

**2017 CHARTER SCHOOL
FACILITIES AMENDMENT REQUEST**

**LEARNING BRIDGE CHARTER SCHOOL
ELY, NEVADA**

**Schools Requesting to Relocate or Consolidate Campuses
via an Amendment Which Does Not Result in an Increase
in Contractual Enrollment Cap or a Reduction in Current
Enrollment of Grade Levels**

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EXECUTIVE SUMMARY

Provide a brief overview of your school including:

- **An overview of the mission and vision for the school**

The mission of the Learning Bridge Charter School (LBCS) is to ensure that our students receive the best education possible and obtain the necessary skills, knowledge and confidence to succeed in their future. The mission and vision for LBCS continues to drive staff to provide the best possible education for students. They are being prepared to enter life in the twenty-first century with skills necessary for success in an ever-changing world. The LBCS has established itself within White Pine County over the last 4 years moving forward with the mission and vision of the school. The success of the school in this short timeframe indicates the degree to which the community supports and believes in the mission and vision of the school. In order to further the long term implementation of the mission and vision of both the State Public Charter School Authority (SPCSA) and the LBCS it is necessary for the school to move campuses. The LBCS Board of Directors (the Board) and all associated with the LBCS appreciate the SPCSA in considering this amendment to move facilities in order to fulfill the schools mission and vision (see Attachment 1).

- **A list of the current school campuses and any relocated or consolidated campuses proposed in this amendment request**

- I. The founding campus for LBCS is located at 505 South Pioche Highway, Ely, NV. The present school occupies approximately 3 acres within a 20-acre parcel located within Ely's City limits. The Shoshone Tribal Council is the school's landlord. It is the Tribe's intent to incorporate the 20-acre parcel within the Sovereign Nation's boundaries in the future.

The current school location is along Highway 93 in a commercial zone. The school is adjacent to Shoshone Sovereign Nation Tribal Grounds. Within close proximity to the school are several county buildings (including the White Pine County Sheriff's Office, EMS, and White Pine Aquatic Center) the White Pine County High School, as well as several gas stations and a newly constructed Love's Truck Stop and casino that is within ¼ mile of the school campus.

LBCS is housed in a 12,000 square foot building that was constructed about 50 years ago. It housed the local Bureau of Land Management operation for many years. In 1994 it became the office building for Alta Gold Mining Company. In 1999 it fell vacant until bought by the Ely Shoshone Indian Tribe in 2013.

In 2013 the Tribe entered into a 7-year lease agreement with LBCS. The Board, in cooperation with the Tribe, converted the building into an E-5 rated school facility. In 2015 the school added two modular buildings to the site. These four classrooms completed K-8 classroom needs and freed space in the main building. This is the only current site for LBCS.

- II. The proposed new location for LBCS's campus is located at 1455 avenue M, near the intersection of 13th and M St., Ely, NV. This is approximately 1.3 miles from its present location. Other alternate sites are being considered, but most are within a half mile of 13th and M.

- **Proposed facility and target communities**

The Learning Bridge Charter School is located in Ely, White Pine County, Nevada. Ely is an isolated community located 250 miles north of Las Vegas, 330 miles east of Reno, 260 miles east of Fallon and 190 miles south of Elko. Its population is 5,000. Its elevation is 6,500 feet. The population of White Pine County is 10,000. This includes residents of Baker, McGill, Ely, Lund, Ruth and Preston.

The community is stable. Its economy relies on mining, tourism, state and federal government and various agricultural and community support services.

White Pine County School District has 1,308 students, K-12. This includes 829 K-8 students. Learning Bridge Charter School has reached its Contract cap of 180 K-8 students. Learning Bridge has 17.8% of the total K-8 population in White Pine County. Approximately 70 students are now on LBCS's waiting list.

This amendment asks for the School to move to a new facility on a new site. This is not to be an additional campus. There is no intent to expand beyond one site or in the current contract student capacity. This campus will serve the same community population as in the past.

- **The outcomes you expect to achieve at the new location**

The new campus and facility would provide a more conducive environment for education both in the facility as well as the location.

The new facility will provide more useable room at the new site to accommodate changes in the physical education program: both indoor and outdoor facilities will be greatly expanded. This will help allow more seasonal activities depending on the weather. Ely experiences fall and spring temperatures in the 90's and winter weather in the negative 20's.

The new site will be in a comfortable, traditional residential setting. The expansion to a site two to three times larger will allow for adequate parking, greater landscape and outdoor improvements and safer loading and unloading of children.

A new Love's Truck Stop and casino adjacent to the School's present location was completed in 2017. Great concern continues to be expressed by many: children's safety may be greatly compromised if the school remains at its present location. Protocols have been implemented to address these safety concerns to the greatest extent practicable to ensure the safety and learning environment of the students while the school prepares to move.

- **The key components of your educational model for the relocated school**

The main educational components will not be changed:

- Staff and community input will remain strong.
- Reading across the Core Knowledge integrated curriculum will remain.
- The family-based culture and resulting personal needs fulfillment will be unaltered.
- STEM, Marilyn Burns math, Chinese Language, CELL/ExLL reading strategies and the arts will remain central.

- Professional Staff Development, especially through the Northern Nevada Regional Professional Development Program, remains intact.
 - Meaningful data collection and interpretation will provide continued guidance to staff.
 - The band program, now 65 members strong, will have room for its expected growth to 90 musicians.
- **The values, approach, and leadership accomplishments of your school or network leader and leadership team**

The values and approach of the founders, staff and leadership team of Learning Bridge mirror the philosophy that each of its students deserves everyone's attention. Each student has a different family background and philosophy from the others. Each learns in a unique individual way, has a separate set of emotional needs and deserves **everyone's** support and guidance to prepare for their futures.

The school's class sizes of 20 or less and the total school population of 180 or less ensures that teachers may focus on those individual needs. The climate of the school reflects a culture in which a family atmosphere exists. Each child is greeted every morning by a set of professional volunteers who open parents' car doors and escort them to the entrance gate. A staff member walks each child to the car door, greets the parent and ensures that all is well. In some cases brief meetings are held on the spot for informational purposes. Indeed, a tight, loving and caring family atmosphere is apparent.

The administration values a holistic approach in preparing students for the future. In addition to the standard development of traditional language arts, mathematics, science and social studies, its Core Knowledge Curriculum also covers art, instrumental and choral music, leadership (Seven Habits), participation in WPCSD athletics, STEM focus among others.

The school leadership values its community involvement. The founders felt that the school's purpose is to serve the White Pine Community. Evidence of that approach is:

- Participation in the parades during the Fourth of July, Christmas, Silver State Car Classic and Labor Day- both floats and the marching band.
- Participation in other community events including: Summertime Fun Fridays, Arts in the Park, Festival of Trees, White Pine County Fair and Public Lands Day. The school is an active member of the Chamber of Commerce- a staff member is introduced at each of the meetings.
- Participation in the Kindergarten Screening event.

Other leadership accomplishments include:

- A warm, welcoming and accommodating invitation to parents in the principal's office.
- 4 years of outstanding financial audits.
- 2 years of SPED audits have found no significant issues.
- A pay scale that exceeds that of the local District.
- A 3-star rating after the first year of operation.
- A successful, financially stable and education-based after school program.
- Weekly collaborative staff meetings.
- Quarterly meeting of the Friends of Learning Bridge Charter School and its contributions to many facets of the program.
- Monthly meetings of the Parents' Club.
- Successful use of parent and community volunteers.

- Staff training using the Northern Nevada Regional Professional Development Program.
- Staff participation in the annual CSAN Convention.
- Math, reading and science nights for families.
- Science fair participation by nearly every student, K-8 in the school, leading to many State Fair medalists.
- Test scores at or above the State averages.
- LBCS scored an average 19.6% higher than the local school district in Reading and Math elementary and middle school SBAC tests.

