



SOUTHERN NEVADA TRADES HIGH SCHOOL

Building a Brighter Future

SOUTHERN NEVADA TRADES HIGH SCHOOL

NOTICE OF PUBLIC MEETING

The Southern Nevada Trades High School (SNTHS) will conduct an in-person and virtual public meeting on campus on ***Monday, October 13 2025***, beginning at 5:00pm at 1580 Bledsoe Lane, Las Vegas, NV 89110 and on the following Google Meets link:

meet.google.com/rgg-jgsx-gqg

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.

Public Comment: Time for public comment will be provided at the beginning of the meeting regarding any agenda items on which action may be taken by the public body and again before the adjournment of the meeting on any matter within the jurisdiction of the Southern Nevada Trades High School Board. See NRS 241.020(2)(d)(3)(I).

Public comment may also be provided telephonically by utilizing the following conference call line: +1 626-346-9543
PIN: 170 687 012#

Finally, public comment may also be submitted in writing via email at snthinfo@gmail.com and any such public comment received prior to or during the meeting will be provided to the Board and included in the written minutes of the meeting.

A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Board. Public comment will not be restricted based on viewpoint.

The Board reserves the right to take agenda items out of order, items may be removed or delayed from the agenda at any time, and two or more items may be combined for consideration.

Board Members:

Officers: Brett Willis, Chair; Rebecca Merrihew, Vice Chair; Lisa Jones, Treasurer; Kelly Gaines, Secretary.

Directors: Kara Arenas, Tina Frias, Amber Hogan, Charles Landon, Tina Morgan, Kelly Suiter, Michael Van, Dan Wright & Carlos Zuluaga

Guests:

Bob DeRuse, Advisory Board

Kristin Dietz, EdTec

SNTHS Staff:

Julie Carver, Executive Director

Candi Wadsworth, Principal



AGENDA

- 1) Call to Order & Roll Call.
- 2) Public Comment #1.
Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Chair may allow additional public comment at his discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.
- 3) Approval of September SNTHS Board Meeting Minutes. The Board will review and possibly approve the minutes of September 8, 2025, Board meeting. Rebecca Merrihew, Vice Chair. ***For Possible Action.***
- 4) Committee Reports. ***Information/Discussion***
 - a. Finance, Lisa Jones, Treasurer
 - b. Audit Committee
 - c. CTE Build, Rebecca Merrihew, Vice Chair
- 5) Board Member Resignation. Vice Chair Rebecca Merrihew will share the resignation of a board member. ***Information/Discussion***
- 6) New Board Member Selection. Vice Chair Rebecca Merrihew and Governance Committee Members will present Marcey Olivas for possible board approval as parent representative. ***For Possible Action.***
- 7) July & August 2025 Financials. Kristin Dietz will present the financials to the Board for possible approval. ***For Possible Action***
- 8) Discussion of ideas to address school financial position. Vice Chair Rebecca Merrihew and Executive Director Julie Carver will share potential options being explored to address the school's long-term financial sustainability. ***Information/Discussion.***
- 9) Potential Staff Position, Development and Community Relations Director. Executive Director Julie Carver will present the possibility of a new staff position focusing on fundraising, industry outreach and enrollment. ***For Possible Action***
- 10) Handbook Changes. Principal Candi Wadsworth will present revisions to the ELL, McKinney Vento and Foster Handbooks for review and possible approval. ***For Possible Action***
- 11) MOU Power Based Violence. Principal Candi Wadsworth will share the proposed MOU. ***For Possible Action.***
- 12) 2025-26 Fiscal RBM Policy and Procedure Checklist. Vice Chair Rebecca Merrihew will present the checklist for review and possible approval. ***For Possible Action***
- 13) Principal's Report. Principal Wadsworth will provide the Board with information and updates. ***Information/Discussion***
 - Enrollment
 - Marketing Ideas



SOUTHERN NEVADA TRADES HIGH SCHOOL

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- Upcoming School Events
- Upcoming Community Events
- Field Trips
- Forklift Certifications
- OSHA

14) Executive Director's Report. Executive Director Julie Carver will provide the Board with information and updates. ***Information/Discussion***

- Transition planning
- School Year Internships-Building Talent Foundation
- Chartwell
- Industry Advisor Plan

Public Comment #2.

Public comment will be taken during this agenda item on any matter not on the agenda. See NRS 241.020(d)(3). No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Chair may allow additional public comment at her discretion.

15) Adjournment.

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the Southern Nevada Trades High School website, <https://www.snvtradeshighschool.org/> and by contacting Julie Carver, Executive Director via email at snthsinfo@gmail.com, or via phone at 702-758-3512.

In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before October 8, 2025, as follows:

At the Southern Nevada Trades High School website <https://www.snvtradeshighschool.org/>
and

At the State of Nevada's official website, <https://notice.nv.gov/>



SOUTHERN NEVADA TRADES HIGH SCHOOL

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DECLARATION OF POSTING

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on or before October 8 , this Public Notice and Agenda was posted at the above-referenced websites and locations.

Julie Camar

Southern Nevada Trades High School



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NOTICE OF PUBLIC MEETING

The Southern Nevada Trades High School (SNTHS) conducted an in person and virtual public meeting on ***Monday, September 8, 2025***, beginning at 5:00pm on the following Google Meets link:

meet.google.com/rgg-jgsx-ggg

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.

Public Comment: Time for public comment will be provided at the beginning of the meeting regarding any agenda items on which action may be taken by the public body and again before the adjournment of the meeting on any matter within the jurisdiction of the Southern Nevada Trades High School Board. See NRS 241.020(2)(d)(3)(I).

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The Board reserves the right to take agenda items out of order, items may be removed or delayed from the agenda at any time, and two or more items may be combined for consideration.

Board Members Present:

Officers: Brett Willis, Chair; Rebecca Merrihew, Vice Chair; Lisa Jones, Treasurer; Kelly Gaines, Secretary.

Directors: Kara Arenas, Charles Landon, Kelly Suiter & Dan Wright.

Board Members Absent:

Amber Hogan, Tina Frias, Tina Morgan, Michael Van, Carlos Zuluaga

Guests:

Absent-Bob DeRuse, Advisory Board

Present-Kristin Dietz, EdTec

SNTHS Staff:

Julie Carver, Executive Director

Candi Wadsworth, Principal



AGENDA

- 1) Call to Order & Roll Call.
Chair Brett Willis called the meeting to order at 5:02PM and began recording.
- 2) Public Comment #1.
Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Chair may allow additional public comment at his discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.
There was no public comment.
- 3) Approval of August SNTHS Board Meeting Minutes. The Board will review and possibly approve the minutes of the August 12, 2025, Board meeting. Brett Willis, Chair. ***For Possible Action.***
Rebecca Merrihew made a motion to approve. Dan Wright seconded. All in favor. No one opposed it. Motion carried.
- 4) Committee Reports. ***Information/Discussion***
 - a. Finance, Lisa Jones, Treasurer
Bank balance \$411,426
 - b. Audit Committee
The audit is in progress.
 - c. CTE Build, Rebecca Merrihew, Vice Chair
The sheds will be complete by October 2025 with electrical.
- 5) June 2025 Financials. Kristin Dietz will present the financials to the Board for possible approval. ***For Possible Action***
Kristin Dietz presented June 2025 Financials provided and were accessible with the meeting agenda.
Highlights: Revenue \$3,274,742, Fundraising \$462,085, Expenses \$262,953. Ended fiscal year in June 2025 with \$295K cash because July 1st PCFP payment arrived early.
Rebecca Merrihew made a motion to approve preliminary/unaudited financials. Lisa Jones seconded. All in favor. No one opposed. Motion carried.
- 6) Grant Risk Assessment from SPCSA. Executive Director will present the risk-level designation.
Information/Discussion
Executive Director Julie Carver presented that we are low-risk level designation and no monitoring will be required this year for grant monitoring.
- 7) Board Policies and Procedures Manual, Code of Ethics, and Board Bylaws review. Board Chair Brett Willis will present these policies and any possible revisions for review and possible approval. ***For Possible Action***
Board Chair Brett Willis reviewed Board Policies and Procedures Manual, Code of Ethics, and Board Bylaws. Rebecca Merrihew made a motion to approve the current Policies and Procedures Manual, Code of Ethics, and Board Bylaws. Dan Wright seconded. All in favor. No one opposed. Motion carried.
- 8) CSP Final Report. The Executive Director will report on the CSP Grant Closure report.
Information/Discussion



Executive Director Julie Carver presented the CSP Grant Closure report stating all assessment, policy and readiness goals were met except enrollment. Policy was created for assets in case of closure. The board discussed enrollment and grants.

- 9) Handbook Changes. Executive Director, Julie Carver, will present revisions to the Parent/Student Handbook for review and possible approval. ***For Possible Action***
Executive Director Julie Carver presented revisions to the Parent/Student Handbook to include school calendar, board meeting calendar and that board meetings are open. A student absence form was added to the school website for parents to report absences. Charles Landon made a motion to approve the revisions to the Parent/Student Handbook. Kara Arenas seconded. All in favor. No one opposed. Motion carried.
- 10) Charter School Board Composition and Member Qualifications. Board Chair Brett Willis will update on search for Parent Board Member. ***For Possible Action***
Board Chair Brett Willis updated on the search for Parent Board Member. Parent Marcey Olivas is in the process of filling out the application. The board discussed the bylaw requirement of an odd number of members and chose not to take action at this time.
- 11) Principal's Report. Principal Wadsworth will update the Board about the beginning of the school year and plans for the year. ***Information/Discussion***
Principal Wadsworth updated the Board on student technical, CTE, and construction projects. She shared that clubs will start in October and there will be dances and a senior trip this year. Staff is finalizing the graduation venue location. The Board discussed student sponsorship, dance and graduation venues. Principal Wadsworth updated the Board on CTE teachers and student recruitment efforts.
- 12) Executive Director's Report. Executive Director Julie Carver will provide the Board with information and updates. Julie Carver, Executive Director. ***Information/Discussion***
- Enrollment
Currently at 270. Goal is 325. Holding back on social media ads and pushing for in person referrals
 - Transition planning
Continued meetings with the new Operations Director taking over and creating SOPs for accounts payable, website and vendor management.
 - School Year Internships
Starting January 2026, we will have 18 students eligible for paid internships. Students will be provided with a career assessment for job placement. Working with Building Talent Foundation to open a portal for students to upload resumes and certifications for potential employers. The Board discussed feedback from intern employers.
 - Chartwell
They will provide a one page professional flier and a template for a quarterly newsletter.
 - SPCSA visit on October 21st will include parent, faculty and board focus groups.

Public Comment #2.

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There was no public comment.

- 13) Adjournment.



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Chair Brett Willis adjourned the meeting at 6:00 PM

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the Southern Nevada Trades High School website, <https://www.snvtradeshighschool.org/> and by contacting Julie Carver, Executive Director via email at snthinfo@gmail.com, or via phone at 702-758-3512.

In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before September 3, 2025, as follows:

At the Southern Nevada Trades High School website <https://www.snvtradeshighschool.org/>
and

At the State of Nevada's official website, <https://notice.nv.gov/>



SOUTHERN NEVADA TRADES HIGH SCHOOL

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DECLARATION OF POSTING

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on or before September 3, 2025 , this Public Notice and Agenda was posted at the above-referenced websites and locations.

Julie Camar

Southern Nevada Trades High School

Southern Nevada Trades HS

Financial Update

KRISTIN DIETZ

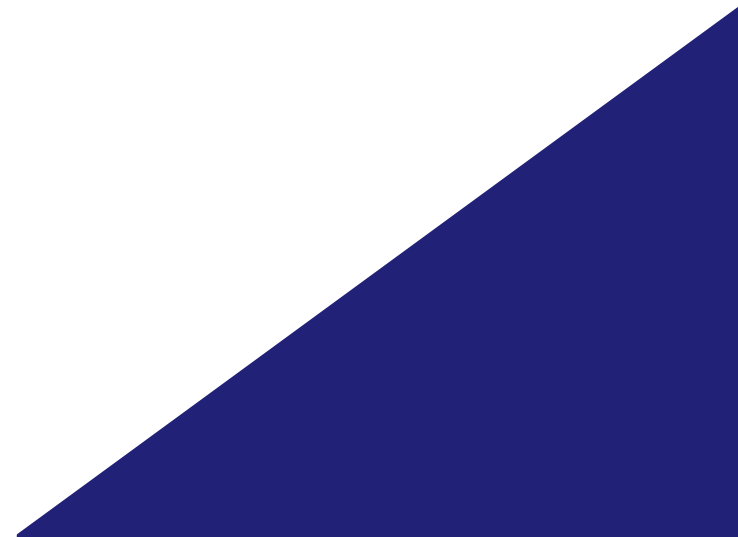
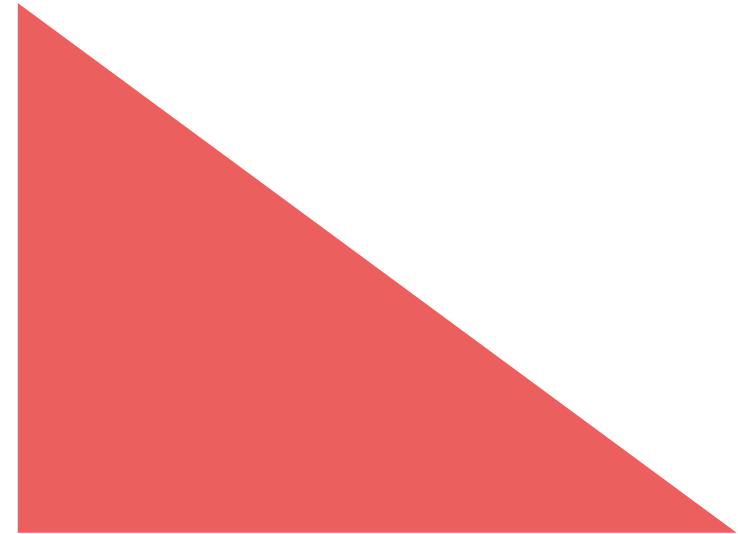
OCTOBER 2025



Contents



- 2025 – 2026 Financials - August
- Forecast Update
- Cash Projection
- Balance Sheet
- Exhibits



August 2025 Financials



July & August 2025 Revenue Breakdown



Earned \$675,528 of revenue so far this year, 16% of budgeted amount

Revenue Source	July Amount	August Amount	Description
Local Revenue	\$50,503	\$6,503	Fundraising
PCFP Base Funding	\$247,955	\$247,955	Per EEGA ADE of 316
Other PCFP Funding	\$17,616	\$17,616	ELL & At-Risk
Federal Revenue	\$6,156	\$5,792	Title I, III
State Revenue	\$25,433	\$50,000	State SpEd (Q1), CCE grant
Total Revenue	\$347,663	\$327,866	

July & August 2025 Expense Breakdown

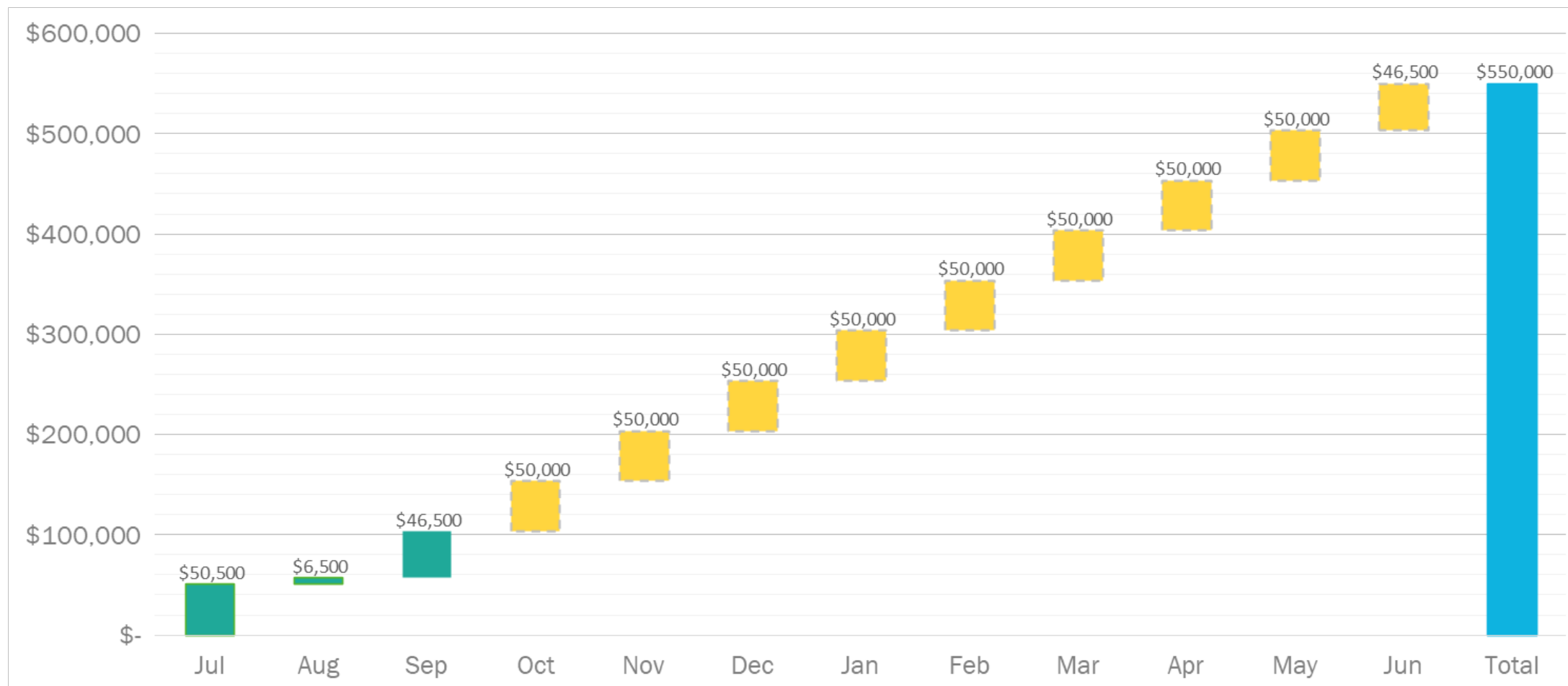


Incurred \$615,866 of expenses in July & August, 15% of budgeted amount

Expense Category	July Amount	August Amount	Description
Salaries & Benefits	\$156,135	\$206,125	August includes new staff
Property Expense	\$83,559	\$15,186	Rent (August abated), utilities
Services	\$21,773	\$32,155	Substitutes, data, transportation mgt
Supplies	\$81,081	\$16,543	Curriculum, furniture, IT
Miscellaneous	\$326	\$2,982	Dues & PY expense
Total Expense	\$342,874	\$272,991	

