



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 a virtual public meeting online or in person on ***Monday, September 14, 2026***, beginning at 5:00pm on the following Google Meets link:

Video call link: meet.google.com/jtm-rgnc-pai

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 +1 727-330-1795 PIN: 169 209 603#

Finally, public comment may also be submitted in writing via email at snthsinfo@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 comments 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: Tina Frias, Amber Hogan, Charles Landon, Tina Morgan, Michael Van, & Dan Wright

Parent Member: Marcey Olivas

Guests:

Miguel D'Escoto, EdTec

SNTHS Staff:

Stephanie Kirby, 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 comments on any matter not on the agenda.
- 3) Approval of August 17th SNTHS Board Meeting Minutes. The Board will review and possibly approve the minutes from the August 17, 2026, Board Meeting. Brett Willis, Chair. ***For Possible Action.***
- 4) Committee Reports. ***Information/Discussion***
 - Finance, Lisa Jones, Treasurer
 - CTE Build, Rebecca Merrihew, Vice Chair
- 5) Pre-audited FY 2026 Financials, including revenue, expenses and cash flow. Miguel D'Escoto from EdTec will present the financials to the Board for possible approval. ***For Possible Action***
- 6) Schools' EL Policy. Principal Wadsworth will share with the board the school's EL policy for review and approval. ***For Possible Action***
- 7) Schools' 2026-2027 Student lottery Policy. Principal Wadsworth will share with the board the school's 2026-2027 lottery policy for review and approval ***For Possible Action***
- 8) Review of SNTHS Board Bylaws. Board President, Brett Willis, will review the board bylaws for review and approval. ***For Possible Action***
- 9) Discuss current committees. Principal Wadsworth will review the current board committees with the board for discussion and review. ***For Possible Action***
- 10) Executive Director's Report. Executive Director Stephanie Kirby will provide the board with information and updates on. ***Information/Discussion***
 - New Grant Applications
 - Current Grants
 - Donations/ Fundraising
 - Donor Relations
 - Upcoming events/ school tours
- 11) Principal's Report. Principal Candi Wadsworth will provide the Board with information and updates. ***Information/Discussion***
 - Enrollment for 2026-2027
 - True up on last year's enrollment
 - Marketing update



SOUTHERN NEVADA TRADES HIGH SCHOOL

Building a Brighter Future

- Bellwether collaboration

12) 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.

13) Adjournment.



SOUTHERN NEVADA TRADES HIGH SCHOOL

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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 Candi Wadsworth, Principal, via email at snthsinfo@gmail.com, or via phone at 702-706-1753.

In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before September 9, 2026, 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 9, 2026, this Public Notice and Agenda was posted at the above-referenced websites and locations.

Southern Nevada Trades High School



SOUTHERN NEVADA TRADES HIGH SCHOOL

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NOTICE OF PUBLIC MEETING

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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:

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

Directors: Tina Morgan, Michael Van, Amber Hogan & Dan Wright

Guests:

Miguel D'Escoto, EdTec

SNTHS Staff:

Stephanie Kirby, Executive Director

Candi Wadsworth, Principal

Board Members Absent: Kelly Gaines, Tina Frias, Charles Landon, & Marcey Olivas

AGENDA



1) Call to Order & Roll Call.

Board Chair Brett Willis called the meeting to order at 5:01 P.M.

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 comments on any matter not on the agenda.

There was no public comment

3) Approval of July 13 SNTHS Board Meeting Minutes. The Board will review and possibly approve the minutes of the July 13, 2026, Board Meeting. Brett Willis, Chair. ***For Possible Action.***

Michael Van made a motion to approve the July 13 SNTHS Board Meeting Minutes. Dan Wright seconded. All were in favor. No one opposed. Motion carried.

4) Committee Reports. ***Information/Discussion***

- Finance, Lisa Jones, Treasurer
Lisa Jones provided a bank balance of \$195,010
- CTE Build, Rebecca Merrihew, Vice Chair
Rebecca Merrihew reported that she is continuing to explore options for relocating the sheds. The board discussed and agreed to add more features to the sheds while transportation is being figured out.

5) June 2026 Financials, including revenue, expenses and cash flow. Miguel D'Escoto from EdTec will present the financials to the Board for possible approval. ***For Possible Action***

Board Chair Brett Willis explained that Vertex would like to revise the financial information they provide. He also shared that Miguel would like to postpone the financial review until the next board meeting, at which time the Board will review both the June and July financials as part of the year-end recap. Board Chair Brett Willis reminded the Board that fundraising efforts are ongoing for the current year, with a fundraising goal of \$810,000. The Board remains on track to stay on pace with the goal by the end of September, with donations anticipated within the next 45 days.

6) Schools' CIPA Policy. Principal Wadsworth will share with the board the school's CIPA policy for E-Rate for review and approval. ***For Possible Action***

Principal Wadsworth reviewed the school's CIPA policy with the Board and explained how the policy addresses the use of technology within the school. Although CIPA is not a SPCSA requirement, E-Rate requires Board approval of the policy in order for the school to receive discounted pricing on internet and firewall services. As a Title I school, the school is eligible for these discounted services. Rebecca Merrihew made a motion to approve the CIPA policy. Tina Morgan seconded. All were in favor. No one opposed. Motion carried.

7) Schools' 2026-2027 Staff Handbook. Policy. Principal Wadsworth will share with the board the school's 2026-2027 staff handbook for review and approval ***For Possible Action***



Principal Wadsworth explained that there are no changes to the 2026–2027 Staff Handbook. Tina Morgan requested clarification regarding the attendance policy. Principal Wadsworth and Board Chair Brett Willis confirmed that there were no changes to the Staff Handbook and clarified that the attendance policy change was made to the Student Handbook. It was also noted that the Board is required to approve the handbook annually. Rebecca Merrihew made a motion to approve the 2026–2027 Staff Handbook. Tina Morgan seconded the motion. All members were in favor, with no opposition. The motion carried.

8) Executive Director's Report. Executive Director Stephanie Kirby will provide the board with information and updates on. ***Information/Discussion***

- New Grant Applications
 - Dermody Properties for thousands.
 - Gene Hos Foundation for \$10,000.00
 - Boyd Gaming
 - Rotary Club
 - Home Depot
 - Aristocrat
 - Bennet Family Foundation
 - Frank & Victoria Fertitta Foundation
 - City National Park
 - Engelstad Foundation
 - Golden Nugget
 - Resort World
 - Del Webb
- Current Grants
 - NV Energy for \$25,000.00
 - Opportunity 180: Closing out a 3-year grant.
- Donations
 - PWB Luncheon for \$2,500.00
 - Signature Homes for \$25,000.00
- Donor Relations
 - Executive Director John from SNICC
 - Jack Olsen from Opportunity 180
- Upcoming events/ school tours
 - Charter Consortium Breakfast 8/21/2026
 - Building Talent Foundation 8/25/2026
 - Nevada Contractors Association 8/27/2026
 - Talofa Fest 8/28/2026 – 8/30/2026
 - Prospective Wynn Resorts non-profit retreat
 - Prospective school tour with Dena Titus
 - Prospective school tour with Nevada Community Foundation

9) Principal's Report. Principal Candi Wadsworth will provide the Board with information and updates. ***Information/Discussion***

- Enrollment for 2026-2027
 - Total: 271



- 29 available seats for grades 9th – 11th
- First week of School
 - Students working on model homes
 - Students working on sheds
 - Students building Murphy tables
 - Students building benches
- Updates on Graduated seniors
 - 41 are employed
 - 9 are seeking employment
 - 2 entered the military
 - 17 unable to contact
- Dashboards for Review
 - June expenses: On track.
 - June Monthly Revenue: Under budget
 - YTD Revenue: Under budget
 - YTD Payroll Burden: Under budget
 - Monthly Payroll Burden: Under budget
 - Fundraising Goal: Covered 98%
 - Financial Goal Ratio: 0.97
 - Enrollment: 271

10) Public Comment #2.

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There was no public comment.

11) Adjournment.

Board Chair Brett Willis adjourned the meeting at 5:30 P.M.



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In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before August 12, 2026, 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/>



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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 August 12, 2026, this Public Notice and Agenda was posted at the above-referenced websites and locations.

Southern Nevada Trades High School



SOUTHERN NEVADA TRADES HIGH SCHOOL

MIGUEL D'ESCOTO
SEPTEMBER 2026



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- **FY26 UNAUDITED FINANCIALS**
 - FY26 BUDGET VS UNAUDITED FINANCIALS
 - RESULTS BY MONTH
 - REVENUES BREAKDOWN
 - EXPENSES BREAKDOWN
 - MONTHLY DONATIONS
 - DAYS CASH ON HAND
 - BALANCE SHEET
 - FINANCIAL PERFORMANCE FRAMEWORK
 - Accomplishments
 - Audit Process



FY26 UNAUDITED FINANCIALS



FY26 UNAUDITED INCOME STATEMENT

APPROVED BUDGET VS. FY26 UNAUDITED INCOME STATEMENT

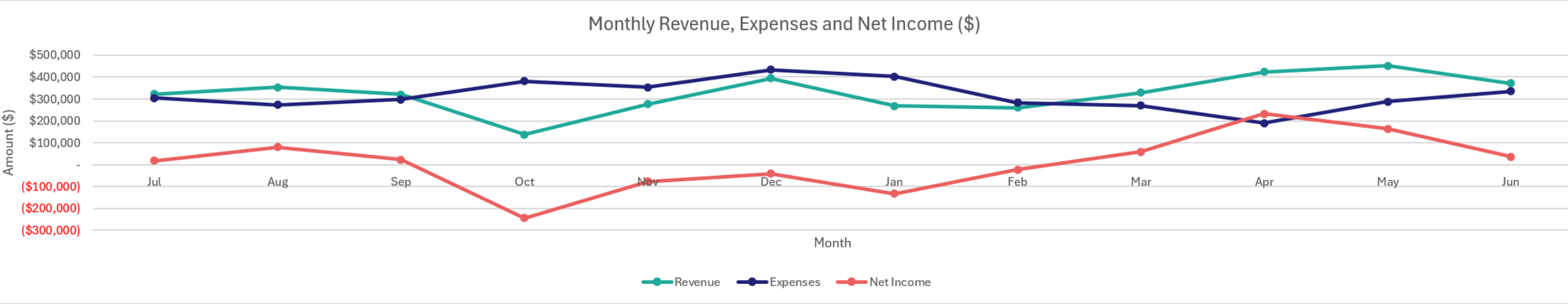
		Approved Budget v3	Unaudited Actuals	Approved Budget v3 vs. Unaudited Actuals
Revenue	Revenue from Local Sources	708,356	689,289	(19,067)
	State Revenue	2,998,284	2,962,489	(35,796)
	Federal Revenue	299,738	253,345	(46,393)
	Total Revenue	4,006,379	3,905,123	(101,255)
Expenses	Personnel Services-Salaries	1,539,065	1,502,958	36,107
	Personnel Services-Employee Benefits	748,789	720,690	28,099
	Professional and Tech Services	301,916	317,156	(15,240)
	Property Services	533,388	489,583	43,805
	Other Services	399,623	426,503	(26,880)
	Supplies	319,210	267,520	51,690
	Depreciation Expense	37,834	51,678	(13,844)
	Debt Service and Miscellaneous	39,178	35,340	3,838
	Total Expenses	3,919,003	3,811,429	107,574
Net Income - Government-Wide		87,376	93,694	6,319
	Beginning Balance (Audited)	(2,123,332)	(2,123,332)	
	Net Income - Government-Wide	87,376	93,694	
Ending Fund Balance		(2,035,956)	(2,029,637)	
Fund Balance as a % of Expenses		-52.0%	-53.3%	
Fund Basis Adjustments:				
add: Depreciation/amortization		37,834	51,678	
Total Fund Basis Adjustments		37,834	51,678	
Net Income (Loss) - Fund Basis		125,210	145,372	
Beginning Fund Balance - Fund Basis		240,253	240,253	
ending Fund Balance - Fund Basis		365,463	385,625	