A three-star rating was earned by the School after its first year of operation. No other ratings have been assigned to schools since then. December 2017 may produce new star ratings. White Pine County Public Elementary Schools earned 1 and 2 star ratings during the same time period. See Appendix A for Nevada Report Card report from the 2016-2017 standardized test scores.

- **Key supporters, partners, or resources that will contribute to your relocated school's success**

The Board, parents, and staff strongly agree that the purpose of education is to move each child to the highest possible level of achievement. Every student's learning style is unique; every teacher's teaching style is unique. All must find a compromise to accommodate these differences. The Staff, parents and Board are united to ensure that the functions of the school meet these needs through open and transparent discussions.

The community supporters, partners and resources continue to support the successes of the school. The Robinson, Barrick and Midway mines and the local wind farm have contributed cash, materials and personnel to the School's efforts. Local Bureau of Land Management, Forest Service, law enforcement and fire departments have donated time and resources. American Legion, Rotary Club, Elks Lodge, and churches have recognized students' accomplishments and have teamed with them in many projects. All indications are that these contributions will continue.

A parent survey was completed in the fall of 2015 and spring of 2017. The highest 4 priorities identified in 2015 were for the school to have playground, gym, specials teachers and for the LBCS to have its own facility. The specials teachers have been hired. The highest 3 priorities identified in 2017 were for the school to have playground, gym and for the LBCS to have its own facility. All of the rest of these priorities would be addressed through the approval of this amendment and construction of a new LBCS campus and facility.

MEETING THE NEED

TARGETED PLAN

- 1. Identify the community you wish to serve as a result of the relocation and describe your interest in serving this specific community.**

The LBCS will continue to serve all residents of White Pine County, Nevada, as in the past. This includes the communities of Ely, Ruth, McGill, Baker, Lund and all outlying areas of the County. There is no change to the community now being served.

- 2. Explain how your relocation, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.**

The relocation of LBCS will allow the school to continue to serve White Pine County as a School of Choice. It will provide an alternative educational setting for those who are familiar with the school's past successes, community involvement, parent satisfaction, administrative style and teacher reputation. The Authority has indicated no displeasure with the school's operation or alignment with the mission of the SPCSA. The school's reputation in White Pine County has led to its current full enrollment and its waiting list of approximately 70 students as well as a waiting list for all grades except 7th and 8th in the 2017 school year. This demonstrates that LBCS is fulfilling the needs of the community and district. The LBCS, in the new facility, would continue to improve and influence public education within White Pine County by preparing all students for college and career success.

STRATEGIC PLANNING

- 1. Specifically identify the key risks associated with this relocation or consolidation plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of relocation and consolidation in general and as they relate specifically to their school's specific plans based on current and historic experience of charter schools and similar types of social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:**

- a. Inability to secure facilities/facilities financing;**

An exhaustive year long search of the community led to only one facility that could realistically house a school. That building was converted to an E-5 building designation suitable for a public school. The total conversion to the E-5 rating cost \$345,000. The interest-free loan for the conversion is being paid through the \$6,000 monthly lease payment to the landlord. The lease terminates in June of 2020.

Core Construction, Tamkin Enterprises, Sustainable Modular, US Modular Group and Pac-Van Modulares, among others, have been contacted regarding construction of a facility for LBCS. All four have indicated that they can provide financing for the school. Some have indicated that the total current monthly expenditure for lease and modular pay-off will be sufficient to cover most of the project. Other loan options have been

explored through the USDA. Other funding sources have been sought out to cover the remaining portion of the project. The most realistic bid would be accepted to meet the school's needs. Financing of the project would be an integral part of acceptance of the project. The current lease is \$6,000 and two loan payment amounts total \$4,100. This, with other minor budget modifications could finance the construction cost over a long-term finance period.

The current plan, then, is to purchase an ideal site located at 1455 Avenue M, on the corner of 13th and M in East Ely or other nearby property. The property has been purchased by a Board member who purchased it with the intent to provide a portion of the property for the new school site.

The school's four audits have not shown any financial concerns. The school is solvent, under constant fiscal scrutiny, and should easily qualify for financing.

b. Difficulty raising philanthropic funding to support the relocation or consolidation in the new location;

A LBCS Board member, Linda Derbidge, recently purchased the prime site being considered by the Building Committee. The site was most recently owned by Midway Mines. It was purchased by Midway so they could erect enough homes to satisfy housing needs for their anticipated employees. After a very costly start-up for their PAN Mine the operation could no longer sustain itself. Midway declared bankruptcy and was forced to liquidate assets.

A local realtor worked with the LBCS Building Committee to secure the site. The LBCS Board negotiated with the court but their offer was rejected. The court indicated that it could not accept the Board's offer: it was based on too many contingencies. The contingencies were necessary for the Board to comply with the Authority's requirements for an amendment for a new facility.

The court, in a request from Derbidge, sold the property to the Derbidge family. The original asking price of the 12.54 acres was \$185,000. They bought it for \$75,000. It is their intent to offer it to the school for that price (on a per acre basis plus paid taxes) when permitted by the authority. The parcel map in Attachment 4 identifies 11.98 acres of the 12.54 acres purchased.

Additional philanthropic funding may not be necessary for the relocation and construction of the school. Local mines have been generous with requests from the Friends of Learning Bridge for special projects. The school has also received grant funding to support various programs. The LBCS will continue to search for funding to supplement the construction of the new facility but feel confident that we can meet the need with the current level of funding.

c. Insufficient talent pipeline/difficulty transferring and recruiting faculty to the new location;

All faculty for the current year are in place. The LBCS will be able to move to the new facility without having to recruit additional faculty.

d. Insufficient leadership pipeline/difficulty transferring and recruiting school leaders to the new location;

All leadership positions for the current year are in place. Learning Bridge will be able to move to the new facility without having to recruit additional leadership.

e. Misalignment between the needs of the school which are prompting the relocation or consolidation and the needs of parents who may have selected the current campus due to geographic considerations.

There is no conflict between the needs of the school and parents of White Pine County. This is a very small community. The new site is not significantly different geographically. The concerns of the school and the parents are aligned where the desire is to move to a location that provides the safety, security and learning environment LBCS has been known for.

f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

LBCS is not expanding: the school is now at maximum capacity. The waiting list continues to grow. Any drop in performance outcomes will be addressed by the administration, staff, parents, stakeholders and Board.

2. Discuss lessons learned during the school's past facilities experience and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

The LBCS's past facilities experience was very similar not only to rural charter school experiences in Nevada, but to urban schools as well. Because of the lack of funding for start-ups all founding committees must quickly focus on facility development.

Fallon's Oasis Academy is housed in a vacated Wal-Mart. Elko's charter is in a rebuilt commercial building. Reno's Honors Academy is housed in a portion of a Catholic Church. Many charters explore strip malls as school sites. The LBCS's founders did an exhaustive search of the Ely area. Many lessons were learned therein.

Building codes for E-5 school occupancy are complicated. The successful issuance of a Certificate of Occupancy is dependent upon the coordination and approval of many entities. These include the Department of Education, the SPCSA, the local Building Department, the State Fire Marshal, the local fire and sheriff's departments, OSHA, the Health Department, the State Manufactured Housing Department, building contractors including electrical, plumbing, alarm, fencing, site prep, paving, landscaping, surveyors and architects.

The original year for the LBCS to open (granted by the SPCSA) was 2012-13. Curriculum, staff and students were in place and ready to proceed. No building, however, was found to house the program. It had to be announced in early June of 2012 that the school would be on hold until a suitable building was located. All students selected for the 12-13 opening agreed to wait for an additional year. Staff also agreed to a year delay.

A flurry of activity began to ensure that the 13-14 school year would open ON TIME. The founders feared that although everyone involved in the school was willing to delay opening by

one year, a second year of delay would cause a severe loss in community support and trust. Another delay would be devastating.

