James Monroe High School (1998)

Attachment 4: Governing Board Resumes

Sarah McClellan

8232 Antler Pines Court, Las Vegas, NV 89149; (702) 219-7322; formersarahjane@gmail.com

EDUCATION

National University

Master of Science in Special Education with Nevada Licensure

July 2019

Utah State University

Bachelor of Science

May 1999

- Major: Family & Human Development (Emphasis – Marriage & Family Relationships)
- Minors: Sociology, Women's Studies

WORK EXPERIENCE

Special Education Resource Teacher

Clark County School District/Dr. Claude G. Perkins Elementary

Las Vegas, NV

August 2015-Present

- Develops and implements daily and long-range lesson plans to meet the needs of students with disabilities.
- Participates in PLC (Professional Learning Community) meetings to work collaboratively with various grade levels, the special education team, leadership team, and administration to examine current student data, set individual student goals, and share best practices.
- Acts as Case Manager for students with Individualized Educational Programs (IEP's).
- Develops and implements IEP's and Behavioral Intervention Plans (BIP's).
- Ensures all federal, state, and local mandates concerning special education are met.
- Analyzes data gathered from progress monitoring along with formative and summative assessments to form data-driven, differentiated and individualized instruction.
- Assists students with disabilities in regular education classrooms.
- Collaborates with general education teachers and other school staff to promote student learning and ensure student needs are being met in the general education setting.
- Communicates with parents/guardians concerning student academic and behavioral progress.
- Serves as grade level chairperson and member of the school leadership team.

Office Manager

Bridgerland Construction

Las Vegas, NV

December 2011- December 2012

- Managed, maintained, and updated vendor accounts.
- Monthly maintenance and reconciliation of cash accounts.
- General office duties including, answering phones, filing, letter and report preparation.

Health Counselor

Utah Women's Clinic

Salt Lake City, UT

August 1999-July 2000

- Conducted individual counseling sessions with patients focusing on medical decisions.
- Acted as a liaison between patients and medical personnel.
- Performed various medical support functions.
- Collected and organized statistical data.

Residential Aide

Bear River Mental Health

Logan, UT

July 1998-July 1999

- Worked with adults with mental illness in a group home setting.
- Answered a 24-hour telephone crisis line.
- Assisted residents in developing living and coping skills.

Attachment 4: Governing Board Resumes

LICENSURES/COMMUNITY INVOLVEMENT/INTERESTS

- Nevada State Teaching License: Special Education K-12 Generalist
- School Board Vice Chairperson: Somerset Academy Las Vegas (2016-present)
- Volunteer Youth Leader: The Church of Jesus Christ of Latter-Day Saints (2016-2019)
- Volunteer Women's Organization Leader: The Church of Jesus Christ of Latter-Day Saints (2019-present)
- Interests: Bike riding, traveling with my family, reading, and singing loudly in the car

Attachment 4: Governing Board Resumes

Travis Mizer

10817 Hunters Green Ave
Las Vegas, NV 89166
Mobile Phone: 702-622-7220
E-mail: mizer_512@yahoo.com

WORK EXPERIENCE:

MGM Resorts International - Bellagio/Monte Carlo Hotel and Casino

April 2014 to Present
Las Vegas, Nevada

Director of Risk Management

I currently oversee all Risk Management operations of 2 Las Vegas Casinos. I am directly responsible for identifying trends to reduce frequency and severity of incidents on property which includes all departments within the casino industry.

I also review all contracts to ensure they are in compliance with the certificates of insurance provided by vendors.

Nevada General Insurance

January 2013 to April 2014
Las Vegas, Nevada

Corporate Claims Manager

I managed the Corporate Claims Office in Las Vegas, Nevada overseeing all staff operations in New Mexico, Arizona and Las Vegas. I was directly responsible for the results and expectations set by senior executives as well as prepare monthly reports and identify trends that directly impact our bottom line. I was also responsible for the implementation of projects to achieve overall results. Responsibilities also included file reviews, reporting, staffing, disciplinary action, budgeting and training.