FY26 MONTHLY RESULTS

UNAUDITED FY26 INCOME STATEMENT

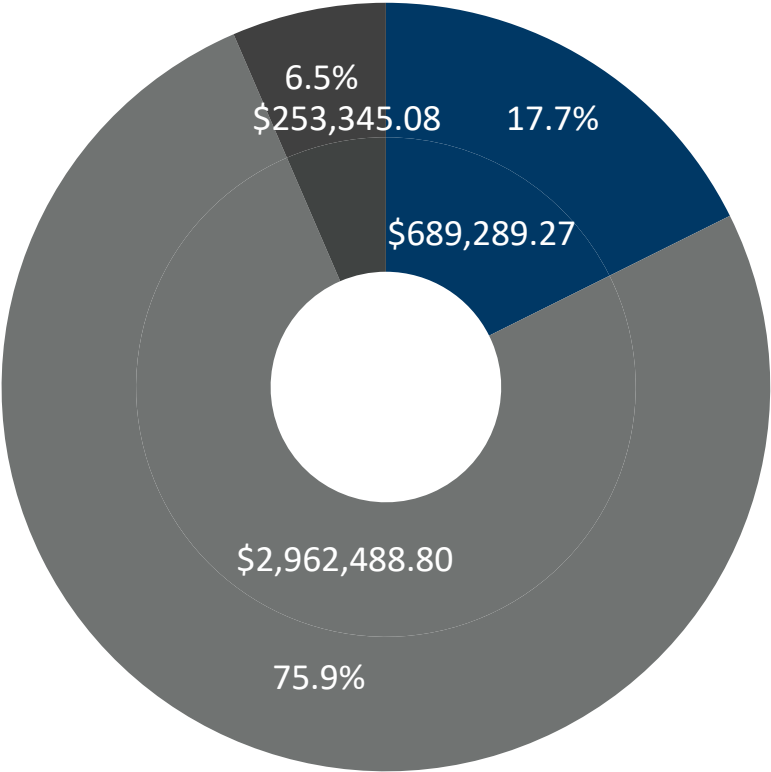
Metric	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Revenue	\$322,230	\$353,298	\$319,865	\$137,690	\$275,834	\$393,351	\$268,513	\$259,637	\$328,583	\$422,833	\$451,480	\$371,810	\$3,905,123
Expenses	\$304,728	\$272,991	\$297,725	\$381,536	\$353,202	\$433,883	\$401,818	\$282,836	\$269,042	\$190,481	\$288,040	\$335,122	\$3,811,404
Net Income	\$17,502	\$80,307	\$22,139	(\$243,846)	(\$77,367)	(\$40,531)	(\$133,306)	(\$23,199)	\$59,541	\$232,352	\$163,440	\$36,688	\$93,719