When LBCS finally located and leased a building an architect was hired to convert it to an E-5 school. After his phase was completed the design was passed to a contractor having much school and public works experience. Their estimator set the price for completing the architect's drawings at \$78,000. The completed project actually cost \$345,000, more than four times the original estimate. Many factors led to the final cost.

The contractor, housed in Las Vegas, had two other large local projects under contract in Ely. Our project would benefit from having their workers close to our site on an as-needed basis. A project manager was assigned, but a death in his family set the project behind. Some materials needed for the school were not locally available and had to be special ordered.

The local building inspector required hundreds of feet of special safety railing not included in the original drawings. No local welders were able to complete the project. A firm from Carson City was called in. The State Fire Marshal required unusual lighting not included in the original drawings. He also objected to the rail designs. Our local plumbing and electrical contractors had booked jobs that prevented their coordination with other contractors, thus delaying the process. Finally, with the opening of school looming on the horizon, tough economic decisions had to be made.

The contractors called on their crews to work overtime on weekends to finish on time. This caused the price of concrete to jump from \$150 per yard to \$650 per yard. The steel rail work tripled in cost. The electrical costs doubled because of code problems with old wiring. Sheet rockers came from Las Vegas and worked long hours on weekends. The fire alarm system completion had to be rescheduled because of the other related delays.

On the day that the Fire Marshal came from Carson City for a final inspection, some of the work was not yet completed. He did not pass the project. He did, however, allow teachers to begin setting their rooms up for another final inspection.

Parents were notified that the opening of school would be delayed by two more weeks. Their patience continued and was rewarded two weeks later.

The proposed future building project will be coordinated, supervised and executed by a general contractor. The contractor will be responsible for a "turn-key" operation. The Board will appoint a liaison to work with the contractor and help as needed.

The experiences that the staff of the LBCS has had to deal with in the past have taught us some valuable lessons. The two most important lessons learned are to start the process as soon as possible to allow time for adjustments that need to be made. The second is to maintain open and honest communications with all parties involved. These two things make a substantial difference when dealing with the inevitable dynamics of these types of projects.

PARENT AND COMMUNITY INVOLVEMENT

See Appendix B for a Letter of Support from a community member.

1. Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed relocation or consolidation of the campus.

LBCS currently has a Building Committee where parents, community members and staff come together to plan and prepare for the relocation process. This committee is open to anyone who wishes to be involved. Since the Building Committee has been meeting there have been several parents involved with the selection of the potential building location. This has been a think tank to help us in our plans to move forward with the relocation process. We discuss the needs for the expansion in the community and the benefits that it will bring to the community. Notifications for Building Committee meetings are sent out via the school notification system which goes to all parents. The Building Committee presents status and any new information including meeting dates and times at the monthly board meetings (see Attachments 2 and 3). Members of the local neighborhood as well as county officials have been involved with the discussions regarding the new school location.

2. Describe how you will engage parents, neighborhood, and community members from the time that the amendment is approved through the opening of the new campus or the relocation to the other existing campus. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

Parental involvement is fundamental in the operation of the LBCS, as such we offer many modes of communication and involvement. The parental and community involvement supporting the LBCS is overwhelming and the school would not be possible without this support (see Appendix B). The LBCS is a small community and parent oriented school where the functions of the school rely on the involvement and volunteer time of our parents and community. The LBCS is in a position where the parents and community have come along the journey with us from day one in the struggles and successes. The majority of the parents and community are already engaged, supportive and driven to realize a new campus for the LBCS.

The LBCS has had a very effective communication strategy in place utilizing electronic notifications, flyers and verbal notifications. Following the approval of the amendment the LBCS will utilize a notification strategy that will utilize the following:

Newsletters and calendars: Newsletters will be sent home with the upcoming activities and volunteer opportunities. This method is in an opportunity to inform parents and the community as to the status of the new campus.

Electronic Notifications: The LBCS will also use the 'remind' program to get information to the parents. This information will be reminders about school activities including Building Committee meetings and LBCS board meetings.

LBCS Website: The school's website is a source of information designed to address the needs of its families. Information regarding the Building Committee status will be posted to the website regarding milestones and achievements. Contact information will be provided on the school website for more information regarding the new campus. The website includes information on:

- LBCS mission, vision and history
- School calendars and schedule
- LBCS curriculum
- Frequently Asked Questions
- LBCS board meetings, public notices, agendas and minutes

- Directory of administration and staff
- Uniform policies and links for purchasing apparel
- News and announcements
- Any other pertinent information that parents may need to know

The parents and community of the LBCS have always been and continue to be very supportive and generous towards the school in both time and supplies. It is anticipated (though not necessary) that the parents and community will be a large part of the on the ground work for the construction of the campus.

3. Describe how you will engage parents in the life of the relocated or consolidated campus (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that will build support for learning and encourage parental involvement during what will be a challenging time for many parents. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

The parents of the LBCS are already engaged and involved with all aspects of the school. The school is made possible with the level of support that we receive from the parents. The proposed campus location is located approximately 1.3 miles from the existing campus. There is no anticipated change in the area or students serviced. It is anticipated that the current level of parent involvement will continue and perhaps strengthen as we are in a more desirable location. While we do anticipate that there will be some challenging times as the LBCS constructs a new facility and the anticipation of the student body and parents to relocate we believe that their desire for involvement will increase.

4. Discuss the community resources that will be available to students and parents at the relocated or consolidated campus. Describe any new strategic partnerships the relocated or consolidated campus will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program to support this transition.

The relocated campus will offer many advantages over the existing facility. The most obvious is moving from a commercial zone to a residential zone. Along with this the new location would provide multiple athletic fields and parks that would be readily available to the students. Directly across the street there are three minor league baseball fields. Two blocks away is Steptoe Park which is a 12 acre grass park with one permanent soccer field, toys and lots of room to run.

The new campus will host traditional community events such as guest speakers, school functions, assemblies and sports. The school will also seek to partner with local businesses and entities to host functions that not only benefit the children of LBCS but all of the children of White Pine County and the associated communities.

5. Describe the school's ties to and/or knowledge of the target community for the new or consolidated facility. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

The LBCS has developed a very strong relationship with the parents of the students that we serve and have a very positive relationship with the community that we serve. The community including local businesses, organizations and private entities have been incredibly supportive of

LBCS and have been instrumental in the foundation of the school. Over the last four years the success of the school has perpetuated these relationships and support. There will be no change in the area serviced or support for the school. The LBCS will maintain the current policy of transparency and early and open communications with the student body, parents, stakeholders and community through the use of all means available.

6. Identify any organizations, agencies, or consultants that are partners in planning and relocating or consolidating the campus, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the campus development.

The LBCS has had, and will continue to have, Building Committee meetings that are announced and open to anyone who wishes to participate and public updates at the monthly Board Meetings. To date we have had numerous parents and families that have supported and assisted in the planning and preparation to move. We have had a local community member and Board member secure the desired property with the intent to allow the school to utilize it when it is approved by the Board. There have been numerous local businesses that have assisted with the current school and have expressed interest in assisting with the new campus. The new facility will continue to be overseen by the Building Committee and the Board with support from local businesses, entities and the community.

PRE-KINDERGARTEN PROGRAMS (All operators Currently Operating or Proposing to Operate Pre-K)

The LBCS does not intend to provide services for Pre-K students. This section is not applicable.

OPERATIONS PLAN

1. Organization Governance Structure & Board Development:

- a. **Describe how the organization's governance structure will adapt to oversee and support the transition plan. Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campus(es).**

The Board is in full support of the application to move to a new building. The current governing structure of the Board has been established to facilitate the needs of the existing facility (including the renovation). A Building Committee has been established since the beginning of the school, presently Matt Rajala, Board member as the Chairman of the Building Committee. As chairman he oversees the building project. The realization of a new campus in a more desirable location has been and continues to be a priority for the Board, stakeholders and community. Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the transition plan.