Fundraising Progress YTD

\$103,500 collected through August (23% of budgeted goal)



Balance Sheet as of August 2025



Shows what SNTHS owns and owes as of 8/31/25

		Jun FY25	Aug FY26	Notes
Assets	Cash Balance	259,008	170,581	
	Accounts Receivable	21,480	273,948	
	Other Current Assets	16,573	-	
	Fixed Assets	38,376	38,376	
	Other Assets	89,932	89,932	Security deposit
	ROU Assets	24,899,836	24,899,836	GASB lease assets
	Deferred PERS Assets	140,622	140,622	GASB PERS deferred assets
	Total Assets	25,465,827	25,613,295	
Liabilities & Equity	Accounts Payable	19,474	20,199	
	Other Current Liabilities	53,038	37,607	
	Loans Payable (Current)	163,642	245,464	Working capital loans - due to Red Hook
	PERS Liability	30,458	51,147	Current PERS liability
	Loans Payable (Long-Term)	27,320,130	27,320,130	GASB lease liabilities
	Beginning Net Assets	(633,190)	(2,120,915)	Fund Basis - Government-wide
	Net Income (Loss) to Date	(1,487,725)	59,663	
	Total Liabilities & Equity	25,465,827	25,613,295	

Liquid assets \$444k
Current ratio 1.2

2025–26 Forecast Update



SNTHS Financial Position Summary



SNTHS needs additional fundraising revenue to mitigate loss of enrollment shortfall

Enrollment

Variable revenue -
\$9,416/student

Anticipated 325 vs.
255 Actual =
\$690K reduction

Expenses

Facility costs =
fixed expense, 25%
of revenue

Most line items
now extremely tight

Cash Flow

Vigorously tracking
all year, dependent
on timing of state
funds

\$550-600k
additional funds
needed by June

Forecast Update

Current ADE is driving down results

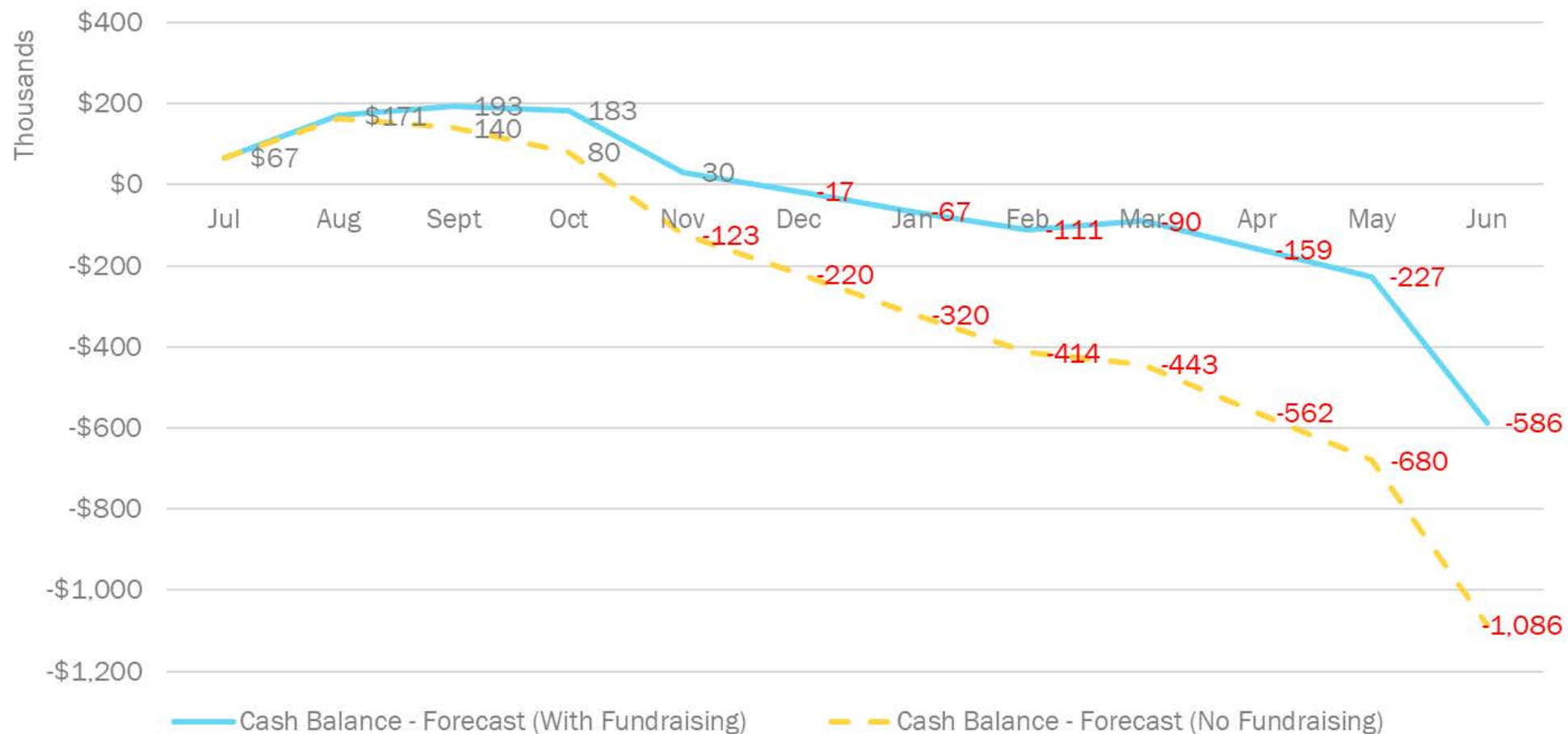
		2025-26	2025-26	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	600,000	550,050	(49,950)
	State Revenue	3,330,136	2,978,757	(351,379)
	Federal Revenue	282,593	247,225	(35,367)
	Total Revenue	4,212,729	3,776,032	(436,696)
Expenses	Personnel Services-Salaries	1,486,008	1,576,088	(90,080)
	Personnel Services-Employee Benefits	733,694	783,761	(50,067)
	Professional and Tech Services	251,259	289,039	(37,780)
	Property Services	992,913	961,692	31,221
	Other Services	369,365	340,752	28,613
	Supplies	358,250	311,873	46,378
	Depreciation Expense	1,661	1,661	-
	Debt Service and Miscellaneous	-	36,024	(36,024)
	Total Expenses	4,193,150	4,300,888	(107,739)
	Net Income – Government-Wide	19,579	(524,856)	(544,435)
	Beginning Balance (Audited)	(1,195,673)	(2,120,915)	(925,242)
	Net Income – Government-Wide	19,579	(524,856)	(544,435)
Ending Fund Balance (incl. Depreciation)		(1,176,094)	(2,645,771)	(1,469,677)
Ending Fund Balance as % of Expenses		-28.0%	-61.5%	-33.5%

Fund Basis Adjustments:

add: Depreciation/amortization	1,661
add: Loan proceeds/transfers	81,821
less: Capital outlay	-
less: Principal repayments	(245,464)
Total Fund Basis Adjustments	(161,982)
Net Income (Loss) - Fund Basis	(686,838)
Beginning Fund Balance - Fund Basis	284,021
ending Fund Balance - Fund Basis	(402,817)
	-8.9%

2025-26 Cash Projection

Even with \$550k budgeted fundraising, will run out of cash by December



Exhibits



Southern Nevada Trades High School
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast			
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	% Current Forecast Spent
SUMMARY								
Revenue								
	Revenue from Local Sources	50,504	6,504	57,008	600,000	550,050	(49,950)	10%
	State Revenue	291,003	315,570	606,574	3,330,136	2,978,757	(351,379)	20%
	Federal Revenue	6,156	5,792	11,947	282,593	247,225	(35,367)	5%
	Total Revenue	347,663	327,866	675,528	4,212,729	3,776,032	(436,696)	18%
Expenses								
	Personnel Services-Salaries	105,582	139,369	244,951	1,486,008	1,576,088	(90,080)	16%
	Personnel Services-Employee Benefits	50,553	66,756	117,308	733,694	783,761	(50,067)	15%
	Professional and Tech Services	16,523	14,255	30,778	251,259	289,039	(37,780)	11%
	Property Services	83,559	15,186	98,745	992,913	961,692	31,221	10%
	Other Services	5,251	17,900	23,152	369,365	340,752	28,613	7%
	Supplies	81,081	16,543	97,623	358,250	311,873	46,378	31%
	Depreciation Expense	-	-	-	1,661	1,661	-	0%
	Debt Service and Miscellaneous	326	2,982	3,308	-	36,024	(36,024)	9%
	Total Expenses	342,874	272,991	615,866	4,193,150	4,300,888	(107,739)	14%
Net Income – Government-Wide		4,788	54,875	59,663	19,579	(524,856)	(544,435)	(584,519)
Fund Balance								
	Beginning Balance (Unaudited)				(1,195,673)	(2,120,915)		
	Net Income – Government-Wide				19,579	(524,856)		
Ending Fund Balance					(1,176,094)	(2,645,771)		
Total Revenue Per ADE					12,962	14,808		
Total Expenses Per ADE					12,902	16,866		
Net Income Per ADE					60	(2,058)		
Fund Balance as a % of Expenses					-28.0%	-61.5%		

Southern Nevada Trades High School
Income Statement
As of Aug FY2026

KEY ASSUMPTIONS

Enrollment Breakdown

Enrollment Summary

9-12

Total ADE

Actual		YTD	Budget & Forecast				
Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
			325	255	(70)		
			325	255	(70)		

Southern Nevada Trades High School
Income Statement
As of Aug FY2026

REVENUE

Revenue from Local Sources	
1500	Investment Income
1920	Contributions and Donations From Private Sources
SUBTOTAL - Revenue from Local Sources	

State Revenue	
3110.201	PCFP - Base Funding
3200	State Funds & Grants-in-Aid
3254	PCFP - ELL
3255	PCFP - FRL
3270	State SpEd
SUBTOTAL - State Revenue	

Federal Revenue	
4500.633	Title I
4500.639	IDEA
4500.658	Title III-LEP
4500.709	Title II
4500.715	Title IV – Well-Rounded Education
4500.802	NSLP
SUBTOTAL - Federal Revenue	

TOTAL REVENUE

Actual		YTD	Budget & Forecast				
Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4	4	8	-	50	50	42	16%
50,500	6,500	57,000	600,000	550,000	(50,000)	493,000	10%
50,504	6,504	57,008	600,000	550,050	(49,950)	493,042	10%
247,955	247,955	495,909	3,090,146	2,401,080	(689,066)	1,905,171	21%
-	50,000	50,000	-	261,663	261,663	211,663	19%
8,828	8,828	17,655	29,652	105,931	76,279	88,276	17%
8,788	8,788	17,577	75,780	105,459	29,679	87,883	17%
25,433	-	25,433	134,559	104,624	(29,934)	79,192	24%
291,003	315,570	606,574	3,330,136	2,978,757	(351,379)	2,372,183	20%
5,688	5,792	11,479	60,800	60,800	-	49,321	19%
-	-	-	26,931	26,931	(0)	26,931	0%
468	-	468	4,164	4,790	626	4,322	10%
-	-	-	-	4,257	4,257	4,257	0%
-	-	-	3,822	3,822	-	3,822	0%
-	-	-	186,875	146,625	(40,250)	146,625	0%
6,156	5,792	11,947	282,593	247,225	(35,367)	235,278	5%
347,663	327,866	675,528	4,212,729	3,776,032	(436,696)	3,100,504	18%

Southern Nevada Trades High School
Income Statement
As of Aug FY2026

			Actual		YTD	Budget & Forecast				
			Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES										
Personnel Services-Salaries										
101	Salaries-Teachers		55,309	89,171	144,480	926,193	989,694	(63,501)	845,213	15%
102	Salaries-Instructional Aides		3,677	3,677	7,353	41,200	44,120	(2,920)	36,767	17%
104	Salaries-Licensed Administration		8,792	8,792	17,583	97,335	105,500	(8,165)	87,917	17%
105	Salaries-Non-licensed Administration		24,583	24,583	49,167	218,360	242,500	(24,140)	193,333	20%
106	Salaries-Other Licensed Staff		5,792	5,792	11,583	69,010	69,500	(490)	57,917	17%
107	Salaries-Other Classified/Support Staff		7,430	7,354	14,784	133,910	94,274	39,636	79,490	16%
161	Salaries-Extra Duties-Teachers		-	-	-	-	30,500	(30,500)	30,500	0%
SUBTOTAL - Personnel Services-Salaries			105,582	139,369	244,951	1,486,008	1,576,088	(90,080)	1,331,136	16%
Personnel Services-Employee Benefits										
210	Employee Benefits - Group Insurance		8,821	10,271	19,092	150,858	149,742	1,116	130,650	13%
220	Employee Benefits - Social Security Contributions		34	1,076	1,111	930	730	200	(381)	152%
230	Employee Benefits - Retirement Contributions		37,545	49,989	87,534	514,006	567,352	(53,346)	479,817	15%
240	Employee Benefits - Medicare Payments		1,511	2,000	3,511	21,547	22,853	(1,306)	19,342	15%
260	Employee Benefits - Unemployment Compensation		2,641	3,419	6,060	32,782	33,198	(417)	27,138	18%
270	Employee Benefits - Workers Compensation		-	-	-	13,572	9,886	3,686	9,886	0%
SUBTOTAL - Personnel Services-Employee Benefits			50,553	66,756	117,308	733,694	783,761	(50,067)	666,452	15%
Professional and Tech Services										
310	Office/Administrative Services		187	558	745	4,575	7,075	(2,500)	6,330	11%
320	Professional Educational Services		-	2,930	2,930	98,822	98,822	-	95,892	3%
331	Training & Development Services - Teachers		-	-	-	3,000	3,000	-	3,000	0%
340	Other Professional Services		-	-	-	37,125	37,125	-	37,125	0%
340.1	Business Service Fees		6,250	6,250	12,500	75,000	75,000	-	62,500	17%
345	Marketing Services		-	-	-	30,000	30,000	-	30,000	0%
350	Technical Services		336	1,184	1,520	-	5,530	(5,530)	4,010	27%
351	Data Processing & Coding Services		9,750	-	9,750	-	9,750	(9,750)	-	100%
352	Other Technical Services		-	-	-	2,737	2,737	(0)	2,737	0%
360	Other specialized services		-	3,333	3,333	-	20,000	(20,000)	16,667	17%
SUBTOTAL - Professional and Tech Services			16,523	14,255	30,778	251,259	289,039	(37,780)	258,261	11%
Property Services										
410	Utility Services		847	5,404	6,251	58,080	43,000	15,080	36,749	15%

Southern Nevada Trades High School
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast			
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	% Current Forecast Spent
411	Water and Sewer	707	3,365	4,073	13,200	8,000	5,200	51%
421	Garbage and Disposal	-	95	95	14,760	8,000	6,760	1%
422	Janitorial and Custodial Services	-	-	-	6,440	-	6,440	-
430	Repairs and Maintenance Services	-	2,146	2,146	35,000	35,000	-	6%
441	Rent - Land and Building	81,821	-	81,821	840,304	840,304	-	10%
443	Rentals of Computers and Related Equipment	-	4,175	4,175	15,129	17,388	(2,259)	24%
490	Other Purchased Property Services	184	-	184	10,000	10,000	-	2%
SUBTOTAL - Property Services		83,559	15,186	98,745	992,913	961,692	31,221	10%
Other Services								
519	Student Transportation	-	-	-	260,000	240,000	20,000	0%
522	Liability Insurance	785	14,104	14,889	41,069	41,069	-	36%
531	Postage	-	-	-	150	150	-	0%
535	Phone & internet services	-	-	-	7,260	7,260	-	0%
540	Advertising	-	697	697	6,500	6,500	-	11%
550	Printing and Binding	-	-	-	1,000	1,000	-	0%
570	Food Service Management	1,367	-	1,367	14,760	14,760	-	9%
591	CS Sponsor Fee (1.25% of PCFP)	3,099	3,099	6,199	38,627	30,014	8,613	21%
SUBTOTAL - Other Services		5,251	17,900	23,152	369,365	340,752	28,613	7%
Supplies								
610	General Supplies	4,813	11,743	16,556	48,000	39,000	9,000	42%
612	Non-capitalized equipment	33,136	-	33,136	35,000	35,000	-	95%
630	Food	-	-	-	190,125	149,175	40,950	0%
641	Textbooks	26,559	-	26,559	32,000	32,000	-	83%
650	Supplies-Information Technology-related - General	16,573	4,770	21,343	30,000	36,573	(6,573)	58%
651	Supplies - Technology - Software	-	30	30	18,000	15,000	3,000	0%
653	Web-based and similar programs	-	-	-	5,125	5,125	-	0%
SUBTOTAL - Supplies		81,081	16,543	97,623	358,250	311,873	46,378	31%
Depreciation Expense								
790	Depreciation	-	-	-	1,661	1,661	-	0%
SUBTOTAL - Depreciation Expense		-	-	-	1,661	1,661	-	0%
Debt Service and Miscellaneous								
810	Dues and Fees	322	75	397	-	1,000	(1,000)	40%

Southern Nevada Trades High School
Income Statement
As of Aug FY2026

832 Interest
832.1 Interest - Short Term
890.1 Miscellaneous Expenditures - Prior Year Expenses
SUBTOTAL - Debt Service and Miscellaneous