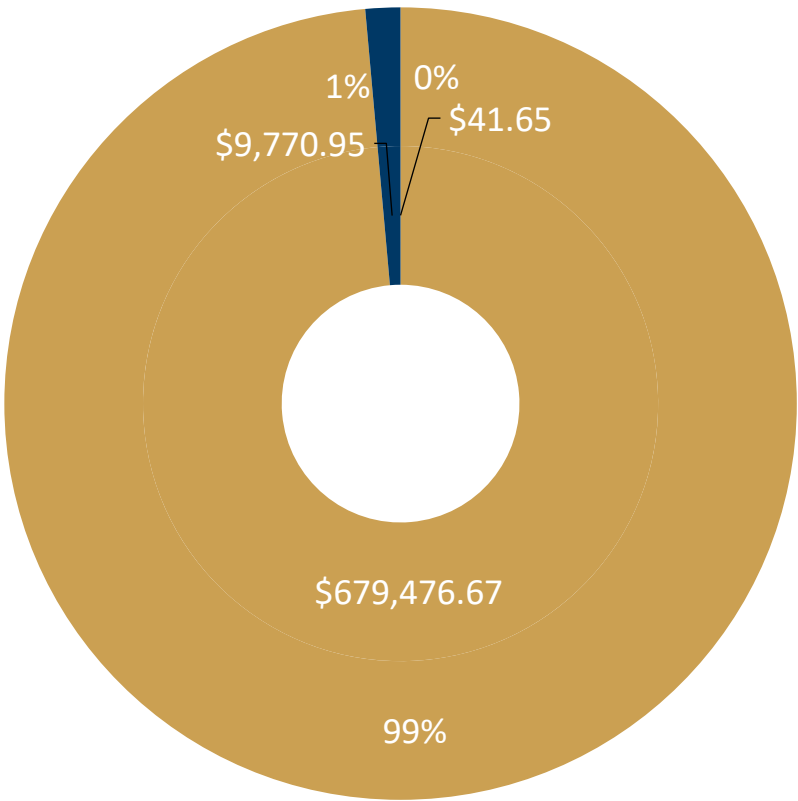
FY26 UNAUDTED REVENUE

FY26 Resource



Local Resource State Resource Federal Resource

Local Resource

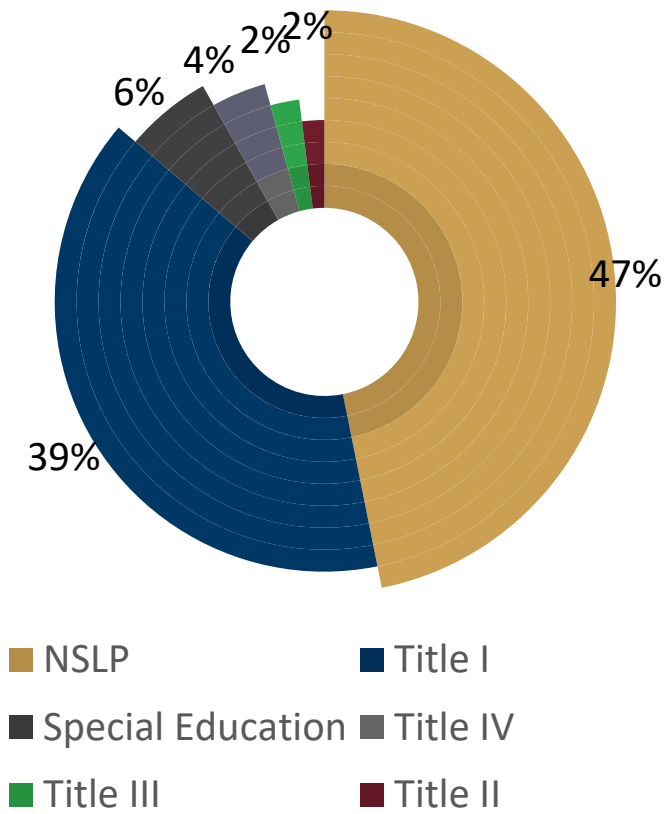


Contributions and Other Local Investment Income

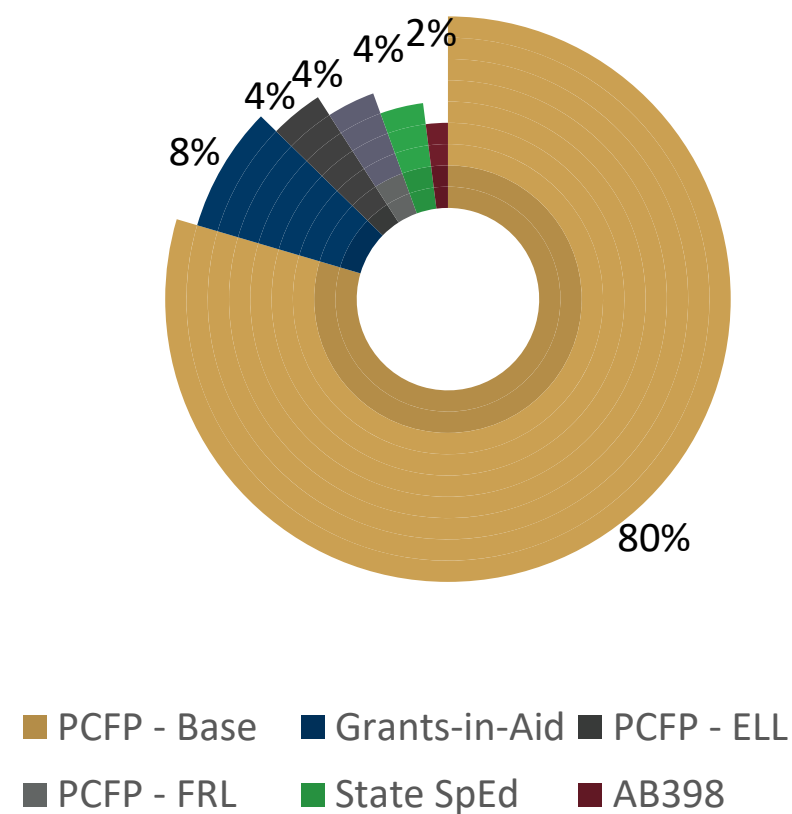


FY26 UNAUDTED REVENUE

Federal Resource



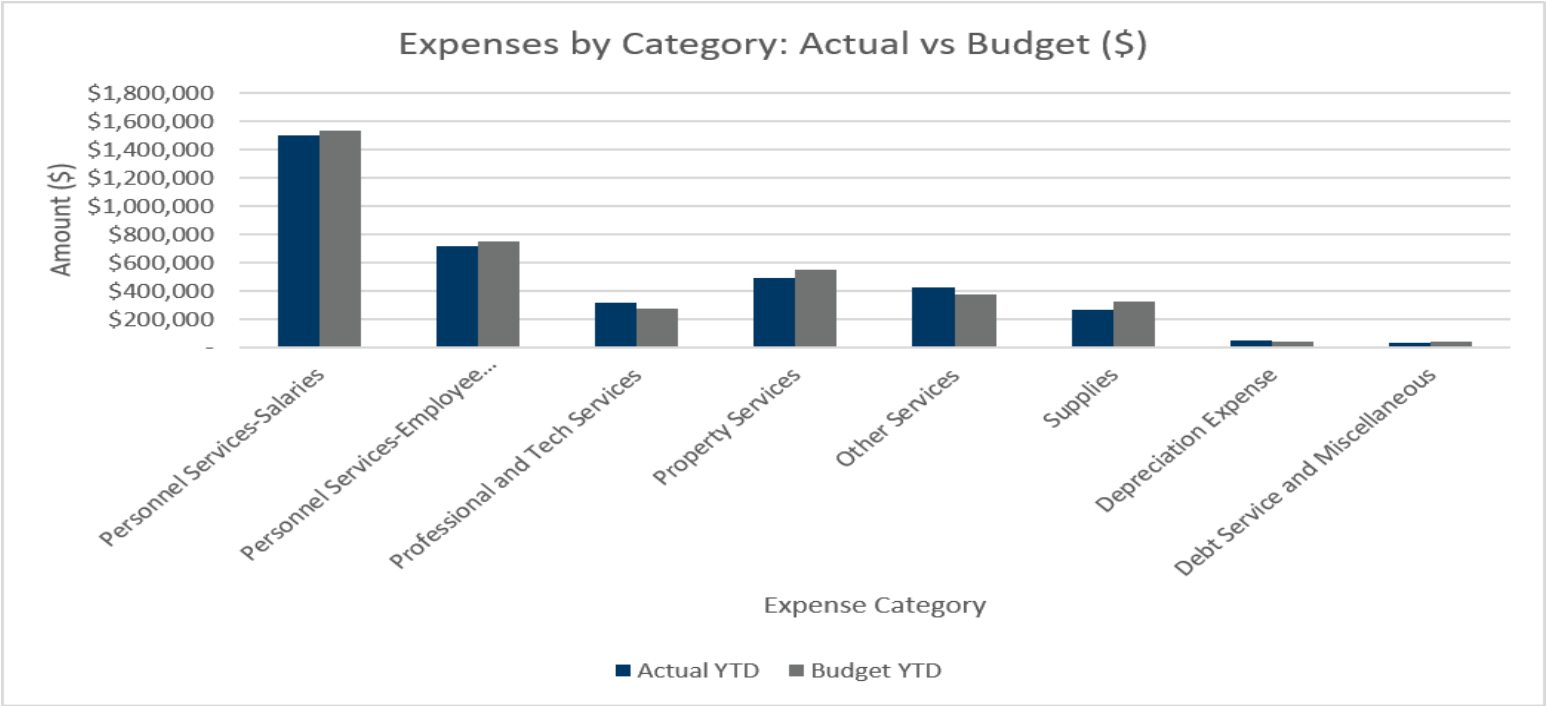
State Resource





FY26 UNAUDITED EXPENSES

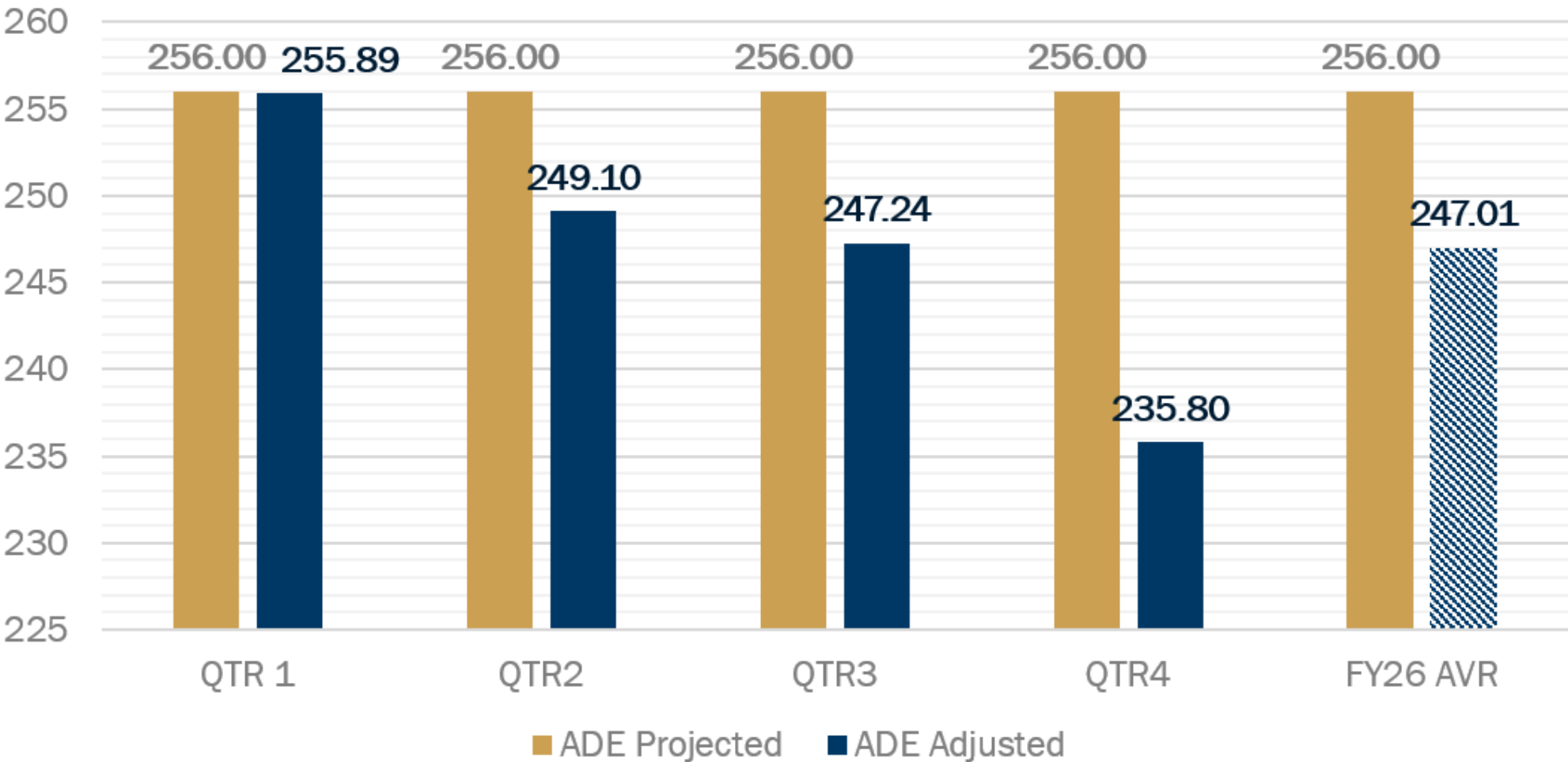
Expense Category	Actual YTD	Budget YTD
Personnel Services-Salaries	\$1,502,958	\$1,539,065
Personnel Services-Employee Benefits	\$720,690	\$748,789
Professional and Tech Services	\$317,156	\$301,916
Property Services	\$489,583	\$533,388
Other Services	\$426,503	\$399,623
Supplies	\$267,520	\$319,210
Depreciation Expense	\$51,678	\$37,834
Debt Service and Miscellaneous	\$35,340	\$39,178
Total Expenses	\$3,811,429	\$3,919,003





FY26 Quarter Average Daily Enrollment

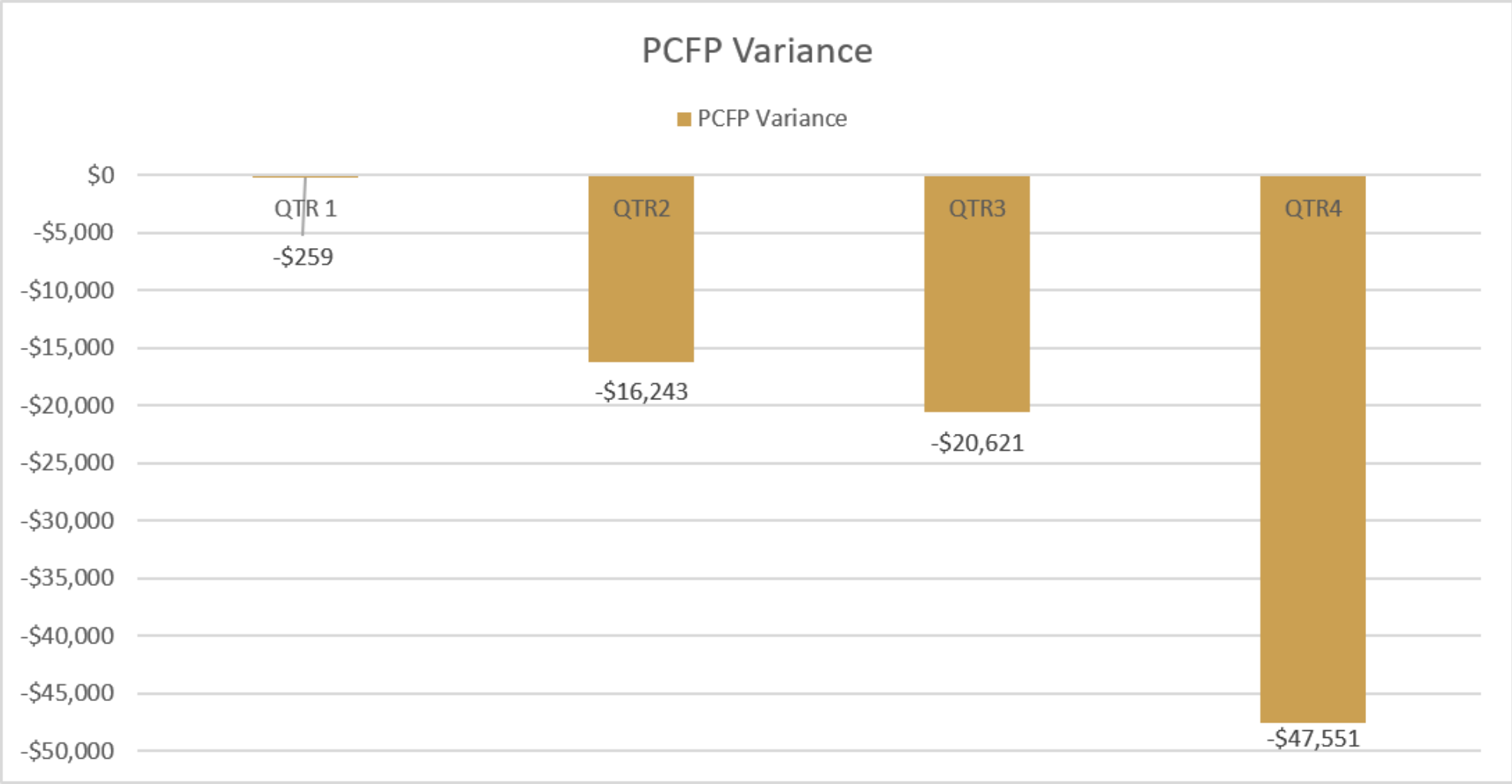
Projected ADE vs. Adjusted ADE:





FY26 PCFP Variance per Quarter

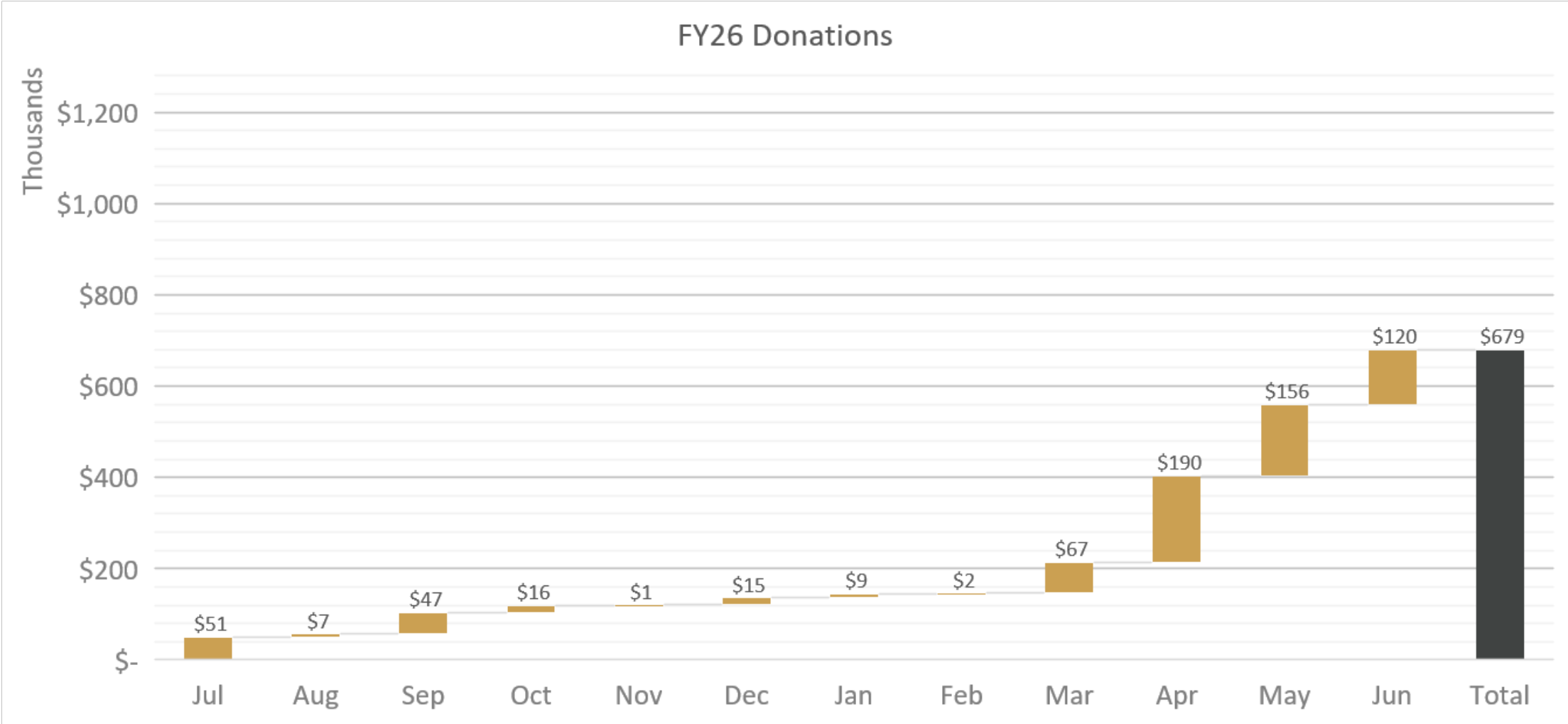
PCFP Base Rate \$9,416 x ADE average 247.01 = -\$84K