The Board: Matt Rajala, Building Committee Chairman has worked diligently to ensure the application is complete. Julie Krch, Founder and current Board member was a part of the initial development of the charter and processes necessary to open the school initially. She is familiar with the necessary NRS and Authority requirements for opening a building. She is also our certified teacher representative on the Board, understanding the necessary tools needed in a classroom. Linda Derbidge is the secretary of the Board who understands the financing necessary for businesses as a local business owner. Tye Petersen the Board Treasurer who has years of experience working with government management and funding. He has been involved with the school since year one. Jane Eberhardy is a new member of the Board who is a licensed attorney. She has experience working with contracts and understands the legal wording and necessary pieces of legal binding contracts. Hailey Ruesch is a new parent representative to the Board. She provides parent insight and maintains communication with parents to understand their concerns and needs to the new school building. Jan Newman is a new board member who is a retired teacher with 19 years of experience. She brings to the board experience in the elementary classroom.

- b. **Identify any Board development requirements relative to the organization's governance needs at each stage of the transition.**

As lifelong learners, Board development will continue to research and learn the construction process involved with the opening of a new school facility. The current policies will continue be in place.

- c. **Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.**

All members of the Learning Bridge Board of Directors are aware of the conflict of interest policy that exists. They all fully implement this policy.

Please see Appendix C for the Board of Director's policy on conflict of interest.

2. Organization Charts and Decision-Making Authority:

a. Provide the following organizational charts:

i. **Current - See Appendix D-13**

ii. **Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses operated by the school)**

The vision for Learning Bridge Charter School is to continue to remain the same size of 180 students. The small school climate is what draws many families to Learning Bridge. The capacity of 20 students in each class is a desired size for families and proves to be more effective for instruction than a large class. The student enrollment will not change with a new building. A new building is needed to better serve the students in a more suitable environment.

iii. **Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses operated by the school)**

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the Board and school administration will be managed. Please *include* all shared/central office positions and positions provided by the *Management Organization (CMO or EMO) in the organizational chart, if applicable.*

3. Describe the proposed organizational model for the campus and the school as a whole.

Learning Bridge is in the 5th year of teaching to the whole child. The data shows that using best practices for teaching reading and hands on learning mathematics is what is best for students. The small environment allows safe learning and growth for students in all areas, academically, socially and emotionally. The K-8 school provides students consistency in content rich learning environment teaching the Core Knowledge Curriculum integrating all subjects including art, music and social studies within reading, math and science. The well rounded student developed at Learning Bridge will provide the community with active citizens. Technology paired with highly qualified teachers is the blend of teaching students for the 21st century. Students will be prepared to continue on to High School to excel with strong leadership skills developed at Learning Bridge.

4. **Describe the leadership team’s individual and collective qualifications for implementing the transition plan successfully, including capacity in areas such as:**

a. Facilities development;

Facilities development is a focus for the Board to provide for a more safe and comfortable learning environment. The lease agreement expiring in 2 years is motivation for the timeline of this process.

b. School leadership;

The school leadership follows the guidance of the SPCSA. The Board takes active role in guiding the administrator of the school, Mrs. Kristy Sedlacek M.A. Ed. Committees are then formed composing of Board members, teachers, and parents.

c. School business operations and finance;

The daily operations and finance is provided by the two Administrative Assistants and the Administrator. The finance committee oversees the bills and financial activity each month. The Board approves the bills as part of the monthly board meetings.

d. Governance management and support to the Board;

Each committee has a Board member to oversee the committee, a teacher or employee of the school, as well as parent participants.

e. Logistics and transportation;

As stated in our original Charter, Learning Bridge does not provide transportation for students. The existing Charter will remain to not provide transportation for students at the new facility. However, the new location is closer to neighborhood communities which will be closer for many families, as well as safer for students who walk or ride their bikes to school. The current building is on a highway with high traffic.

f. Parent and community engagement both to maximize the number of students who relocate to the new/combined facility and to backfill any vacancies that result.

The Parent, Teacher, Community, Organization (PTCO) is actively involved in our school. With a waitlist for every class, the students currently enrolled will continue to be enrolled once the school moves just a short distance away. Additional recruitment will not be necessary as the school already has a highly positive reputation in the community. All students currently enrolled will move to the new building approximately 1.3 miles from the existing site.

5. **What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?**

The succession plan and transition for new Board members is outlined in a Board Binder which contains the necessary policy information for new members. The interview for new members reminds applicants that it takes time in the school seeing the daily operations of the school as well as active participation at Board meetings. Each position on the Board has specific qualifications to ensure a qualified Board to lead our school is in place. The Mission and Vision of Learning Bridge is maintained as the forefront of all decision making. “What is best for students” is a question frequently asked when making decisions at Learning Bridge Charter School.

ONGOING OPERATIONS

- 1. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services at the new/consolidated facility? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies at the new/consolidated facility?**

The Administrator for Learning Bridge Charter School maintains positive relationships and communication with local emergency management authorities. The Administrator works with the Emergency Safety Committee. Ross Rivera, the local fire chief, is notified and attends the monthly fire drill. Quarterly lock down drills are notified and attended by local law enforcement with communication with our representative, The White Pine County Sherriff's Office is notified through our representative, Officer Saunders, and regularly attends the LBCS's quarterly lock down drills.

Officer Saunders from the White pine County Sheriff's Office. Our annual evacuation drill is a largely cooperative event with the Fire Department, Sheriff's office, Shoshone Tribal Police, Shoshone Tribe Safety Officer. Tye Petersen our Board Safety Officer is also present for drills and bi-annual Emergency Plan review committee meetings. White Pine County is a small community, with the location move less than 2 miles away, no contacts will change. Upon the opening of the new building the authorities will have a tour of the building to become familiar with locations and exits.

- 2. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by large schools and districts in this and other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a large school context.**

Insurance coverage will remain the same for worker's compensation, and liability insurance. Building insurance as building owners will be higher. Currently the building owners carry insurance for the building.

STUDENT RECRUITMENT AND ENROLLMENT

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. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

As a new or expanded campus, the mandates of SB208 (2015 session) apply to any school which is seeking to relocate or consolidate facilities. Explain the plan for student recruitment and marketing for the new/consolidated campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

- 1. Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school currently operates facilities. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison to the school's current zoned schools.**

Learning Bridge Charter School is located in White Pine County. Within the small county there are a total of 1,390 students in White Pine County school district. The positive reputation built at Learning Bridge spreads throughout the small community. Learning Bridge takes an active role being involved in the whole community. As members of the White Pine County Chamber of Commerce, Learning Bridge participates in community wide events. Recruitment efforts for Kindergarten open Lottery registration is publicized in the local newspaper, on social media, at all local pre-schools and at the Child Find event for early childhood, Kindergarten registration. The current zoned school is David E. Norman Elementary, the only other elementary school in Ely. McGill Elementary School is 12 miles away with a school enrollment of 126. White Pine Middle school is the only other school within a 30 mile radius.

The EL and IEP student ratio is growing. This year a full time Special Education teacher was hired for the 18 current students in the Special Education program. The retention rate of students attending Learning Bridge who continue to live in White Pine County is high. Students who leave Learning Bridge are mostly due to moving out of the area.

- 2. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.**

Every year during the month of April, flyers and information about Learning Bridge is distributed throughout the community. The first week of May is always the week pre-lottery enrollment registration is welcome. The lottery will take place after the community wide "Child Find" event for kindergarten registration. Learning Bridge follows the lottery process as outlined in NRS 386.580 Through open enrollment LBCS accepts enrollment applications all year long.