TOTAL EXPENSES

Actual		YTD	Budget & Forecast				
Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4	-	4	-	10	(10)	6	44%
-	-	-	-	29,752	(29,752)	29,752	0%
-	2,907	2,907	-	5,262	(5,262)	2,355	55%
326	2,982	3,308	-	36,024	(36,024)	32,716	9%
342,874	272,991	615,866	4,193,150	4,300,888	(107,739)	3,685,023	14%

Southern Nevada Trades High School
Monthly Cash Forecast
As of Aug FY2026

		2025-26													
		Actuals & Forecast												Forecast	
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
		Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Remaining Balance
Beginning Cash		259,008	67,022	170,581	193,237	182,692	29,983	(17,425)	(66,969)	(111,441)	(90,454)	(158,866)	(227,361)		
REVENUE															
	Revenue from Local Sources	50,504	6,504	46,512	50,011	50,007	50,001	50,000	50,000	50,000	50,000	50,000	46,500	550,050	9
	State Revenue	291,003	315,570	315,727	98,111	241,706	267,862	241,706	241,706	311,525	217,706	217,706	218,430	2,978,757	(0)
	Federal Revenue	6,156	5,792	5,067	19,729	20,208	20,208	26,043	26,043	26,043	26,043	26,043	24,697	247,225	15,153
TOTAL REVENUE		347,663	327,866	367,306	167,851	311,921	338,071	317,750	317,749	387,569	293,750	293,750	289,628	3,776,032	15,161
EXPENSES															
	Personnel Services-Salaries	105,582	139,369	145,089	136,505	136,505	141,505	127,755	127,755	127,755	127,755	127,755	132,755	1,576,088	-
	Personnel Services-Employee Benefits	50,553	66,756	70,662	67,969	67,969	69,844	64,689	64,689	64,689	64,689	64,689	66,563	783,761	-
	Professional and Tech Services	16,523	14,255	20,465	23,698	23,698	23,698	23,698	23,698	23,698	23,698	23,698	23,698	289,039	24,511
	Property Services	83,559	15,166	9,062	93,338	93,338	97,685	93,338	93,338	97,685	93,338	93,338	97,684	961,692	804
	Other Services	5,251	17,900	32,477	30,085	31,880	31,880	31,880	31,880	31,880	31,880	31,880	31,880	340,752	0
	Supplies	81,081	16,543	6,732	20,795	20,795	20,795	25,795	20,795	20,795	20,795	20,795	20,795	311,873	15,359
	Depreciation Expense	-	-	415	138	138	138	138	138	138	138	138	138	1,661	(0)
	Debt Service and Miscellaneous	326	2,982	2,355	1	69	70	139	67	79	6	90	29,799	36,024	42
	Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		342,874	272,991	287,258	372,530	374,393	385,616	367,432	362,360	366,720	362,300	362,383	403,314	4,300,888	40,716
Operating Cash Inflow (Outflow)		4,788	54,875	80,047	(204,679)	(62,472)	(47,546)	(49,683)	(44,611)	20,849	(68,550)	(68,634)	(113,686)	(524,856)	(25,554)
	Accounts Receivable	(272,108)	19,641	(15,846)	193,996	(90,376)	-	-	-	-	-	-	-	-	
	Other Current Assets	16,573	-	-	-	-	-	-	-	-	-	-	-	-	
	Fixed Assets	-	-	415	138	138	138	138	138	138	138	138	138	138	
	Accounts Payable	(19,474)	20,199	-	-	-	-	-	-	-	-	-	-	-	
	Other Current Liabilities	(11,831)	(3,600)	9,188	-	-	-	-	-	-	-	-	-	-	
	Loans Payable (Current)	81,821	-	(0)	-	-	-	-	-	-	-	-	(245,463)	-	
	PERS Liability	8,245	12,444	(51,149)	-	-	-	-	-	-	-	-	-	-	
Ending Cash		67,022	170,581	193,237	182,692	29,983	(17,425)	(66,969)	(111,441)	(90,454)	(158,866)	(227,361)	(586,372)		
Days Cash on Hand		6	14	16	16	3	(1)	(6)	(9)	(8)	(13)	(19)	(50)		

About Us

Southern Nevada Trades High School (SNTHS) is a construction-based public charter school committed to preparing students for success in both college and the skilled trades. We provide hands-on, career-focused education while building strong partnerships with families, industry leaders, and the broader community.

Position Overview

SNTHS seeks a highly motivated and mission-driven professional to serve as the Development & Community Relations Director. This role may be structured as a full-time employee position or a consultant contract, depending on experience and availability.

The Director will lead fundraising and development efforts, strengthen community and industry partnerships, and oversee student recruitment and enrollment. This role is ideal for someone who thrives at building relationships, securing resources, and promoting a school that changes lives through education and the trades.

Key Responsibilities

Development & Fundraising

- Design, implement, and manage a comprehensive fundraising strategy, including individual giving, corporate sponsorships, and special events.
- Cultivate and steward relationships with donors, foundations, businesses, and industry partners.
- Prepare donor communications and impact reports.
- Work with leadership to align development efforts with strategic goals.

Community Outreach

- Serve as the primary ambassador for SNTHS in the community, fostering relationships with families, community leaders, trade organizations, and local businesses.
- Organize and attend outreach events, career fairs, and community meetings to promote the school's mission and programs.

- Develop marketing and communications strategies to increase visibility and community engagement.
- Partner with industry and trade groups to create opportunities for student exposure and support.

Enrollment Management

- Lead student recruitment, enrollment, and retention strategies to ensure enrollment targets are met.
 - Plan and host informational sessions, school tours, and family engagement events.
 - Manage enrollment data and reporting in compliance with state and charter school regulations.
 - Collaborate with school staff to support student transitions and family satisfaction.
-

Qualifications

- Minimum 3–5 years of experience in development, fundraising, or outreach.
 - Demonstrated success in donor cultivation and event planning.
 - Strong networking, communication, and public speaking skills.
 - Experience in student recruitment, admissions, or enrollment preferred.
 - Ability to work collaboratively with school leadership, staff, and external stakeholders.
 - Passion for career and technical education and commitment to the mission of SNTHS.
-

Skills & Attributes

- Relationship-builder with strong interpersonal skills.
 - Organized, detail-oriented, and able to manage multiple priorities.
 - Entrepreneurial mindset with the ability to work independently.
 - Bilingual (English/Spanish) preferred.
-

- This role may be offered as either:
 - Employee: Full-time with salary and benefits package.
 - Consultant: Contracted services with scope and compensation negotiated based on experience.
 - Compensation is competitive and commensurate with qualifications.
-

How to Apply

Interested candidates or firms should submit a resume/CV, a brief cover letter or proposal outlining relevant experience, and desired engagement type (employee or consultant).

Range \$55,000-\$70,000

English Learner Policy and Plan

SOUTHERN NEVADA TRADES HIGH SCHOOL

2025 – 2026



S N T H S

SOUTHERN NEVADA
TRADES
HIGH SCHOOL

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1 SOUTHERN NEVADA TRADES HIGH SCHOOL (SNTHS)

Southern Nevada Trades High School will provide families in the Las Vegas with a college and career preparatory high school option designed to support their children to graduation.

1.1 SCHOOL MISSION STATEMENT

Southern Nevada Trades High School (SNTHS) promotes excellence in academic and career and technical education, preparing students for post-secondary education and careers in construction related professions.

1.2 SCHOOL VISION STATEMENT

Through innovative career and technical training integrated with aligned academics, community partnerships, and individualized college and career-readiness planning, students' passions for learning are ignited and they are prepared for success in postsecondary education and the workplace.

- Integrated Curriculum: We believe that hands-on career technical education (CTE) – in the classroom, in the workshop, and on the job-site – prepares students with the knowledge and skills for successful futures in construction-related careers. We believe that pairing CTE with aligned academics provides students with the skills necessary to adapt and grow throughout their careers.
- Passion for Life-long Learning: We believe that the unique combination of CTE and aligned academics spark student passion for learning while encouraging other essential life skills such as critical thinking, communication, and teamwork.
- Individualized Planning and Support: We believe that engaging students 1:1 in planning and refining their course of study throughout their high school career prepares graduates for success in their chosen educational and career paths.
- Community Partnerships: We believe that close collaboration with local industry and postsecondary institutions provides students with access to work experiences, industry-recognized credentials, and post-secondary credit that set them up for immediate success upon graduation.
- Career and College Readiness: We believe that an explicit focus on the skills necessary in college and careers provides students with opportunities to receive feedback and develop these skills.

1.3 WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about the SNTHS, please refer to the website at <https://www.snvtradeshighschool.org/>

To view our School's current Performance Plan please visit

https://www.snvtradeshighschool.org/files/ugd/6b9b95_f1baa4aeaae34c1aaa18b4c3451366ca.pdf

2 INTRODUCTION

This manual serves as a reference for SNTHS regarding the topic of English Language Learners.

2.1 PURPOSE

The purpose of the EL Policy and Plan is to define procedures and specify program elements that provide English language acquisition for all English Learners at a level that ensures equal participation in all education programs. An effective policy, plan, and program, ensures the mastery of English literacy skills to meet all requirements for high school graduation.

2.2 PHILOSOPHY

We believe that all students deserve access to high-quality high schools that will meet them where they are, spark their passion for learning, and support them in reaching their academic and career goals. At Southern Nevada Trades High School (SNTHS), we offer all of these in a unique environment that prepares young people for success in construction professions and postsecondary education. We believe that access to core academic subjects in the classroom (mathematics, English, science, and social studies) paired with hands-on career and technical education in workshops and at job sites (surveying, planning, plumbing, electrical, rough and finished carpentry, sheet rocking, roofing, etc.) combine to spark students' passions for learning by engaging them in multiple learning modalities that foster meaningful learning while simultaneously allowing students to identify their passions and strengths. Students learn from experienced teachers and expert trades people who are committed to ensuring that every student at SNTHS is successful.

Southern Nevada Trades High School aims to serve students and families in and around the 89110-zip code in East Las Vegas and Sunrise Manor, Nevada. By offering a dynamic learning environment in which students have access to high-quality academics and career technical training, as well as individualized support from the moment they enter until they reach graduation, the school's goal is to support all students to graduate. Immediately upon entering, all freshman students enter the Freshman Success Program, designed to orient students to high school-level expectations, guide them through successful completion of their first year of academic coursework, support their social emotional growth, and give them access to entry-level studies in CTE coursework so they can begin to design their own program of study from year one.

In ninth grade and beyond, students will have access to 8-week programs of study that meet all the Nevada criteria for graduation and offer in-depth CTE opportunities. Additionally, SNTHS engages students in planning their education through continuous 1:1 reflection and goal setting with college and career counselors, allowing students to take the lead in designing a course of study what will prepare them to graduate from high school ready for the college or career of their choice. Through the school's partnerships with the local community colleges, post-secondary programs, and industry leaders, students are prepared with such necessities as OSHA certification, college credit, and industry-credentialing that allow them to graduate high school immediately ready to enter well-paid careers or enroll in degree programs to further their education.

Along the way, students at SNTHS will have the extraordinary experience of learning the construction trades while designing and building custom construction projects from the ground up. Completing a project of this magnitude equips students with not only specific construction-trade related experience, but also valuable life-skills in critical thinking, communication, and teamwork. These unique opportunities for both traditional academic and experiential learning help to engage all students, from the most eager to those most at risk for dropping out. Our goal is to support every student who enters SNTHS, spark their passion for learning, and support them to graduation and their next steps in college and careers.

2.3 LEGAL REQUIREMENTS

All schools are required to have an English Learner (EL) Policy and Plan per [Nevada Revised Statute \(NRS\) 388.407](#). SPCSA schools will comply with obligations under the [Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703\(f\)](#) as well as [Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq.](#), and its implementing regulations at [34 C.F. R. part 100](#). Programs must be in compliance with [NRS Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools. These programs and procedures must also be in compliance with Title III of the [Every Student Succeeds Act \(ESSA\) of 2015, Public Law 114-95](#). Additionally, this document provides instructions regarding compliance with [Nevada Assembly Bill \(AB\) 195 from the 2021 legislative session](#) that is known as the English Learner Bill of Rights.

2.4 BOARD APPROVAL

2.4.1 Board Approval

Each SPCSA school is required to have the EL Policy and Plan approved by their school board.

This manual was approved on: October 13, 2025

2.4.2 Stakeholders

In addition to the board approval date, a list of names and roles of stakeholders who participated in the review process should be clearly noted in the EL Policy and Plan.

The following stakeholders participated in the review and approval process of this plan:

- Julie Carver, Executive Director
- Candi Wadsworth, Principal
- Brett Willis, Board Chair
- Rebecca Merrihew, Vice Chair & Facilities Chair
- Lisa Jones, Treasurer & Finance Chair
- Kelly Gaines, Secretary & Marketing Chair
- Tina Morgan, Academics Chair
- Amber Karweick, Board Member
- Kent Lay, Board Member
- Amanda Moss, Board Member
- Kelly Suiter, Board Member
- Dan Wright, Board Member
- Michael C. Van, Board Member

This manual contains:

- Information regarding the EL Bill of Rights.
- Information regarding the identification of EL students.
- Information regarding the Assessment of EL students.
- Information regarding eliminating achievement gaps and ensuring equitable access through:
 - Data.
 - Leadership and staffing.
 - Research-based curriculum.
 - Professional development/professional learning
 - Other educational programs for ELs
- Information regarding EL students with disabilities.
- Information regarding required parent communication and participation.
- Student participation in other educational programs.
- Links to all resources identified in this manual.
- Forms and documents used in conjunction with the EL program at the school.

2.5 DESIRED OUTCOMES

There are several desired outcomes that result from implementing a successful EL program within a school. It is desired that within our school:

- The EL Program is aligned with their goals and schoolwide plan to ensure equal access to the educational opportunities afforded to all students.
- All EL Students will attain proficiency and fluency in the English Language.
- All EL students will benefit from the educational programs available within their school.
- All EL students will achieve proficiency and mastery of content area curriculum.
- All EL students will graduate high school as college and career ready.
- All EL students will excel to high standards.
- The school will implement research-based, comprehensive, and aligned English language development curriculum for EL students.
- All teachers of EL students will utilize appropriate strategies for EL language instruction and participate in ongoing professional development to ensure quality instruction.
- The socio-emotional needs of EL students will be considered in schools in conjunction with language development and academic needs.
- The school will partner with parents and families through effective communication and a variety of opportunities for families to have input on topics relevant to their families.

2.6 DEFINITIONS AND ACRONYMS

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.
- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.
- English Language Proficiency: The level of competence at which an individual can use language for both basic communicative tasks and academic purposes.
- English Language Proficiency Assessment (ELPA): English Language Proficiency Assessment- umbrella term used by the Nevada Title III Office to identify the annual English language proficiency assessment given to English language learners. Currently the ELPA assessment in Nevada is the WIDA ACCESS.
- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called "No Child Left Behind." It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Evidence Based Interventions (EBI): Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.
- Exited ELL: Refers to a student who was formerly an ELL but subsequently met the criteria for exiting the ELL Program based on a valid and reliable assessment of the student's English proficiency in each of the four (4) domains of speaking, listening, reading, and writing. An exited ELL is entitled to receive monitoring of his/her academic progress to determine whether the student has and maintains a sufficient level of English proficiency to succeed in mainstream classes without language acquisition services.

- Home Language: Language spoken in the home by caregivers and siblings who reside in the child's home; sometimes used as a synonym for primary language or native language.
- Home Language Survey (HLS): A screening tool used by schools upon student registration that determines languages that are spoken by the students.
- Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Infinite Campus (IC): Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Limited English Proficient (LEP): A federal term for English language learners who receive services and are tested from Title III funds. This term is being replaced with the term English Learner (EL).
- Language Instruction Educational Program (LIEP): a legal requirement for districts with students who are in the process of learning English as an additional language. A LIEP must be identified for each student.
- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found on the document titled [Language Instruction Educational Program \(LIEP\) Models in Nevada](#). One model of instruction should be selected for each student and when entered in Infinite Campus, the appropriate code should be entered from the list.
- Multi-Tiered System of Support (MTSS): MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.
- Native language: Primary or first language spoken by an individual.
- Nevada Department of Education (NDE): The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS): The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Section 504 of the Rehabilitation Act of 1973: Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Section 504 Plan: 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- Smarter Balanced Assessment Consortium (SBAC) Assessment: Adopted by the Nevada Department of Education, to measure K-8 students achievement of the Nevada Academic Core Standards (NVACS). The assessment system includes a rigorous computer adaptive summative test for grades 3-8 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the NVACS give teachers and principals the tools to help students meet today's college- and career-ready standards.
- State Public Charter School Authority (SPCSA): The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Statewide Plan for the Improvement of Pupils (STIP): Nevada law requires the State Board of Education to develop a 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada, officially referred to as a "Statewide Plan for the Improvement of Pupils". We often abbreviate this to "STIP". The Board must submit this plan, or a revised plan, on or before March 31 of each year. The STIP is

prepared for the State Board's consideration by the Nevada Department of Education (NDE) and reflects feedback and input gathered from school districts, education partners, and stakeholders across the State. (These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113).

- Title III: Language Instruction of Limited English Proficient Students and Immigrants (2002). Title III under ESSA consolidates 13 bilingual, immigrant, and Native American education programs formerly known as Title VII (1994). The focus of the title is on assisting school districts in teaching English to EL students and helping EL students meet state academic standards.
- US Department of Education (USED): The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.
- WIDA: Consortium joined by Nevada Department of Education that provides the state ELPA test, known as ACCESS, and provides extensive professional development on the comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English.

3 THE EL BILL OF RIGHTS

[Assembly Bill \(AB\) 195 from the 2021 legislative session](#) requires information sharing by charter schools. This bill is also referred to as the “English Learner Bill of Rights”. The full text of this legal requirement may be viewed by clicking the link in section 2.2 Legal Requirements, or section 6 of this manual that provides a summary of all links. As a result of this bill, schools must:

1. Provide parents of English Learners with a copy of the “English Learner Pupil and Parent Rights” and post the document to the school website.
 - a. This information should be provided in English and in the parent's primary language upon enrollment or identification as an English learner. For students who did not receive this documentation at the time of enrollment or identification as an English learner, provide this documentation as soon as possible. When posted to the website, it should be posted in as many languages as possible, and at minimum, all the languages provided by NDE. These documents may be downloaded from <https://spcsa.instructure.com/courses/42/modules/items/537> in multiple languages.
2. Post information to the school's website regarding the use of Title III funds.
 - a. Schools must post to the website (and update annually), Post to your school's website (and update annually), information related to the way the school has used funds received pursuant to Title III of the Every Student Succeeds Act (ESSA) of 2015. This information must be organized into categories of programs and services that the funds were used for, including the engagement of parents and families.
3. Include the following items in the school's EL Policy and Plan:
 - a. Provisions for the identification of the primary language of each pupil enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners
 - b. Provisions that ensure English learner students remain in a program for English learners until the pupil obtains language proficiency based on an appropriate assessment for pupils who are English learners, unless the parent or legal guardian of the pupil declines for the student to remain placed in a program for English learners.
4. A variety of data collection requirements are included as a part of the EL Bill of Rights. Schools must maintain accurate records in Infinite Campus at all times so that data is readily available when requested from SPCSA or NDE.

4 IDENTIFICATION OF ENGLISH LEARNER (EL) STUDENTS

All public schools are required to identify English Learner (EL) Students. Identification and Placement information can be found on the [Nevada WIDA site](#) in the “[Nevada English Language Learner Identification and Placement Guidance Document](#)” regarding identification and placement procedures.

4.1 HOME LANGUAGE SURVEY

Nevada requires a Home Language Survey (HLS) to be administered upon initial registration to all students [SBE3(a)(i), OCR & DOJ-Title VI 1964 and EEOA 1974, ESSA 3113(b)(2), NRS388.407(2)(a)].

The HLS may be issued online or by paper form. The results of the HLS should be recorded in Infinite Campus.

A template HLS is available at: <https://spcsa.instructure.com/courses/42/modules/items/969>

The HLS must include three basic questions to determine:

1. The native or first language of the child.
2. The language(s) spoken at home.
3. The language(s) used when speaking with peers.

If a language other than English is indicated for any of the questions on the HLS, the child must be screened to determine EL status.

At our school, the HLS is issued online/as a paper form. The ELL/ESOL Instructor is responsible for entering the results of the HLS into the student records in Infinite Campus. All three languages should be entered for any student who has listed at least one language that is not English in any of the three fields. A student who requires screening should have “Pending” placed in Infinite Campus for their EL status by the ELL/ESOL Instructor until they have taken the screener.

4.2 PRIOR SCHOOL RECORDS

One component of screening is prior school records. If a student has indicated a language other than English on the HLS and records from a student’s previous school indicate an EL designation, the student should continue as EL if the student did not exit EL status at their previous school. Students who are continuing as EL from a previous school should not take the screener, they should be designated as EL.

If a student has indicated a language other than English on the HLS but records indicate that the student has exited EL with proper test scores, the student should not take the screener. They should be designated as a former EL as it is required to monitor former EL students for four years after exiting EL status. Students who have been exited for more than 4 years do not need to be monitored.

4.3 SCREENING ASSESSMENT

Students who were identified as speaking a language other than English by the HLS, must take the K-12 WIDA Screener to determine if they should be designated as an EL student.

The screener will be administered at our school by the ELL/ESOL Instructor.

4.4 PLACEMENT AND OPT OUT

Upon completion of the screening assessment, students should be designated as EL students according to the “Identification/Placement Criteria” found on the Nevada WIDA website, in the document called “[Nevada English Language Learner Identification and Placement](#)”. Placement criteria is determined by NDE.

Upon completion of the screening assessment, the EL status in Infinite Campus should be updated from “Pending” to reflect the status of the student.

- If a student is eligible for services based on the screening assessment, the ELL/ESOL Instructor will enter the student’s EL Program status in Infinite Campus as EL and enter the “Identified Date”.
- If a student is not eligible for services based on the screening assessment, the ELL/ESOL Instructor will enter the student’s EL Program status in Infinite Campus as “Not EL” and enter the “Identified Date”.

All EL students are entitled to services. However, parents may choose to opt their children out of a school district’s EL program or out of particular EL services within an EL program. Per the [EL DCL Fact Sheet](#) from the United States Department of Education (USED):

- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child’s rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

At our school, if a parent chooses to opt out, the ELL/ESOL Instructor will update the EL status in Infinite Campus to reflect that the parent has chosen to opt the student out from services.

4.5 SCREENING, PLACEMENT, AND EXIT, RECORDS

Accurate records of screening, placement, and exit, for EL students must be maintained in Infinite Campus. NDE hosted several data workshops in May 2021 regarding best practices for data entry. It is highly recommended that schools view the recordings so that data is entered correctly, as these data workshops demonstrate how to enter all data that is required by NDE. A link to the recordings and the data workshop files are available using the links below.

- [NDE EL Data Workshop Recordings](#)
- [NDE EL Data Workshop Zip Files](#)

EL student records in Infinite Campus will be reviewed and updated on an ongoing basis. At our school, the ELL/ESOL Instructor is responsible for checking and entering/updating the following records for EL students in Infinite Campus:

1. Birth Country (should be entered for all students at the school regardless of EL status)
2. Date entered US (should be entered for all students regardless of EL status if the birth country is not the US)
3. Date entered US School (should be entered for all students regardless of EL status if the birth country is not the US)
4. First Language, Home Language, Language with Friends (should be entered for any student who identified a language other than English on the HLS in any field. All three items should be entered on the for these students even if some of the languages are specified as English)
5. EL Program Status (Pending, EL, Not EL, Exited EL-Reg, Exited EL-Alt)
6. Identified date (entered after the initial date that the student is deemed eligible by WIDA screener scores)
7. Exit date (entered after the student has received a proficient score on WIDA or is able to exit by Alternate criteria)
8. Parent Notified (should be updated annually when annual notifications are sent)
9. Parent declined (if the parent declines services check the box and enter the date)
10. EL Assessments (Most recent scores should be entered)
11. EL Services (A model of instruction should be selected for each student as this information is required by NDE and USED for the LIEP. Only one should be selected per student, and the start date should be the date of

enrollment for the current school year. Refer to the [Language Instruction Educational Program \(LIEP\) Models in Nevada](#) document for the appropriate coding of the program(s) used at your school.)

5 ASSESSMENT

Once students have been screened and they are designated as EL students, a variety of assessments should be used that provide for the periodic reassessment of English proficiency and applicable content assessments of each EL qualified student.

5.1 STATE ASSESSMENTS

5.1.1 Placement/Screening Assessment

Nevada uses the WIDA Screener (for Grades K-12) to identify English language learners (ELLs).

5.1.2 English Language Proficiency Assessment (ELPA)

5.1.2.1 About the ELPA

The ELPA for the state of Nevada is the WIDA ACCESS for ELLs. This is the summative assessment. ACCESS for ELLs Online must be given to all EL students who are enrolled during the annual testing window, which typically lasts from early January through early March. The applicable assessment is administered annually to monitor students' progress in acquiring academic English. All ELs enrolled during the testing window must be assessed with the WIDA ACCESS 2.0., Kindergarten ACCESS, or Alternate ACCESS.

- Students in grades K-12 who have been identified as ELs take the WIDA ACCESS.
- Students with IEPs who take the WIDA ACCESS should be provided appropriate testing accommodations consistent with the accommodations listed in the IEP that have been determined by the IEP team. Information from WIDA regarding accommodations can be found in the following documents:
 - [WIDA Accessibility and Accommodations Manual](#)
 - [ACCESS Online Accommodations Checklist](#)
 - [Kindergarten ACCESS Accommodations Checklist](#)
 - [Alternate ACCESS Accommodations Checklist](#)
- The Alternate ACCESS for ELLs is designed to measure language proficiency of students with most significant cognitive disabilities per the students' Individual Education Plan (IEP). Students with Individualized Education Programs (IEPs) may take WIDA Alternate ACCESS per the decision of the student's IEP team. IEP teams should follow their state's specific alternate assessment participation criteria. For additional guidance, view the [Alternate ACCESS for ELLs Participation Criteria Decision Tree](#).

5.1.2.2 Administration and Scoring of the ELPA

The administration of the ELPA should be conducted per NDE Guidelines. The Testing Coordinator at each school is responsible for ensuring all procedures are followed per NDE adopted protocols. The ELPA is a high-stakes test requiring test security training and supervision by site administration, and it is required for irregularities to be reported per NDE guidelines. The WIDA The [ACCESS for ELLs Checklist](#) that is located on the [Nevada WIDA site](#) provides the guidelines that should be followed including:

- Procedures regarding how the test should be administered.
- Guidelines for what personnel should conduct each step of administration.
- Training courses that demonstrate how to administer the Online ACCESS, Alternate ACCESS for ELLs, Kindergarten ACCESS for ELLs.

The Kindergarten ACCESS and the WIDA Alternate ACCESS assessments are scored by the test administrator at the school. The Alternate ACCESS for ELLs: Administration and Scoring training course that is found on the ACCESS for ELLs Checklist includes important information about administering the Alternate ACCESS Field Test. All Alternate ACCESS Test administrators must complete the Alternate ACCESS For ELLs Administration and Scoring training course and pass the certification quiz. The Online ACCESS for grades 1 – 12 is scored by the testing company, DRC.

Upon receipt of the scores the school must:

- Enter results for all students in Infinite Campus
- Communicate with the student's parents/family members regarding test results.

At our school, WIDA scores are entered into Infinite Campus by the ELL/ESOL Instructor. Notifications regarding test results are sent annually to parents/guardians electronically/by us mail by the ELL/ESOL Instructor. The date of the notification is recorded in Infinite Campus by the ELL/ESOL Instructor.

5.2 LOCAL ASSESSMENTS

In addition to state assessments, SPCSA schools conduct:

- Formal Interim assessments which are chosen at the school level which are relevant to the school's instructional programs.
- Informal assessments and evaluations which evaluate EL students Academic Language Acquisition Progress are chosen at the school level and are relevant to the school's instructional programs.
- Classroom assessments that are chosen at the school level and are relevant to the school's instructional programs.

Our school uses the following assessments:

- Formal Interim Assessments:
 - **WIDA Online Assessment:** Online is an English language proficiency assessment for students in grades 1-12. As a flexible, on-demand assessment, this test can be administered at any time during the school year. Scores from WIDA MODEL Online can be used to predict student performance on ACCESS for ELLs. This assessment provides opportunities for students to demonstrate their English language proficiency in the four language domains: Listening, Speaking, Reading and Writing. Each of these domains is assessed separately.
 - **i-Ready:** Interim/Benchmark Assessment given 3 times a year (Fall, Winter, Spring), This exam will be administered at the beginning of each year to provide a benchmark for each student's reading and math levels. It will be administered two additional times to ensure that all students make at least one year of progress in these levels each year.
 - **Nevada's End-of-Course (EOC) exams:** State-mandated assessments for select courses. At SNTHS, the EOC exam will replace the final exam for courses with an aligned EOC exam. The exam counts for 15% of the students' grades.
 - **PreACT:** SNTHS will pay for registration fees for all students. We will use the results to identify areas where students need support to demonstrate proficiency on the ACT+Writing exam.
 - **ACT+Writing:** This is a state-mandated exam that all 11th grade students must complete to demonstrate proficiency on core academics. The results will be used to support students' growth and will be included each year in the school's report card.
 - **ACT WorkKeys:** This exam reflects students' preparation in CTE and leads to an industry-recognized credential, the National Career Ready Certificate (NCRC). The credential is a valuable CTE tool, which benefits students in their career search after graduation. We will support students to participate in this exam in their junior and senior years.

6 EQUITABLE ACCESS

Schools should design programs that eliminate achievement gaps and ensure equitable access to educational programs. The use of data, leadership and staffing, research-based curriculum, and professional development all are components of designing a program that provides equitable access. Additionally, schools should work to reduce any barriers that would prevent any student from fully participating in the school.

6.1 USE OF DATA

6.1.1 Placement

Data from the WIDA Screener is used for designating EL students as described in section 4.4 of this manual. Additionally, per the [EL DCL Fact Sheet](#) from the United States Department of Education (USED), School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregated manner consistent with achieving the program's stated educational goals.

6.1.2 Exit

The criteria for a student to exit from an EL program is specified by NDE and has been updated for the 2024 – 2025 school year. Beginning in 2024 – 2025, students may qualify for exit by receiving a qualifying score on WIDA or through an alternate pathway. Students should be exited as EL students according to the “Exit Criteria” found on the Nevada WIDA website, in the document called “[Nevada English Language Learner Identification and Placement](#)” in the section of the document titled “Identification and Placement.” When a student has met the criteria for exit, the exit date recorded in Infinite Campus should be the last day of student attendance for the school year in which the student received a qualifying score to exit. A notification letter should be sent to parents at the beginning of the following school year, that the student has been exited.

When a student qualifies for exit, the score and exit date will be entered into Infinite Campus by the ELL/ESOL Instructor. The status will be updated in Infinite Campus to “Exited EL – REG” or “Exited EL – ALT” dependent on whether the student exited by regular WIDA scores or by the alternate pathway by the ELL/ESOL Instructor. The notification letter will be sent to parents by the ELL/ESOL Instructor and the “Parent Notified” date in Infinite Campus will be updated to reflect the date that the parent was notified of exit at the beginning of the following school year.

6.1.3 Monitoring of Exited ELs

Exited ELs must be monitored per ESSA requirements and should be designated as Exited ELs in Infinite Campus. After 4 years monitoring is no longer required in Nevada. During the monitoring years, if the student is not making satisfactory academic progress on school level assessments including low scores on interim/benchmark assessments, D/F quarterly/semester grades, or other school assessments, then student needs should be assessed. If the results of the needs assessment show that the student is not making satisfactory progress because of a language barrier, the student should continue to receive EL services and a parent notification should be sent.

Exited EL Students will continue to be tracked and monitored by the EL department teacher and administration. Student's grades and progress on assessments (iReady, EOC) will be closely monitored and tracked to ensure students are not falling behind.

- What tools will you use to collect data - spreadsheets, Infinite Campus, iReady, EOC's, classroom grades and assessments
- Who is responsible for tracking and monitoring Exited ELs? EL Teacher and Administration

- What will you use as a needs assessment if a student is not making satisfactory progress? WIDA online Assessment will be used to determine if an exited students has fallen behind and needs to be reevaluated
- Who will send the parent notification if a student should continue to receive services and how will it be sent? Parent notification will be sent by paper and electronically in English and Spanish by the EL teacher.

6.1.4 Additional School Level Data

Our school collects and analyzes a variety of data. At our school, the following data will be analyzed to assist with determining the needs of students in our EL Program:

- **Classroom Assessment Data:** student's grades and results on classroom assessments will be monitored regularly throughout the year.
- **i-Ready:** Interim/Benchmark Assessment given 3 times a year (Fall, Winter, Spring), This exam will be administered at the beginning of each year to provide a benchmark for each student's reading and math levels. It will be administered two additional times to ensure that all students make at least one year of progress in these levels each year.
- **Nevada's End-of-Course (EOC) exams:** State-mandated assessments for select courses. At SNTHS, the EOC exam will replace the final exam for courses with an aligned EOC exam. The exam counts for 15% of the students' grades.
- **PreACT:** SNTHS will pay for registration fees for all students. We will use the results to identify areas where students need support to demonstrate proficiency on the ACT+Writing exam.
- **ACT+Writing:** This is a state-mandated exam that all 11th grade students must complete to demonstrate proficiency on core academics. The results will be used to support students' growth and will be included each year in the school's report card.
- **ACT WorkKeys:** This exam reflects students' preparation in CTE and leads to an industry-recognized credential, the National Career Ready Certificate (NCRC). The credential is a valuable CTE tool, which benefits students in their career search after graduation. We will support students to participate in this exam in their junior and senior years.

Our school will analyze data regarding our EL program using the following methods and procedures:

- WIDA Online Assessment: will be administered twice a year (Fall and Winter) to monitor EL students' progress. This assessment will align with our iReady assessments.
- Data will be recorded and tracked for both assessments to monitor student progress.
- EL Instructor will also track student progress during pullout session using anecdotal notes and short assessments that are aligned with the WIDA ELD Standards for students in 9th- 12th grade. This data will be entered into the students EL portfolio.

6.2 LEADERSHIP AND STAFFING

To eliminate achievement gaps and ensure equitable access to students, leadership and staffing are responsible for the implementation of an effective program.

At our school, each of the following positions perform duties essential to the EL Program. The name of the position and description of the duties relevant to the EL program are stated below:

- School Principal- monitor and support teachers and coordinator, meet with parents/students as necessary, oversee testing and assessments/
- EL Teacher/Coordinator- instruct students on WIDA ELD standards, administer assessments, track progress, act as a translator with needed, meet and communicate with parents.
- Classroom Teachers- instruct students in grade level content, work with EL Teacher to ensure students' needs and accommodations are being met.

6.3 CURRICULUM

Schools within SPCSA have the autonomy to select their own curriculum. Schools should select a research-based selection of curricula that considers the language development needs of ELs for both Tier I instruction and for supplementary materials.

At our school, we have selected the following curriculum for our EL students:

- We believe that through academic, career and technical education, and extracurricular opportunities we will prepare our students for successful employment, postsecondary education, and lifelong success. At SNTHS, our primary objective is to support students in earning a high school diploma by completing the Nevada Department of Education's (NDE) requirements for a standard high school diploma. Beyond that, we will support our students in earning college certificates and credentials from the local community college and College and Career Ready diplomas from NDE. This will be Tier 1 instruction that is for all students including EL students.
- WIDA English Language Standards along with WIDA Prime 2020 will be used by our EL Instructor to provide targeted instruction to our EL students during their designated pull out time

Schools should select Evidence Based Interventions (EBI). Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier/Level 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier/Level 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier/Level 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier/Level 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Our school has implemented the following Evidence Based Interventions in our EL program:

- iReady Curriculum Associates
 - ESSA EBI Level: 2, 3, 4
 - Citation: <https://www.curriculumassociates.com/>
- WIDA Online Assessments
 - ESSA EBI Level: 2, 3, 4
 - Citation: <https://wida.wisc.edu/assess/model/online>

6.4 PROFESSIONAL DEVELOPMENT

Goal 2 from the [Nevada Statewide Plan for the Improvement of Pupils \(STIP\)](#) is that "All students have effective educators." To meet Goal 2, NDE has identified the following strategies:

- Equity: Ensure effective educators in low-performing schools.
- Access to Quality: Provide quality professional learning.
- Success: Decrease licensed educational personnel vacancies.
- Inclusivity: Serve students in the Least Restrictive Environment.
- Community: Increase candidates in the educator pipeline.

- **Transparency:** Engage in effective communication.

Nevada's nine [Standards for Professional Development](#) are to be incorporated in the development, implementation, and evaluation of professional development trainings for educators employed by a school district or charter school. They should drive discussions and improvements focused on increasing educator effectiveness.

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Equity:** Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.
- **Cultural Competency:** Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich educational experiences for all students.

Our school will address a variety of topics through professional development. These topics include:

- **Professional Learning Communities (PLCs): (NVPD Standards: Learning communities, Resources, Data, Learning designs, Outcomes)** *Learning by Doing: A Handbook for Professional Learning Communities* by Richard Dufour will serve as the guiding text for our PLCs. All teachers and staff members will read this book together, engaging in professional development led by a PLC expert who will be contracted by the school. This training will begin prior to the beginning of the academic year and will continue monthly for the entirety of our first year of operation. In years two and beyond, the training will be predominantly during the summer training period and through bi-weekly coaching of team leaders. All SNTHS staff must learn to use this time effectively for review of data, curriculum, and student progress is essential for the success of our school. In addition to the on-going PLC professional development during our first year of opening, PLCs will receive observation and coaching on their practices from the Principal and/or Executive Director on a bi-weekly basis to help improve the functioning of the group. This observation and feedback will begin in year one and will remain a key feature of PLCs moving forward.
- **Curriculum and Instructional Best Practices: (NVPD Standards: Resources, Learning Designs, Implementation, Outcomes)** Each teacher will receive a curriculum map and existing curriculum materials from ACE high school during summer PD. In addition to the materials, teachers will receive guidance and professional development from SNTHS's Principal on how to map the curriculum to the standards, how to revise curriculum based on student needs and data, and how to collaborate across disciplines to ensure an integrated experience for 55 students. The initial training will be during the summer training period and will continue through feedback from the leadership team throughout the year.

- **Ensuring Success for All: (NVPD Standards: Outcomes, Equity, Culture Competency)** Teachers will receive PD during the summer and throughout the year on PD days and Friday PD (as outlined on the matrix below) on the school's RTI and MTSS processes, differentiation of instruction to ensure all students learn, and supporting students with disabilities and those students who are learning English to success in academic and CTE classrooms.
- **Work-Based Learning (WBL): (NVPD Standards: Learning Communities, Leadership)** All teachers and staff members at SNTHS will receive professional development in WBL and how it can be most effectively implemented to benefit students. Included in this training will be the three principles of WBL and how they look at SNTHS including how they are reflected in our employability rubric, our emphasis on individualized support, and our focus on career and college readiness. Particular attention will be given to the employability rubric and how it will be utilized to provide students with regular feedback and opportunities for growth to ensure they are ready for success in college and careers.
- **School Culture: (NVPD Standards: Equity, Cultural Competency. Learning Communities)** Establishing a positive school culture that is aligned with our vision of sparking students' passion for learning while supporting them to be ready for success careers and college upon graduation is central to our work as educators at SNTHS. As such, significant time will be devoted in the week before school PD and throughout the year in PLC meetings and Friday PD sessions to ensuring that all staff are well-versed in our Five C's of Success, SEL curriculum, approach to Restorative Justice (RJ) and RJ practices, and our PBIS system. More detail about these programs is provided in the Student Culture and Student Discipline sections of this application.
- **Family Communication and Partnerships: (NVPD Standards: Cultural Competency)** Family and community partnerships are foundational to the success of SNTHS and our students. We will make it a priority for all staff members to be trained in cultural competence, specifically as it applies to building relationships with students and families. We will utilize local community resources as well as online modules developed by the National Education Association to promote our teachers' cultural competence and growth.³³ This work in training teachers will be spearheaded by our ELL instructor.

6.5 OTHER EDUCATIONAL PROGRAMS FOR ELs

According to the [EL DCL Fact Sheet](#) from the US Department of Education (USED), English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

EL students must be provided meaningful access to all curricular and extracurricular programs. Per the fact sheet:

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

At our school, all students including EL Students will attend grade level classes. Students regardless of classification will have access to all programs, career classes and extracurricular activities.

To ensure that all students have an equal opportunity to participate in programs such as those listed above, we will provide all information to students and families in English and in Spanish as well as electronically and paper based.

7 ENGLISH LEARNERS WITH DISABILITIES

According to the [EL DCL Fact Sheet](#) from USED there are also provisions for evaluating EL students for special education and providing dual services.

- EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

All schools are responsible for providing adequate supports to EL students with disabilities regarding language instruction and also provide any disability related accommodation.

USED has developed an [English Learner Toolkit](#). Specifically, [Chapter 6: Tools and Resources for Addressing English Learners with Disabilities](#) provides a variety of resources for EL students with disabilities. From Chapter 6, the following set of tools is intended to help schools, LEAs, and SEAs in appropriately identifying and serving ELs with disabilities. The tools give examples of how schools can refer, assess, and identify ELs who may have a disability; how to write an IEP and select accommodations for ELs with disabilities; and how to compare data about EL students with disabilities from LEA to LEA.

- Tool #1, Referral, Identification, Assessment, and Service Delivery to ELs with Disabilities, includes recommendations about ELs with disabilities from states with large or rapidly growing EL student populations.
- Tool #2, Considering the Influence of Language Differences and Disability on Learning Behaviors, offers a matrix of learning behaviors organized by skill area (e.g., listening, speaking, reading, etc.) and the varying roles that language difference or disability can play in those behaviors.
- Tool #3, Developing an IEP for an English Learner with a Disability, is a list of questions to consider for ELs during the IEP-writing process.
- Tool #4, How to Use Data from the Office for Civil Rights' Civil Rights Data Collection (CRDC), provides instructions about how to access EL data at the LEA level, including data about ELs with disabilities.
- Tool #5, Selecting Appropriate Accommodations for Students with Disabilities, offers a list of "dos" and "don'ts" related to choosing accommodations for students with disabilities.

If an EL student is suspected of having one or more disabilities the student will be promptly evaluated by the LEA or School psychologist in their native language following the guidance of the English Learner Toolkit, Chapter 6. If students require disability related services, they will be provided to the student by a special education teacher in the student's native language, if applicable. Student progress will then be monitored in English language proficiency and special education separately through out the year.

8 PARENT COMMUNICATION AND PARTICIPATION

8.1 ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

Per USED as documented on the [EL DCL Fact Sheet](#):

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

SNTHS will send out all information to parents and stakeholders electronically and in paper form. All documents will be written in English and in Spanish. We will also have school personnel that are able to communicate with parents in their native language.

8.2 PARENT NOTIFICATIONS

All required notifications are listed below. Document templates for each item are provided within “Appendix B: Forms and Documents” at the end of this manual.

- EL Bill of Rights Documents
- Home Language Survey
 - Note: The home language survey is provided during student registration and all families must complete this item.
- Initial Notification of Placement
- Annual Notification of Continued Placement
- Exit Letter
- Opt Out Form (for parents who choose to opt out of services)
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)

8.3 PARENT PARTICIPATION

SNTHS will make every effort to hire an ELL teacher and other staff who speak Spanish fluently. We will also contract for translation services so that all staff members at SNTHS can communicate directly with parents in their home language. We believe that to have meaningful relationships with families and students who do not speak English as a first language, we must be proactive in planning for translation and communication techniques that can promote the inclusion of parents of ELLS. Additionally, we will make sure all home-school correspondences are translated into Spanish and any other languages that are spoken by families at the school.

Family involvement is central to the mission and vision for the SNTHS community. Families of all students will receive direct communication from teachers on a regular basis, as well as communication from the school administration. We will ensure that all communication is made available to parents in their home language.

SNTHS will host quarterly parent meetings to discuss academics, upcoming school events, and how parents can best support students at home. We will have interpreters and bilingual staff at all events to assist parents. We will continue to partner with Latino Outreach Solutions to ensure we best serving our parents and meeting the needs of our community.

9 REFERENCES

The 2020 – 2021 EL Plan and Policy from the Carson City School District which was provided by NDE, and Desktop Monitoring documents that from NDE which listed the desktop monitoring requirements were used as reference materials for determining the minimum compliance requirements that have been identified in this manual.

Additional reference materials have all been linked in within the text of this manual, and will be listed in “Appendix A: Links” of this manual.

10 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below:

- SPCSA Strategic Plan
 - [https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA\(1\).pdf](https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf)
- Nevada Revised Statute (NRS) 388.407
 - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407>
- Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703(f)
 - <https://www.law.cornell.edu/uscode/text/20/1703>
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
 - <https://www.law.cornell.edu/uscode/text/42/2000d>
- 34 C.F. R. part 100
 - <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1>
- NRS Chapter 385
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
 - <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
 - <https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text>
- Language Instruction Educational Program (LIEP) Models in Nevada
 - [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners\(ELL\)/Models_of_Instruction_NV.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Instruction_NV.pdf)
- EL Bill of Rights Documents
 - https://spcsa.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
 - <https://wida.wisc.edu/memberships/consortium/nv>
- Nevada English Language Learner Identification and Placement
 - <https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf>
- Template HLS
 - https://spcsa.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
 - <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- NDE EL Data Workshop Recordings
 - https://spcsa.instructure.com/courses/42/pages/recordings?module_item_id=552

- NDE EL Data Workshop Zip File
 - https://spcsa.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
 - <https://wida.wisc.edu/resources/accessibility-and-accommodations-manual>
- ACCESS Online Accommodations Checklist
 - <https://wida.wisc.edu/resources/access-online-accommodations-checklist>
- Kindergarten ACCESS Accommodations Checklist
 - <https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist>
- Alternate ACCESS Accommodations Checklist
 - <https://wida.wisc.edu/resources/alternate-access-accommodations-checklist>
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
 - <https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf>
- ACCESS for ELLs Checklist
 - <https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf>
- Nevada Statewide Plan for the Improvement of Pupils (STIP)
 - <https://doe.nv.gov/STIP/Nevada/>
- Standards for Professional Development
 - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf
- English Learner Toolkit
 - https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELTToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
 - <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

11 APPENDIX B: FORMS AND DOCUMENTS

- EL Bill of Rights Documents
 - <https://spcsa.instructure.com/courses/42/modules/items/537>
- Home Language Survey (HLS)
 - <https://spcsa.instructure.com/courses/42/modules/items/969>
- Initial Notification of Placement
 - <https://spcsa.instructure.com/courses/42/modules/items/990>
- Annual Notification of Continued Placement
 - <https://spcsa.instructure.com/courses/42/modules/items/988>
- Exit Letter
 - <https://spcsa.instructure.com/courses/42/modules/items/989>
- Opt Out Form (for parents who choose to opt out of services)
 - <https://spcsa.instructure.com/courses/42/modules/items/991>
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)
 - <https://spcsa.instructure.com/courses/42/modules/items/992>

McKinney-Vento/Homeless Policy and Plan

SOUTHERN NEVADA TRADES HIGH SCHOOL

2025 – 2026



S N T H S

SOUTHERN NEVADA
TRADES
HIGH SCHOOL

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1 ABOUT SOUTHERN NEVADA TRADES HIGH SCHOOL (SNTHS)

Southern Nevada Trades High School will provide families in the Las Vegas with a college and career preparatory high school option designed to support their children to graduation.

1.1 SCHOOL MISSION STATEMENT

Southern Nevada Trades High School (SNTHS) promotes excellence in academic and career and technical education, preparing students for post-secondary education and careers in construction related professions.

1.2 SCHOOL VISION STATEMENT

Through innovative career and technical training integrated with aligned academics, community partnerships, and individualized college and career-readiness planning, students' passions for learning are ignited and they are prepared for success in postsecondary education and the workplace.

- Integrated Curriculum: We believe that hands-on career technical education (CTE) – in the classroom, in the workshop, and on the job-site – prepares students with the knowledge and skills for successful futures in construction-related careers. We believe that pairing CTE with aligned academics provides students with the skills necessary to adapt and grow throughout their careers.
- Passion for Life-long Learning: We believe that the unique combination of CTE and aligned academics spark student passion for learning while encouraging other essential life skills such as critical thinking, communication, and teamwork.
- Individualized Planning and Support: We believe that engaging students 1:1 in planning and refining their course of study throughout their high school career prepares graduates for success in their chosen educational and career paths.
- Community Partnerships: We believe that close collaboration with local industry and postsecondary institutions provides students with access to work experiences, industry-recognized credentials, and post-secondary credit that set them up for immediate success upon graduation.
- Career and College Readiness: We believe that an explicit focus on the skills necessary in college and careers provides students with opportunities to receive feedback and develop these skills.

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about the SNTHS, please refer to the website at <https://www.snvtradeshighschool.org/>

To view our School's current Performance Plan please visit

https://www.snvtradeshighschool.org/files/ugd/6b9b95_f1baa4aeaae34c1aaa18b4c3451366ca.pdf

2 INTRODUCTION

This manual serves as a reference for SNTHS regarding the topic of McKinney-Vento.

2.1 PURPOSE

The purpose of the McKinney-Vento Policy and Plan is to define procedures and specify program elements ensure equal participation in all education programs for homeless youth. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity meet all requirements for high school graduation.

2.2 LEGAL REQUIREMENTS

[Subtitle VI-B of The McKinney-Vento Homeless Assistance Act](#) authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, [of Every Student Succeeds Act \(ESSA\)](#).

Programs must be in compliance with [Nevada Revised Statute \(NRS\) Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools. Additionally, Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [NRS388.205](#), [NRS388A.489](#), and [NRS389.320](#).

2.3 BOARD APPROVAL

2.3.1 Board Approval

Each SPCSA school is required to have the McKinney-Vento/Homeless Policy and Plan approved by their school board.

This manual was approved on: October 13, 2025

2.3.2 Stakeholders

The following stakeholders participated in the review and approval process of this plan:

- Julie Carver, Executive Director
- Candi Wadsworth, Principal
- Brett Willis, Board Chair
- Rebecca Merrihew, Vice Chair & Facilities Chair
- Lisa Jones, Treasurer & Finance Chair
- Kelly Gaines, Secretary & Marketing Chair
- Tina Morgan, Academics Chair
- Amber Hogan, Board Member
- Kara Arenas, Board Member
- Tina Frias, Board Member
- Kelly Suiter, Board Member
- Dan Wright, Board Member
- Michael C. Van, Board Member
- Carlos Zuluaga, Board Member

2.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to McKinney-Vento and homeless youth
- The rights of children and homeless youth.
- Dissemination of information regarding educational rights for homeless youth.
- Identification of homeless youth.
- School selection.
- Transportation.
- Disputes.
- Services provided.
- Free meals.

- Training.
- Coordination.
- Preschool.
- Full or partial credit requirements.

2.5 DEFINITIONS AND ACRONYMS

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- Child find:
 - In general All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.
- Every Student Succeeds Act (ESSA):
 - is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Homeless children and youths:
 - Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:
 - The term "homeless children and youths"--
 - (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
 - (B) includes--
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
 - *Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.
- Infinite Campus (IC):
 - Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- McKinney – Vento:
 - The McKinney–Vento Homeless Assistance Act of 1987 is a United States federal law that provides federal money for homeless shelter programs. It was the first significant federal legislative response to homelessness and was passed by the 100th United States Congress and signed into law by President

Ronald Reagan on July 22, 1987. The act has been reauthorized several times over the years, and now includes educational components. To read more about the McKinney-Vento Homeless Assistance Act, please view the materials from the National Center for Homeless Education (NCHE) at <https://nche.ed.gov/legislation/mckinney-vento/>.

- National Center for Homeless Youth (NCHE):
 - NCHE operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.
- Nevada Department of Education (NDE):
 - The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
 - The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- School of Origin:
 - (i) IN GENERAL.-The term school of origin means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.
 - (ii) RECEIVING SCHOOL.-When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term 'school of origin' shall include the designated receiving school at the next grade level for all feeder schools.
- State Public Charter School Authority (SPCSA):
 - The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Unaccompanied Youth:
 - The McKinney-Vento Act defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian” [42 USC § 11434a(6)]. Taking a closer look at the definition, two conditions must be present for a child or youth to be considered an unaccompanied youth under the McKinney-Vento Act:
 - (A) 1. The child’s or youth’s living arrangement meets the Act’s definition of homeless, and
 - (B) 2. The child or youth is not in the physical custody of a parent or guardian.
 - To read more about unaccompanied youth, please view the materials from the National Center for Homeless Education at <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>
- US Department of Education (USED):
 - The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

3 RIGHTS OF HOMELESS CHILDREN AND YOUTH

According to the NCHE whitepaper titled [The Educational Rights of Children and Youth Experiencing Homelessness](#), in order to remove educational barriers for homeless children and youths, the McKinney-Vento Act mandates:

- immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available [42 U.S.C. § 11432(g)(3)(C)];
- the right of children and youths experiencing homelessness, including young homeless children attending public preschools, to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled), when in the child’s or youth’s best interest to do so [42 U.S.C. § 11432(g)(3)(A), 42 U.S.C. § 11432(g)(3)(B) and 42 U.S.C. § 11432(g)(3)(I) (i)];
- transportation to and from the school of origin at the request of the parent or guardian (or in the case of an unaccompanied youth, the local liaison)[42 U.S.C. § 11432(g)(1)(J)(iii)];

- provision of services comparable to services offered to other students in the school, including Title I services or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners; career and technical education; programs for gifted and talented students; and school nutrition programs [42 U.S.C. § 11432(g) (4)];
- that homeless students have access to and receive educational services for which they are eligible, including services through Head Start programs, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the local educational agency [42 U.S.C. § 11432(g) (6)(iii)];
- removal of barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs for homeless students who meet relevant eligibility criteria [42 U.S.C. § 11432(g)(1)(F)(iii)];
- rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship [42 U.S.C. § 11432(g)(1)(H) (iv)];
- the right of parents, guardians, or unaccompanied youth to dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute [42 U.S.C. § 11432(g) (3)(E)]; and
- the appointment of a local homeless liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. § 11432(g)(1)(J)(ii) and 2 U.S.C. § 11432(g)(6) (A)].

4 DISSEMINATION OF EDUCATIONAL RIGHTS INFORMATION

The McKinney-Vento/Homeless Policy and Plan should be posted to the SNTHS website for the school community to view. In addition, the school will have written materials in English and other languages spoken at the school that advise the school community of the rights of homeless youth. Written materials include but are not limited to:

- Posters and Flyers
 - Educational Rights Poster (Youth) from NCHE:
 - [English](#)
 - [Spanish](#)
 - Educational Rights Poster (Parent) from NCHE:
 - [English](#)
 - [Spanish](#)
 - Higher Education Poster from NCHE
 - [English](#)
 - [Spanish](#)
 - Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE:
 - [English](#)
- Brochures
 - NCHE Brochure:
 - [English](#)
 - [Spanish](#)
 - Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE:
 - [English](#)
 - [Spanish](#)
- Booklets

- Parent booklet from NCHE:
 - [English](#)
 - [Spanish](#)
- Email communication to the school community
- Information posted on the school website

The school will retain copies of all distributed materials as evidence for monitoring conducted by SPCSA and NDE, including materials that are printed from other sources such as NCHE.

5 IDENTIFICATION

To determine a student's McKinney-Vento eligibility, schools must determine whether a student's living arrangement meets the McKinney-Vento definition of homeless. In general, parents/guardians or unaccompanied youth should complete a Student Housing Questionnaire (SHQ) which may be electronic or a paper form.

5.1 SELF-IDENTIFICATION

5.1.1 Online Registration

Upon registration, students may be identified as homeless through the online registration process in Infinite Campus which asks a questionnaire regarding housing status. Once identified as homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

5.1.2 Other Identification Methods

Students may experience homelessness at any time throughout the school year. While a student may not necessarily be homeless at the time of online registration, they may become homeless at another point during the school year. Or, during registration the parent/guardian/unaccompanied youth may have not selected the option during online registration.

If a parent/guardian/student notifies the school at any time that the student is potentially experiencing homelessness, students should complete a [Student Housing Questionnaire](#) to determine eligibility. Once determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

5.2 STAFF IDENTIFICATION

School staff may also be particularly helpful in identifying homeless students. This can be via trusting relationships with a staff member, symptoms of homelessness noticed, by reviewing enrollment documents, and reviewing attendance records. If any school staff member has reason to believe that a student may be experiencing homelessness, they should reach out to the school McKinney-Vento Liaison so that the McKinney-Vento Liaison may reach out to the parent/guardian/unaccompanied youth to complete a [Student Housing Questionnaire](#) to determine eligibility. Once determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

5.3 RECORDING HOMELESS STATUS IN INFINITE CAMPUS

Homeless status will be recorded in Infinite Campus by the Registrar.

Homeless students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of homeless students for

reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify homeless students in Infinite Campus.

1. In the Campus Tools menu on the “Index” tab, choose “Student Information” then click “Program Participation”, then choose “Homeless” from the index that appears.
2. Locate the student using the search tab.
3. Once you have pressed “Go” on the screen shown, press “New” to enter the information for the homeless student. You must enter:
 - “Primary Night Time Residence”
 - “Start Date”
 - “End Date” should be entered as 07/31/YYYY where the year is the end of the current school year, as the status should continue through summer school, but end prior to the start of the new school year. If the student exits homeless status prior to the end of the school year, you may update the end date when notified.
 - If the student is an “Unaccompanied Youth” the option should be selected.
 - Be sure to save once you have entered the information.
4. Return to the “Index” tab and select “General”. It will display the student “Summary” tab. Click the “Flags” tab.
5. On the “Flags” tab, press the “New” button to add the Homeless Flag for the student. You should enter a “Start Date” and “End Date”.

6 SCHOOL SELECTION

All public schools including charter schools must accept homeless students. Per page 17 of the [Homeless Tool Kit for School Staff](#) provided by NDE:

6.1 IMMEDIATE ENROLLMENT

A school must **immediately** enroll a homeless student, even if the student does not have documents normally required for enrollment, such as academic and medical/immunization records or proof of residency. Once enrolled, the Homeless Education Liaison of the school must help the parent/guardian/unaccompanied youth obtain the necessary records and/or immunizations, and work with the parent/guardian/unaccompanied youth to determine appropriate placement in classes if records are not immediately available.

6.2 THE RIGHT TO CHOOSE WHAT SCHOOL TO ATTEND

Students have the right to continue attending their “school of origin”. The “school of origin” is the school where the child or youth was last enrolled or the school the child or youth was attending when they became homeless. The school district shall keep a student in the “school of origin” unless it goes against the wishes of the parent. The student also has the option of enrolling in school where he is currently living.

If the school district sends a student to a school other than the school of origin or a school requested by the parent, the district must provide the parent with a written explanation of the decision, which includes the right to appeal the decision to the NDE Homeless Liaison.

If a student obtains permanent housing during the school year, the student has the right to stay in their current school until the end of the school year.

All placement decisions must be made based on what is in the best interest of the student.

7 TRANSPORTATION

The transportation process in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following transportation process should be followed by all charter schools:

The parent or guardian (or, in the case of an unaccompanied youth, the school homeless liaison) of a homeless student may request that transportation be provided to and from school.

If the student is still in the same district as the school of origin, the school district must provide transportation.

If the student is not living within the district of the school of origin, the district of origin and the district where the student is living must determine how to share transportation costs and responsibility.

If the districts cannot come to an agreement, then the responsibility and costs must be shared equally. In general, transportation time should be limited to one hour or less in each direction.

Please note, the transportation provisions of McKinney-Vento only apply to students who are currently homeless. If a student obtains permanent housing and continues to attend his/her school of origin until the end of the school year, the continued provision of transportation is at the discretion of the district of origin.

Remember: The school district must make decisions based on the best interests of the student.

8 DISPUTES

The dispute resolution process in Nevada is specified by NDE on page 19 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following dispute resolution process should be followed by charter schools:

If a charter school challenges the right of a homeless student to attend the school, the charter school must continue to provide transportation and other services to the student until the dispute is resolved.

The dispute resolution process begins when the charter school challenges the student's enrollment/continued enrollment in school. The same day the charter school challenges the enrollment of the student, the district must notify the Homeless Liaison and the parent/guardian or unaccompanied youth in writing. This notice must include the right of the parent/guardian or unaccompanied youth to appeal the decision. The charter school must also notify the NDE Homeless Liaison/Coordinator the same day and provide them with copies of all notices provided to the parent/guardian or unaccompanied youth.

The NDE Liaison must then provide the parent/youth with a clear, easy-to-understand, written explanation of dispute resolution process and include the contact information for the NDE Homeless Liaison.

The school district then has two working days to determine whether it will continue to challenge the right of the student to be enrolled in school. During this time, NDE may provide technical assistance to the school on the requirements of McKinney-Vento.

The final decision by the charter school must be made in writing by the Superintendent (or Executive Director, or equivalent at the charter school) and must state all factual reasons and the legal basis for the decision. If the final decision of the charter school is adverse to the student, the charter school must provide the NDE homeless liaison (NDE

then notifies the parent) with a copy of the Rights of Homeless Students under the McKinney-Vento Act the written decision that same day. The parent/youth then has the right to appeal the decision to NDE.

Once NDE has received the appeal, the NDE Homeless Liaison has two working days to make a decision. The decision made by NDE Homeless Liaison is final.

9 SERVICES

Homeless students have the same rights as all other students to participate in special education programs, after school programs, and any other programs available at the school.

9.1 HOMELESS EDUCATION LIAISON

Every school is required to have a Homeless Education Liaison (often referred to as the McKinney-Vento Liaison). It is the job of the Liaison to ensure that homeless students have the same opportunities as all other students, which includes ensuring that homeless students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of homeless students and providing appropriate referrals to service providers.

The homeless liaison at our school is:

Dawn Marsh
702-224-2771 ext. 1127
Dawn.marsh@snvtradeshighschool.org

9.2 SPECIAL EDUCATION

Homeless students who qualify for special education services must be provided appropriate services based on the information that is available to the school. A school may not delay providing such services based on the non-receipt of school records. Homeless children are also included under child find requirements in the Individuals with Disabilities Education Act 20 U.S.C. 1412(a)(3).

9.3 AFTER SCHOOL PROGRAMS

We do not currently have after school programs. But we will work with the Boys and Girls Club of Southern Nevada and other similar agencies to ensure our students have access to after school activities.

10 FREE MEALS

Homeless students have the same rights as all other students to participate in school nutrition programs. The process for identifying eligibility for free or reduced price meals in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following processes for determining free meal eligibility should be followed by all charter schools:

In order to determine the eligibility for free or reduced price meals, school officials must accept documentation that the student is homeless from the local Homeless Education Liaison or the director of the homeless shelter where the student resides. If a student is temporarily residing with another household, the household size and income of the host family are not taken into consideration when determining the free meal eligibility for the homeless student. However, the host family may include the homeless family as household members if the host family is providing financial support to the family.

Additionally, according to page 3 of the NCHE whitepaper titled "[Access to Food for Students Experiencing Homelessness](#)" the following must occur after eligibility is determined:

Once the above documentation has been provided to the school nutrition program, the student must be directly certified. School meals personnel do not have discretion to decline directly certifying children who have been documented to be categorically eligible. If a school administrator knows that a child is homeless but is concerned that there may be a delay in obtaining documentation from the local liaison, the administrator may complete an application on behalf of the child so the child can begin receiving free meals immediately. The administrator must then follow up with the local liaison to obtain the needed documentation.

Once a child is certified as eligible to receive free school meals, eligibility remains in effect for the duration of the current school year and for up to 30 days after the first operating day of the subsequent school year or until a new eligibility determination is made in the new school year, whichever comes first.

11 TRAINING

Training will be provided for the McKinney-Vento Liaison and for other school staff.

11.1 MCKINNEY-VENTO LIAISON

Our McKinney Vento liaison (registrar) has prior experience with McKinney Vento. She will also attend two trainings provided by NCHE: McKinney Vento 101 on April 5th and Determining McKinney Vento eligibility on April 25th

Upon completion of all training, records will be retained documenting that the McKinney-Vento liaison has attended training annually as NDE may request these records for desktop monitoring.

11.2 OTHER SCHOOL STAFF

The school principal also has prior experience working with McKinney Vento students in Clark County. She will attend all training sessions provided by the Nevada State Charter Authority. School Administration will also receive additional training from the school liaison once she has completed her training sessions provided by the NCHE.

Upon completion of all training, records will be retained documenting that school staff has attended training annually as NDE may request these records for desktop monitoring.

12 COORDINATION

12.1 COORDINATION WITH LOCAL SOCIAL SERVICE AGENCIES

After Identifying a student as McKinney Vento the school Liaison will provide the family with a list of resources the Clark county Department of Social Services offers, such as the Step-up program, transportation assistance, and CARES housing assistance program. The school will ensure that the student has uniforms, school supplies and is receiving free breakfast and lunch each day. The liaison will assist families with reaching out to these programs if necessary and check in regularly to ensure they are being supported.

12.2 RECORDS SHARING AND TRANSFER

School records will be transferred through Nevada's school system infinite campus, which ensures confidentiality. If documents need to be shared to an agency that does not use Infinite campus they will be sent securely through email or fax, or given to the student's guardian to provide to the requesting agency.

13 PRESCHOOL

According to page 4 of the NCHE whitepaper titled [Early Care and Education for Young Children Experiencing Homelessness](#):

The McKinney-Vento Act requires early care and education programs administered by SEAs and LEAs to enroll children immediately, even if they lack documents typically required for enrollment, including birth certificates, health records, and proof of residency. The Act, however, does not require these programs to exceed legal capacity limits or to enroll children once classes are full.

While our school does not currently offer a preschool program, the nearest free public preschool program is available at:

Cecile Walnut

3820 Cecile Ave, Las Vegas, NV 89115

702-799-3910

14 FULL OR PARTIAL CREDIT REQUIREMENTS

Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [Nevada Revised Statute \(NRS\) 388.205](#), [NRS388A.489](#), and [NRS389.320](#).

Per this legislation, schools may not deny homeless students or unaccompanied youth credit for a course due to attendance. Regardless of the number of hours of classroom instruction, students should still receive credit for the coursework that has been satisfactorily completed. Evidence that may be considered in determining how much credit should be awarded for the coursework may include:

- (a) Demonstration of competency by a pupil;
- (b) Performance by a pupil on an examination;
- (c) Successful completion of a program of independent study, or any part of such a program, by the pupil;
- (d) Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- (e) Full or partial credit for coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- (f) Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834;
- (g) Completion of an apprenticeship program by a pupil;
- (h) Completion of a program by a pupil at a trade or vocational school which is accredited;
- (i) Work experience of a pupil;
- (j) Community service performed by a pupil; and
- (k) Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the Department.

Additionally, A pupil who receives partial credit for coursework or a course of study pursuant to subsection 1 or 2 must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

15 REFERENCES

Throughout this manual a variety of resources are referenced from [NCHE](#) and the [NDE Homeless Tool Kit for School Staff](#).

Additional reference materials have all been linked in within the text of this manual, and will be listed in “Appendix A: Links” of this manual.

16 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- Subtitle VI-B of The McKinney-Vento Homeless Assistance Act
 - <https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>
- Every Student Succeeds Act (ESSA)
 - <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- NRS Chapter 385
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- Nevada SB147 (2019)
 - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- NRS 388.205
 - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec205>
- NRS 388A.489
 - <https://www.leg.state.nv.us/nrs/NRS-388A.html#NRS388ASec489>
- NRS 389.320
 - <https://www.leg.state.nv.us/nrs/nrs-389.html#NRS389Sec320>
- Definition of McKinney-Vento from NCHE
 - <https://nche.ed.gov/legislation/mckinney-vento/>
- Information regarding unaccompanied youth from NCHE
 - <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>
- NCHE Whitepaper: The Educational Rights of Children and Youth Experiencing Homelessness
 - https://nche.ed.gov/wp-content/uploads/2018/10/service_providers.pdf
- Educational Rights Poster (Youth) from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_eng_color.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_sp_color.pdf
- Educational Rights Poster (Parent) from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_eng_color.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_sp_color.pdf
- Higher Education Poster from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster_span.pdf
- Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_post.pdf

- NCHE Brochure:
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-ENG.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-SPA.pdf>
- Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch_esp.pdf
- Parent booklet from NCHE
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Eng.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Span.pdf>
- Student Housing Questionnaire
 - https://spcsa.instructure.com/courses/42/files/2312?module_item_id=2142
- NDE Homeless Tool Kit for School Staff
 - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Homeless/Homeless%20Tool%20Kit%20for%20School%20Staff%202022%20-2023_April-Draft.pdf
- NCHE Whitepaper – Access to Food for Students Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2022/08/Access-to-Food.pdf>
- NCHE Whitepaper – Early Care and Education for Young Children Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2019/09/Early-Care-and-Education-for-Young-Children-Experiencing-Homelessness.pdf>
- NCHE
 - <https://nche.ed.gov/>

17 APPENDIX B: FORMS

- Student Housing Questionnaire (SHQ)
 - https://spcsa.instructure.com/courses/42/files/2312?module_item_id=2142

Foster Care Policy and Plan

SOUTHERN NEVADA TRADES HIGH SCHOOL

2025 – 2026



S N T H S

SOUTHERN NEVADA
TRADES
HIGH SCHOOL

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1 ABOUT SOUTHERN NEVADA TRADES HIGH SCHOOL (SNTHS)

Southern Nevada Trades High School will provide families in the Las Vegas with a college and career preparatory high school option designed to support their children to graduation.

1.1 SCHOOL MISSION STATEMENT

Southern Nevada Trades High School (SNTHS) promotes excellence in academic and career and technical education, preparing students for post-secondary education and careers in construction related professions.

1.2 SCHOOL VISION STATEMENT

Through innovative career and technical training integrated with aligned academics, community partnerships, and individualized college and career-readiness planning, students' passions for learning are ignited and they are prepared for success in postsecondary education and the workplace.

- Integrated Curriculum: We believe that hands-on career technical education (CTE) – in the classroom, in the workshop, and on the job-site – prepares students with the knowledge and skills for successful futures in construction-related careers. We believe that pairing CTE with aligned academics provides students with the skills necessary to adapt and grow throughout their careers.
- Passion for Life-long Learning: We believe that the unique combination of CTE and aligned academics spark student passion for learning while encouraging other essential life skills such as critical thinking, communication, and teamwork.
- Individualized Planning and Support: We believe that engaging students 1:1 in planning and refining their course of study throughout their high school career prepares graduates for success in their chosen educational and career paths.
- Community Partnerships: We believe that close collaboration with local industry and postsecondary institutions provides students with access to work experiences, industry-recognized credentials, and post-secondary credit that set them up for immediate success upon graduation.
- Career and College Readiness: We believe that an explicit focus on the skills necessary in college and careers provides students with opportunities to receive feedback and develop these skills.