Infinity Insurance

December 2011 to January 2013
Sarasota, Florida
Regional Claims Manager

I was responsible for managing the Sarasota, Florida claims office in which I oversaw eight bodily injury adjusters. I assisted the adjusters in settling highly complex injury and litigated files in accordance with the Florida Department of Insurance. Monthly responsibilities included generating reports for upper management showing office numbers such as closing ratio, average claims pay out, and severity claims pay out.

Farmers Insurance

January 2007 - January 2013
Las Vegas, Nevada / Olathe, Kansas
Liability Claims Manager

Attachment 4: Governing Board Resumes

I supervised six to eight adjusters while conducting case reviews and evaluations of the claims representative's performance by way of continuous review of claims statistics, open and closed file evaluations, reinspection, and observation of activities in the field and office. I reviewed the settlement activity of the Field Claims Office and Claims Service Center to ensure sound systems, service, and security. I set and adjusted claim reserves within authority. I was responsible for complying with the companies published procedures.

Nationwide Insurance

October 2002 - January 2007

Las Vegas, Nevada

Positions Held:

1. Casualty Claims Representative
2. Bodily Injury Adjuster
3. Senior Bodily Injury Adjuster
4. Claims Quality/Training Specialist
5. Claims Manager

I began my career at Nationwide Insurance with an entry level position and was rapidly promoted with increasing responsibility to a management position. I was given experience working low to severe bodily injury claims as well as litigated files. I supervised anywhere between seven to eleven adjusters. I became well versed in training and developing internal employees with an emphasis on promoting within the company. My responsibilities included performance management, salary planning, administration, workflow planning, hiring, placement and disciplinary actions.

Education

Bachelor's Degree Business Marketing

August 1998 - May 2002

Walsh University | Canton, Ohio

Additional Credentials

10 hour OSHA Certified

CPCU enrollment

Member of RIMS (Risk Management Chapter in Nevada)

Attachment 4: Governing Board Resumes

CODY REED NOBLE

1604 Dragonfly Ranch Lane • North Las Vegas, NV 89081 • (702) 269-8015 • cnoble@mcdonaldcarano.com

EXPERIENCE

MCDONALD CARANO WILSON LLP

Attorney

LAS VEGAS, NEVADA

July 2003-Present

- ▶ Advised clients in tax planning matters, including with respect to Federal income tax, Federal estate and gift tax and state sales and use tax
- ▶ Represented clients in various types of transactions, advising on transaction structure and preparing necessary closing documents

RICHARDS, BRANDT, MILLER & NELSON

Summer Associate

SALT LAKE CITY, UTAH

May 2002-July 2002; May 2001- August 2001

- ▶ Conducted legal research and wrote internal memoranda regarding issues in both litigation and transactional settings
- ▶ Drafted various types of court motions and memoranda

JUSTICE CHRISTINE M. DURHAM- UTAH SUPREME COURT

Intern

SALT LAKE CITY, UTAH

January 2001-May 2001

- ▶ Researched procedural and substantive issues to be addressed in cases on appeal and drafted bench memoranda making recommendations on how the Court should rule on those issues
- ▶ Composed Judicial Opinions outlining the Court's rulings in assigned cases

HOLMAN WALKER & HUTCHINGS

Law Clerk

SANDY, UTAH

May 2000- May 2001

- ▶ Researched complex legal issues including 42 U.S.C. § 1983 property claims and Utah Moderate Income Housing Law

HONORABLE ANTHONY W. SCHOFIELD-UTAH FOURTH JUDICIAL DISTRICT COURT

Law Clerk

PROVO, UTAH

July 2000 - December 2000

- ▶ Conducted legal research regarding issues pending before the Court such as motions under the *Utah Rules of Civil Procedure* and various contracts claims
- ▶ Wrote bench memoranda regarding matters taken under advisement by the Court

EDUCATION

LL.M.-TAXATION

Levin College of Law, University of Florida

MAY 2003

Gainesville, Florida

- ▶ Class Rank: 9 of 74

JURIS DOCTOR

J. Reuben Clark Law School, Brigham Young University

APRIL 2002

Provo, Utah

- ▶ *Magna Cum Laude* Graduate
- ▶ Order of the Coif/Top 10% of Class
- ▶ Scholarly Writing Award Recipient
- ▶ 2001 J. Reuben Clark Law School Negotiation Competition Finalist
- ▶ Glen L. Farr Scholarship Recipient