- 3. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.**

The target enrollment every year is 180 students, with approximately 70 students on the waiting list. The consistent waitlist is proof of the community support for Learning Bridge to be open. The school administrator with the cooperation of the Administrative Assistants are responsible for monitoring enrollment and it is reviewed by the Board monthly.

- 4. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?**

Part of the Professional Development for staff will be to inform all staff about the legal enrollment requirements as outlined in state and federal law.

- 5. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?**

The elementary grades have sturdy waitlists to provide a full class each year at Learning Bridge. When a vacancy open in an existing grade the next student on the waiting list is called to fill that position.

6. Complete the following tables for the new campus in 2017-18 (If campus will relocate/consolidate in 2016-17, please adjust the tables accordingly).

a. Minimum Enrollment

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	21	20	20	20	20	20
1	20	20	20	20	20	20
2	20	20	20	20	20	20
3	20	20	20	20	20	20
4	20	20	20	20	20	20
5	21	20	20	20	20	20
6	20	20	20	20	20	20
7	19	20	20	20	20	20
8	17	20	20	20	20	20
9	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA
Total	178	180	180	180	180	180

b. Planned Enrollment

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	21	20	20	20	20	20
1	20	20	20	20	20	20
2	20	20	20	20	20	20
3	20	20	20	20	20	20
4	20	20	20	20	20	20
5	21	20	20	20	20	20
6	20	20	20	20	20	20
7	19	20	20	20	20	20
8	17	20	20	20	20	20
9	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA
Total	178	180	180	180	180	180

c. Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	21	20	20	20	20	20
1	20	20	20	20	20	20
2	20	20	20	20	20	20
3	20	20	20	20	20	20
4	20	20	20	20	20	20
5	21	20	20	20	20	20
6	20	20	20	20	20	20
7	19	20	20	20	20	20
8	17	20	20	20	20	20
9	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA
Total	178	180	180	180	180	180

7. Describe the rationale for the number of students and grade levels served in year one of the relocated or consolidated campus and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

The mission and vision holds high the importance of a 20:1 student to teacher ratio. The small school is important for school culture as well as intense behavior and academic supervision and accountability.

BOARD GOVERNANCE

- 1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups in making decisions which impact students and families.**

The LBCS's Governance Board philosophy is to make broad policies based on the LBCS's clear goals, objectives and mission statement. In addition the LBCS has written and established comprehensive Bylaws, Financial, Personnel, and Student Policies to ensure compliance with these policies and the charter school laws, each Board member is required to sign an agreement that they have read the policies already in place. The LBCS strives to bring active and participating members to the Board. The Board is responsible for oversight of all aspects of the school. The Board holds a monthly meeting, the meetings are publicized to parents in a monthly calendar and on the web-site. Parents are encouraged to attend and may address the Board at any meeting.

The Board recognizes three areas of Board responsibility: Legislative, administrative and judicial. The first area is legislative which refers to policy making. The Board seeks input from all stakeholders as the policies are being established or reviewed. The administrative area includes approving and monitoring the budget, approving and monitoring district contracts and evaluating the principal. The Board ensures that the goals and objectives of the school are in line with the spending outlined in the budget. The judicial responsibility refers to hearing formal appeals sessions brought forward by staff, students, or parents.

The LBCS Board sets policy and holds the principal accountable to reach goals and execute policies.

- 2. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the relocation/consolidation or new statutory or regulatory requirements, including SB509?**

The LBCS has documentation explaining and identifying conflicts of interest each Board member must sign the document. The LBCS will amend its Bylaws to secure that conflict of interest concerns would be addressed. Governance Board members must provide a resume and disclose any possible Conflict of Interest. The Board members of the LBCS provide a conflict of interest statement each year. A Code of Ethics reflecting all current requirements has been adopted by the Governing Board (see Appendix D).

- 3. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the relocation/consolidation request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school. This includes any relationship within the third degree of consanguinity or affinity between a board member or school employee and any party who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the**

precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

Ely Nevada is a very small isolated rural (frontier) community. Population is only 5000. This makes it very hard not to have known community and family members involved in the same activities as well as organizations. The LBCS has been vigilant in making sure there has been no nepotism. One of the Board members has purchased the desired property. A memorandum of understanding has been written that addresses any actual or perceived conflicts due to the relocation of LBCS. A Board members daughter in-law works as a secretary for the LBCS. There has been no conflict of interest in this relationship. Should the board become aware, LBCS's policy is to disclose conflicts of interest immediately and follow appropriate procedures addressing any conflicts. SB 509 included broad changes in the charter school authorizing and accountability. The LBCS will comply with the regulations.

4. Describe any advisory bodies or councils to be formed to inform the board of stakeholder input regarding the relocation or consolidation, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The LBCS has a Building Committee which is made up of teachers, administration, parents, Board members and community stakeholders. In order to compile this report the chairman has divided the application so various stakeholders can answer the questions needed to complete application. The committee reports to the entire Board on the progress of application. The Board has also conducted open meetings discussing the 5 to 10 year plan and what all stakeholders see as important to the growth of the LBCS academically as well as at the relocation site.

The City of Ely will send a survey to be filled out by residence adjacent to the new relocation site.

5. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school related to the relocation or consolidation.

The LBCS can't foresee a problem with a parent or a student at LBCS having any objection to relocation of the school. The building we are currently in is over 50 years old without a decent play area. The school needs a great deal of repair and more space for storage. The new site is easier to get to, has a park within a block and is in a safe neighborhood.

However if there is a concern the parent and or student would be able to address the administrator and the Board. Concerns will be listened to and addressed. If there is a definite reason to reconsider discussion will take place and the Board will vote.

SERVICES

- 1. Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.**

- a. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance for students whose parents may have selected the former campus due to transportation accessibility.**

The LBCS does not provide transportation for the students and it does not serve as a barrier to enrollment or attendance. The area in which the school would like to relocate is easier and safer for students to walk or ride bikes. Our relocation site is in a neighborhood not on a main highway leaving Ely. A new Love's Truck Stop and casino has recently built their business and has increased the traffic passed our current site. The past four years the school has encouraged parents to carpool this has become very popular with our parents. Some families contract with the Ely Bus who drop students off and pick them up each day. The relocation site will be a significant improvement for students arriving and departing school on a daily basis.

- b. Food Service: Outline your plans for providing food service at the relocated or consolidated campus, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

The LBCS does not currently offer a hot lunch program. The current school does not have a kitchen facility. However we contract with local restaurants with catering licences to supply a hot lunch for the students on Fridays. This will continue as the school relocates. If it is financially feasible the new school will have a small commercial kitchen in order to provide lunches for our students. Not providing food service has not served as a barrier to enrollment or attendance. The parents are aware that this has not been a service we can provide. However, when children come to school without a lunch and a parent can't be reached the staff does have food on hand for a well-balanced lunch. The LBCS does participate in White Pine County's CACH program (Community Against Childhood Hunger). Students who would be qualified for free and reduced lunch receive a weekend packet each week. This program will continue as we relocate.

- c. Facilities maintenance (including janitorial and landscape maintenance) for the new/consolidated facility.**

The LBCS's janitorial and maintenance will remain the same. Since there will not be an increase in students the janitorial duties should not increase. Maintenance should be less because the new building will require less maintenance than the fifty year old

building we are currently occupying. The five to ten year plan will include adding more landscape (lawn) to our site. The plan is to have an attractive welcoming building and the Building Committee will add additional landscaping as finances permit.

d. Safety and security (include any plans for onsite security personnel) for the new/consolidated facility.

It is LBCS's policy that all visitors check in at the main office. All visitors must sign in, name the nature of their business and wear a visitor's tag when in the building. All doors except the main front door remain locked throughout the day. The new school will also be equipped with a video and audio system. The current location is on a main highway leaving Ely proper. The new location will in itself be more secure providing safety for all staff and students. The LBCS's new location will be one-quarter mile from the sheriff's office, fire station and EMTS. Currently there are no plans to have security personnel on site.