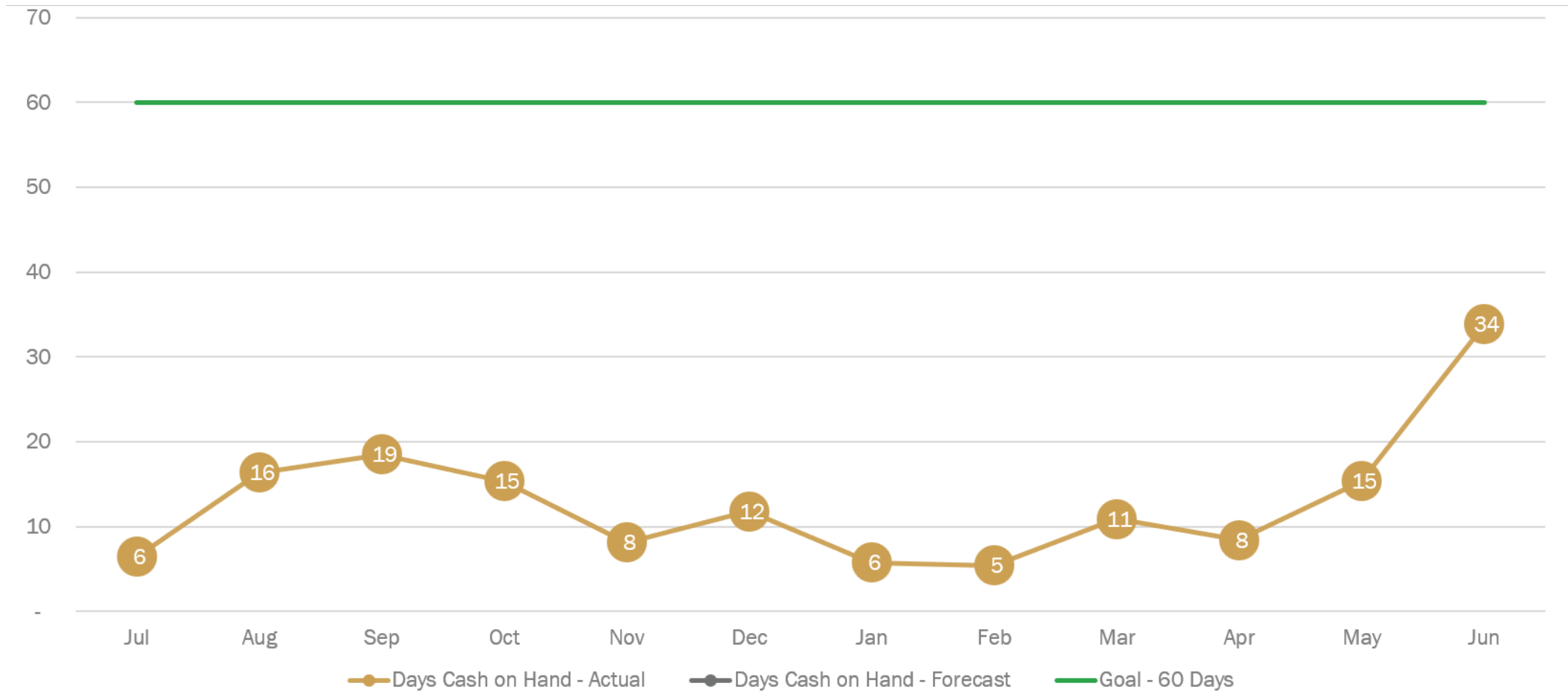
FY26 Monthly Donations

Donation Goal: \$706,356 Deficit of \$26,710 due to EOY timing.





FY26 DAYS CASH ON HAND





FY26 YEAR TO DATE BALANCE SHEET

Outlines what school owns and owes as of June 2026

		Jun FY25	Jun FY26	Notes
Assets	Cash Balance	259,008	353,283	
	Accounts Receivable	21,951	63,069	
	Other Current Assets	-	46,097	
	Fixed Assets	199,199	161,365	Depreciable Assets
	Other Assets	89,932	89,932	Security Deposit
	ROU Assets	22,951,437	22,937,618	GASB Lease Assets
	Deferred PERS Assets	1,643,792	1,643,792	GASB PERS deffered Assets
	Total Assets	25,165,319	25,295,156	
Liabilities & Equity	Accounts Payable	19,474	101,940	
	Other Current Liabilities	80,707	1,152	
	Loans Payable (Current)	505,795	342,152	Working Capital & Current Portion of Lease
	PERS Liability	30,458	28,063	Current PERS
	Loans Payable (Long-Term)	24,937,437	25,086,681	GASB Lease Liabilities
	Deferred PERS Liability	1,714,781	1,714,781	GASB PERS deffered Liabilities
	Other Liabilities	-	50,000	
	Beginning Net Assets	(633,190)	(2,123,332)	
	Net Income (Loss) to Date	(1,490,142)	93,719	
	Total Liabilities & Equity	25,165,319	25,295,156	

FINANCIAL PERFORMANCE FRAMEWORK



FINANCIAL PERFORMANCE FRAMEWORK

- **Purpose**

- Evaluates the financial health and sustainability of charter schools
- Supports ongoing monitoring and renewal decisions
- Aligns with national best practices and Nevada's educational landscape

- **Framework Structure**

- Near-Term Financial Health (predicts short-term viability)
- Long-Term Sustainability (assesses ongoing financial stability)
- Financial Management & Oversight (evaluates fiscal controls and board oversight)

Near Term Financial Health



Metric	Measures	Target
Current Ratio	Ability to meet financial obligations with current assets	> 1.1
Unrestricted Days Cash On Hand (DCOH)	How many days school can pay expenses without more cash	> 30 - 60
Enrollment Forecast Accuracy	Whether the School met its enrollment projections	> 95%
Debt Default	Whether the school has been meeting loan obligations	No



Long –Term Sustainability

Metric	Measures	Target
Total Margin	Deficit or Surplus yielded out of revenue	Positive
Debt to Asset Ratio	Extent to which school relies on borrowed funds to operate	< 90
Cash Flow	Change in cash balance from one period to another	Positive
Debt/Lease Services Coverage Ratio	Ability to cover debt obligations in current year	> 1.1



FY26 Financial Performance Framework

Metric	Standard:	FY26 Result:	Meets or Exceeds?
<i>Near-Term Financial Indicators:</i>			
Current ratio	1.1 or greater	1.0	NO
Unrestricted days cash-on-hand	60 days or more	36	NO
Debt default	Should be NO	NO	YES
<i>Sustainability Indicators:</i>			
Aggregate 3 year total margin	Positive	-50.86%	NO
Current year total margin	Positive	2.40%	YES
Debt-to-asset ratio (net of pension liability)	0.90 or less	0.93	NO
Multi-year cash flow	Positive	(26,294)	NO
One-year cash flow	Positive	72,324	YES
Debt-service coverage ratio (net of GASB 68 pension adjustment)	1.1 or greater	1.08	NO



FY26 Board Development Plan Metrics

Risk Area	Actual	Exposure	Board Review
Enrollment	247.01	-\$84,650	Monthly
Facility Costs	\$489,583	-\$43,805	Monthly
Transportation	\$307,121	\$27,397	Quarterly
PCFP Funding	\$2,356,721	-\$63,191	Quarterly
Liquidity	34	-26	Monthly
Payroll Exp.	\$2,223,648	-\$64,206	Quarterly
Rent % PCFP	17%	0%	Quarterly
Fundraising Progress	96%	\$26,710	Monthly



FY26 ACCOMPLISHMENTS

STEADY COURSE



28% Increase ADE



SNTHS 1st 96% Graduates



Donations: 96% of Target



AUDIT PROCESS

THE COMING MONTHS

Spring 2026
Prepare GL
clean up

July – August
FY26 accounting
close, year-end
entries

September 26
Auditor onsite/remote
work on unaudited actuals

Sept.- Oct 26
Auditor reviews
financial data,
completes and
drafts report

December 1st
Audit report
accepted by board
and submitted to
state/authorizer



Government-Wide Financials

Recognizes revenues earned and expenses incurred
Accrual based Financials

Forecast Revenues and Expenses (long term)

Includes no cash items (Depreciation)

SEE EXHIBITS

Recognizes revenues when available and expenses when current liabilities are incurred

Cash base Financials

Revenues and Expenses by Resource (Funding Source)

Expenses by Program

Transfers In and Out to cover expenses

SEE EXHIBITS

Fund Base Financials



Exhibits: Government-Wide

Southern Nevada Trades High School
Income Statement
As of Jun FY2026

Actual				Budget & Forecast		
				Approved Budget v3	Unaudited Actuals	Approved Budget v3 vs. Unaudited Actuals
	Apr	May	Jun			
SUMMARY						
Revenue						
Revenue from Local Sources	196,643	156,453	120,074	708,356	689,289	(19,067)
State Revenue	207,701	238,048	239,635	2,998,284	2,962,489	(35,796)
Federal Revenue	18,488	56,979	12,101	299,738	253,345	(46,393)
Total Revenue	422,833	451,480	371,810	4,006,379	3,905,123	(101,255)
Expenses						
Personnel Services-Salaries	114,999	130,536	115,868	1,539,065	1,502,958	36,107
Personnel Services-Employee Benefits	56,340	56,918	56,646	748,789	720,690	28,099
Professional and Tech Services	27,633	18,849	44,096	301,916	317,156	(15,240)
Property Services	(40,628)	4,268	22,247	533,388	489,583	43,805
Other Services	3,483	36,535	65,266	399,623	426,503	(26,880)
Supplies	23,049	17,288	12,843	319,210	267,520	51,690
Depreciation Expense	3,153	3,153	16,997	37,834	51,678	(13,844)
Debt Service and Miscellaneous	2,452	20,492	1,184	39,178	35,340	3,838
Total Expenses	190,481	288,040	335,147	3,919,003	3,811,429	107,574
Net Income – Government-Wide	232,352	163,440	36,663	87,376	93,694	6,319
Fund Balance						
Beginning Balance (Unaudited)				(2,120,915)	(2,120,915)	
Audit Adjustment				(2,416)	(2,416)	
Beginning Balance (Audited)				(2,123,332)	(2,123,332)	
Net Income – Government-Wide				87,376	93,694	
Ending Fund Balance				(2,035,956)	(2,029,637)	

Southern Nevada Trades High School
Income Statement
As of Jun FY2026

		Actual			Budget & Forecast		
		Apr	May	Jun	Approved Budget v3	Unaudited Actuals	Approved Budget v3 vs. Unaudited Actuals
Total ADE					257	-	(257)
REVENUE							
Revenue from Local Sources							
1500	Investment Income	3	3	4	50	42	(8)
1900	Other Local Revenue	6,864	548	-	2,119	9,771	7,652
1920	Contributions and Donations From Private Source	189,775	155,902	120,070	706,187	679,477	(26,710)
SUBTOTAL - Revenue from Local Sources		196,643	156,453	120,074	708,356	689,289	(19,067)
Intermediate Revenue Sources							
SUBTOTAL - Intermediate Revenue Sources		-	-	-	-	-	-
State Revenue							
3110.201	PCFP - Base Funding	190,086	194,276	194,276	2,419,912	2,356,721	(63,191)
3114	State PCFP Auxiliary Revenue - Food Service	-	-	-	695	348	(348)
3200	State Funds & Grants-in-Aid	-	-	27,744	201,996	229,740	27,744
3254	PCFP - ELL	8,828	8,828	8,828	105,931	105,931	-
3255	PCFP - FRL	8,788	8,788	8,788	105,459	105,459	-
3270	State SpEd	-	26,156	-	104,624	104,624	(0)
3280	State Funding - Salary Increases (AB398, etc	-	-	-	59,667	59,667	(0)
SUBTOTAL - State Revenue		207,701	238,048	239,635	2,998,284	2,962,489	(35,796)
Federal Revenue							
4500.633	Title I	5,792	9,542	5,792	104,777	99,673	(5,104)
4500.639	IDEA	-	7,470	-	26,767	14,326	(12,441)
4500.658	Title III-LEP	-	-	-	5,317	5,785	468

Southern Nevada Trades High School
Income Statement
As of Jun FY2026

		Actual			Budget & Forecast		
		Apr	May	Jun	Approved Budget v3	Unaudited Actuals	Approved Budget v3 vs. Unaudited Actuals
4500.709	Title II	-	5,000	-	4,525	5,000	475
4500.715	Title IV – Well-Rounded Education	-	9,882	-	10,578	9,882	(696)
4500.802	NSLP	12,696	25,085	6,309	147,775	118,679	(29,096)
SUBTOTAL - Federal Revenue		18,488	56,979	12,101	299,738	253,345	(46,393)
TOTAL REVENUE		422,833	451,480	371,810	4,006,379	3,905,123	(101,255)
EXPENSES							
Personnel Services-Salaries							
101	Salaries-Teachers	74,156	74,622	74,783	952,671	931,412	21,259
102	Salaries-Instructional Aides	3,677	3,677	3,677	44,120	44,757	(637)
104	Salaries-Licensed Administration	8,792	8,792	8,792	105,500	105,500	0
105	Salaries-Non-licensed Administration	15,833	15,833	15,833	242,500	245,750	(3,250)
106	Salaries-Other Licensed Staff	5,792	5,792	5,792	69,500	69,500	0
107	Salaries-Other Classified/Support Staff	6,450	8,521	6,917	94,274	83,314	10,960
161	Salaries-Extra Duties-Teachers	200	12,050	-	30,500	20,650	9,850
162	Salaries-Extra Duties-Instructional Aides or Assis	100	-	75	-	825	(825)
165	Salaries-Extra Duties-Non-licensed Administration	-	1,250	-	-	1,250	(1,250)
SUBTOTAL - Personnel Services-Salaries		114,999	130,536	115,868	1,539,065	1,502,958	36,107
Personnel Services-Employee Benefits							
210	Employee Benefits - Group Insurance	10,263	10,315	10,272	146,271	129,374	16,897
220	Employee Benefits - Social Security Contributions	-	-	-	730	1,118	(388)
230	Employee Benefits - Retirement Contributions	40,980	40,822	41,502	541,115	528,503	12,612
240	Employee Benefits - Medicare Payments	1,647	1,873	1,660	22,316	21,551	766
260	Employee Benefits - Unemployment Compensation	3,450	3,908	3,212	32,857	34,519	(1,662)