BACHELOR OF SCIENCE-ACCOUNTING

Southern Utah University

MAY 1998

Cedar City, Utah

- ▶ *Summa Cum Laude* Graduate
- ▶ Full-tuition Academic Scholarship Recipient

ASSOCIATE OF ARTS

Dixie College

MAY 1997

St. George, Utah

- ▶ *Summa Cum Laude* Graduate, 4.0 GPA; Valedictorian Nominee
- ▶ Accounting Student-of-the-Year; 1996-97

COMMUNITY SERVICE, SKILLS, & INTERESTS

- ▶ **Volunteer Youth Leader**, Boy Scouts of America; 1999-2000; 2011
- ▶ **Volunteer Peer Tutor**, Dixie College; 1996-97
- ▶ **Volunteer Representative**, Church of Jesus Christ of Latter-Day Saints; 1994-96, Bilbao, Spain
- ▶ **Activities:** Wakeboarding, Snow Skiing, Basketball, Soccer, and Golf

Attachment 5: Initial Budget (FY 22-23)

Somerset Academy of Las Vegas - FY23		Operating	Weights	SPED	NSLP	Total
Statewide Base (w/ District Adj)	\$	7,293				7,293
Total Students (FTEs)		10,025				10,025
Kinder		858				858
1st Grade		858				858
2nd Grade		858				858
3rd Grade		858				858
4th Grade		858				858
5th Grade		858				858
6th Grade		926				926
7th Grade		951				951
8th Grade		981				981
9th Grade		555				555
10th Grade		550				550
11th Grade		505				505
12th Grade		409				409
Total Students (FTEs)		10,025	-	-	-	10,025
PRIOR YEAR NUMBERS						
SPED Count		-	-	1,114	-	1,114
ELL Count		-	368	-	-	368
GATE Count		-	-	-	-	-
FRL %					29%	29%
FRL (At-Risk) Count		-	2,160	-	-	2,160
TEACHING STAFF						
Classroom Teachers		358.00	-	-	-	358.00
SPED Teachers		-	-	53.50	-	53.50
Art Teacher		9.00	-	-	-	9.00
Music		9.00	-	-	-	9.00
PE Teacher		10.00	-	-	-	10.00
Dance		-	-	-	-	-
Technology (STEM)		9.00	-	-	-	9.00
Theatre		-	-	-	-	-
Spanish / Language		9.00	-	-	-	9.00
Additional Elective Teachers		13.50	-	-	-	13.50
Total Teaching Staff		417.50	-	53.50	-	471.00
ADMIN & SUPPORT						
		Operating	Weights	SPED	NSLP	Total
Principal		7.00	-	-	-	7.00
Assistant Principal		18.00	-	-	-	18.00
ELL Coordinator(s) / RB3 / SW		2.00	7.00	-	-	9.00
Counselor/ Student Support Advocate / Dean		17.00	-	-	-	17.00
Curriculum Coach / Grant Coordinator		2.00	9.00	-	0.50	11.50
Office Manager		10.00	-	-	-	10.00
Registrar		9.00	-	-	-	9.00
Clinic Aide/ FASA		9.00	-	-	-	9.00
Receptionist		9.00	-	-	-	9.00
Teacher Assistants (SPED Included)		3.00	37.00	54.00	-	94.00
Campus Monitor/Custodian		20.00	-	-	-	20.00
Cafeteria Manager		-	-	-	14.00	14.00
SPED Facilitator		6.00	-	-	-	6.00
Speech Pathologist		4.50	-	-	-	4.50
School Psychologist		1.50	-	-	-	1.50
OT		-	-	-	-	-
School Nurse		2.00	-	-	-	2.00
Gate Teacher		-	-	-	-	-
Total Admin & Support		120.00	53.00	54.00	14.50	241.50
Total # Teachers		417.50	-	53.50	-	471.00
Total # Admin & Support		120.00	53.00	54.00	14.50	241.50
Total Staff		537.50	53.00	107.50	14.50	712.50
Total Salaries & Benefits as % of Expenses						
						63%
Instruction Salaries as % of Total Salaries						
						76%
Admin & Support Salaries as % of Total Salaries						
						24%
Rent as % of Revenues						
						11%

Attachment 5: Initial Budget (FY 22-23)

	REVENUE (@ 100%)	Operating	Weights	SPED	NSLP	Total
3110	State Base Budget Revenue	73,112,325	-	-	-	73,112,325
4500	National School Lunch Program (NSLP)	-	-	-	2,567,465	2,567,465
4500	SPED Funding (Part B)	-	-	1,058,300	-	1,058,300
3115	SPED Discretionary Unit	-	-	3,069,070	-	3,069,070
	ELL Weight	-	613,824	-	-	613,824
3200	Gifted and Talented Education (GATE)	-	-	-	-	-
	At-Risk Weight	-	533,520	-	-	533,520
	OTHER: Academica Donation - Payroll Fees	185,800	-	-	-	185,800
1510	OTHER: Interest Income	-	-	-	-	-
	OTHER:	-	-	-	-	-
	OTHER:	-	-	-	-	-
	Total Revenues	73,298,125	1,147,344	4,127,370	2,567,465	81,140,304

	EXPENSES	Operating	Weights	SPED	NSLP	Total
	Personnel Costs - Unrestricted Salaries					
104	Principal	827,597	-	-	-	827,597
104	Assistant Principal(s)	1,435,139	-	-	-	1,435,139
105	Curriculum Coach / Grant Coordinator	131,804	504,546	-	32,850	669,199
105	ELL Coordinator(s) / RB3 / SW	127,500	422,378	-	-	549,878
105/106	Counselor / Student Support Advocate / Dean	972,418	-	-	-	972,418
101/103	Teachers Salaries	19,939,305	-	-	-	19,939,305
101	Prior Grant/Categorical Positions	-	-	-	-	-
101	SPED Teachers	-	-	2,555,535	-	2,555,535
107	Office Manager / Registrar / Banker	881,766	-	-	-	881,766
107	Secretary & FASA	438,227	-	-	-	438,227
102	Teacher Assistants (including SPED)	59,400	732,600	1,069,200	-	1,861,200
107	Campus Monitors	553,155	-	-	-	553,155
107	Cafeteria Manager	-	-	-	-	-
	Total Unrestricted Salaries	25,366,310	1,659,524	3,624,735	32,850	30,683,418
	Personnel Costs - Restricted Salaries					
	Lead Principal Staff	-	-	-	-	-
	SPED Facilitator	-	-	394,738	-	394,738
	Speech Pathologist	-	-	260,535	-	260,535
	School Psychologist	-	-	113,514	-	113,514
	OT	-	-	-	-	-
	School Nurse	-	-	94,728	-	94,728
	GATE	-	-	-	-	-
	NSLP Manager	-	-	-	-	-
	Cafeteria Manager - NSLP	-	-	-	277,200	277,200
	On Campus Sub	180,000	-	-	-	180,000
	Total Restricted Salaries	180,000	-	863,515	277,200	1,320,715
	Total Salaries and Wages	25,546,310	1,659,524	4,488,250	310,050	32,004,133
230	PERS - 29.75%	7,600,027	493,708	1,322,407	92,240	9,508,383
	Insurances/Employment Taxes/Other Benefits	4,661,862	302,863	811,225	56,502	5,832,452
150	Incentives / Bonuses	620,650	42,964	82,441	6,796	752,850
150	Stipend	-	-	-	-	-
250	Tuition Reimbursements	66,000	-	-	-	66,000
	Subst. Teachers (10 days/Teacher)	508,875	-	88,275	-	597,150
	Total Benefits and Related	13,457,413	839,535	2,304,348	155,537	16,756,834
	Total Payroll / Benefits and Related	39,003,723	2,499,059	6,792,597	465,587	48,760,967
	Supplies	Operating	Weights	SPED	NSLP	Total
	Consumables	1,353,250	-	-	-	1,353,250
561	Duel Enrollment - Student Fees/Texbooks	-	-	-	-	-
	Zion's FFE Lease - payments	1,430,000	-	-	-	1,430,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-
610	Office Supplies	136,825	-	-	17,500	154,325
610	Classroom Supplies	270,675	-	-	-	270,675
610	Copier Supplies	40,100	-	-	-	40,100
610	Nursing Supplies	30,075	-	-	-	30,075
610	SPED Supplies	-	-	133,680	-	133,680
	Athletics/Extra	115,000	-	-	-	115,000
	Total Supplies	3,375,925	-	133,680	17,500	3,527,105

Attachment 5: Initial Budget (FY 22-23)

	Purchased Services					
320	Data Analysts Education Contracted Services	-	96,000	-	-	96,000
300	Special Education Contracted Services	-	-	1,751,905	-	1,751,905
310	Contracted Services: Crossing Guards	25,393	-	-	-	25,393
310	Management Fee	4,511,250	-	-	-	4,511,250
310	Payroll Services	185,800	-	-	-	185,800
340	Audit/Tax	68,500	-	-	-	68,500
340	Legal Fees	52,000	-	-	-	52,000
352	IT Services - Monthly	421,050	-	-	-	421,050
350	IT Set-up Fees	64,000	-	-	-	64,000
591	State Administrative Fee (1.25%)	928,246	-	-	-	928,246
320	Affiliation Fee - Inc. (1/2 of 1%)	371,298	-	-	-	371,298
330	Affiliation Fee - Professional Development (1/2 of 1%)	357,298	-	-	-	357,298
330	Affiliation Fee - Battle of the Books	14,000	-	-	-	14,000
	Total Purchased Services	6,998,836	96,000	1,751,905	-	8,846,741
	General Operations					
533	Telephone	70,000	-	-	-	70,000
535	Internet	87,000	-	-	-	87,000
534	Cell Phones	9,300	-	-	-	9,300
531	Postage	12,250	-	-	-	12,250
535	Website	36,000	-	-	-	36,000
443	Copier / Printing	277,500	-	-	-	277,500
651	Infinite Campus	42,550	-	-	-	42,550
	Total General Operations	534,600	-	-	-	534,600
	Insurances					
521	Property Insurance	114,480	-	-	-	114,480
522	Liability Insurance	76,638	-	-	-	76,638
523	Other Insurances	171,520	-	-	-	171,520
	Total Insurances	362,638	-	-	-	362,638
	Other	Operating	Weights	SPED	NSLP	Total
570	NSLP - Lunch (Breakfast for NLV & Losee)	6,000	-	-	2,114,903	2,120,903
540	Advertising / Marketing	-	-	-	-	-
580	Travel Reimbursement	46,500	-	-	-	46,500
340	Background and Fingerprinting	5,400	-	-	-	5,400
810	Dues and Fees	96,100	-	-	-	96,100
	Loan Payments / Interest Expense	-	-	-	-	-
	Graduation	30,000	-	-	-	30,000
900	Other Purchases	28,000	-	-	-	28,000
	Total Other	212,000	-	-	2,114,903	2,326,903
	Facilities					
622	Public Utilities	820,000	-	-	-	820,000
621	Natural Gas	1,920	-	-	-	1,920
411	Water / Sewer	344,750	-	-	-	344,750
421	Garbage / Disposal	207,000	-	-	-	207,000
490	Fire and Security alarms	80,000	-	-	-	80,000
422	Contracted Janitorial	867,997	-	-	-	867,997
610	Custodial Supplies	300,750	-	-	-	300,750
430/431	Facility Maintenance / Repairs / Capital Outlay	406,500	-	-	-	406,500
420	Lawn Care	101,900	-	-	-	101,900
420	Snow Removal	-	-	-	-	-
431	AC Maintenance & Repair	154,860	-	-	-	154,860
	Total Facilities	3,285,677	-	-	-	3,285,677
	Total Expenses Before Bldg	53,773,399	2,595,059	8,678,182	2,597,990	67,644,630
	Scheduled Lease Payment	573,487	-	-	-	573,487
	Scheduled Bond Payment (S2015/S2018)	5,972,100	-	-	-	5,972,100
	Scheduled Bond Payment (S2019/S2021)	2,639,000	-	-	-	2,639,000
	Assessments / HOA / SID	27,000	-	-	-	27,000
	Surplus (Revenues-Total Expenses-Lease-Bond)	10,313,139	(1,447,715)	(4,550,812)	(30,525)	4,284,087
		14.1%	-126.2%	-110.3%	-1.2%	5.3%

Somerset Academy of Las Vegas - FY23

Operating

Weights

SPED

NSLP

Total