FACILITIES

- 1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.**

The LBCS began its endeavor to secure a permanent location in 2011 for the initial opening of the school. The school earned its subsection 7 to open in 2012. Initially the LBCS evaluated and considered all potential and available buildings located within the area that the school services. This resulted in three separate building and campus locations that were originally considered.

The first was the National Guard Armory which would have required some renovations to bring it up to local and state standards. This building is less than 8,000 square feet with classrooms, admin office and a gym. Plans were completed for this building to complete the necessary retrofits and approved. This option failed due to final negotiations with the National Guard.

The second option was to renovate a Methodist Church to accommodate the school. This option failed due to the landlord withdrawing following verbal agreements.

Due to the time required for negotiations for the first two buildings the LBCS was not able to secure a facility to open its doors for the 2012 school year.

The third option was a vacant office building that had recently been purchased the Ely Shoshone Tribe. The building is a 12,000 square foot building and was deemed acceptable. The LBCS originally entered into a 5 year lease with the Shoshone Tribe for the use of the building and began the renovations of the building to accommodate the LBCS.

CORE construction was secured to complete the necessary renovations of the existing facility to ensure compliance with all applicable local, state and federal regulations and policies. The total for renovations of the existing facility to open LBCS doors for the 2013 school year was a total of 345,000. When the school opened its doors in 2013 the renovations accommodated K-6. Since the opening of the school the LBCS has added two modular facilities (an additional 3,000

square feet) to accommodate the grades 6-8. The school has continued to successfully pass all inspections by local and state entities and has successfully been in operation for 5 years.

2. Detail the school's plan for the future of the facility which it is vacating, identifying all tasks, activities, and costs related to vacating the facility, including moving expenses, lease termination, subletting, or sale of the facility. Describe contingency plans in the event that any sublease or other critical path assumption falls through.

Upon vacating the current facility the LBCS will remove all items that are the property of LBCS and/or the Friends of Learning Bridge. Property can be moved by volunteers and staff. The exception would be the modular buildings. A licensed contractor (anticipated to be the same contractor building the school) or sub-contractor would unhook the buildings from the existing utilities and move them to the new school location. These two buildings will be incorporated into the final school layout and design. The rest of the current building would remain as is and be returned to the Shoshone Tribe following the termination of the lease.

The LBCS contingency plan is that if the property falls through at the intersection of 13th and M is to secure a different parcel. There are other properties potentially available within the area that the LBCS services. Some that the school could purchase for construction others that the LBCS could lease from the county for an extended lease period. If the financing falls through to construct a new school the LBCS would look to existing facilities within the area that could be converted to a school or consider remaining at its current location.

3. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

The LBCS through the Board would be the responsible entity for acquiring and maintaining school facilities. The LBCS will continue to look for partner organizations/entities to assist with the construction and maintenance of the school facilities. If none are secured to partner with the LBCS and Friends of Learning Bridge are prepared to take on the responsibility. There are no conflicts of interest between the LBCS and the Board in regards to construction of the new school. As contractors are secured if there is a need any party with a potential conflict of interest would be recused from the discussions. All actions taken by LBCS will be in accordance with all applicable laws, regulations and policies and will adhere to the bi-laws and charter of the LBCS.

4. If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:

Land has been identified and will require construction. Not Applicable.

- a. **The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4**
 - b. **A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5**
 - c. **A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6**
 - d. **The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any familial or business connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7**
 - e. **A copy of the Certificate of Occupancy at Attachment 8**
 - f. **Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9**
 - g. **Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10**
5. **If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to occupancy by the full student body, please provide:**
- a. **Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4**

The desired location for the LBCS is located in East Ely, Nevada. The proposed location is 1455 avenue M and is located at the intersection of 13th and M. This location is a residential neighborhood with a large park with soccer fields located two blocks from the current locations. Little league fields located adjacent to the property. The David E. Norman Elementary School is located two blocks from this location as well as numerous parks and athletic fields. The proposed location is ideal for construction as it has all services located adjacent to the property with sufficient space to construct a school. The LBCS will submit all required documentation and obtain approvals prior to the acquisition of any facilities in compliance with NAC 386.3265 (See Attachment 4).

- b. Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5**

The budgeted cost for acquisition and construction of the proposed LBCS facility is based upon the best available information at the time of this amendment request. The property in question was acquired by a local resident who is a member of the Board. The price for this property is fixed at the per acre cost as paid by the current owner (with paid taxes). The LBCS cannot exceed this price for the property in accordance with the LBCS bi-laws. The remaining costs of constructing a school and the associated facilities are based upon numerous conversations with potential contractors. At this time, until the LBCS has the approval of the SPCSA, the LBCS will not secure the services of a contractor or engineer to receive a full quote for the construction of the facility. In accordance with NAC 386.3265 the LBCS will submit the appropriate documentation for review and approval (see Attachment 5).

- c. Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6**

The proposed facilities of the new LBCS campus would be constructed on approximately 6 acres. The facilities would include the following:

1. Nine classrooms providing a minimum of 900 square feet of usable space.
 - a. One of the classrooms would be equipped with extra counter space, sinks and storage cabinets and would function as a science lab for the school.
 - b. The LBCS has purchased two modular facilities that are in use at the present location providing four classrooms and two restrooms in each building. These two buildings would be relocated to the new campus and incorporated into the campus design.
2. Commons area capable of holding 300 people to facilitate school functions and daily activities.
 - a. It is desirable to accommodate a band room to house approximately 80 students. This may be a separate room or a partition of the commons area.
3. Restrooms
4. Administrative offices
 - a. Including Records Storage Room
 - b. School Administrator's Office
 - c. Administrative Assistant office

5. Staff break rooms
6. Custodians room with storage
7. Small classrooms and offices to accommodate SPED, RTI, Speech and EL.
 - a. These may be shared or separate spaces
8. Nurse/Sick Room
9. Library
10. Play areas
 - a. It is anticipated that the new campus would have play areas four K-3 and 4-8.
11. Parking Lot
12. Areas for future educational development opportunities

While the LBCS continues to speak with architects as well as modular and traditional school construction companies the above list of facilities would be the goal. The minimum facilities required would be to accommodate the functions of the school which may lead to shared spaces and compromises. However, the new facility and campus would facilitate the mission and vision of the LBCS in a safe environment. The LBCS will submit all required documents for review and approval through the SPCSA (see Attachment 6).

- d. Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7**

The LBCS will use the criteria for the school as listed in sub section (c) to choose a building design that would accommodated the functions of the LBCS. The LBCS will continue to use all of the resources available to it to make the best and most prudent choice in facilities to accommodate the school and enable it to fulfill its mission and purpose in the long term.

The property that is desired for the construction of the new campus is owned by Board Member Linda Derbidge (see Attachment 7). The school will submit all required information for review and approval as required in compliance with NAC 386.3265.

- e. **A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8**

Presently the lease of the current facility expires in July of 2020. The goal is to have a facility ready for the school to move into prior to the expiration of the lease (see Attachment 8A). The projected timeline for construction is based upon conversations with various construction, architectural and government entities regarding estimated timelines. The LBCS will comply with all local, state, and federal regulations as required. The LBCS will submit the required reports from NAC 386.3265 as required (see Attachment 8B).

The White Pine County Building Inspector follows the 2012 edition of the International Building Code, IBC. It is his responsibility to issue the Certificate of Occupancy for the school. IBC section 110 (Attachment 9) includes the regulations governing inspections of the school leading to the Certificate. IBC section 111 (Attachment 9) defines parameters for the issuance of the Certificate.