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about the SNTHS, please refer to the website at <https://www.snvtradeshighschool.org/>

To view our School's current Performance Plan please visit

https://www.snvtradeshighschool.org/files/ugd/6b9b95_f1baa4aeaae34c1aaa18b4c3451366ca.pdf

2 INTRODUCTION

This manual serves as a reference for SNTHS regarding the topic of Foster Care.

2.1 PURPOSE

The purpose of the Foster Care Policy and Plan is to define procedures and specify program elements ensure equal participation in all education programs for Foster Care students. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity meet all requirements for high school graduation.

2.2 LEGAL REQUIREMENTS

[Nevada's Assembly Bill \(AB\) 491 of 2017](#) describes educational legal requirements for students in foster care that are codified in [Nevada Revised Statute \(NRS\) Chapter 388E](#). Additionally the [Every Student Succeeds Act \(ESSA\) of 2015 \(20 U.S.C. § 6311\)](#) led to states being required to have procedures for children in foster care to remain in their school of origin.

Programs must be in compliance with [NRS Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools, along with [NRS chapter 388A](#) which are the provisions that govern charter schools. Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [NRS388.205](#), [NRS388A.489](#), and [NRS389.320](#).

The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records is also referenced in this manual.

2.3 BOARD APPROVAL

2.3.1 Board Approval

Each SPCSA school is required to have the Foster Care Policy and Plan approved by their school board.

This manual was approved on: October 13, 2025

2.3.2 Stakeholders

The following stakeholders participated in the review and approval process of this plan:

- Julie Carver, Executive Director
- Candi Wadsworth, Principal
- Brett Willis, Board Chair
- Rebecca Merrihew, Vice Chair & Facilities Chair
- Lisa Jones, Treasurer & Finance Chair
- Kelly Gaines, Secretary & Marketing Chair
- Tina Morgan, Academics Chair
- Amber Hogan, Board Member
- Kara Arenas, Board Member
- Tina Frias, Board Member
- Kelly Suiter, Board Member
- Dan Wright, Board Member
- Michael C. Van, Board Member
- Carlos Zuluaga, Board Member

2.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to Foster Care Youth
- Information regarding School of Origin and Best Interests Determination
- Enrollment
- Identification and Tracking of Foster Care Students
- Transportation
- Foster Care Liaison

- Educational Records and Confidentiality
- Full or Partial Credit Requirements
- References
- Links

2.5 DEFINITIONS AND ACRONYMS

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- Best Interests Determination:
 - When a child enters foster care or changes placement while in foster care, the agency which provides child welfare services to the child shall determine whether it is in the best interests of the child for the child to remain in his or her school of origin. In making this determination, there is a rebuttable presumption that it is in the best interests of the child to remain in his or her school of origin ([NRS 388E.105](#))
- Every Student Succeeds Act (ESSA):
 - is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Family Educational Rights and Privacy Act (FERPA):
 - The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Additional information about FERPA may be reviewed at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
- Foster Care:
 - Based on [NAC 432B.017](#), the term “foster care” means any out-of-home placement of a child. The term includes:
 1. The placement of a child into:
 - (a) A family foster home, as that term is defined in NRS 424.013;
 - (b) A group foster home, as that term is defined in NRS 424.015; or
 - (c) Any other similar institution having the appropriate qualifications and facilities to provide the necessary and desirable degree and type of care to the child.
 2. The placement of a child with a relative other than the relative who had a legal responsibility for providing a home for the child before the child was placed into the custody of the agency which provides child welfare services.
 3. An independent living arrangement approved by the agency which provides child welfare services in accordance with NAC 432B.410, made by the agency which provides child welfare services for a child in the custody of the agency which provides child welfare services pursuant to NRS 127.050 or 432B.550, or for whom the agency which provides child welfare services is responsible pursuant to NRS 432B.360. (Added to NAC by Div. of Child & Fam. Services by R221 97, eff. 6 5 98; A by R045 02, 7 23 2002)
- Infinite Campus (IC):
 - Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Nevada Department of Education (NDE):
 - The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
 - The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Participating school:

- A charter school that is sponsored by the State Public Charter School Authority.
- School of Origin:
 - The public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.
- State Public Charter School Authority (SPCSA):
 - The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- US Department of Education (USED):
 - The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

3 SCHOOL OF ORIGIN AND BEST INTERESTS DETERMINATION

The school of origin is the public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.

When a child enters foster care or is moved to a new foster home, a best interests determination is conducted to determine if the student should remain in the school of origin or enroll in a different public school. The best interests determination should occur in conjunction with the relevant schools (school of origin and potential new school), the SPCSA foster care liaison, and the local family services agency to determine the appropriate placement.

Per [NRS 388E.105 \(2\)](#):

In determining whether it is in the best interests of a child in foster care to remain in his or her school of origin, the agency which provides child welfare services, in consultation with the local education agency and the educational decision maker appointed for the child pursuant to [NRS 432B.462](#), must consider, without limitation:

- (a) The wishes of the child;
- (b) The educational success, stability and achievement of the child;
- (c) Any individualized education program or academic plan developed for the child;
- (d) Whether the child has been identified as an English learner;
- (e) The health and safety of the child;
- (f) The availability of necessary services for the child at the school of origin;
- (g) Whether the child has a sibling enrolled in the school of origin; and
- (h) A plan for the continued education of the child, developed pursuant to [NRS 432B.60847](#), if the child is admitted to a psychiatric hospital or facility which provides residential treatment for mental illness.

The costs of transporting the child to the school of origin must not be considered when determining whether it is in the best interests of the child to remain at his or her school of origin.

Once the best interests determination has been conducted, if a dispute arises regarding the placement, the local family services agency will make the final decision regarding the child's school which will be subject to court approval if any party objects.

Additionally, upon exit from foster care, the child may remain in the school of origin until the child enters a grade level that is no longer served by the school, or reaches an age where they are no longer eligible to attend the level of school.

4 ENROLLMENT

4.1 IMMEDIATE ENROLLMENT

In accordance with subsection 2 of NRS 388A.453, when it is determined that it is in the best interests of the child to change schools, immediate enrollment means the school's legal requirement to immediately enroll the child into the new school regardless if the new school has received all the child's educational records; school transfer records, immunization records or any other unmet educational or academic requirements. Enrollment for a child in foster care cannot be denied or delayed. The enrolling school shall immediately contact the school of origin to obtain relevant academic and other records and those records will be promptly transferred.

4.2 RECORDING FOSTER CARE STATUS IN INFINITE CAMPUS

Foster Care status will be recorded in Infinite Campus by the Registrar.

Foster Care students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of Foster Care students for reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify Foster Care students in Infinite Campus.

1. In the Campus Tools menu on the "Index" tab, choose "Student Information" then click "Program Participation", then choose "Foster Care" from the index that appears.
2. Locate the student using the search tab.
3. Once you have pressed "Go" to locate the student, press "New" to enter the information for the Foster Care student. You must enter:
 - Placement type
 - "Start Date"
 - "End Date" should be entered if available from the department of family services if the expected end date is known. If the student exits foster care status during the school year, you should update the end date when notified.
 - Enter the social worker name.
 - Enter the school name for the "Owner".
4. Return to the "Index" tab and select "General". It will display the student "Summary" tab. Click the "Flags" tab.
5. On the "Flags" tab, press the "New" button to add the Foster Care flag for the student. You should enter a "Start Date" and "End Date".

5 IDENTIFICATION AND TRACKING OF FOSTER STUDENTS

5.1 IDENTIFICATION

Guardians will indicate if a student is a foster child on enrollment paperwork. Registrar is responsible for ensuring students is identified in infinite campus, and proper paperwork is provided by guardian. Registrar will then notify administration and add student to foster student list.

5.2 TRACKING OF FOSTER CARE STUDENTS

Students will be tracked internally on a shared spreadsheet. Registrar will run monthly adhoc reports in infinite campus to verify that spreadsheet is up to date. Grade updates are provided to foster agency 4 times a year.

5.3 DATA VALIDATION

Data will be tracked infinite campus, registrar will be responsible for preparing, submitting and validating reports for NDE. Administration will oversee the process and perform regular internal checks.

6 TRANSPORTATION

Transportation procedures are determined according to current the Memorandum of Understanding (MOU)/Interlocal agreements with the local family services agencies in the state of Nevada.

In addition to ESSA and Fostering Connections, NRS Chapters 388 and 388E provides guidance on addressing school transportation in the rural school districts. The SPCSA, each Participating School and the local family service agency will regularly monitor compliance with ESSA, the Fostering Connections Act, state law and this Memorandum of Understanding.

7 FOSTER CARE LIAISON

Every school is required to have a Foster Care Liaison. It is the job of the Liaison to ensure that foster care students have the same opportunities as all other students, which includes ensuring that foster care students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of foster care students, communicating with the parents/guardians of foster children and youth, and communicating with the local family services agency.

The foster care liaison may communicate and provide information through a variety of methods including but not limited to:

- Email.
- Phone.
- Professional Development for school staff.
- Informational materials such as flyers and posters regarding the rights of foster care students.
- Distribution of internet-based resources regarding foster care matters.

The foster care liaison at our school is:

Dawn Marsh
702-706-1753
Dawn.marsh@snvtradeshighschool.org

8 EDUCATIONAL RECORDS AND CONFIDENTIALITY

The policies for sharing educational records and confidentiality for students in foster care determined according to current the Memorandum of Understanding (MOU)/Interlocal agreements with the local family services agencies in the state of Nevada.

In January 2013, Family Educational Rights and Privacy Act (FERPA) was amended in the U.S. Department of Education through the enactment of the Federal Uninterrupted Scholars Act (USA). The USA made key revisions to FERPA that permits educational agencies to disclose a student's education records, without parental consent, to a caseworker or other representatives of child welfare agencies.

8.1 LOCAL FAMILY SERVICE AGENCY REQUEST OF EDUCATION RECORDS:

The local family service agency caseworker requesting the records will provide a badge identifying the caseworker as a local family service agency employee and proof of custody of the student with the one of the following:

- A written notification on the local family service agency letterhead indicating that the agency has legal custody or is otherwise legally responsible for the care and protection of the child or
- A court order.

8.2 LOCAL FAMILY SERVICE AGENCY USE OF EDUCATIONAL RECORDS:

The manner in which the local family service agency may use a child's education records, including, without limitation, electronic education records maintained by the school and/or Participating School:

- To ensure the child's education needs are met.
- Effectively implement a child's case plan.
- Maintain the child's educational stability.
- Provide services to address a student's educational needs.
- Monitor a child's educational outcomes and promote success.

8.3 STUDENT CONFIDENTIALITY

Consistent with the MOU/Interlocal and with state and federal law, the SPCSA, each Participating School and the local family service agency shall protect confidential information from re-disclosure unless specifically authorized by state or federal law. The SPCSA, each Participating School and the local family service agency shall report any unauthorized releases of exchanged data to the other party and cooperate in taking appropriate corrective action.

The local family service agency, the SPCSA and each Participating School acknowledge that each entity has a legal obligation to maintain the confidentiality and privacy of student records and information identifying a student or child being in foster care. Parties agree to maintain compliance with the Uninterrupted Scholars Act, FERPA and with any other federal and state laws protecting the rights of children who are in the protective custody of a child welfare agency. the local family service agency, the SPCSA and each Participating School agree to safeguard all such information.

8.4 DESIGNATION OF THE LOCAL FAMILY SERVICE AGENCY AS SCHOOL OFFICIAL

In accordance with the Family Education Rights and Privacy Act (FERPA) ([20 U.S.C. §1232g](#) and [34 C.F.R Part 99](#)), the Participating School shall designate the local family service agency as a School Official.

9 FULL OR PARTIAL CREDIT REQUIREMENTS

Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [Nevada Revised Statute \(NRS\) 388.205](#), [NRS388A.489](#), and [NRS389.320](#).

Per this legislation, schools may not deny homeless students or unaccompanied youth credit for a course due to attendance. Regardless of the number of hours of classroom instruction, students should still receive credit for the coursework that has been satisfactorily completed. Evidence that may be considered in determining how much credit should be awarded for the coursework may include:

- (a) Demonstration of competency by a pupil;
- (b) Performance by a pupil on an examination;
- (c) Successful completion of a program of independent study, or any part of such a program, by the pupil;

- (d) Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- (e) Full or partial credit for coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- (f) Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834;
- (g) Completion of an apprenticeship program by a pupil;
- (h) Completion of a program by a pupil at a trade or vocational school which is accredited;
- (i) Work experience of a pupil;
- (j) Community service performed by a pupil; and
- (k) Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the Department.

Additionally, A pupil who receives partial credit for coursework or a course of study pursuant to subsection 1 or 2 must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

10 REFERENCES

Additional reference materials have all been linked in within the text of this manual, and will be listed in “Appendix A: Links” of this manual.

11 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- AB491 of 2017:
 - <https://www.leg.state.nv.us/Session/79th2017/Bills/AB/AB491.pdf>
- NRS Chapter388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- ESSA:
 - <https://www.law.cornell.edu/uscode/text/20/6311>
- NRS Chapter 385:
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388:
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- NRS Chapter 388A:
 - <https://www.leg.state.nv.us/nrs/NRS-388A.html>
- NRS Chapter 388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- SB147 of 2019:
 - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- FERPA:

- 20 U.S.C. § 1232g: <https://www.law.cornell.edu/uscode/text/20/1232g>
 - 34 CFR Part 99: <https://www.ecfr.gov/current/title-34/subtitle-A/part-99?toc=1>
- NRS Chapter 388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- General information about FERPA:
 - <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- NAC 432B.017
 - <https://www.leg.state.nv.us/nac/NAC-432B.html#NAC432BSec017>

MEMORANDUM OF UNDERSTANDING BETWEEN
SIGNS OF HOPE AND Southern Nevada Trades High School

This Memorandum of Understanding (“MOU”) is entered into by **Signs of HOPE (SOH)** and **Southern Nevada Trades High School**. The parties share the goals of (1) preventing power-based violence on Southern Nevada Trades High School’s campus and in the community, and (2) responding appropriately to students and employees who have been victimized by offering resources to begin their healing journey. The MOU formalizes the commitment of the parties to work together to provide trauma-informed services to student and employee victim-survivors of sexual violence and exploitation, and to improve the overall response to power-based violence at Southern Nevada Trades High School.

I. Description of Partner Agencies

- A. Signs of HOPE has passionately served the local community for over 50 years, with a constant focus on serving all impacted by any form of sexual violence and exploitation. Signs of HOPE is a non-profit organization whose mission is to provide hope, help and healing to those affected by sexual violence and exploitation. Core services include Prevention, Education, and Outreach, Crisis Response, Advocacy, and Counseling.
- B. *Mission:* Southern Nevada Trades High School promotes excellence in academic and career and technical education, preparing students for post-secondary education and careers in construction-related professions. *Vision:* Through innovative career and technical training integrated with aligned academics, community partnerships, and individualized college and career-readiness planning, students’ passions for learning are ignited, and they are prepared for success in postsecondary education and the workplace. Our first year of operation was the 2023-2024 school year. We currently serve 183 students and plan to expand to 300 students for the 2025-2026 school year

II. Responsibilities

NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

Signs of HOPE Responsibilities to Southern Nevada Trades High School:

- A. Provide workshops and trainings to students, employees and volunteers in areas of power-based violence, including sexual violence, domestic violence, dating violence, and human trafficking, as requested and as capacity allows;
- B. Provide educational and organizational materials, including brochures, flyers, rack cards, and business cards, to assist in the posting and distribution of resources;

- C. Provide 24-hour crisis hotline to victim-survivors of sexual violence and human trafficking;
- D. Provide confidential advocacy services for those impacted by sexual violence and human trafficking including but not limited to: crisis response/intervention, hospital accompaniment for forensic exams (SANE), metro accompaniment for delayed sexual assault reporting, court accompaniment, case management while navigating the criminal and civil justice systems, transportation assistance, counseling services and support groups and community resource referrals;

Southern Nevada Trades High School's Responsibilities to Signs of HOPE:

- A. Provide SOH with the necessary facilities and support services to accomplish Violence Prevention presentation.
- B. Provide SOH access to students through classroom presentations.
- C. Provide SOH assistance from the counselor and classroom teachers in getting parent informational letters out before presentations and/or groups are scheduled to begin.
- D. A designated school staff member will remain in the classroom while SOH facilitates Violence Prevention presentations.
- E. School staff will provide unidentifiable demographic information and presentation feedback following each presentation.
- F. Provide space to hold Coed Youth Groups.
- G. Refer students to Coed Youth Groups.

III. Confidentiality

Student and employee contact with any of Signs of HOPE's confidential resources will remain confidential and will not be shared with Southern Nevada Trades High School UNLESS:

- A. the student or employee signs a release of information to be shared with Southern Nevada Trades High School; or
- B. state or federal laws require that such information be shared with Southern Nevada Trades High School.

IV. Term of Agreement

This MOU will officially go into effect on the date it is signed by both parties. The term of this agreement will be three years from the signed date. If no changes are needed and both parties are satisfied with the terms and collaboration, the agreement will automatically be renewed for an additional three-year term at the end of the original term. Either party may terminate this agreement for any reason, with or without cause, with a 30-day notice in writing. In addition,

these services are provided based on available funding. If funding should be eliminated or diminished to the point that services are not available, a 30-day notice of cessation of services will be provided.

No element of this agreement will be constructed to imply any form of financial, monetary obligation or liability, or to confer on one party the capacity to represent or act as an agent of the other.

Notice shall be emailed directly to the duly authorized representatives listed below:

Kim Small, Chief Executive Officer, Signs of HOPE, kim@sohly.org

V. Indemnification

Each party shall defend, indemnify, and hold harmless the other party, its agents, employees and volunteers from and against all claims, actions, suits, liens, judgements, costs and expenses of any kind, including reasonable attorney's fees, resulting from negligence or willful misconduct of the party from who indemnity is sought.

We, the undersigned, have read and agree with this MOU.

Southern Nevada Trades High School

Signature:



Name: Candi Wadsworth

Title: Principal

Date: 10/14/2024

Signs of HOPE

Signature:



Name: Kim Small

Title: CEO

Date: 10/14/2024

FISCAL POLICY AND PROCEDURES

Charter School Self-Evaluation Checklist

DIRECTIONS:

1. Please upload and attach a copy of the seven (7) required Charter School's Policy and Procedures to the Epicenter task.
 - **F1: Internal Controls**
 - **F2: Allowability of Costs**
 - **F3: Accounting and Financial Management Systems**
 - **F4: Procurement Systems**
 - **F5: Audit Resolution**
 - **F6: Inventory Management**
 - **F7: Records Retention**

If a charter holder has more than one (1) campus and has campus-level policies and procedures in place, please include those in addition to the charter holder's policy and procedures.

2. For each of the seven (7) required Fiscal Policies and Procedures, please complete the accompanying self-evaluation checklist components below.
 - A. Provide the name of the document uploaded to Epicenter for each applicable policy.
 - B. Provide the date of the most recent update and approval by the Board of Trustees.
 - C. Indicate on which page(s) of the applicable Policy and Procedures each listed minimum content criteria per the Uniform Guidance can be found within the applicable fiscal policy.

IMPORTANT:

- If, during the Policy and Procedure self-evaluation process, the content criteria identified in the Uniform Guidance (outlined in the applicable policy checklist below), cannot be located and/or is deemed insufficient in detail, SPCSA strongly encourages the charter school proactively makes the necessary policy corrections to meet the minimum content criteria standards, prior to uploading the policy to Epicenter.
- If the policy does not include required criteria within the required written policy, it will be noted as a deficiency in the charter school's monitoring report. The written policy will be deemed non-compliant by SPCSA, and a Corrective Action Plan (CAP) will be required of the charter holder.

F1: Internal Controls Policy and Procedures

Internal Controls: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Internal Controls Policy and Procedures document uploaded to Epicenter:				
For Internal Use Only Notes:				
2. Date of most recent update and date of approval by the Board of Trustees:				
For Internal Use Only Notes:				
Internal Controls: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Documented processes and procedures monitoring the school's internal controls framework to determine organizational effectiveness and efficiencies of fiscal performance over Federal awards. 2 CFR § 200.303				
For Internal Use Only Notes:				
4. Segregation of duties among responsible parties for the management of grant funds are documented, including specific personnel positions, and relevant personnel from financial service providers (EMO/CMO). 2 CFR §200.303				
For Internal Use Only Notes:				
5. Documented financial management policy provides written assurance that the school is managing the Federal award in compliance with applicable laws and regulations and follows Generally Accepted Accounting Principles (GAAP) and Generally Accepted Government Auditing Standards (GAGAS). 2 CFR § 200.303				
For Internal Use Only Notes:				
6. Documented procedures for conducting appropriate authorizations and approvals. 2 CFR §200.303				

For Internal Use Only

Notes:

7. Documented reasonable cybersecurity and other internal control safeguards to adequately protect grant assets and protected identifiable information. 2 CFR §200.303

For Internal Use Only

Notes:

Evidence required onsite:

1. Sample backup documentation that provides instructions on responsibilities.
 - a. Documentation samples may include training-related documents, an organization chart with clear reporting lines, and any tools or checklists provided to ensure key control activities are carried out in alignment with the written policies and procedures.
2. Verify sample documentation to ensure schools have benchmarks established to measure ongoing fiscal performance.
 - a. Documentation samples can include tools, checklists, summative board presentations, or other documentation that evaluates the school's internal controls framework and provides performative results.
3. Evidence that prompt action was taken when instances of noncompliance are identified (e.g. Epicenter tasks), including noncompliance in audit findings.
4. Evidence that staff responsible for federal grant management have the requisite skills and knowledge to provide effective oversight pertaining to federal award compliance issues.
5. Evidence to demonstrate the effectiveness of the school's internal controls (e.g., evidence to show that supervisors periodically test/reperform key processes to ensure accuracy, completeness, and compliance.)

F2: Allowability of Costs Policy and Procedures

Allowability of Costs: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Allowability of Costs Policy and Procedures document uploaded to Epicenter:				

For Internal Use Only

Notes:

2. Date of most recent update and date of approval by the Board of Trustees:

For Internal Use Only

Notes:

Allowability of Costs: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written documentation for reviewing and determining whether a given cost is permissible and allowable under the requirements of the Uniform Guidance, Federal Cost Principles, and the federal subaward (reasonable, necessary, and allocable). 2 CFR §200.402(b)(7); §200.403; §200.405				

For Internal Use Only

Notes:

4. Required authorizations and/or approvals to ensure allowability of costs processes and procedures documented. 2 CFR §200.402(b)(7); §200.403; §200.405; §200.303				
For Internal Use Only Notes:				
5. Written documented procedures for time and effort (T&E) that is incorporated into official records, reasonably reflect the employee's total activity, and provides reasonable assurances that charges are accurate, allowable, reasonable, and properly allocated. 2 CFR §200.430a); 200.430(g); U.S. Dept. of Ed Cost Allocation Guide (pg. 33-34)				
For Internal Use Only Notes:				
6. Written documentation include processes and procedures for reviewing and determining whether requested federal costs replace services that the intended beneficiary would otherwise receive through State and/or local funds (ensuring that the charter school is adhering to the federal Supplement, not Supplant (SNS) rule). 20 U.S.C. § 6321(b)(1)				
For Internal Use Only Notes:				
7. A compliant written travel policy/section and procedures that includes processes to determine the reasonable travel-related costs incurred by employees and necessary to participate in grant related activities supported by the Federal award. 2 CFR §200.475				
For Internal Use Only Notes:				
Evidence required onsite: 1. Verify sample records of federal grant-related transactions and implementation of award-funded activities. (GMS) 2. Verify allowability verifications were conducted through the examination of required documented authorizations and/or approval processes. 3. Verify that time and effort records comply with the standards outlined in the Uniform Guidance and follow the written policy and procedure for time and effort and employee benefits. 4. Verify sample travel records and/or travel reimbursement records are allowable and comply with federal requirements for travel reimbursement as outlined in the Uniform Guidance.				

F3: Accounting and Financial Management Systems Policy and Procedures

Accounting and Financial Management Systems: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
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1. Type the name of the Accounting and Financial Management Systems Policy and Procedures document uploaded to Epicenter:				
For Internal Use Only Notes:				
2. Date of most recent update and date of approval by the Board of Trustees:				
For Internal Use Only Notes:				
Accounting and Financial Management Systems: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written documented policies include procedures for recording and coding transactions timely within an approved accounting and financial management system adhering to the 7 standards outlined in 2 CFR 200.302(b) for Financial Management. 2 CFR §200.302				
For Internal Use Only Notes:				
4. Documented processes and procedures to ensure award expenditures and revenues are reconciled on a regular basis and verifications to ensure amounts recorded in the charter school's accounting system match SPCSA records along with staff responsible. 2 CFR §200.302; §200.302(b); 2 CFR 200.303				
For Internal Use Only Notes:				
5. Documented policy provides processes for separate identification and tracking of all federal funds, ensuring there are written procedures to ensure required components (ALN, title and number, FAIN, year, pass through entity, and federal awarding agency) are tracked and recorded and are in alignment with the correct Nevada State Chart of Accounts. 2 CFR §200.302(b)(1); §200.328				
For Internal Use Only Notes:				
6. Staff performing reconciliations are separate from staff initiating, finalizing, and authorizing transactions. 2 CFR §200.302; 2 CFR 200.303				

For Internal Use Only

Notes:

7. Written documented processes and procedures for cash management to include receipts promptly logged and include staff responsible. 2 CFR §200.302; §200.305; §200.303

For Internal Use Only

Notes:

**8. Written processes and procedures to ensure all disbursements (except petty cash or EFT) are made by checks and supporting documents accompany checks submitted for signatures.
NOTE: A highly recommended internal control practice is to use pre-numbered checks (e.g., record keeping/fraud-prevention), although it is not explicitly mandated in the CFR. However, internal control authorizations require multiple signatures on all checks made. 2 CFR §200.302; §200.303**

For Internal Use Only

Notes:

9. Statement of financial position prepared and reviewed on a regular timeline by charter holder administrator and board. Written policies and procedures ensure that the charter holder will provide all required fiscal reports as required by the Federal award. 2 CFR §200.328; §200.329

For Internal Use Only

Notes:

Evidence required onsite:

1. Charter school's written Cash Management policies and procedures.
 - a. Review and test the process and procedures for one (1) or more sample procurement scenarios to ensure adherence to both written policies and procedures and Uniform Guidance with staff and/or service providers responsible.
2. Sample Grant Tracking Record
 - a. Grant Tracking Sheet to ensure separate identification and tracking of all federal funds is compliant with Federal regulations.
3. Sample of the transactions included in the recent financial report.
 - a. Expenditure source documentation (canceled checks, paid bills, P.O., payroll report, and/or other grant-related records).
4. Review of Epicenter and/or Title I-Crate
 - a. Review a sample of the charter school's federal desktop monitoring task submissions (fiscal)

F4: Procurement Systems Policy and Procedures

Procurement Systems: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Procurement Policy and Procedures document uploaded to Epicenter:				

For Internal Use Only

Notes:

2. Date of most recent update and date of approval by the Board of Trustees:

For Internal Use Only

Notes:

Procurement Systems: Minimum Content Criteria

Document Name

Page(s) #

Paragraph

For Internal Use Only
✓

3. Documented provisions and procedures outlining staff responsible for administering contracts to responsible contractors ensuring the contractor is not suspended or debarred via vendor verification status checks prior to selection (e.g., Sam.gov). 2 CFR §200.214; §200.318; 2 CFR Part 180

For Internal Use Only

Notes:

4. Written standards of conduct governing potential conflicts of interest. 2 CFR §200.318(c)

For Internal Use Only

Notes:

5. Documented procurement standards that provide rationale for the method of procurement, are conducted in a manner that provides full and open competition, and include procedures for informal, formal, and noncompetitive procurement methods.. 2 CFR §200.318(i); §200.319; §200.320; §200.321; §200.322

For Internal Use Only

Notes:

6. Procedures that detail either the cost or a price analysis for all procurement transactions. 2 CFR §200.324

For Internal Use Only

Notes:

7. Written procurement processes and procedures that identifies a system that maintains records sufficient to detail the history of the procurement including verifying appropriate approvals were obtained prior to procurement transactions. 2 CFR §200.318(i); 2 CFR §200.303

For Internal Use Only

Notes:

8. Documented internal control procedures for conducting procurement related verifications and reconciliations. 2 CFR §200.303; §200.318; §200.214

For Internal Use Only

Notes:

Evidence required onsite:

1. Conflict of interest certifications or other verification documentation indicated in the school's policy.
2. Sample procurement record and applicable backup documentation.
3. Identify a sample contractor for the school to verify that they have followed the proper procedures and have not been suspended, debarred, or excluded.
4. Review sample contractor procurement documentation (e.g., solicitation, list of sample bidders, prequalified personas, firms, products used in procurement transactions, evaluation/cost analysis criteria) to ensure procurement transactions with contractors were conducted in a manner that provided full and open competition.

F5: Audit Resolution Policy and Procedures

Audit Resolution: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Audit Resolution Policy and Procedures document uploaded to Epicenter:				
For Internal Use Only Notes:				
2. Date of most recent update and date of approval by the Board of Trustees:				
For Internal Use Only Notes:				
Audit Resolution: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written single audit policy and procedures identifying requirement for charter schools who expend \$1,000,000 or more in federal awards in a fiscal year and reports provided timely to SPCSA, Federal Audit Clearinghouse and other relevant stakeholders that adhere to applicable deadlines (e.g., February 28th for SPCSA and March 31st for FAC). 2 CFR Subpart F §200.501; §200.507(c)(1); 2 CFR 200.512				
For Internal Use Only Notes:				

4. Documented processes and procedures which permit auditors or other appropriate officials' timely access to financial records and financial statements requested. 2 CFR Subpart F §200.501; §200.332				
For Internal Use Only Notes:				
5. Written standards for the preparation for an audit, including auditor selection. 2 CFR Subpart F §200.501-200.517 §200.509; §200.332				
For Internal Use Only Notes:				
6. Documented procedures for the preparation of financial statements that reflect its financial position, results of operations or changes in net assets, and, where appropriate, cash flows for the fiscal year audited. The auditee must also include procedures for preparing a Schedule of Expenditures of Federal Awards (SEFA) for the period covered by the auditee's financial statements. 2 CFR Subpart F §200.510				
For Internal Use Only Notes:				
7. Documented processes and procedures for follow-up and corrective action on all audit findings, described in the auditor's report, including prior year findings. As part of this responsibility, the charter school auditee must include procedures for preparing a summary schedule of current year and prior year audit findings. The auditee must also prepare a corrective action plan (CAP) for all audit findings to include the following elements: 1) Appropriate staff responsible (e.g., administration, finance and business staff, charter school board members, etc.), 2) The root causes(s) for the finding(s), 3) Corrective action(s) planned for each finding, and 3) The anticipated completion date for each finding. If the charter holder does not agree with the audit findings or believes corrective action is not required, then the corrective action plan must include an explanation and specific reasons and submit to the appropriate authorities. 2 CFR Subpart F §200.511; §200.516				

For Internal Use Only

Notes:

8. Written procedures that articulate a standard process for cooperative audit resolution with applicable stakeholders (e.g., auditors, SPCSA management) within an appropriate and reasonable timeline. 2 CFR Subpart F; §200.511; §200.513(c)(6); §200.516; §200.332

For Internal Use Only

Notes:

Evidence required onsite:

1. Single Audit or Annual Independent Audit documents.
 - a. Audit report submitted through Epicenter for the prior fiscal year. Federal Audit Clearinghouse (FAC) audit report “acceptance” and timely submission.
2. A copy of the charter holder’s Corrective Action Plan (CAP) in response to the audit report. The CAP must address each audit finding and must include the CAP plan requirements summarized in §200.511(c).

F6: Inventory Management Policy and Procedures

Inventory Management: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Inventory Management Policy and Procedures document uploaded to Epicenter:				

For Internal Use Only

Notes:

2. Date of most recent update and date of approval by the Board of Trustees:

For Internal Use Only

Notes:

Inventory Management: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written processes and procedures describing provisions for purchasing equipment/inventory and ensuring that the equipment/inventory is being used for the purpose in which it was purchased. 2 CFR §200.313; §200.314				

For Internal Use Only

Notes:

4. Written processes and procedures for properly labeling the equipment including Federal Perpetual Inventory Report requirements (1) Description of inventory, 2) Serial number, 3) Acquisition date of purchase, 4) Federal funding source, 5) Assisted Listing Number (ALN), 6) Federal Award Identification Number (FAIN), 7) Unit cost, 8) Who holds Title, 9) Percent of federal participation, 10) Location/room number, 11) Use and condition, 12) Disposition information for lost/stolen equipment). 2 CFR §200.313 (d)(1)				
For Internal Use Only Notes:				
5. Documented processes and procedures that detail adequate safeguards related to the loss, damage, or theft of equipment/inventory and details internal securing controls are in place. Procedures identify staff responsible for inventory safeguards and identifies applicable equipment investigation and other necessary inventory-related documentation developed and maintained by the charter school subrecipient. 2 CFR §200.332; §200.313 (d)(3); §200.314				
For Internal Use Only Notes:				
6. Written inventory maintenance processes which detail procedures for an equipment/inventory reconciliation and disposition process for all equipment; A physical inventory of the property must be conducted, and the results must be reconciled with the property records at least once every two years. Provides procedures for conducting a physical inventory and properly documenting reconciliation results. Charter schools who wish to dispose of equipment with a fair market value over \$10,000 that is no longer needed must request disposition instructions through the federal pass-through entity. 2 CFR §200.313 (d)(2); §200.313 (d)(5); §200.313 (e) (1-4); §200.314				
For Internal Use Only Notes:				

Evidence required onsite:

1. Sample Inventory/Equipment Record and access to review physical equipment/inventory purchased with Federal funds.
 - a. i.e., Chrome Book or computer cart, etc.
2. Sample Inventory/Equipment Investigation/Theft Report (Example filed report or a sample template). Evidence provided should include details of the loss/damage/theft, steps taken to investigate, and outcomes (e.g., recovered item, police file report filed, etc.)

F7: Records Retention Policy and Procedures

Records Retention: Policy and Procedure Development Criterion	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
1. Type the name of the Records Retention Policy and Procedures document uploaded to Epicenter:				
For Internal Use Only Notes:				
2. Date of most recent update and date of approval by the Board of Trustees:				
For Internal Use Only Notes:				
Records Retention: Minimum Content Criteria	Document Name	Page(s) #	Paragraph	For Internal Use Only ✓
3. Written processes for retaining federal records sufficiently describes procedures for organizing and retaining key supporting documents, financial records, and reports and identifies appropriate staff responsible (e.g., federal award package, all financial records, evidence of program accomplishments, progress reports, audit and monitoring records, written preapprovals, final close out report, records of reconciliation, inventory tracking and related investigative and disposition forms, etc.) 2 C.F.R. §200.334-§200.338; 34 CFR 76.730-731				
For Internal Use Only Notes:				
4. Written record retention processes identifying the expected retention period from date of submission of the final expenditure reports and key programmatic documentation. 2 C.F.R. §200.334				
For Internal Use Only Notes:				
5. Written record retention processes include procedures for storage and electronic/machine readable formatting. 2 CFR §200.336				

For Internal Use Only

Notes:

6. Documented processes and procedures addressing restricted access to applicable authority/stakeholders with access to securely stored program and fiscal records. 2 C.F.R. §200.337-338; §200.303(e)

For Internal Use Only

Notes:

Evidence required onsite:

1. Sample program and fiscal records are stored as indicated in the written policy.
2. Evidence demonstrating reasonable measures to safeguard the access to records containing protected personally identifiable information and/or other information deemed sensitive consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

Charter School Name

School Board Chair Name

School Leader Name

Signature of Charter School Leader

Date Checklist Completed

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