Southern Nevada Trades High School
Income Statement
As of Jun FY2026

		Actual			Budget & Forecast		
		Apr	May	Jun	Approved Budget v3	Unaudited Actuals	Approved Budget v3 vs. Unaudited Actuals
270	Employee Benefits - Workers Compensation	-	-	-	5,500	5,626	(126)
290	Employee Benefits - Other Employee Benefits	-	-	-	-	-	-
SUBTOTAL - Personnel Services-Employee Be		56,340	56,918	56,646	748,789	720,690	28,099
Professional and Tech Services							
310	Office/Administrative Services	51	115	617	7,075	5,941	1,134
320	Professional Educational Services	14,029	7,567	5,885	98,822	88,834	9,988
331	Training & Development Services - Teachers	-	-	-	3,807	4,406	(599)
340	Other Professional Services	2,481	(2,400)	21,706	46,725	63,800	(17,075)
340.1	Business Service Fees	6,250	6,250	6,250	75,000	75,000	-
345	Marketing Services	4,431	4,500	5,602	30,000	39,803	(9,803)
350	Technical Services	391	391	493	8,000	7,145	855
351	Data Processing & Coding Services	-	-	-	9,750	9,750	-
352	Other Technical Services	-	-	-	2,737	-	2,737
360	Other specialized services	-	2,427	3,543	20,000	22,478	(2,478)
SUBTOTAL - Professional and Tech Services		27,633	18,849	44,096	301,916	317,156	(15,240)
Property Services							
410	Utility Services	1,668	2,061	2,434	43,000	28,066	14,934
411	Water and Sewer	536	615	531	15,000	14,912	88
421	Garbage and Disposal	1,764	143	48	8,000	6,053	1,947
430	Repairs and Maintenance Services	1,865	1,258	480	35,000	27,746	7,254
441	Rent - Land and Building	(50,924)	-	32,000	400,000	400,000	-
442	Rental of Equipment and Vehicles	-	-	755	12,000	7,583	4,417
443	Rentals of Computers and Related Equipment	4,464	-	(14,286)	17,388	2,873	14,515
490	Other Purchased Property Services	-	191	285	3,000	2,350	650
SUBTOTAL - Property Services		(40,628)	4,268	22,247	533,388	489,583	43,805

Southern Nevada Trades High School
Income Statement
As of Jun FY2026

		Actual			Budget & Forecast		
		Apr	May	Jun	Approved Budget v3	Unaudited Actuals	Approved Budget v3 vs. Unaudited Actuals
Other Services							
519	Student Transportation	-	33,548	59,260	279,724	307,121	(27,397)
522	Liability Insurance	-	-	-	66,000	67,796	(1,796)
531	Postage	-	-	-	150	90	60
535	Phone & internet services	304	304	393	4,000	3,528	472
540	Advertising	-	255	75	6,500	5,269	1,231
550	Printing and Binding	-	-	-	1,000	-	1,000
570	Food Service Management	750	-	750	12,000	8,867	3,133
591	CS Sponsor Fee (1.25% of PCFP)	2,428	2,428	4,788	30,249	33,832	(3,583)
SUBTOTAL - Other Services		3,483	36,535	65,266	399,623	426,503	(26,880)
Supplies							
610	General Supplies	9,981	4,359	5,732	72,092	78,207	(6,115)
612	Non-capitalized equipment	-	-	-	5,000	664	4,336
630	Food	13,039	12,839	7,092	150,345	128,310	22,035
641	Textbooks	-	-	-	32,000	26,559	5,441
650	Supplies-Information Technology-related - Generi	-	-	-	36,573	15,833	20,740
651	Supplies - Technology - Software	30	90	20	19,200	17,947	1,253
653	Web-based and similar programs	-	-	-	4,000	-	4,000
SUBTOTAL - Supplies		23,049	17,288	12,843	319,210	267,520	51,690
Depreciation Expense							
776	Amortization Expense – RUA – Machinery and Ec	-	-	13,819	-	13,819	(13,819)
790	Depreciation	3,153	3,153	3,178	37,834	37,859	(25)
SUBTOTAL - Depreciation Expense		3,153	3,153	16,997	37,834	51,678	(13,844)
Debt Service and Miscellaneous							
810	Dues and Fees	-	-	600	1,000	3,400	(2,400)

Southern Nevada Trades High School
Income Statement
As of Jun FY2026

		Actual			Budget & Forecast		
		Apr	May	Jun	Approved Budget v3	Unaudited Actuals	Approved Budget v3 vs. Unaudited Actuals
832	Interest	152	-	414	300	852	(552)
832.1	Interest - Short Term	-	-	-	29,752	-	29,752
890	Miscellaneous Expenditures	-	21	170	-	191	(191)
890.1	Miscellaneous Expenditures - Prior Year Expense	-	20,471	-	8,126	28,598	(20,472)
894	Bad Debt	2,300	-	-	-	2,300	(2,300)
SUBTOTAL - Debt Service and Miscellaneous		2,452	20,492	1,184	39,178	35,340	3,838
Other Items - Expense							
SUBTOTAL - Other Items - Expense		-	-	-	-	-	-
TOTAL EXPENSES		190,481	288,040	335,147	3,919,003	3,811,429	107,574



Exhibits: Fund Base

Southern Nevada Trades High School
Income Statement
As of Jun FY2026

		FUNDS:											
		100	100	100	250	206	208	100	220	280	280 or 290		
		000-000	201	202	205	211	212	214	220	633,639,658,709,715	802		
FY26 Amended Budget Final 3/9/2026		Combined Funds FY26 Actuals	General Fund	PCFP Base Funding	Food Service	State SPED	PCFP ELL funding	PCFP At-Risk Funding	Special Transportation Funding	AB398 Teacher Raises	Federal Funds	NSLP	
REVENUE													
Revenue from Local Sources													
1500	Investment Income	50	42	42									
1900	Other Local Revenue	2,119	9,771	9771									
1920	Contributions and Donations From Private Sources	706,187	679,477	679477									
SUBTOTAL - Revenue from Local Sources		708,356	689,290	689,290	-								
State Revenue													
3000	State Revenue												
3100	Unrestricted Grants-in-Aid - State												
3110	Basic Support - DSA												
3110.201	PCFP - Base Funding	2,419,912	2,356,721	2,356,721									
3110.210	DO NOT USE	-	-										
3110.211	DO NOT USE	-	-										
3110.212	DO NOT USE	-	-										
3110.213	DO NOT USE	-	-										
3114	State PCFP Auxiliary Revenue - Food Service	695	348		348								
3115	PCFP - SpEd local add-on	-	-										
3200	State Funds & Grants-in-Aid	201,996	229,740	77,744					151,996				
3230	Class Size Reduction	-	-										
3254	PCFP - ELL	105,931	105,931				105,931						
3255	PCFP - FRL	105,459	105,459					105,459					
3256	PCFP - GATE	-	-										
3270	State SpEd	104,624	104,624		104,624								
3280	State Funding - Salary Increases (AB398, etc	59,667	59,667							59,667			
3800	Revenue in Lieu of Taxes - State												
SUBTOTAL - State Revenue		2,998,284	2,962,489	-	2,434,464	348	104,624	105,931	105,459	151,996	59,667	-	-
Federal Revenue													
	Title I, II, III, IV, IDEA	151,963	134,666								134,666		
4500.802	NSLP	147,775	118,679									118,679	
SUBTOTAL - Federal Revenue		299,738	253,345	-	-	-	-	-	-	-	-	134,666	118,679
TOTAL REVENUE		4,006,379	3,905,124										
EXPENSES													
100	Regular Program	3,485,356	2,923,241	-	2,652,318	-	-	-	-	211,256	59,667	-	-
100	Salaries	1,302,408	1,056,267	996,601							59,667		
200	Benefits	628,811	535,917	535,917									
300	Professional Services	301,916	305,509	305,509									
400	Property Services	533,388	489,583	489,583									
500	Other Services	399,623	417,636	206,380					211,256				
600	Supplies	319,210	118,328	118,328									
200 Sepcial Programs		250,704	589,663	-	-	348	298,039	-	-	-	-	134,667	156,610
100	Salaries	164,987	304,216				195,535					95,681	13,000
200	Benefits	85,717	115,741				102,504					6,778	6,459

300 Professional Services	11,647			11,326	322
400 Property Services	-				
500 Other Services	8,867				8,867
600 Supplies	149,192	348		20,882	127,963

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

	2025-26													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Forecast	Remaining Balance
Beginning Cash	259,008	67,022	170,581	193,237	160,352	84,803	123,131	60,434	56,665	113,923	87,850	160,151		
REVENUE														
Revenue from Local Sources	50,504	6,504	47,004	17,919	1,177	14,930	9,100	1,548	67,434	196,643	156,453	120,074	696,508	7,219
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	265,570	341,003	266,642	101,822	245,125	346,234	239,136	239,444	232,129	207,701	238,048	239,635	2,932,664	(29,824)
Federal Revenue	6,156	5,792	6,219	17,949	29,532	32,188	20,276	18,646	29,020	18,488	56,979	12,101	272,245	18,900
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	322,230	353,298	319,865	137,690	275,834	393,351	268,513	259,637	328,583	422,833	451,480	371,810	3,901,417	(3,706)
EXPENSES														
Personnel Services-Salaries	105,582	139,369	138,946	131,087	130,615	136,405	122,607	121,398	115,545	114,999	130,536	115,868	1,539,065	36,107
Personnel Services-Employee Benefits	50,553	66,756	72,215	63,591	63,151	58,595	60,163	58,613	57,149	56,340	56,918	56,646	750,079	29,389
Professional and Tech Services	16,844	14,830	31,227	21,229	35,219	26,964	27,368	28,590	24,307	27,633	18,849	44,096	315,611	(1,545)
Property Services	83,559	15,186	9,541	99,880	101,411	87,644	93,690	3,722	9,064	(40,628)	4,268	22,247	486,667	(2,916)
Other Services	5,251	17,900	16,171	42,059	14,008	99,207	38,281	47,131	41,211	3,483	36,535	65,266	420,033	(6,470)
Supplies	42,934	16,043	26,770	23,494	6,443	3,256	56,555	20,229	18,614	23,049	17,288	12,843	263,754	(3,767)
Depreciation Expense	-	-	-	-	-	18,917	3,153	3,153	3,153	-	3,153	16,972	37,834	(13,819)
Debt Service and Miscellaneous	4	2,907	2,855	194	2,356	2,894	2	-	-	2,452	20,492	1,184	34,550	(790)
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	304,728	272,991	297,725	381,536	353,202	433,883	401,818	282,836	269,042	190,481	288,040	335,122	3,847,592	36,189
Operating Cash Inflow (Outflow)	17,502	80,307	22,139	(243,846)	(77,367)	(40,531)	(133,306)	(23,199)	59,541	232,352	163,440	36,688	53,825	(39,894)
Accounts Receivable	(246,676)	(5,792)	5,728	(160,385)	167,218	(36,231)	32,373	(11,183)	26,459	37,506	(34,214)	184,079		
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	(46,097)		
Fixed Assets	-	-	-	-	-	18,917	3,153	3,153	3,153	3,153	3,153	3,153		
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	13,819		
Accounts Payable	(19,474)	20,199	(20,199)	86,542	(1,982)	190,716	31,997	33,353	(23,680)	(205,143)	(71,508)	61,645		
Other Current Liabilities	(33,405)	(3,600)	15,105	286,814	(210,315)	(93,506)	5,900	(2,448)	8,253	(59,880)	11,826	(4,299)		
Loans Payable (Current)	81,821	-	-	-	-	-	-	-	-	(245,464)	-	-		
PERS Liability	8,245	12,444	(117)	(2,010)	46,897	(1,036)	(2,813)	(3,445)	(16,466)	(2,241)	(395)	(41,458)		
Loans Payable (Long-Term)	-	-	-	-	-	-	-	-	-	163,642	-	(14,398)		
Other Liabilities	-	-	-	-	-	-	-	-	-	50,000	-	-		
Ending Cash	67,022	170,581	193,237	160,352	84,803	123,131	60,434	56,665	113,923	87,850	160,151	353,283		
Days Cash on Hand	6	16	19	15	8	12	6	5	11	8	15	34		

English Learner Policy and Plan

SOUTHERN NEVADA TRADES HIGH SCHOOL

2026 – 2027



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 that 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: September 14, 2026

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:

- Stephanie Kirby, 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
- Dan Wright, Board Member
- Michael C. Van, Board Member
- Charles Landon, Board Member
- Tina Frias, Board Member
- Marcey Olivas, 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 students 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 EI 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_ELsToolkit_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>



Located on page 9 of the 2026-2027 Parent student handbook:

Enrollment & Lottery Guidelines

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Southern Nevada Trades High School will serve students primarily in the 89110 zip-code and any age eligible student in Nevada is eligible to enroll, beginning with 9th and 10th in our first year. Priority will be given to families living within 2 miles of the charter school (pursuant to NRS 388A.456).

SNTHS will accept students on a rolling admission basis at the beginning of each quarter. Applications

received after the lottery closing date will be accepted on a first come, first served basis. Our application will open on the first working day of October and close the first Friday of January which satisfies the 45-day requirement of NRS 388A.454(7).

Any false statement or purposeful omission of information on enrollment documents (application or enrollment forms), may result in revocation of enrollment offers.

Current student reenrollment will start the first week of January and run for two weeks. Once closed the lottery will be run to fill any remaining vacant seats.

BYLAWS FOR THE ADMINISTRATION
SOUTHERN NEVADA TRADES HIGH SCHOOL
A Nevada Non-Profit Corporation

These Bylaws ("**Bylaws**") of Southern Nevada Trades High School, a Nevada non-profit corporation (the "**Corporation**"), are dated April 8, 2022 have been adopted by the board of directors of the Corporation (the "**Board**") and are hereby executed by the Corporation's officers.

ARTICLE I: PRINCIPAL OFFICE; REGISTERED AGENT & CHARITABLE PURPOSE

1.1. PRINCIPAL OFFICE. The address of the principal office of the Corporation shall be [Address]. The Board may change the address of the principal office from time to time as it deems advisable.

1.2. REGISTERED AGENT. The registered agent of the Corporation is Shumway Van, LLC, whose address is 8985 S Eastern Avenue, Suite 100, Las Vegas, NV 89123. The Board may change the registered agent of the Corporation from time to time as it deems advisable, provided, however, that if the registered agent of the Corporation or the address of the Corporation's designated address is changed, the Board shall amend the Articles (defined below) to disclose the then current registered agent and its then current address.

1.3. FORMATION. The Corporation was formed upon the filing of its Articles of Incorporation with the Nevada Secretary of State on April 8, 2022 (the "**Articles**").

1.4. CHARITABLE PURPOSE. The Corporation shall exist solely for charitable and educational purposes as defined by Section 501(c)(3) of the Internal Revenue Code (the "**Code**"), as amended, and as set forth in the Articles. The members of the Board (collectively the "**Directors**" and each individually a "**Director**") shall not exercise their powers except in full compliance with federal laws governing tax exempt organizations under Section 501(c)(3) of the Code so that the Corporation at all times qualifies as a tax-exempt organization to which donations shall be tax deductible pursuant to Sections 170(a)(1), 2055 and 2522 of the Code.

1.5. COMPLIANCE WITH LAWS. The Corporation will at all times comply with all applicable federal, state, and local laws, rules, and regulations, including, but not limited to, Chapter 82 of the Nevada Revised Statutes, which governs the formation and operation of nonprofit corporations under Nevada law.

ARTICLE II: DEFINITIONS

2.1. DEFINITIONS. The following definitions shall apply to the following terms, as used in these Bylaws:

(a) "**Annual Meeting**" means a meeting of the Directors occurring not less frequently than once per Fiscal Year at which the business and affairs of the Corporation are conducted.

(b) "**Board**" means the governing body of the Corporation, comprised of all of the Directors.

(c) "**Bylaws**" mean these Bylaws of the Corporation, as amended.

(d) "**Chair**" means, initially, Brett Willis, and thereafter the Director charged with leading the Board.

(e) **“Code”** means the Internal Revenue Code of 1986, as from time to time amended and in effect.

(f) **“Director(s)”** means a member or members of the Board.

(g) **“Executive Committee”** means a committee established under the direction of the Board for a specific purpose or project related to the charitable purposes of the Corporation and comprised of members designated by the Board.

(h) **“Fiscal Year”** means the calendar year unless otherwise determined by the Chair in its sole discretion.

(i) **“Corporation”** means the private operating foundation governed by these Bylaws, and its successors and assigns.

(j) **“Net Asset Value”** means all of the Corporation’s assets less all of the Corporation’s liabilities.

(k) **“Officer(s)”** means the President, Secretary, Treasurer, and any Vice-Presidents appointed by the Directors to assist in the management of the affairs of the Corporation.

(l) **“Person”** means an individual or a corporation, limited liability company, partnership, trust, estate, unincorporated organization, association, or other business enterprise.

(m) **“Regulations”** means the income tax regulations promulgated under the Code, as from time to time amended and in effect (including corresponding provisions of succeeding regulations).

(n) **“Resolution”** means a written instrument drafted and distributed by and among the Directors setting forth a specific action to be taken by the Directors upon obtaining the requisite percentage of approval from the Directors.

(o) **“Special Meeting”** means a meeting of the Directors called by the Chair from time to time at which the business and affairs of the Corporation are conducted.

ARTICLE III: DIRECTORS

3.1. COMPOSITION OF THE BOARD; CHAIR. The Board shall initially consist of four (4) Directors, namely (i) Brett Willis, (ii) Rebecca Merrihew; (iii) Kelly Gaines; and (iv) Lisa Jones. Brett Willis shall serve as the initial Chair. In the event of a voting tie among the Directors, the Chair shall have the tie-breaking vote.

3.2. APPOINTMENT AND REMOVAL. The Directors may appoint additional or successor Directors to the Board pursuant to Section 3.4 below, *provided, however*, that the appointment of additional or successor Directors shall not be effective if it results in a Board comprised of an even number of Directors.

3.3. RESIGNATION. A Director may resign from the Board at any time by providing thirty (30) days’ advance, written notice to the other Directors.

3.4. GENERAL POWERS.

(a) **Independent Authority.** The day-to-day business and affairs of the Corporation shall be managed by the Board or those it designates as Officers, if any. Each Director, subject only to those restrictions set forth in the Articles and these Bylaws, shall have full and complete authority, power, and discretion to make any and all decisions and to do any and all things which such Director deems appropriate to accomplish the charitable purposes of the Corporation. Decisions and actions by the Directors, or any one of them, are binding on the Corporation and any document may be signed on behalf of the Corporation by any one of the Directors.

(b) **Majority Approval.** Notwithstanding the foregoing, no Director shall have the authority to take the following actions except upon the majority vote of the Directors at an Annual Meeting or Special Meeting or the majority approval by the Directors of a Resolution:

i. The delegation of authority to Officers and the fixing of compensation of Officers and Subordinate Officers;

ii. The establishment and termination of, and delegation of authority to Executive Committees, the appointment of members thereto, the removal of members therefrom, and the fixing of compensation, if any, of the members of an Executive Committee;

iii. The determination as to whether the Corporation will enter into any proposed transaction or arrangement for which a conflict of interest is present;

iv. The acquisition, disposition, mortgage, pledge, encumbrance, hypothecation, or exchange of any real property on behalf of the Corporation;

v. The advancement or generation of loans to or from the Corporation in excess of \$10,000 and the provision or securing of collateral for such loans;

vi. The amendment of these Bylaws, the Articles, or the changing of charitable purposes of the Corporation, except that any amendments required under applicable law to correct an inaccuracy in the Articles may be filed at any time by any Director;

vii. The opening and maintaining of a bank account or other depository in the name of the Corporation; and

viii. The negotiation, execution, and performance of any Material Contract on behalf of the Corporation. For purposes of this subsection, the term "**Material Contract**" means any contract whose value or cost of performance is equal to or greater than twenty percent (20%) of the Net Asset Value of the Corporation.

(c) **Unanimous Approval.** Furthermore, no Director shall have the authority to take any of the following actions except upon the unanimous vote of the Directors at an Annual Meeting or Special Meeting or the unanimous approval by the Directors of a Resolution:

i. The sale, exchange, assignment, transfer, or disposal of all or substantially all of the Corporation's assets, whether or not as part of a single transaction or plan;

ii. The dissolution, merger, consolidation, sale or other modification of the Corporation or any subsidiary of the Corporation; or

iii. The filing of bankruptcy.

3.5. MEETINGS AND RESOLUTIONS.

(a) **Annual Meetings.** A regular meeting of the Board shall be held no less frequently than once per Fiscal Year, at the time and place appointed by Resolution, drafted and distributed by the Chair, and which must be approved of by a majority of the Directors. No notice aside from such Resolution shall be required for such an Annual Meeting. Any action taken during an Annual Meeting shall be deemed effected as of the date of such Annual Meeting.

(b) **Special Meetings.** Special Meetings of the Board may be called by the Chair, without a Resolution, provided, however, that the Chair shall give notice to the Directors of the time and place of these meetings not less than two (2) days prior to such Special Meeting. Any action taken during a Special Meeting shall be deemed effected as of the date of such Special Meeting.

~~(c) **Resolutions.** Any Director may draft a Resolution and distribute such Resolution to the other Directors for review and approval or rejection by the Directors via email. Resolutions drafted and distributed by the Directors shall be in a form similar to the sample Resolution attached hereto as Exhibit 1. The Directors may execute any Resolution in counterparts and the action taken pursuant to such Resolution shall be deemed taken as of the date that the requisite percentage of Directors has executed a counterpart to such Resolution.~~

3.6. PARTICIPATION IN MEETINGS. The Directors may participate in Annual Meetings or Special Meetings by means of telephone conference or similar communications by which all Persons participating can hear each other and participate in the Annual Meeting or Special Meeting. Each Director who participates in such a manner shall be deemed to have been present at the Annual Meeting or Special Meeting.

3.7. QUORUM. A majority of the Directors shall constitute a quorum for the purpose of taking any action at any Annual Meeting or Special Meeting of the Directors. If less than a quorum is present at an Annual Meeting or Special Meeting, the Directors present cannot take any action that requires a majority of the Directors. Any action taken by majority vote at any Annual Meeting or Special Meeting at which a quorum is present shall be deemed to be an act of a majority of the Board.

3.8. PRESUMPTION OF ASSENT. A Director who is present at an Annual Meeting or Special Meeting of the Directors at which action on any matter is taken shall be presumed to have assented to the action unless the Director's dissent shall be entered in the minutes of the Annual Meeting or Special Meeting or unless the member files a written dissent to such action with the Chair on or before fourteen (14) days have passed from the date of such Annual Meeting or Special Meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

~~3.9. ACTION WITHOUT A MEETING. Any action that must be taken at an Annual Meeting or Special Meeting, may be taken without the need for an Annual Meeting or Special Meeting by the unanimous consent of the Directors to a Resolution setting forth such action.~~

3.10. PERIODIC REVIEWS.

(a) **Scope.** To confirm that the Corporation operates in a manner that (i) is consistent with the charitable purposes set forth in the Articles; (ii) is compliant with the restrictions set forth in Article

VIII of these Bylaws; (iii) conforms to the Corporation's Conflict of Interest Policy, as set forth in **Addendum A** to these Bylaws; and (iv) does not jeopardize its tax exempt status in any way, the Board or an Executive Committee designated for such a purposes, shall conduct periodic reviews of the Corporation's operations. The periodic reviews shall also include, at a minimum, the following subjects:

i. Whether compensation arrangements and reimbursement of expenses are reasonable, based on competent survey information, and the result of arm's length bargaining and transactions; and

ii. Whether partnerships, joint ventures, and arrangements with management organizations (if any) conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in excess benefit transactions.

(b) **Use of Outside Experts.** When conducting the periodic reviews, the Board or Executive Committee may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

3.11. COMMITTEES. The Board may, by resolution adopted by the majority of the Directors then in office, or by appointment not requiring a majority vote for administrative matters, designate committees, consisting of Directors, Members, members of the public or others with specific knowledge and skill, to serve at the pleasure and direction of the Board.

ARTICLE IV: OFFICERS AND SUBORDINATE OFFICERS

4.1. PRESIDENT, VICE-PRESIDENTS, SECRETARY, AND TREASURER. The Officers, if the Directors elect to Officers, shall consist of a president ("**President**"), a secretary ("**Secretary**") a treasurer ("**Treasurer**"), and such vice presidents, if any, ("**Vice Presidents**") as determined by the Directors.

4.2. APPOINTMENT OF OFFICERS. Officers shall be appointed by the Directors pursuant to the majority vote of the Directors at an Annual Meeting or Special Meeting or the majority approval by the Directors of a Resolution above. Officers may, but need not be, Directors during the terms of their respective offices.

4.3. SUBORDINATE OFFICERS. The President, or any Officer acting under the President's express authority, may appoint such agents, employees, or officials ("**Subordinate Officers**"), as it deems advisable. The President, or any Officer acting under the President's express authority, shall determine the title, period of appointment, authority, and duties to be performed of all Subordinate Officers.

4.4. RESIGNATION. An Officer or Subordinate Officer may resign at any time by delivering a written resignation to the any one or more of the Directors. Such officer's resignation shall take effect fourteen (14) days after such Officer's delivery of its written resignation to a Director.

4.5. REMOVAL. The Directors may remove any Officer, at any time, for or without cause, pursuant to Section 3.4 above. The President, or any Officer acting under the President's express authority to do so, may remove, for or without cause, any Subordinate Officer appointed in accordance with the provisions of these Bylaws.

4.6. PRESIDENT. The President shall be the Chair of the Board, shall perform such duties as generally fall under the purview of a president of a corporation and other duties as may be assigned by the Directors, and shall preside at all Annual Meetings or Special Meetings of the Directors.

4.7. VICE PRESIDENT. The Vice President shall perform such duties as may be assigned by the Directors and, in the absence of the President, shall preside at all Annual Meetings or Special Meetings.

4.8. SECRETARY. The Secretary shall have the following powers and duties:

(a) The Secretary shall keep or cause to be kept a record of all the proceedings of the Annual Meetings or Special Meetings and shall keep or cause to be kept copies of all proposed and/or accepted Resolutions in books provided for such purposes;

(b) The Secretary shall cause all notices to be duly given in accordance with the provisions of these Bylaws;

(c) The Secretary shall be custodian of the Corporation's books and records and shall see that such books and records are properly organized, maintained, and made available for inspection and copy as required by the Code and these Bylaws; and

(d) The Secretary shall perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Directors.

4.9. TREASURER. The Treasurer shall have charge and custody of, and is responsible for, all funds and securities of the Corporation. The Treasurer shall also receive and give receipts for monies due and payable to the Corporation from any source whatsoever and shall deposit all such moneys in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected by the Directors.

4.10. SURETY BOND. If the Directors so require, any Officer or Subordinate Officer of the Corporation shall execute a bond in such sum and with such sureties as the Directors may direct, conditioned upon the faithful performance of duties to the Corporation, including responsibility for negligence and for the accounting for all property or monies of the Corporation that may come into the Officer or Subordinate Officer's hands.

ARTICLE V: EXECUTIVE COMMITTEES

5.1. DESIGNATION. Pursuant to Section 3.4 above, the Board may designate one or more Executive Committees to conduct specific business and affairs of the Corporation. Members of an Executive Committee, including the presiding member of such Executive Committee, may be Directors, Officers, Subordinate Officers, or any other Person and shall be designated by the Directors pursuant to Section 3.4. Each member of an Executive Committee shall hold such office until the member resigns, is removed, a successor is designated in the place of such member, or the Executive Committee is terminated.

5.2. POWERS. Executive Committees shall have such power and authority as is delegated to them by the Board, provided, however, that an Executive Committee shall not appoint or remove Directors from the Board or amend these Bylaws or the Articles.

5.3. PROCEEDINGS. The Executive Committee shall meet at such place or places, at such time or times and upon such notice (or without notice) as it shall determine from time to time. It shall keep a record of its proceedings and shall report such proceedings to the Directors at each Annual Meeting.

5.4. QUORUM FOR TRANSACTING BUSINESS. A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business at any of its meetings. If less than a quorum is present at a meeting, the members cannot take any action that requires approval from a majority of the members. Any action taken by majority vote at a meeting at which a quorum is present shall be deemed to be an act of the Executive Committee.

5.5. RESIGNATION AND REMOVAL. Any member of an Executive Committee may resign at any time by delivering a written resignation to the Board. Such resignation shall take effect fourteen (14) days after such member's delivery of its resignation to the Board. The Directors may remove any member of an Executive Committee at any time, with or without cause, pursuant to Section 3.4 above.

5.6. VACANCIES. If any vacancy shall occur in an Executive Committee by reason of disqualification, death, resignation, removal or otherwise, the remaining members shall, until the filling of such vacancy, constitute the then total membership of the Executive Committee. Such vacancy may be filled by the Directors pursuant to Section 3.4 above.

ARTICLE VI: DISSOLUTION

Upon the dissolution of the Corporation, the Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, and after properly disposing of assets held by the Corporation upon condition requiring return, transfer or conveyance upon such event of dissolution as required by Nevada law, transfer and convey all remaining assets and benefits of the Corporation to a transferee designated by the Board for advancement of the purposes of the Corporation, provided that such transferee then qualifies for such a distribution under Section 501(c)(3) of the Code or its future equivalent. If the transferee or its successor shall fail to so qualify, then all remaining assets and benefits of the Corporation shall be disposed of by the district court for the county in which the principal office of the Corporation is then located. The court shall transfer the Corporation's assets to such organization or organizations as said court shall determine most nearly approximate the purposes for which the Corporation was organized.

ARTICLE VII: COMPENSATION AND REIMBURSEMENT

7.1. COMPENSATION. As determined by the Directors pursuant to Section 3.4, the Corporation may pay compensation to Officers, Subordinate Officers, and members of an Executive Committee (other than government officials) for the performance of personal services which are reasonable and necessary to carry out the charitable purposes of the Corporation. The Corporation shall not compensate the Directors for services rendered in their capacities as Directors, provided, however, that no Officer, Subordinate Officer, or member of an Executive Committee shall be prevented from receiving reasonable compensation by reason of the fact that the Officer, Subordinate Officer, or member of an Executive Committee is also a Director. Such compensation shall not be excessive and in no event shall such compensation exceed that which would ordinarily be paid for similar services rendered on behalf of either charitable or non-profit organizations under similar circumstances. The Directors shall (i) comply with the Corporation's Conflict of Interest Policy in **Addendum A** to these Bylaws; (ii) keep a record of the vote of each Director with respect to compensation and the basis for such Director's vote; and (iii) consider the following factors when determining the

reasonable compensation of Officers, Subordinate Officers, and members of Executive Committees for their services rendered on behalf of the Corporation:

- (a) The individual's qualifications;
- (b) The nature, extent, and scope of the work to be performed;
- (c) The Corporation's gross and net receipts;
- (d) The prevailing economic conditions;
- (e) The prevailing rates of compensation for comparable positions in comparable entities either charitable or non-profit;
- (f) The total amount of compensation paid to all Officers and Subordinate Officers; and
- (g) The compensation paid to specific Officers and Subordinate Officers in previous years.

7.2 REIMBURSEMENT. As determined by the Board pursuant to Section 3.4 above, the Corporation may reimburse the Directors, Officers, Subordinate Officers, and members of Executive Committees (other than government officials) for any reasonable and necessary expenses actually incurred by such individuals in carrying out the charitable purposes of the Corporation. The Directors shall comply with the Corporation's Conflict of Interest Policy in **Addendum A** to these Bylaws in all instances where reimbursement is made to a Director, Officer, Subordinate Officer, or member of an Executive Committee.

ARTICLE VIII: RESTRICTIONS

8.1. NO PRIVATE INUREMENT; POLITICS. No part of the Corporation (including its net earnings) shall inure to the private benefit of any Director or Person and no substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation. The Corporation shall not participate or intervene in any way in any political campaign on behalf of any candidate for public office.

8.2. USE OF FUNDS. All of the income or earnings of the Corporation shall be used to fulfill the charitable purposes of the Corporation. No part of the income or earnings of the Corporation shall inure to the benefit of or be distributable to its Directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation to its officers, agents, and employees for services rendered to or for the benefit of the Corporation, to reimburse its Directors, officers, agents, and employees for expenses incurred in furtherance of the Corporation's charitable purposes, and to make payments and distributions in furtherance of the charitable purposes of the Corporation, as set forth in these Bylaws. Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

8.3. DISTRIBUTION OF INCOME. The Corporation shall distribute its income for each tax year at a time and in a manner so as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, or the corresponding section of any succeeding law.

8.4. SELF-DEALING AND CONFLICTS OF INTEREST. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code, or the corresponding section of any succeeding law. The Corporation shall not enter into any transaction in which a Director, Officer, Subordinate Officer, member of an Executive Committee or any Person that is related by blood or marriage to a Director, Officer, Subordinate Officer, or member of an Executive Committee, has, directly or indirectly, an ownership, investment, or other financial interest except in accordance with the Corporation's Conflict of Interest Policy, which is set forth in greater detail in **Addendum A** to these Bylaws.

8.5. EXCESS BUSINESS HOLDINGS. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code, or the corresponding section of any succeeding law, and shall divest itself of any excess business holdings within the timeframe provided for under Section 4943(c) of the Code.

8.6. INVESTMENTS. The Corporation shall not make any investments in a manner as to subject it to tax under Section 4944 of the Code, or the corresponding section of any succeeding law.

8.7. TAXABLE EXPENDITURES. The Corporation shall not make any taxable expenditures as defined in Section 4945 of the Code, or the corresponding section of any succeeding law.

8.8. RESTRICTIONS ON ACTIVITIES. Notwithstanding any of the statements in Article III of purposes and powers of the Corporation, the Corporation shall not engage in activities that in themselves are not in furtherance of the charitable purposes of the Corporation, as set forth in the Articles, or that jeopardize in any way the Corporation's status as a Section 501(c)(3) entity under the Code.

8.9. COMPLIANCE WITH SECTION 501(c)(3). The Directors shall not exercise their powers except in full compliance with federal laws governing tax exempt organizations under Section 501(c)(3) of the Code so that the Corporation at all times qualifies as a tax-exempt organization to which donations shall be tax deductible pursuant to Sections 170(a)(1), 2055, and 2522 of the Code.

8.10. ANNUAL STATEMENTS. Each Director, Officer, Subordinate Officer, and member of an Executive Committee with Board delegated powers shall annually sign a statement which affirms such Person:

- (a) Has received a copy of these Bylaws;
- (b) Has read and understands restrictions and requirements set forth in these Bylaws;
- (c) Has agreed to comply with such restrictions and requirements; and
- (d) Understands that the Corporation is a charitable entity and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish its tax-exempt purposes.

ARTICLE IX: ACCOUNTING, BOOKS, RECORDS, AND LOANS

9.1. ACCOUNTING PRINCIPLES. The Corporation's books and records shall be kept, and its income tax returns prepared, under such permissible method of accounting, consistently applied, as the Board may determine to be appropriate.

9.2. FISCAL YEAR. The Fiscal Year shall be the calendar year.

9.3. RECORDS AND ACCOUNTS. At the expense of the Corporation, the Board shall maintain records and accounts of all operations and expenditures of the Corporation as required pursuant to Chapter 82 of the Nevada Revised Statutes.

9.4. RETURNS. The Board shall cause the preparation and timely filing of all tax and information returns required to be filed by the Corporation pursuant to the Code and all other tax and information returns deemed necessary and required in each jurisdiction in which the Corporation conduct charitable activities.

9.5. LOANS. The Corporation shall be permitted to make loans to individuals and institutions on commercially reasonable terms to further its educational and charitable purposes.

ARTICLE X: GENERAL BYLAWS

10.1. NOTICES. Any notice, demand, request or report required or permitted to be given or made to a party under these Bylaws shall be in writing and shall be delivered (i) in person; (ii) by registered or certified mail, return receipt requested; or (iii) by electronic mail, return receipt requested, to such party at its address as shown on the records of the Corporation and shall be deemed effective when received by such party.

10.2 AMENDMENTS. Any provision of these Bylaws may be amended or revoked by the majority vote of the Directors at an Annual Meeting or Special Meeting or by majority approval of a Resolution to amend the Bylaws setting forth the specific provisions to be amended or revoked.

10.3. TITLES AND CAPTIONS. All article and section titles and captions in these Bylaws are for convenience only, shall not be deemed part of these Bylaws, and in no way shall define, limit, extend, or describe the scope or intent of any provisions hereof. Except as specifically provided otherwise, references to "Articles" and "Sections" are to Articles and Sections of these Bylaws.

10.4. PRONOUNS AND PLURALS. Whenever the context may require, any pronoun used in these Bylaws shall include the corresponding masculine, feminine, or neuter forms, and the singular form of nouns, pronouns, and verbs shall include the plural and vice versa.

10.5. BINDING EFFECT. These Bylaws shall be binding upon and inure to the benefit of the parties hereto and their heirs, executors, administrators, successors, legal representatives and permitted assigns.

10.6. INTEGRATION. These Bylaws constitute the entire agreement among the parties hereto pertaining to the subject matter hereof and supersede all prior agreements and understandings pertaining thereto.

10.7. WAIVER. No failure by any party to insist upon the strict performance of any covenant, duty, agreement, or condition of these Bylaws or to exercise any right or remedy consequent upon a breach thereof shall constitute a waiver of any such breach of any covenant, agreement, term, or condition. Any Director or Officer may, by an instrument in writing, but shall be under no obligation to, waive any of its rights or any conditions to its obligations hereunder, or any duty, obligation or covenant of any other Director or Officer, but no waiver shall be effective unless in writing and signed by the Director or Officer making such waiver. No waiver shall affect or alter the remainder

of the terms of these Bylaws but each and every covenant, agreement, term, and condition hereof shall continue in full force and effect with respect to any other then existing or subsequent breach.

10.8. NEVADA LAW APPLICABLE. All matters in connection with the power, authority and rights of the members and all matters pertaining to the operation, construction, interpretation, or enforcement of these Bylaws shall be governed and determined by the internal laws of the State of Nevada, without giving effect to the principles of conflicts of laws.

10.9. NEVADA JURISDICTION. EACH DIRECTOR, OFFICER, SUBORDINATE OFFICER, AND EXECUTIVE COMMITTEE MEMBER (i) HEREBY IRREVOCABLY SUBMITS TO THE JURISDICTION OF ANY COURT OF THE STATE OF NEVADA OR THE UNITED STATES DISTRICT COURT FOR THE EIGHTH DISTRICT OF NEVADA FOR THE PURPOSES OF ANY SUIT, ACTION OR OTHER PROCEEDING ARISING OUT OF THESE BYLAWS WHICH IS BROUGHT BY OR AGAINST THE COMPANY, (ii) HEREBY IRREVOCABLY AGREES THAT ALL CLAIMS IN RESPECT OF ANY SUCH SUIT, ACTION OR PROCEEDING MAY BE HEARD AND DETERMINED IN ANY SUCH COURT AND (iii) TO THE EXTENT THAT IT HAS ACQUIRED, OR HEREAFTER MAY ACQUIRE, ANY IMMUNITY FROM THE JURISDICTION OF ANY SUCH COURT OR FROM ANY LEGAL PROCESS THEREIN, HEREBY WAIVES SUCH IMMUNITY TO THE FULLEST EXTENT PERMITTED BY LAW. EACH DIRECTOR, OFFICER, SUBORDINATE OFFICER, AND EXECUTIVE COMMITTEE MEMBER HEREBY WAIVES, AND HEREBY AGREES NOT TO ASSERT, IN ANY SUCH SUIT, ACTION OR PROCEEDING, IN EACH CASE TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY CLAIM THAT (i) IT IS NOT PERSONALLY SUBJECT TO THE JURISDICTION OF ANY SUCH COURT, (ii) IT IS IMMUNE FROM ANY LEGAL PROCESS, (iii) ANY SUCH SUIT, ACTION OR PROCEEDING IS BROUGHT IN AN INCONVENIENT FORUM, (iv) VENUE OF ANY SUCH SUIT, ACTION OR PROCEEDING IS IMPROPER OR (v) THESE BYLAWS MAY NOT BE ENFORCED IN OR BY SUCH COURT. EACH DIRECTOR, OFFICER, SUBORDINATE OFFICER, AND EXECUTIVE COMMITTEE MEMBER AGREES THAT PROCESS AGAINST IT IN CONNECTION WITH ANY SUIT, ACTION OR PROCEEDING FILED IN ANY SUCH REFERENCED COURT ARISING OUT OF OR RELATING TO THIS AGREEMENT MAY BE SERVED ON IT, BY MAILING THE SAME TO SUCH MEMBER BY REGISTERED MAIL, RETURN RECEIPT REQUESTED, ADDRESSED TO SUCH MEMBER AT ITS ADDRESS FOR NOTICES UNDER THESE BYLAWS, WITH THE SAME EFFECT IN EITHER CASE AS THOUGH SERVED UPON SUCH PERSON PERSONALLY.

10.10. INVALIDITY OF PROVISIONS. If any provision of these Bylaws is declared or found to be illegal, unenforceable, or void, in whole or in part, then the parties shall be relieved of all obligations arising under such provision, but only to the extent that it is illegal, unenforceable or void, it being the intent and agreement of the parties that these Bylaws shall be deemed amended by modifying such provision to the extent necessary to make it legal and enforceable while preserving its intent or, if that is not possible, by substituting therefor another provision that is legal and enforceable and achieves the same objectives.

10.11. ATTORNEY FEES. In the event of an arbitration, trial, appeal, dispute, or other legal action brought or sought by a party to enforce the terms these Bylaws or its rights hereunder, the prevailing party in such action shall be entitled to reimbursement from the other party for its reasonable costs (including, without limitation, attorney fees) incurred in connection therewith.

10.12. COUNTERPARTS. These Bylaws may be executed in counterparts by facsimile or electronic transmission, each of which will be deemed to be an original, but all of which together will constitute one and the same instrument, without necessity of production of the others.

(Signatures on the following page)

IN WITNESS WHEREOF, the below declare that they have examined these Bylaws and that they are to the best of their knowledge and belief, true, correct, and complete. The undersigned hereby acknowledge that the Corporation has adopted these Bylaws effective as of the date first set forth above.

DIRECTORS:

BRETT WILLIS

Signature: _____

Date: _____

REBECCA MERRIHEW

Signature: _____

Date: _____

KELLY GAINES

Signature: _____

Date: _____

LISA JONES

Signature: _____

Date: _____

ADDENDUM A:
CONFLICT OF INTEREST POLICY
OF THE
SOUTHERN NEVADA TRADES HIGH SCHOOL

THIS ADDENDUM ("**Addendum**") to the Bylaws of Southern Nevada Trades High School, a Nevada non-profit corporation (the "**Corporation**"), has been adopted by the board of directors of the Corporation (the "**Board**") and is hereby made a substantive part of the Bylaws of the Corporation ("**Bylaws**").

CONFLICT OF INTEREST POLICY

A.1. PURPOSE. The purpose of the conflict-of-interest policy is to protect the Corporation's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer of the Corporation, might result in a possible excess benefit transaction, or otherwise jeopardize the tax-exempt status of the Corporation with the Internal Revenue Service (the "**IRS**"). This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

A.2. DEFINITIONS. Capitalized terms used in this Addendum have the same meaning given to them in the Bylaws. In addition, the following terms, as used in this Addendum, shall have the definitions set forth below:

(a) "**Interested Person**" means any Director, Officer, Subordinate Officer, or member of an Executive Committee with Board delegated powers that has a direct or indirect Financial Interest, as defined below.

(b) "**Financial Interest**" means a Person that has, directly or indirectly, through business, investment, or family:

i. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

ii. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

iii. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A.3. PROCEDURES.

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to each Director, Officer, Subordinate Officer, or member of an Executive Committee with Board delegated powers considering the proposed transaction or arrangement.

(b) *Determining Whether a Conflict of Interest Exists.* After disclosure of the Financial Interest and all material facts related thereto, and after any discussion with the Interested Person, he or she shall leave the Annual Meeting or Special Meeting while the determination of a conflict of interest is discussed and voted upon. Those remaining in the Annual Meeting or Special Meeting shall decide if a conflict of interest exists. A Financial Interest is not necessarily a conflict of interest. A Person who has a Financial Interest may have a conflict of interest only if the Board or appropriately designated Executive Committee decides that a conflict of interest exists.

(c) *Procedures for Addressing the Conflict of Interest.*

i. An Interested Person may make a presentation at an Annual Meeting or Special Meeting regarding a potential conflict of interest, but after the presentation, such Interested Person shall leave the Annual Meeting or Special Meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

ii. The Chair shall, if appropriate, appoint a disinterested Director or Executive Committee to investigate alternatives to the proposed transaction or arrangement.

iii. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the disinterested Directors or appropriately designated Executive Committee shall determine by a majority vote whether the transaction or arrangement is in the Corporation's best interest, for its benefit, and whether it is fair and reasonable. In conformity with the above determination the Board or appropriately designated Executive Committee shall make its decision as to whether to enter into the transaction or arrangement.

(d) *Violations of the Conflicts of Interest Policy.*

i. If the Board or appropriately designated Executive Committee has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.

ii. If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board or appropriately designated Executive Committee determines that the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

A.4. RECORDS OF PROCEEDINGS. The minutes of all Annual Meetings or Special Meetings wherein a potential or actual conflict of interest is disclosed, discussed, voted upon, and rejected or approved, shall contain:

(a) The names of the Persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the decision

by the Board or appropriately designated Executive Committee as to whether a conflict of interest in fact existed.

(b) The names of the Persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

A.5. COMPENSATION CONFLICTS.

(a) A Director who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that Director's compensation.

(b) A member of an Executive Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(c) No Director or member of an Executive Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to the Board or any Executive Committee regarding compensation.

A.6. ANNUAL STATEMENTS. Each Director, Officer, Subordinate Officer, or member of an Executive Committee with Board delegated powers shall annually sign a statement which affirms that such Person:

(a) Has received a copy of this Addendum;

(b) Has read and understands the policy on conflicts of interest set forth in this Addendum;

(c) Has agreed to comply with such policy; and

(d) Understands the Corporation is a charitable organization and in order to maintain its federal tax exemption with the IRS it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

EXHIBIT 1: FORM RESOLUTION OF THE BOARD

RESOLUTION OF BOARD OF DIRECTORS
OF THE
SOUTHERN NEVADA TRADES HIGH SCHOOL,
A Nevada Non-Profit Corporation

[[Date]]

In accordance with Chapter 82 of the Nevada Revised Statutes and its governing documents, the board of directors (the “**Board**”) of Southern Nevada Trades High School, a Nevada non-profit corporation (the “**Corporation**”), hereby adopts the following resolutions (“**Resolutions**”):

[[TITLE OF ACTION]]

RESOLVED, [[action to be taken]];

FURTHER RESOLVED, [[additional action to be taken]];

FURTHER RESOLVED, [[additional action to be taken]].

DIRECTORS:

BRETT WILLIS

Signature: _____

Date: _____

REBECCA MERRIHEW

Signature: _____

Date: _____

KELLY GAINES

Signature: _____

Date: _____

LISA JONES

Signature: _____

Date: _____

CODE OF ETHICS

The Southern Nevada Trades High School Board of Directors desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each Director agrees that he or she will:

ARTICLE I: GOVERNANCE STRUCTURE

1. Recognize that the authority of the board rests only with the board as a whole and not with individual directors and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the high school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any Director may bring to the board.

ARTICLE II: STRATEGIC PLANNING

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the high school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the Directors and the school leadership team to ensure prudent and accountable uses of the resources of the high school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

ARTICLE III: BOARD AND COMMUNITY RELATIONS

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the Directors and the school leadership expressions of public reaction to board policies and high school programs

ARTICLE IV: POLICY DEVELOPMENT

1. Work with other Directors to establish effective policies for the high school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on high school programs and performance.

ARTICLE V: BOARD MEETINGS

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other Directors in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the high school, during executive session of the board.
6. Make decisions in accordance with the interests of the high school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

ARTICLE VI: PERSONNEL

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leadership.
2. Support the employment of persons best qualified to serve as employees of the high school and insist on regular and impartial evaluations of high school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

ARTICLE VII: FINANCIAL GOVERNANCE

1. Refrain from using the position of Director for personal or partisan gain or to benefit any person or entity over the interest of the high school.

Conduct as a Director

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a Director.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow Directors.
4. Take no private action that will compromise the board or high school administration.
5. Participate in all required training programs developed for Directors.

ARTICLE VII: CONFLICTS OF INTEREST

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.