Attachment 9 contains the City of Ely Building Department's Building Permit Application and copies of sections 110 and 111 of the IBC. The current County/City Building Inspector is Brad Christensen, office (775) 293-6547, or mobile (775) 296-0122. Mr. Christensen stated, on September 12, 2017, that an original building permit is valid for 180 days. He issues temporary and conditional approvals if deemed appropriate. He may, and frequently does, extend the original permit 180 additional days per request.

Inspector Christensen issued the original building permit for the conversion of LBCS's first building to its current school status. He was responsible for issuing the present Certificate of Occupancy. He has been informed (September 12, 2017) of the school's intent to ask for permission from the SPCSA to pursue the construction of a new facility on a new site.

- f. **A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9**

The LBCS will comply with all local, state, and federal regulations as required. The LBCS will submit the required reports from NAC 386.3265 as required. Please see Attachment 9 for the code inspection report from the Department of Building and Safety.

- g. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10**

This will be completed upon completion of the building (see Attachment 10).

- h. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.**

The LBCS is not seeking to occupy multiple facilities over several years. The LBCS is seeking to construct and occupy one facility in the long term. Not Applicable

- a. Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third party financing, etc.**
- b. Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 9.**

6. Please include the organization's plans to finance these facilities, including:

- a. Total project cost for each facility**

Total anticipated price for the new facility is expected to be between 2 and 5 million dollars. The final amount will depend upon the selection of architects, construction companies and facility designs following the approval of this amendment. The price of the property that the LBCS wishes to develop is fixed at approximately \$6,000 per acre.

The LBCS intends to utilize approximately 6-8 acres for a total of approximately \$40,000. These acres can be expanded up to 8 acres if necessary to accommodate the final school design.

Conversations with construction companies have indicated that the LBCS can expect to pay up to \$900,000 for site preparation and a range of \$1,400,000 to \$4,000,000 for the building construction. These prices are general and will largely depend upon the particular building type and design chosen.

Based on evaluation of services present and services needed as well as conversations with numerous companies regarding facility construction the LBCS is estimating the total cost to be between 2.5 and 5 million dollars.

b. Financing and financing assumptions

The LBCS intends to utilize funding sources that the school presently has and to secure a construction loan to finance the remaining portion. Construction firms that the LBCS has spoken to have committed to their ability to provide construction financing for the new facility. Long term financing for the LBCS is anticipated to be through a loan. The LBCS would seek the remaining portion of the funding from grants, donations for public-private partnerships. The LBCS will continue to investigate other funding options through grants or partnerships to help fund the new campus as well.

c. Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

The LBCS presently is paying 6,000 dollars toward the present facility lease agreement. Presently the LBCS is paying 4,100 per month towards two loans that will be settled prior to moving to the new facility. Based upon these amounts and makings some minor adjustments in the budget the LBCS is confident that they could finance 10,000 per month in the long term. This monthly payment indicates that the school can afford a 15 year loan of approximately 1,000,000 dollars for the construction of the school. The LBCS would search for the remaining funds through grants, donations and public-private partnerships. The LBCS may utilize a portion of the balance through existing and future carry over funds for up to 3 years and donations.

FINANCIAL PLAN:

Provide a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. Grants, donations, fundraising etc.). There is no page limit for the budget narrative included in the following:

a. Per-Pupil Revenue: Use the figures provided in developing your budget assumptions:

DSA:

Calculated at 2017-2018 school year with no increases

- i. Learning Bridge received 7,849.00 per student for the 2016-2017.
- ii. Included in the above figure was \$1,600 per student in local taxes for 2016-2017.
- iii. Learning Bridge received \$8,267. per student for the 2017-2018 school year.
- iv. Learning Bridge received \$65,000 in True-Up revenue for 2017-18.
- v. June 30, 2017 Learning Bridge showed a total net position of \$1,005,000.

b. Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 11. Please ensure that your narrative specifically references what page this evidence can be found in the attachment.

Learning Bridge currently has approximately \$500,000 in "Net Position that could be used for construction. Future projected inquirers will include: Rural USDA loans, lending institutions associated with contractors, e.g. Core Construction, Tamkin , US Modular Group and other modular building providers. Grant providers such as EL Cord Foundation, Pennington Fund and other known contributors to local funding, as well as national educational grant funding providers.

Twelve acres of property originally to be liquidated by bankruptcy court for \$186,000. Has been committed in a Memorandum of Understanding, for the new site for approximately \$40,000 (see attachment 5). The school currently owns and will relocate four modular classrooms. It is currently anticipated that these modular classrooms will be incorporated into a total school design, saving a substantial amount of money. The current school is fully equipped with all essential furniture and teaching materials needed to continue operation at the new site, without the purchase of additional furnishings.

- c. Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.**

Increases for expenses will consist of cost of living adjustments for staff and expenses incurred by increased size of facility such as utility and maintenance cost as well as insurance increase of new building.

- d. Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

If the resources declined it would be because of loss of students which would impact DSA funds available. If this would occur the school could eliminate special programs, such as band, choir, paraprofessionals, administrative staff, custodial staff and/or combine classrooms which would further reduce operating expenses.

- 2. Submit a completed financial plan for the proposed new campus as Attachment 11. The format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative.**

Academic plan will remain the same as LBCS is currently successfully implementing initial academic plan.

Please see amendment for the operating plan

Please see Attachment 11 for the budget narrative

- 3. In the case of a multi-site school: submit, as Attachment 12, a detailed budget for the school at the network level. The format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority Staff, external reviewers, and the general public to review of all elements other school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative.**

LBCS intends to have one campus in Ely Nevada. Not applicable

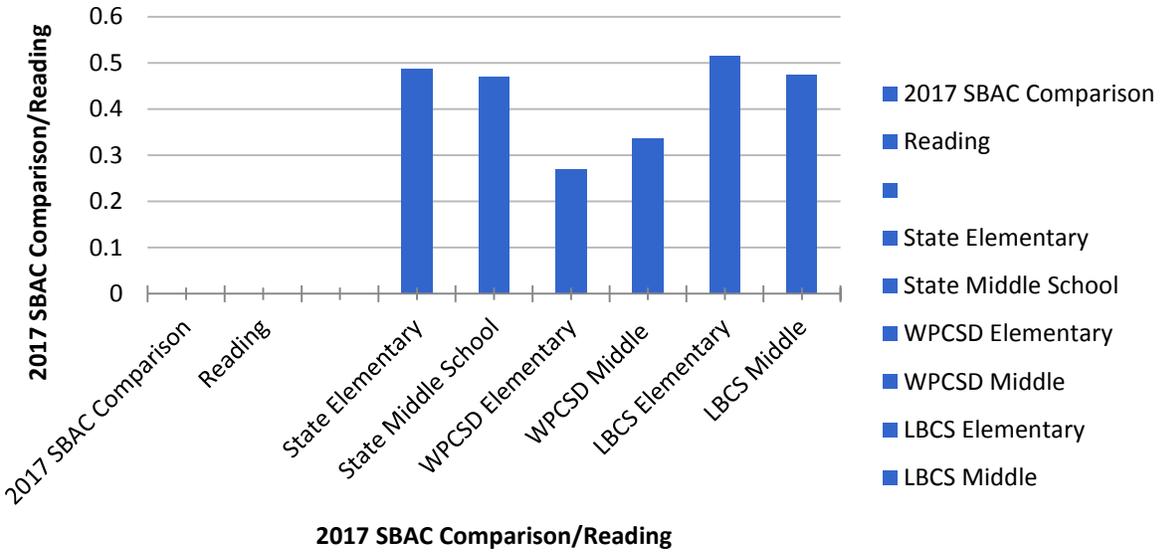
- 4. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and**

the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

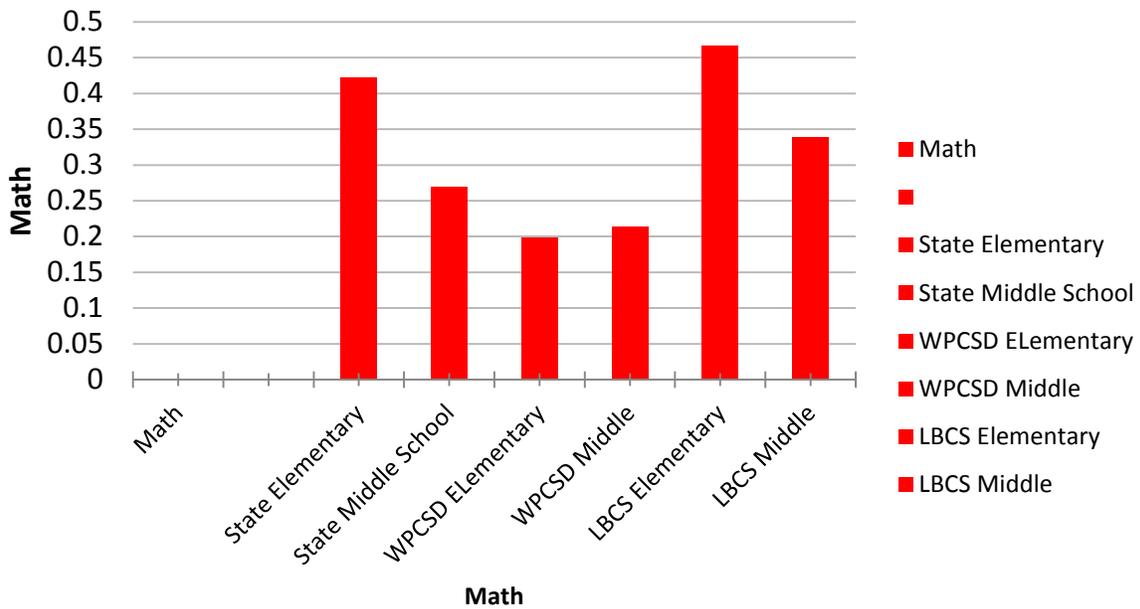
LBCS currently is not fundraising for the new site; however the fundraising through the Nonprofit Friends of Learning Bridge has been able to supply 100 chromebooks, chromebook charging carts and printers for the 180 students of the school. The Friends of Learning Bridge also contribute to the success of the students in band, choir, science fairs, spelling bees, athletics and helps with all of the community activities which the students participate. The remaining portion of the question does not apply to Learning Bridge Charter School.

APPENDIX A - NEVADA REPORT CARD

2017 SBAC Comparison/Reading vs. 2017 SBAC Comparison/Reading



Math



2017 SBAC Comparison

Reading

State Elementary	48.70%
State Middle School	47%
WPCSD Elementary	26.90%
WPCSD Middle	33.60%
LBCS Elementary	51.60%
LBCS Middle	47.40%

Math

State Elementary	42.10%
State Middle School	26.90%
WPCSD ELeментарy	19.80%
WPCSD Middle	21.30%
LBCS Elementary	46.60%
LBCS Middle	33.80%

http://nevadareportcard.com/DI/nv/state_public_charter_schools/learning_bridge

APPENDIX B – LETTER OF SUPPORT

DANIEL E. AND BEVERLY J. CORNUTT
1580 Murry Street Ely, NV 89301
Phone: 775-289-4252 Cell: 775-293-5209
bdnutts@sbcglobal.net

October 13, 2017

State Public Charter School Authority
Carson City, Nevada

Re: Ely Learning Bridge Charter School

To Whom It May Concern:

I have had the privilege of serving at this school as a substitute teacher since the school opened its doors. I have seen amazing accomplishments with the students attending there, both within the school and in the community.

I know this school is functioning in a building which is too small for its activities, but the staff has been very creative in making it work. What an awesome thing it would be for them to have a building of their own, with enough space to spread out.

This letter is to show my support for the Ely Learning Bridge Charter School in any of their future endeavors. It is an amazing institution and Ely and surrounding communities are very lucky to have a choice of facilities for their children to get a quality education.

Sincerely,



Beverly J. Cornutt
Substitute teacher
Concerned citizen
Former White Pine County Treasurer

APPENDIX C – CONFLICT OF INTEREST POLICY

Learning Bridge Charter School

Conflict of Interest Policy

For Board Members, Directors, and Members of a
Committee with Board Delegated Powers.

Article I--Purpose

1. The purpose of this Board Conflict of Interest Policy is to protect Learning Bridge's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a member of the board or member of a school committee or might result in a possible excess benefit transaction.
2. 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.

Article II--Definitions

1. **Interested Person**--Any director, principal, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest**--A person has financial interest if the person has, directly, or indirectly, through business, investment or family:
 - a. An ownership or investment with LB or with any entity or individual with which LB has a transaction or arrangement,
 - b. A compensation arrangement with LB or with any entity or individual with which LB has a transaction or arrangement, or
 - c. A potential ownership or investment in, or compensation arrangement with any entity or individual with which LB is negotiating a transaction or arrangement.
3. **Compensation**--included direct and indirect remuneration as well as gifts or favors that are not insubstantial.

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 Executive Committee decides that a conflict of interest exists, in accordance with this policy.

Article III--Procedures

1. **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 the Board or Executive Committee.

2. **Recusal of Self**--Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. **Determining Whether a Conflict of Interest Exists**-- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After discussing due diligence, the Board or Executive Committee shall determine whether LB 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.

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

Article IV--Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise 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 Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussion 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.

Article V--Compensation

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign this statement which affirms such a person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands LB is a non-profit organization and in order to ensure fidelity in the use of state funds, it must engage primarily in activities that accomplish the school's purpose for the students.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII--Periodic Reviews

To ensure LB operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to LB's written policies, are properly recorded, reflect reasonable

investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII--Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, LB may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Annual Conflict of Interest Statement

_____ Date
Print Name

Position: _____

I affirm the following:

- 1. I have received a copy of LB Conflict of Interest Policy _____(initial)
- 2. I have read and understand the policy _____(initial)
- 3. I agree to comply with the policy _____(initial)
- 4. I understand that LB is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that promote the school’s charter and students ____ (initial)

Disclosure:

- 1. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with LB?

- 2. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest Policy with LB? If yes, please describe.

- 3. Are you an independent director, as defined in the Conflict of Interest Policy?

_____ Date
Signature

APPENDIX D – ORGANIZATION CHART

LEARNING BRIDGE ORGANIZATION CHART

State Public Charter School Authority

Learning Bridge Board of Directors

Learning Bridge Administrator

Teachers and Staff

APPENDIX E - CODE OF ETHICS

LEARNING BRIDGE GOVERNING BOARD

CODE OF ETHICS

The Learning Bridge Charter School Governing Board desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter 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 member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgement and refuse to surrender his or her judgement to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the Nevada Revised Statutes, Nevada Administrative Code, State Public Charter School Authority Board and the Nevada State Board of Education.

Domain III: Board and Community Relations

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

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter 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 charter school programs and performance.

Domain 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 board members 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 charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter 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.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of Learning Bridge Charter School staff.
3. Comply with all applicable laws, rules, regulations and all board policies regarding employment of family members. Exceptions may be deliberated on, if there is a shortage of teachers in rural Nevada.

Domain VII: Financial Governance

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

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needing education and training.
3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the Nevada State Board of Education.
6. In the annual report, submitted to the State Public Charter School Authority Board, Nevada Department of Education and the Nevada State Board, disclose the status of board member compliance with the Code of Ethics.

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.

Upon a motion supported by a two-third ($\frac{2}{3}$) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board.

The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter.. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the State Public Charter School Board Authority Board and the Nevada State Board of Education in accordance with

the rules and regulations of the Nevada State Board of Education. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

I affirm I will abide by the Learning Bridge Charter School's Code of Ethics.

Name:

Signature:

Date:
