



NEVADA PUBLIC CHARTER SCHOOL APPLICATION

Submitted by:
Founders Academy of Las Vegas



To the State Public Charter School Authority
August 27, 2013

2013 Call for Quality Charter Schools Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

Founders Academy of Las Vegas

Name of application Liaison (Must be a member of the Committee to Form the School)

W. Richard Moreno

Mailing Address of Liaison

9321 Longhorn Falls Ct.
Las Vegas, NV 89149

Telephone for Liaison

(702) 228-1175

Email Address for Liaison

nvrich@icloud.com

Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)

Rite of Passage, Inc. (EMO) and Hillsdale College (Curriculum, Teacher Development & Educational Support)

Name of school or school model to be replicated (if applicable)

Ridgeview Classical Schools & Hillsdale College Barney Charter School Initiative (BCSI) classical education model

Physical Address of School (If Known)

not known

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

The school will be located in the northwest area of Las Vegas, targeting students around the following zip codes: 89129, 89134, 89145, 89138, 89108, 89130

School District in Which the School Would Be Located

Clark County School District

Intended Opening Date (School year: e.g. fall of 20 - -)

August 25, 2014

Proposed Sponsor

- State Public Charter School Authority
- School District
- Public College or University

Indicate which District or College/University below:

Enrollment Projections

School Year 1

Grade Levels Served

Kindergarten through 10th grade

Projected Enrollment per grade

Kindergarten-2nd is 54 per grade (2 classes per grade); 3rd-6th is 27 per grade; 7th-10th is 20 per grade

Projected Net Change in Cash Balance (from Cash Flow Statement)

\$182,501.49

School Year 2

Grade Levels Served

Kindergarten through 11th grade

Projected Enrollment per grade

Kindergarten-6th is 54 per grade (2 classes per grade); 7th is 42 per grade (2 classes); 8th-11th is 20 per grade

Projected Net Change in Cash Balance (from Cash Flow Statement)

\$254,454.84

Ultimately, the school expects to serve a total of 750 pupils in grades K to 12.

Note: Per NAC 386.130 an application may be submitted only for the kind of school (elementary, middle, and high school) that will be operated during the first year of instruction. If, for example, a school wishes to offer in the first year grades K-8 (an elementary school) only, and expand in subsequent years to include 9-12 (a high school), mention in the appropriate Required Element the plan to expand to high school, but submit the curriculum, etc. for the elementary school (the kind of school that will operate in the first year), only. To add grades that change the kind of school, detailed curriculum and other information will need to be submitted as part of a request to amend the charter to add the desired grades.

Part 2: Program Overview Part 2 of 3

Program for at- risk pupils (NAC 386.150(9))

Is this school intended to serve primarily at-risk pupils? (See NRS 386.500)

Yes

No

If yes, address Required Element A.7.5.

Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(4)(p))?

Yes

No

If yes, address Required Element A.7.6

Vocational education status (NAC 386.415)(NRS 386.590(1))

Is this an application for a NRS 386.590(1) vocational education charter school?

Yes

No

If yes, respond to A.10, Career Education

Distance education status

Does the proposed school intend to provide Distance Education (also known as Online, Virtual or Cyber Education)?

Yes

No

If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

Private school closure/reopening as a charter school

Will the charter school result from a private school ceasing to operate as a private school and reopening as a charter school?

Yes

No

*If yes attach the Private School Conversion Assurances found at:
http://charterschools.nv.gov/OpenASchool/Application_Resources/*

Limiting Enrollment

Will the school limit enrollment to a certain number of pupils or ratio of teachers to pupils (NAC 386.353; NAC 386.180(7))?

Yes

No

If yes, what is that number or ratio?

The first year the school will limit enrollment to 350 pupils

If yes, state your plan in Required Element B3.9

Part 3: School Description (150-word maximum) Part 3 of 3

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Founders Academy of Las Vegas seeks to encourage the use of effective teaching methods and improve opportunities for students to learn and achieve. Our mission is to train the minds and improve the hearts of K-12 students in Clark County through a rigorous, classical education, with instruction in the principles of moral character and civic virtue. We will provide students the benefit of a content-rich, academically rigorous classical liberal arts education with a strong civics component.

Students will be challenged to excel academically and in moral discipline. Students will learn reading, math, and science through time-tested methods and will learn an account of history based on the reading of primary source documents. We aim to develop the academic potential and personal character of each of our students, and to graduate them to assume their places as responsible citizens in their community.

Application Certification

Signature of Liaison



Date

08/03/2013

Printed Name

W. Richard Moreno



TABLE OF CONTENTS

Founders Academy of Las Vegas

A.1 Mission, Vision, and Educational Philosophy

- Narrative A.1.1, Purpose 1
- Narrative A.1.2, Mission 1
- Narrative A.1.3, Vision 1
- Narrative A.1.4, Philosophy 1

A.2 School Specific Goals and Objectives

- Narrative A.2.1, Educational goals/objectives 3
- Narrative A.2.2, Organizational/management goals/objectives 3
- Narrative A.2.3, Assessment tools 3
- Narrative A.2.4, Reasonableness of Goals 4

A.3 Curriculum and Instruction

- Narrative A.3.1, Curriculum model..... 6
- Narrative A.3.7, Policy for pupil promotion.....12
- Narrative A.3.12, Instructional strategies..... 14
- Narrative A.3.13, Professional development.....16

Attachments to A.3

- Attachment A.3.2, Schedule of courses
- Attachment A.3.3, Course descriptions and alignment with standards
- Attachment A.3.4, Typical daily schedule
- Attachment A.3.5, Courses to complete for promotion
- Attachment A.3.6, Courses/credits for graduation
- Attachment A.3.8, Diploma
- Attachment A.3.9, Transcript
- Attachment A.3.10, Transfer of credit
- Attachment A.3.11, Textbooks

A.4 Assessment and Accountability

- Narrative A.4.2, Use of student data 18
- Narrative A.4.3, Use of longitudinal data..... 18
- Narrative A.4.4, Data management plan 19

Attachment to A.4

- Attachment A.4.1, Assessment plan and instruments

A.5 Tentative School Calendar and Daily Schedule

- Narrative A.5.2, Enrollment dates..... 20

Attachment to A.5

- Attachment A.5.1, Calendar

A.6 School Climate and Discipline

- Narrative A.6.1, Climate/discipline support educational goals 21
- Narrative A.6.2, Student behavior philosophy 22
- Narrative A.6.6, Involving families..... 22

Attachments to A.6

- Attachment A.6.3, Discipline policy/code of conduct
- Attachment A.6.4, Truancy policy
- Attachment A.6.5, Absence policy

A.7 Target Population

- Narrative A.7.1, School location 24
- Narrative A.7.2, Target population 24
- Narrative A.7.4, Alignment of school plan with target population 25

Attachments to A.7

- Attachment A.7.3, Enrollment projections
- Attachment A.7.5, Student recruitment plan

A.8 Special Populations

- Narrative A.8.1, Identification for special education 26
- Narrative A.8.2, Multi-tiered response to intervention 28
- Narrative A.8.3, Special education revenues/expenditures 29
- Narrative A.8.4, Special education continuum of service 29

Attachments to A.8

- Attachment A.8.5, Special education policy assurance
- Attachment A.8.6, RTI Referral packet/flowchart
- Attachment A.8.7, Special education continuum of service

A.9 Records

- Narrative A.9.1, Pupil records 30

Attachment to A.9

- Attachment A.9.2, Pupil record retention policy

A.10 Career Education (Not Applicable)

B.1 Governing Body

- Narrative B.1.4, Governance philosophy 31
- Narrative B.1.5, Governance structure and composition 31
- Narrative B.1.6, Increasing board capacity 32
- Narrative B.1.7, Recruitment of board members 33

Attachments to B.1

- Attachment B.1.1, Bylaws letter from counsel
- Attachment B.1.2, Bylaws
- Attachment B.1.3, Bylaws stipulations identification

B.2 Composition of the Committee to Form the School

- Narrative B.2.3, Members’ association with other charter schools..... 34

Attachments to B.2

- Attachment B.2.1, Committee member names, resumes
- Attachment B.2.2, Committee members’ response to questionnaire
- Attachment B.2.4, Assurances

B.3 Management and Operations

- Narrative B.3.1, Organizational structure..... 35
- Narrative B.3.2, Key management positions..... 35
- Narrative B.3.4, How to carry out laws..... 37
- Narrative B.3.5, Dispute resolution..... 38
- Narrative B.3.6, Kind of school 39
- Narrative B.3.8, Outside help with application 39
- Narrative B.3.9, Limiting enrollment 40

Attachments to B.3.3

- Attachment B.3.3, Organizational chart
- Attachment B.3.7, Lottery description

B.3.1 Educational Management Organization

Attachments to B.3.1

- Attachment B.3.1.1, Existing schools information template
- Attachment B.3.1.2, Selection of EMO /model
- Attachment B.3.1.3, Academic performance of EMO/model
- Attachment B.3.1.4, Financial performance of EMO/model
- Attachment B.3.1.5, Legal relationship with EMO/model
- Attachment B.3.1.6, Organizational structure
- Attachment B.3.1.7, Contract/management agreement

B.3.2 Distance Education (not applicable)

B.4 Staffing and Human Resources

- Narrative B.4.1, Staffing plan 41
- Narrative B.4.2, Employment contract negotiation..... 42
- Narrative B.4.3, Instructor qualifications 42
- Narrative B.4.4, Teacher evaluations 43
- Narrative B.4.5, Administrator information 43
- Narrative B.4.6, Administrator position description 43
- Narrative B.4.7, Employing administrators..... 43
- Narrative B.4.8, Employing instructors/others..... 44
- Narrative B.4.9, Licensed and non-licensed staff..... 44

C.1 Budget

- Narrative C.1.4, Chart of accounts assurance..... 45
- Narrative C.1.6, Contingency plan for financial challenges..... 45

Attachments for C.1

- Attachment C.1.1, Budget
- Attachment C.1.2, Budget narrative
- Attachment C.1.3, Cash flow statement
- Attachment C.1.5, Pre-opening budget

C.2 Financial Management

- Narrative C.2.1, Financial responsibility..... 47
- Narrative C.2.2, Closing procedures 47
- Narrative C.2.3, Audit firm 48
- Narrative C.2.4, Nevada bank 48
- Narrative C.2.5, Fees, charges..... 48
- Narrative C.2.6, Person to draw orders for payment of school's money 48
- Narrative C.2.7, Minimum number of enrolled pupils required..... 48

C.3 Facilities

- Narrative C.3.1, Facilities..... 49

Attachment to C.3

- Attachment C.3.2, Cost of Insurance

C.4 Transportation, Health and Emergency Services

- Narrative C.4.1, Transportation..... 50
- Narrative C.4.2, Health services..... 50
- Narrative C.4.3, Immunization records 50

Attachment

- Attachment C.4.4, Emergency drills
- Attachment C.4.5, Emergency management plan

A.1 MISSION, VISION AND EDUCATIONAL PHILOSOPHY

Narrative A.1.1, Purpose: Founders Academy of Las Vegas (also referred to as “Founders Academy” or “Founders”) seeks to improve opportunities for students to learn and achieve academically and to encourage the use of effective teaching methods.

Narrative A.1.2, Mission: The mission of Founders Academy of Las Vegas is to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Narrative A.1.3, Vision: Founders Academy of Las Vegas will provide Clark County with an alternative K-12 education program. The Academy will provide students the benefit of a content-rich and academically rigorous classical liberal arts education with a strong civics component. Students will be challenged to excel both in academics and in moral discipline. Students will learn reading, math, and science through time-tested methods and will learn an account of history based on the reading of primary source documents. The Academy’s aim is to develop the academic potential and personal character of each of its students, regardless of background, socio-economic status or ability, and to graduate them fully prepared to participate as intelligent, responsible, and active members of their community.

The Academy’s vision for its students is not limited solely to their academic achievement and scores on standardized tests. Personal responsibility, ethics and discipline will be modeled and expected. Founders Academy students will also be endowed with a sense of civic responsibility along with a belief in striving for individual achievement. Students educated through the classical approach of Founders Academy will be confident individuals with a strong work ethic and will embrace, rather than shun, the difficult challenges facing their communities and their country in the 21st century. Founders Academy will produce the leaders Nevada needs for the next generation.

Narrative A.1.4, Philosophy: The educational philosophy of Founders Academy is best described as Classical Education. Classical Education values knowledge for its own sake; upholds the standards of

correctness, logic, beauty, and importance intrinsic to the liberal arts; demands moral virtue of its adherents; and prepares human beings to assume their places as responsible citizens in the political order.

Founders Academy will initiate this philosophy of education through emphasis on the following:

- Centrality of the Western tradition in the study of history, literature, philosophy, and fine arts
- Rich examination of American literary, moral, philosophical, political, and historical traditions
- Use of explicit phonics instruction for the teaching of reading
- Teaching of Latin
- Content-rich curriculum based on the traditions and truths of a liberal arts education
- School culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty
- Faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods
- Use of technology effectively, without diminishing the faculty leadership that is crucial to academic achievement

A.2 SCHOOL-SPECIFIC GOALS AND OBJECTIVES

Narrative A.2.1, Educational goals/objectives: Founders Academy has set the following goal for its students related to educational performance:

Goal 1: Student Gains. 80% of students who score below “Proficient” status on Nevada’s annual assessment prior to enrolling at Founders Academy will achieve “Proficient” status after one year.

Goal 2: Student Performance. 90% of students at Founders Academy will score “Proficient” or “Advanced” status on Nevada’s annual assessment after three years of enrollment.

Narrative A.2.2, Organizational/Management goals/objectives: The following goals and objectives are related to organizational and management performance:

Goal 3: Character and Civic Responsibility: 95% of students will earn a citizenship mark of “Satisfactory” or “Outstanding” based on definitions of these descriptors outlined in the Founders Academy Student Handbook.

Goal 4: Parent Satisfaction. Founders Academy will demonstrate an 80% overall satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school during each academic year.

Goal 5: Professional Development. All Founders Academy teachers will demonstrate the skills necessary to implement a classical education, as documented through formal evaluations.

Narrative A.2.3, Assessment tools/data/artifacts: The following discusses the assessment tools, data and artifacts used to measure progress or attainment of each of the four goals identified:

Goal 1: Based on Nevada’s state annual assessment information.

Goal 2: Based on Nevada’s state annual assessment information.

Goal 3: Based on citizenship marks defined in detail in the Founders Academy Student Handbook.

Goal 4: Based on an annual parent satisfaction survey created by Founders Academy administration and approved by its Board.

Goal 5: All secondary teaching staff will have at least a bachelor's degree in the subject they teach, and all teachers will earn satisfactory ratings on formal evaluations completed by the Founders Academy Administration at the end of each school year.

Narrative A.2.4, Reasonableness of goals: Founders Academy is based on a classical education model that has been successfully replicated in other states. Using Nevada standards, we have adapted our goals from these successful schools as well as compelling research of the achievement gains using the Core Knowledge Sequence, which will be followed at Founders. Each of these is discussed below:

Replicated Results. Throughout the developmental phase and during operations, Founders Academy will have the support and resources needed to achieve its goals. Founders Academy is supported by the Barney Charter School Initiative (BCSI), a project of Hillsdale College devoted to the education of youth. Through this initiative, Hillsdale College supports the launch of K-12 charter schools that are based on the classical liberal arts model and that also provide a thorough grounding in civics and American history. Through BCSI, Hillsdale College has helped to open and design a number of successful charter schools across the country, including Founders Classical Academy in Texas, Estancia Valley Classical Academy in New Mexico, and Savannah Classical Academy in Georgia. In addition, a current professor at Hillsdale College who works closely with the BCSI (Dr. Moore) was the first principal of Ridgeview Classical Schools, which became one of the most successful charter schools in the nation. *US News and World Report* ranked Ridgeview Classical Schools' High School as 15th in the country. In the same report, the school ranked 4th for US charter schools and 4th for open-enrollment high schools.

Through the BCSI, Hillsdale College will provide Founders Academy with models, resources, and guidance on academic programs and policies, curricula, instructional materials and teaching practices, including advice for improving the performance or progress of students when applicable. As recommended by Hillsdale College and its network of charter schools, Founders Academy will utilize the

Core Knowledge Sequence as its primary curriculum program to reach its academic goals. The Core Knowledge Sequence has been extensively implemented, studied, and proven to produce excellent results.

Core Knowledge Sequence. Researchers from Johns Hopkins University have studied the Core Knowledge Sequence in a study funded by the Brown Foundation and the Walton Family Foundation.¹

The study found that the Core Knowledge Sequence:

- Provides a broad base of knowledge and a rich vocabulary
- Motivates students to learn and create a strong desire to learn more
- Promotes the knowledge necessary for higher learning²

The Johns Hopkins study found statistically significant and “educationally meaningful” improvement on test scores at schools that strongly implemented the Core Knowledge Sequence.³ Most importantly, and perhaps the best argument for implementing the Core Knowledge Sequence, the study showed the effect of the strong implementation of the curriculum is cumulative, meaning the curriculum produces even more profound results in later grades as it is continuously implemented. The study predicted that gains in the grade levels beyond which the study covered would continue to accelerate. In other words, building a strong knowledge base from the beginning leads to exponentially better results in the end.

Based on the proven track record of the Core Knowledge Sequence, the support of the Hillsdale College BCSI, and the success of other schools following a similar model, Founders Academy is confident its educational goals are achievable.

¹ See Marshall, Michael, Three Year National Study Confirms Effectiveness of Core Knowledge Sequence (summarizing National Evaluation of Core Knowledge Sequence Implementation: Final Report).

² *Id.* at “Qualitative Outcomes.”

³ *Id.* at “Testing Outcomes.”

A.3 CURRICULUM AND INSTRUCTION

Narrative A.3.1, Curriculum Model: As detailed in Section A.2, the mission and vision of Founders Academy are solidly research-based, and the results of this research guide the Academy’s approach to its curriculum, faculty, and students. As its foundation, the curriculum will emphasize mastery of:

- Basic skills in reading, writing, and mathematics at the primary level
- Core subjects—English language and literature, history, geography, government, physical and biological science, mathematics
- Other classical areas of study—music, art, Latin
- Character development

In addition, Founders Academy will provide instruction in daily physical education and intends to add foreign language study in Spanish and French as enrollment increases.

At the heart of Founders Academy’s curriculum is the Core Knowledge Sequence. The Core Knowledge Sequence outlines the basic curriculum in the subjects of English language arts, history and geography, science, music, and art. Founders Academy will teach the Core Knowledge Sequence with the rigor and depth originally envisioned by Professor E. D. Hirsh.

Grades K-8, English Language Arts. In conjunction with the Core Knowledge Sequence, in grades K -3 reading and spelling will be taught through explicit education in phonics and the Riggs Reading Program (“Riggs”). Riggs is a phonics-based approach that incorporates multi-sensory activities that appeal to multiple learning styles. Students instructed in Riggs learn syllabication, oral vocabulary, and comprehension. Students also develop the skills necessary for composition, such as spelling, cursive writing, creative writing, spacing, margins, listening skills, orthography rules, vocabulary, grammar, syntax, punctuation, and capitalization. Riggs also employs direct and Socratic teaching techniques to integrate grammar and syntax, and creative and organized composition. Finally, Riggs uses a

comprehensive approach to language arts, teaching vocabulary through roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms, and graphic organizers.

In the upper elementary grades, students will learn prescriptive grammar and will diagram sentences to have a visual guide to the rules of language. Study of the Greek and Latin origin and roots of words will aid in developing student's vocabulary. Also, students will use their dictionaries extensively, and the correct meaning of new words will be constantly emphasized.

Mathematics. Founders Academy's approach to numeracy mirrors its approach to reading, writing, and vocabulary—learning and memorizing the facts of math in all branches of mathematics. The Academy will employ Singapore Math, a program that teaches math conceptually and focuses on mastery of essential math skills. Singapore math uses a combination of detailed instruction, problem solving, and visual and hands-on aids that ensure students master material before moving on to new topics. In early grades, students will focus on number sense, geometry and problem solving. This foundation prepares students for the concepts to be taught at the next level.

Science. Although the rhetoric surrounding a classical or liberal-arts school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and do not play a secondary role. The Full Option Science System (FOSS) will be used as a supplement to the Core Knowledge curriculum to provide a rigorous, hands-on approach to scientific inquiry. FOSS is a research-based K-8 curriculum dedicated to improving the learning and teaching of science that is guided by advances in the understanding of how children think and learn. Science will be taught with an emphasis on scientific facts and the inquiry-based method and will include the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations.

Latin. Founders Academy will begin Latin instruction in the elementary grades, with formal instruction beginning in grade 6. While students in lower grades will learn Latin cognates to enhance their vocabulary skills, sixth graders will learn Latin grammar and Latin-English/English-Latin translation. The teaching of Latin is an integral part of the classical school's rigorous literacy curriculum. Its complex

grammar enables students to gain a critical knowledge of English sentence structure, and knowledge of Latin enhances English literacy since so many Latin phrases still find currency in modern speech.

Civic Education. Civic education—teaching concerning the political order and the individual’s rights and responsibilities in that order—begins in the elementary school, as outlined in the Core Knowledge Sequence. Students will learn through American history the basic facts that led to the creation of the American republic and about subsequent efforts to maintain liberty and justice under the rule of law.

Character Development. Too often, expectations of students with respect to their behavior are considered distinct from a school’s curriculum. Founders Academy will inculcate good character in its students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The school will adopt a set of core virtues which will build students’ moral vocabulary and point them to the character traits necessary to live a good and happy life. This will be done by introducing and promoting the Eight Pillars of Character (*citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility*) and four classical virtues (*temperance, courage, justice, prudence*). Founders Academy will explain the virtues to students in detail, and will base citizenship marks, its discipline policy, and the decorum of the school on the practice of those virtues.

The High School. Having laid the foundations of learning in the grammar school and middle school, Founders Academy high school students will be able to read much more demanding books, think more clearly about complex problems, and speak and write more effectively. In high school English and history classes, students will explore the classics of the Western and American tradition. In sciences and mathematics, students will learn the principal branches of those inquiries into the natural world. In the fine arts, students will continue to study classics of music, painting, and sculpture, while working on their own talents. In addition, foreign languages will be required. Character will be engrained in students through the study and practice of the virtues as expressed in history, literature and philosophy.

English Language Arts. High School students will take four years of literature. These classes will include ancient Greek and Roman, British, American, and modern literature, and will follow the “great books” approach. That is, students will read and thoroughly discuss complete works of great literature, not snippets from anthologies, and only those books that have attained the status of classics. Great literature will be seen as moral, that is, showing the decisions characters must make in certain settings and crises that are either virtuous or vicious, just or unjust, and that consequently lead either to greatness or infamy, happiness or misery. Though the lessons may not be simplistic (no great story is), all great literature is moral, from the *Iliad* to the *Aeneid*, to *Othello*, to *Huckleberry Finn*, to *To Kill a Mockingbird*. As a result, students at the Founders Academy high school will study great literature *philosophically*. By reading and wrestling with the great stories and characters of Western literature, Founders students will gain insights into their own complex human souls and—as is the School’s Mission—be inspired to be great as well as good.

Writing instruction will be integrated into the literature courses at each grade level. In addition, the school will also require a semester of formal composition, Composition I, in the ninth grade or in subsequent grades for students new to the school. The class will solidify students’ knowledge of grammar, seek to fix the problems that frequently mar students’ writing, and offer an opportunity to put together the elements of writing they have acquired throughout their literature, Latin, and grammar study in the elementary and middle schools. This class may assist with the writing of papers from other classes. Due to the different levels of writing among students coming out of the middle school and also coming from other schools, Basic Composition will be offered as a prerequisite for Composition I as an intervention for students requiring remediation.

Mathematics. High School students will take four years of mathematics. As freshman, all students must enroll in Algebra I or a higher level math course, but students will be put in classes according to ability. Students who come into the school needing remediation, who need more time to master a certain branch of mathematics, or who are particularly adept in math and wish to take higher-level courses may all work

at the appropriate levels. Mathematics will be taught in sequence, with each year given to a particular branch of math: Algebra, Geometry, Algebra II, Trigonometry and Pre-calculus, and Calculus. As with the other subjects, Founders Academy will teach math in a traditional manner. In addition to acquiring the necessary understanding of “math facts,” students will also learn the “real math” behind the algorithm. The approach to math education will be conceptual and will enable students to understand mathematics as do real mathematicians.

Science. Students will be required to take three years of science in the high school and will be encouraged to take a fourth. As with mathematics, the classes will be based upon the study of one branch of science per year, the usual sequence being Biology, Chemistry, Physics, Biology II. While making sure that students master the essential facts of the sciences, teachers will still employ a conceptual approach to the study of science, often introducing a topic with an “inquiry-based” lesson or experiment. The goal is for students to be able to *explain* complex scientific ideas and processes.

Latin. Students will be required to take a year of Latin in high school. Normally, the course will be taken in the first year of high school. For students coming out of Founders Academy’s middle school, the normal pattern will be to take an advanced Latin course with the goal of getting to the level of translating original Latin. Still, there will be a need for a comprehensive review of Latin grammar. In the high school, this review will be achieved through the reading of a more demanding Latin textbook than the one used in the middle school.

Fine Arts. In the grammar and middle schools, music and art are an integral part of the curriculum, and these subjects will be offered in high school as well. Music courses will include choir, band, and orchestra as the student body increases in subsequent years. Art will include drawing and painting as well as art history. As in the K-8 curriculum, students will learn how arts are a reflection of the philosophy and ethos of a given age on the one hand, and on the other, a striving of human beings to reach the realm of the beautiful, and that the arts provide transcendent and timeless lessons. Therefore, while technique

and composition in either music performance or painting and sculpture are important, students will also explore the overall theme and meaning of any work of art or music.

History, Government and Economics. Students will take four years and one additional semester of history, one year of government and one semester of economics. Though textbooks may be used to give students background information or specific details, the history and government courses will be taught predominately through the study of primary source documents.

In History, the overarching principle of study will be humanity's attempts to achieve both freedom and justice in a constitutional regime -- in short, self-government. Furthermore, courses will explore human beings' great conflicts and achievements. The curriculum will focus primarily on the Western and American political, philosophical, intellectual, cultural, and economic traditions.

Civic education is fundamental to the mission of the classical school. The American Government course will focus on the Constitution. In addition, students will read documents that illuminate that central text, such as debates from the Constitutional Convention, *The Federalist*, important Supreme Court cases, and memorable political speeches that reflect upon the Constitution.

Intro to Micro and Macro Economics will explore the basic principles of free markets: supply and demand, the division of labor, pricing, and incentives. The fundamental idea behind the class is that man is an economic being: he is disposed to invent, build, and sell things in order to better his environment and improve his lot in life. Human beings naturally enter into market relations as they do political relations. The class will also explore relations between the market and the political regime, taking up the important question of what human efforts and enterprises should be performed by government and which should be performed by the free market. Classic theorists, such as Adam Smith, may be employed to answer such questions. In other words, the economics class will in no small part be taught in the spirit of the older inquiry of "political economy." Just as in government class, the perspective of the Founding Fathers (classical theory) will serve as the guiding light of the class.

Literacy in Virtues. Students will take Moral Philosophy, a semester-long class introducing them to the formal study of morality and conduct. The basic premise of this class is that man is a moral being. In order to teach this primary lesson, the moral philosophy class will lay the philosophical foundation for living virtuously and show instances of virtue in action. The class will not use a textbook but will work through sources that shed light on the desirability of right living or the consequences of wrong living. While some of the readings may be from works of philosophy, others will be from literature and history. Students will see through noble examples in literature and history how human beings practice virtues.

The Senior Thesis. Every Founders Academy senior will write and deliver orally a senior thesis on a topic of his or her choosing that emerges from the curriculum in the senior literature class. The broad questions the thesis will seek to address are: “What is a human being?”; “What is a citizen?”; “What is justice?”; “Who is a hero?”; “What is beautiful?”; “What is the good life?”. These are big questions for teenagers to be considering; thus, the students will be invited to adopt a particular perspective on one or more of these questions based on the books, events, ideas, heroes, and human achievements that most moved and provoked them. The work will be a culmination of their years of study at Founders Academy.

Narrative A.3.7, Policy for Pupil Promotion: A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the Principal.

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades K – 2. In grades K-2, promotion to the next grade level shall be based on successful performance as documented on the report cards, meeting the Nevada Common Core standards for Language Arts and Mathematics, and meeting the state minimum attendance requirements.

Grades 3 – 5. In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on Nevada Common Core state standards and the Core Knowledge Sequence for all applicable subject areas. In addition to an overall grade of 70 or above, a student shall have a minimum grade of 70 in each of the following areas: English Language Arts, Mathematics, Science, and History. Promotion to the next grade level shall also require meeting the state minimum attendance requirements.

Grades 6 – 8. To be promoted from grade 6 to grade 7, from grade 7 to grade 8, and from grade 8 to grade 9, students must meet all of the following criteria:

- Earn a yearly average of 70 or above in each of the subjects of English Language Arts, Mathematics, Science and History.
- Earn an overall average of 70 when all subjects (core and electives) taken are averaged together.
- Meet the 90 percent state-mandated requirement for attendance.

Grades 9 -12. Grade-level advancement for students in grades 9-12 shall be earned by course credits. In order to advance from grade 9 to grade 10, a student must have earned a minimum of five (5) credits. A minimum of twelve (12) credits is required to reach grade 11, and at least eighteen and a half (18.5) credits must be earned for a student to be assigned to grade 12. To graduate, students must complete 25.5 credits in accordance with specific course requirements. Although students may meet the credit requirements for graduation prior to the last semester of their senior year, they are still required to take a full course load of seven periods each day. Students at Founders Academy will not be eligible for early release.

Graduation credits and specific course requirements are as follows:

Content Area Courses	Required Credits
English Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters)	4
Math In addition to meeting the credit requirement, students must successfully complete Algebra I (2 semesters), Geometry (2 semesters), and Algebra II (2 semesters).	4
Science In addition to meeting the credit requirement, students must successfully complete Biology (2 semesters), Chemistry (2 semesters), and Physics (2 semesters).	4
History Western Civ I (2 semesters), Western Civ II (2 semesters), American History to 1900 (2 semesters), Modern European History (2 semesters), American History 20 th Century (1 semester)	4.5
Government American Government (2 semesters)	1
Economics Intro to Micro and Macro Economics (1 semester)	.5
Foreign Language In addition to meeting the credit requirement, students must successfully complete at least one credit in Latin (2 semesters).	3
Composition Composition (1 semester). Depending upon the student's readiness for the standard course, some students may be required to take Basic Composition as a pre-requisite.	.5
Moral Philosophy Core course: Moral Philosophy (1 semester)	.5
Physical Education (PE)	2
Health	.5
Computer Literacy (taken in grades 7 or 8) (.5 credit earned)	0
Electives	1
Total	25.5 credits

Narrative A.3.12, Instructional Strategies: Founders Academy seeks to provide a rigorous curriculum that uses time-tested instructional approaches with proven track records of success. The strategies and methods utilized to deliver the curriculum include the following:

- *Elements of Effective Teaching* – Effective lessons have core elements, which were formalized over half a century ago, although the terms differ from time to time. These elements include: communication of a clear learning objective; creating interest in the topic and providing background knowledge; teaching by

lecturing, modeling or demonstrating; allowing students time for guided practice; and finally checking for understanding (formative assessment). Within this time-tested template, the focus of the lesson is on the teacher's words and directions; students then process the concepts and new information through note taking, writing activities and/or discussion. In the upper grades, lessons become more literacy-based as students focus on a text as well as the lecture and learn to think critically through authentic literacy activities such as close reading and annotation of texts, discussion of the text, and writing about the text. Information is organized and presented in a meaningful context, and visual aids, including conceptual maps, are used to facilitate learning.

- *Explicit and Systematic Phonics Instruction* – As supported through scientific research, the direct teaching of letter-sound relationships through a specified sequence establishes the foundation for literacy and provides students the ability to decode the printed word.

- *Explicit English Grammar Instruction* - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to clearly communicate with society on all levels. The more students learn about the English language and its structure, the greater their ability to easily and fluently express more complex thoughts.

- *Utilization of Primary Source Documents*- Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as other items. Although rights and duties are not tangible, primary sources that reflect and reinforce them are. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them. In addition to the appeal of primary sources in terms of their tangibility and authenticity, their physical attributes can further capture student attention. The letterhead, handwriting, special markings, size, color, texture, or other features of a document can engage students and help them to later recall information.

- *The Socratic Method* - The use of direct, intentional questions to guide students' understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses. In the Socratic Seminar, students reflect and talk about their learning experiences so that the learning becomes more engaging and meaningful. Students will deepen their comprehension, solidify their knowledge and reflect on their learning experiences, thereby developing critical thinking skills.

- *Teaching of Study Skills* - Time management, organizing, memory techniques, note-taking, outlining, and research will be emphasized and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic.

Narrative A.3.13, Professional Development: At Founders, the professional development of our teachers is one of our primary organizational goals. Through our professional development efforts, teachers will have mastery of their academic disciplines and will demonstrate the skills necessary to implement a classical education, as documented through academic transcripts and formal evaluations.

Professional development will embody the following principles:

- In addition to formal evaluation measures, professional development will include coaching that taps into the ways adults learn.
- Feedback will be embedded in practice, as administrators as well as teachers carry out informal classroom observations and job-embedded coaching sessions.
- Professional development will include observations of effectiveness by the Principal.

Through the Barney Charter School Initiative, Founders Academy teachers will receive up to eleven days of professional development prior to the first day of school. Professors from Hillsdale College will provide training in Riggs, foundations of a classical education, Core Knowledge, “great books” and literature, etc. Within the school year, these professors will provide continued opportunities for training. In addition, teachers and administrators will meet regularly for professional development

workshops/sessions lead by the Principal or designee. Staff development will center on Founders Academy's mission, vision, curriculum and instruction initiatives, and school goals and objectives.

A.4 ASSESSMENT AND ACCOUNTABILITY

Narrative A.4.2, Use of student data: Founders will implement a thorough assessment program to monitor student achievement and to plan curriculum and instruction accordingly. Upon enrollment, students will take assessments in math and language arts. Teachers will also create pre- and post-assessments and unit summative assessments for classroom use on a semester or quarterly basis as needed. During staff meetings, the principal and teachers will work collaboratively to ensure that all students learn, as observed through formal and informal assessment instruments. Assessment data will serve as a catalyst for evaluating instructional strategies, interventions, curriculum scope and sequence, materials, school programs and instructional initiatives. Assessment information will be shared with parents during scheduled parent conferences occurring two times during the school year or as requested by teachers or parents. Graded classroom work, quizzes and tests will also be sent home each week for parent review. Each year, the school's state assessment data will be shared with all stakeholders through the school newsletter and website.

Narrative A.4.3, Use of longitudinal data: Founders will use longitudinal data through the Infinite Campus database as a means to address questions about student growth; school, teacher, or program effectiveness; and whether students are “on track” for success.

To promote school-wide accountability for achievement of school goals, Founders has developed a site management plan template for monitoring and documenting school goals and data management. This management plan will include the following action steps:

- When students' state assessment data indicates underperformance in reading, writing or mathematics, those students will be placed in a Singapore Math program that meets their learning needs or will be enrolled in intensive reading and/or writing instructional sessions, as outlined through the RtI process.
- Each spring, the principal will disaggregate Nevada state assessment data to determine whether all groups of students are learning and making progress. Analysis will include grouping by grade, gender,

SES, ELL and ethnicity. Analysis will be shared with teachers and the Founders Academy Governing Board. School goals will be revised based on the data and shared with all stakeholders.

- On a yearly basis, the principal and teachers will evaluate the assessment procedures and timelines for monitoring and documenting student achievement and make recommendations for adjustments as needed.

These will include: processes for school-wide screening and classroom monitoring of underperforming students using information gathered from staff, student, and parent feedback; revision of assessments; and evaluation of curriculum programs and adaptations to instruction.

At the beginning of the school year, the principal, faculty and staff will document additional action steps for achieving the goals within this charter application, and the Board of Directors and the principal will review the management plan quarterly to evaluate progress and refine action steps or data management systems as needed.

Narrative A.4.4, Data management plan: As part of its management plan, Founders Academy has included a component for documenting how data is collected and stored for each action step and goal. An excerpt of the management plan is as follows:

Performance Management Plan Template

Goal I: 80% of students who score below “Proficient” status on Nevada’s annual assessment prior to enrolling at Founders Academy will achieve Proficient status after one year

Metric: Nevada’s annual state assessment data

Action Steps	Timeline	Responsible Party	Data/Evidence of Meeting Action Steps	How is data managed?
As part of RtI, place students in reading and writing intervention program if they are underperforming in language-based skills.	Starting 9/1 and then ongoing	Principal	Class assessment data and grades State assessment data Master schedule and enrollment	Stored in Infinite Campus entered by registrar and teachers, overseen by principal
Disaggregate state assessment data to ensure all groups of students are learning. Analysis will include grouping by grade, gender, SES, ELL and ethnicity and will be shared with teachers and the Founders Board. School goals will be revised based on the data and shared with all stakeholders.	May/June (when state assessment data is received)	Principal	State assessment data Faculty meeting agendas Handouts of state data and analysis Board minutes	Assessment data in Infinite Campus Agendas/handouts on file with Principal, Board minutes on file with Board Secretary

A.5 TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

Narrative A.5.2, Enrollment Dates: With Founders Academy following a 180-school day schedule, beginning on August 25, 2014, there will be an established timeframe to ensure a timely and structured application process:

- May 1, 2014: Enrollment forms accepted, pursuant to NAC 386.135.
- June 30, 2014: Deadline for submission of enrollment packets. Note that enrollment packets will ask for basic student and parent information, including whether or not the student has an Individual Education Plan (IEP), and include documents required by the Nevada Department of Education. However, this information will not be used to determine eligibility or priority for admission.
- July 11, 2014: Letters sent to students and parents informing them of their admission status: eligible for admission or waitlist.
- July 11 to August 11, 2014: For accepted students with disabilities, Founders obtains a copy of the student's IEP. The special education staff are convened to determine whether Founders is an appropriate school for the student, and if so, what services must be provided by Founders and what program accommodations/modifications must be made in order to provide the student equal education opportunities.
- August 4, 2014: Last day for students and parents to turn in enrollment forms; professional development for teachers/staff begins.
- August 8, 2014: Students admitted from waiting list to fill vacancies.
- August 25, 2014: First day of school.

Founders Academy will provide 180 days of instruction; therefore, **Attachment A.5.3** is not applicable.

A.6 SCHOOL CLIMATE AND DISCIPLINE

Narrative A.6.1, Supporting Educational Goals: Founders Academy promotes a productive learning environment with positive staff/student interactions rich in rituals and traditions that support the school's philosophy and mission. The school's culture and climate are built around positive reinforcement for pro-social behavior, clear standards of conduct, and the expectancy of good character.

The positive relationships that students develop with staff and with each other will encourage students to engage in all aspects of the Pillars of Character, including traits of caring, respect, and responsibility. The constant display of these virtues by students and staff will help form a nurturing environment that is conducive.

Students are expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents and the community, Founders Academy will develop students who choose to exercise maturity and respect for each other, for staff, and for property. Students will learn to take full responsibility for their actions and to make morally sound decisions. To support this goal, students receive explicit instruction in these expectations and feedback on their conduct through citizenship marks on their progress reports.

The school discipline policies will support the education of the students and the overall vision of Founders Academy. Through age-appropriate expectations and discipline procedures, an environment where all people can learn without distraction will be created. Staff will act as role-models for students and through open discussions between students, teachers, the vice-principal, and family members, students may use the disciplinary time to learn more about themselves and about others, and learn the value of making ethical decisions.

Founders Academy also enforces the dress code policy to reinforce our structured school culture and to prevent potential distractions from the academic endeavors of our students.

Narrative A.6.2, Student Behavior Philosophy: The goal of Founders Academy is to provide students with a classical education, leading them to have exceptional academic skills and personal character. As part of this character, students will understand the importance and value of abiding by the four cardinal virtues of prudence, justice, fortitude and temperance. The philosophy of Founders Academy is to teach students these virtues, leading them to acquire good character and develop into responsible, inquisitive, and goal-oriented citizens. Founders Academy also believes in the importance of a virtuous staff, who display behaviors students can imitate. Staff will be trained and have a solid understanding of the expectations of Founders Academy, and will be able to provide appropriate guidance for students.

In line with the aforementioned goals, Founders Academy believes that its policies for student behavior are practical and will be effective in building good character. Teachers will be the first to recognize poor behavior and may note the need for disciplinary action. In the event that the child's poor behavior continues, or disrupts the learning environment in the classroom, the student may be referred to the vice-principal. The vice-principal will be responsible for determining the appropriate disciplinary process.

Narrative A.6.6, Involving families: Parent involvement and community collaboration are critical to student growth and will provide the educational investment necessary to develop students into a skilled workforce and responsible citizenry. As such, Founders Academy expects parents to support the mission and vision of the school. Founders Academy hopes parents will set good examples for their children, encourage them in critical thinking skills, provide them quiet study space at home, teach them effective study skills, and limit the time they participate in "mindless" activities such as watching hours of television or playing video games.

To make sure parents have the opportunity to be fully involved in their children's lives, teachers will communicate with parents on a regular basis. Founders Academy believes that family is an integral part to each student's life; thus, parents will be informed of behavior, social, and/or academic problems of their child.

While parental involvement in the school is important, Founders Academy is aware that, in order to gain their full support, parents need to be pleased with the education provided by Founders Academy. We will determine parent satisfaction through several measures. First, parents will have the opportunity to communicate with staff members including teachers and the vice-principal on a regular basis. Parents will be involved in conversations regarding disciplinary actions for their children and will be encouraged to provide appropriate guidance at home. They will also be encouraged to visit the school to observe classroom activities. Second, parents will be encouraged to participate on a council with teachers and staff members. The purpose of this is to bring the home and school into closer relation so that parents and teachers may collaborate in the education of their children. Finally, parents will have the opportunity to participate in an annual Parent Satisfaction Survey created by Founders Academy administration and staff and approved by the Governing Board. Founders Academy will track the results of these surveys and utilize the responses to continuously improve education for students.

A.7 TARGET POPULATION

Is this school intended to serve primarily at-risk pupils? **NO**

Will the proposed charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school? **NO**

Narrative A.7.1, School Location: Founders Academy has conducted a thorough investigation of the geographic area for

its school. From this, we will target students (Kindergarten through 12th grade) in the northwest area of Las Vegas (see inset), with particular focus on the zip codes of 89129, 89134, 89145, 89138, 89108, and 89130.

Narrative A.7.2, Target Population: Aligned with the Founders Academy mission, the school’s target population will be made up of students who desire a content-rich, rigorous and time-tested learning curriculum in an atmosphere that promotes and builds strength of character. We believe this educational model should be available for all students, regardless of personal circumstance – including public, private and home-schooled students, as well as children just beginning school. Based on this inclusive approach, Founders Academy will welcome students from all neighborhoods in Las Vegas, but anticipate primarily serving students in the northwest quadrant of the city. In addition, the target population includes:

- Students with families who want high quality education based on a classical education model
- Students and families with high expectations for education that do not want to pay the high, tuition-based costs of private schools
- Students and families on waiting lists for other Las Vegas charter schools or magnet schools

Based on our research, only one (1) of the nine public schools in this northwest area meet Adequate Yearly Progress, there are nearly 5,600 students on waiting lists for charter schools within Las Vegas, and 9,000 on waiting lists for Clark County School District magnet schools (see attachment A.7.3). Founders



Academy will reach this target population and meet an unfilled need for quality education options.

Narrative A.7.4, Proposed Mission Aligns with Educational Needs: The curriculum for Founders Academy was selected specifically to meet the needs of the target student population and support the school’s mission. Our curriculum and supplemental programs are time-tested and researched-based, and have successfully been implemented for students from academically, socially, and economically-varied backgrounds.

Our curricular approaches—Core Knowledge, Riggs (explicit phonics), and Singapore Math—are designed to build foundations of knowledge in the early grades. Because children learn by building on what they already know, this curriculum will benefit students of all learning abilities. The emphasis on foundational skills and rich content will enable teachers to effectively bring students with pre-existing academic problems up to grade level, and at the same time, will strengthen the knowledge base and challenge the academic potential of every student at grade level. The curricular approach begins with the rudiments of basic literacy and math skills and continues to the higher orders of thought and expression in a coherent and orderly fashion. In addition, the curriculum includes a strong civics component that will equip students to understand, articulate, and practice the principles on which this country was built – principles such as liberty, equality, natural rights, the Rule of Law, Constitutionalism, and self-government. Using a classical, liberal arts curriculum beginning with Core Knowledge and supplemented by Riggs, Singapore Math, and FOSS in addition to a strong emphasis on civics and classical virtues, Founders Academy will provide students a rigorous and comprehensive education that challenges them to excel both in learning and in character. This philosophy and approach will lead to the highest standards of academic and character excellence.

Narrative A.7.6, At-Risk Pupils: Not applicable.

Narrative A.7.7, Favoring At-Risk Pupils: Not applicable.

A.8 SPECIAL STUDENT POPULATIONS

Narrative A.8.1, Identification, etc., for Special Education, etc.: Founders shall adhere to and implement services for special student populations in conformance with all federal, state, and local laws, including but not limited to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, Bulletin 1706, and other relevant regulations/legislation. The initial evaluation shall consist of procedures to determine the education needs of each student. Identification and screening procedures include:

- An academic interview with the students to assess needs upon enrollment.
- An evaluation of students' previous school records (if applicable) to determine current cognitive level. A request for a student's comprehensive academic history by the School Registrar will determine if a student has a current IEP and appropriate services will be provided. For students exhibiting low cognitive skills, Founders will conduct a pre-assessment upon academy entry with teacher observations and teacher-created tests to determine if special education services are needed.
- Using a variety of assessment tools and strategies to gather relevant functional and development information, including information provided by the parent that may assist in determining whether the student is a student with a disability, gifted and talented, an English Language Learner and the content of the student's IEP.
- Using technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Assessment tools and strategies to ascertain relevant information that directly assists teachers and staff in determining the educational needs of the student.

Meeting the learning needs of all students begins with thorough identification of learning problems and a professional culture in which all staff strive to solve those problems – whatever they may be. Students' daily schedules will be based on their learning needs, as indicated on placement tests and on-going

assessment throughout the year. For example, students in fifth grade may take Algebra I if academic performance indicates a need for more rigorous math instruction. For under-performing students, a dual-certified special education teacher may teach one content area course for all students and then provide self-contained special education instruction or consultation services during other class periods – depending on the learning needs outlined in students’ IEPs. During an intensive remediation course designed to provide additional instruction in reading and writing, special education teachers will serve as highly trained linguistic specialists in phonemic awareness, phonics, reading fluency and writing skills and will utilize the Riggs program for remediation. This intensive linguistic training will occur during pullout times and as elective courses for students who demonstrate language-based learning deficiencies. In high school, students will be offered Basic Composition for remediation in writing as well as assistance with writing assignments in content area classes. Furthermore, teachers will provide tutoring sessions weekly to ensure that all students receive the academic support they need.

In addition to the school-wide initiatives described above, Founders Academy proposes the following procedures for meeting the unique needs of particular student populations:

- ELL students will be in mainstream classrooms. All ELL students’ English speaking skills will be assessed through the Nevada English Language Proficiency Assessment on a yearly basis. Those ELL students who score in LAS levels 1-3 will receive additional language development instruction, with particular emphasis on the development of cognitive academic language. The academic performance of ELL students who are assessed as LAS levels 4 -5 will be monitored closely and additional academic or language development support will be provided if necessary.
- If a student is identified as Gifted and Talented, through either previous school records or evaluation by an educational psychologist, pre-assessment will be paramount. Using pre-assessment data, the student will be enrolled in courses that meet his or her needs. For example, a seventh grade student who is adept in language may enroll in the high school Composition

course. Or, a first grader who excels in mathematics may be placed in third grade Singapore Math lessons.

- All students on 504 plans will be placed in the caseload of the special education teacher, who will be responsible for monitoring adherence to the 504 plan in all subject areas and for providing consultation to teachers regarding accommodations and modifications if needed.
- When students are identified as underperforming and have not been identified as requiring special education services, they will be placed within the RtI process in order to receive the necessary interventions.

Narrative A.8.2, Multi-tiered response to intervention: Founders will utilize a three-tiered Response to Intervention (RtI) Model. The RtI model provides students the opportunity to make significant progress whether they are at-risk for failure or are not meeting their full potential. Universal screening procedures will start when students are enrolled using state assessment data, with cut scores determined by the principal and teaching staff, and will continue throughout the school year with school-wide assessments. Underperforming students will be placed on a tier based on math, reading, writing and behavior. Teachers will know the tier of all their students and document lesson plans accordingly.

For Tier 1, Founders Academy has school-wide research-based, proven instructional programs and curricula (e.g., Riggs, Singapore Math, Core Knowledge). Each week, as performance data is collected, teachers will identify underperforming students who require interventions. Each identified student will move to Tier 2 to receive additional interventions, and parents will be notified. A parent and teacher conference will be scheduled to involve parents in the RtI process and to provide them with the support they may need to help their child. Tier 2 will provide additional support through either small group instructional sessions lasting 10-40 minutes in duration for a minimum of 45 minutes of additional instruction per week or through scheduled remediation classes such as Basic Composition. Again, upon collection of performance data, if interventions seem ineffective after six to nine weeks in Tier 2, the students will be moved to Tier 3. Tier 3, with its more intensive support services in instructional sessions

of one to three students, will focus on the individual. A Student Intervention Team consisting of parents, teachers and an administrator will be formed, and the special education teacher will be consulted for his or her expertise in meeting the needs of challenged learners. If the student continues to struggle after receiving Tier 3 interventions for nine to twelve weeks, the special education teacher will assess the student for a specific learning disability and placement in the special education program will be determined. Improved academic performance at any level could result in being moved to the previous level for less intensive interventions, or to exiting the RtI process completely.

Narrative A.8.3, Special education revenues/expenditures: When necessary, the Special Education Teacher at Founders will work with a contracted provider for special education services which includes psychological services, speech/language pathologist, occupational/physical therapist and counseling. Rates for related services are based on existing provider information and fee schedules. Special education revenue was included at 10% of the population, at \$1,207.50 a month for the first year.

Narrative A.8.4, Special education continuum of service: All special education students will be mainstreamed into regular content area classrooms, or the “least restrictive” learning environments, and they will receive the support they need to become successful. Founders will follow Individuals with Disabilities Education Act (IDEA) by utilizing the RtI process as an approach for the identification of students for special education services. The Continuum of Service Delivery at Founders Academy outlines the capacities the school will have for meeting the needs of special education students. The special education students’ IEPs will drive curriculum and instruction for those students, and the Special Education Teacher will be responsible for ensuring that they do. The Special Education Teacher may co-teach with content area teachers to provide instruction that adheres to the IEP while also aligning with grade level standards. If IEPs dictate that students require specialized instruction in a self-contained classroom, the Special Education Teacher will provide that instruction. When applicable, Founders will contract with speech therapists, audiologists, occupational therapists and educational psychologists to meet additional needs identified on students’ IEPs or to do evaluations.

A.9 RECORDS

Narrative A.9.1, Pupil Records: Founders Academy will be staffed with a full-time registrar dedicated to compiling and organizing student records. One major goal for the school office is to track and compile all student academic information and assemble a complete and separate record of each student which includes attendance, grades, immunization and other records related to the academic progress of the student and pursuant to NAC 386.360.

The school reporting and attendance software will be Infinite Campus. The Infinite Campus software maintains information about each student indefinitely; it is never purged when the student graduates from Founders Academy. The governing board will ensure that the records are maintained at the school and in a location that is safe, secure and affords reasonable protection from fire, misuse and access by unauthorized persons. All school and student information needs for long-term storage will be maintained on-site at the Founders campus. All records will be safe and secure.

Founders Academy will also ensure that should the charter close, the permanent record of each student will be forwarded to the office of pupil records of the school district in which the student is enrolled. Additionally, if the student graduates or withdraws from Founders Academy, the school shall forward the permanent record of the student to the office of pupil records of the school district in which the student is enrolled.

B.1 GOVERNING BODY

Narrative B.1.4, Governance Philosophy: The Board supports a governance philosophy where the Board makes broad policies based on school obligations, mission, and goals, and where the Board provides oversight and governance, focusing on productivity and results. We strive to have each Board member bring value to the school through active participation and to sustain cooperation and harmony between the teachers and staff, key stakeholders and the Board. Lastly, we recognize that the success of our school lies in part in our ability to govern with commitment and skill.

Key stakeholder groups (including community groups, booster clubs, parent teacher association [PTA], etc.) shall act in an advisory capacity and not have a governance role. It should be noted, however, that recruitment efforts may include members of stakeholder groups onto the Board.

Narrative B.1.5, Governance Structure and Composition: Pursuant to NRS 386.520, Founders Academy is compliant with the membership requirements related to diversity as stated therein. The Committee to Form for Founders Academy of Las Vegas consists of nine board members. This board is made up of a cross-section of community members, parents and business leaders (representing business/human resources, law and accounting) and educational professionals. This is the current and desired composition of the Board.

The Board will be governed in accordance with its bylaws and with officers that may include a President, Vice-President, Secretary and Treasurer. The duties of these officers and members include governance, setting school policy, approving curricula and academic models, hiring and evaluation of the Principal and key staff, legal and financial oversight as well as oversight of school and student performance. From time to time, committees will be established to facilitate the mission of the Board. Initially, the Board may have recruitment committees, development committees and fundraising committees (working in collaboration with a non-profit “friends of Founders Academy” called Founders Education Legacy, Inc.). Upon the opening of the school, the committees (or task forces) may change based on Board needs and

will include an academic, governance and financial committee. In all circumstances the committees shall be comprised of Board members, led by a Committee Chair who reports to the Board Chair.

Narrative B.1.6, Increasing Board Capacity: Building capacity means providing our Board with the capabilities, knowledge and resources needed to perform well, achieve results and fulfill our mission. The current Board not only fulfills the statutory requirements, but is comprised of highly respected leaders in their areas of expertise. It is a priority to maintain this high-caliber, diverse Board while ensuring its members can devote the time necessary for its success. Toward that end, each Board member will have training to optimize his/her experience on the Board. The training plan includes:

Initial Orientation: The initial orientation is provided within 30 days of a member admitted onto the Board. The orientation is provided by the other Board members, key staff (including the Principal), the EMO (Business Manager/Chief Financial Officer), and, when possible, a designee from Hillsdale College. A minimum of 8 hours of required (mandatory) training is provided which includes topics such as: Review of the bylaws and mission; Open meeting law requirements, Review of Charter Agreement with the state and management agreement with the EMO; Job duties for Board members; Review and understanding of a classical education model; Analysis of financial considerations including reading a financial statement, audit and understanding of the budget; School tour and orientation on the school operations including meeting of key staff; and Review of the school management plan, school performance reports, attendance and other performance and outcome data.

Ongoing Training/Development: The Board members have access to multiple opportunities for ongoing training. Eight (8) hours of annual training is required for all Board members and will be scheduled during evenings on a quarterly basis and/or through an annual Board Retreat (scheduled by and for the Founders Academy Board), the annual Hillsdale College Seminar on Classical Education and/or the annual Education Summit (provided by EMO). Training topics may include: Challenges of a first year school; Education and self-government; School achievement and performance; Financial reporting and

performance; Classical education framework; Developing goals, objectives and strategic planning initiatives.

Narrative B.1.7, Recruitment of Board Members: New members will be recruited and selected for their skills, which will round out the Board's capacity and knowledge and further aid Founders in fulfilling its mission and vision. Parents, educators, business and financial professionals and community stakeholders will be ideal candidates to contribute to the school's goals, growth and objectives. To increase the outcomes proposed in this application, Founders Academy will solicit involvement and participation of these groups. Should there be a vacancy on the Board, we will use the school's newsletter to circulate the information as well as approach members of our stakeholder groups as potential Board candidates. During the recruitment process, potential Board candidates will be invited to learn about the mission, vision and philosophy of Founders Academy. Each potential candidate will be presented with the school's strategic plan and informed of the time commitment and legal and fiduciary responsibilities that are required for a position/role on the Board. Should there be a need, the Board may create a membership committee to facilitate recruitment.

B.2 COMPOSITION OF THE COMMITTEE TO FORM

Narrative B.2.3, Association with Other Charter Schools: No members of the Committee to Form have an association with another charter school.

B.3 MANAGEMENT & OPERATION

Narrative B.3.1, Organizational structure: Founders Academy is structured with the Governing Board providing oversight, planning, direction and overall governance to the school's management team and staff. The administrators, teachers and staff will all be employees of Founders Academy. The exception is the Business Manager, who will be an employee of the EMO, but will work in conjunction with the Principal and Governing Board. The Principal will be the key administrator that provides day-to-day operational oversight. The Principal, supported by the Business Manager, will provide instructional leadership, curriculum development and implementation, personnel decisions and special staffing needs. At the direction of the Governing Board and Principal, the EMO will develop a budget to be approved by the Board. The Governing Board will ensure proper financial management and legal compliance.

Narrative B.3.2, Key management position responsibilities: This section provides the roles and responsibilities of key management positions which the Principal, Vice Principal, Career Counselor and Business Manager (EMO).

Principal: The Principal is responsible for managing the day-to-day operations of the school including implementing the policies, regulations, and procedures to ensure that all students receive the approved curricula in a safe learning environment, while meeting the mission of the school. The Principal:

1. Develops, implements, manages and modifies the education program, ensuring compliance with state standards, school accreditation, and Governing Board objectives.
2. Is responsible for the School's operations, policies and procedures; safety, health and welfare as it relates to the staff and students; overseeing delivery of the educational services; ensuring facilities are safe, clean, and well maintained; maintaining and improving athletic programming and recreational/community activities; overseeing development, implementation, assessment and evaluation of all curriculum.
3. Manages and oversees school administrative functions including student records/registrar information, program technology management and allocation of school budget.

4. Provides management and leadership knowledge, skills and abilities to the staff including training, employee evaluations and classroom observations, and review of professional goals.
5. Ensures proper staffing levels are maintained and manages selection and staffing, ensuring proper licensing/credentialing of staff, retention initiatives and goals.
6. Works in conjunction with EMO's Business Manager

Critical skills and/or experience: The Principal will have a strong background in educational management with previous teaching experience. This position will require the individual to have a Bachelor's degree, practical business operations experience as well as a proven track record in school improvement, staff leadership, academic program monitoring, curriculum and instruction in a high school environment.

Vice Principal: The Vice Principal will be hired during the second year of operations, or when the student body exceeds 350. This position will assist the Principal in managing the overall school site operations, charter school and state policies. This position will be responsible for managing a positive learning environment and complying with state-mandated testing and meeting Special Education requirements. This position will aid in the development and implementation of curriculum, assessments, and student/staff performance, as well as report on all incidents and testing results relating to students. The Vice-Principal will:

1. Maintain safety of school including managing student behavior/processing disciplinary actions.
2. Provide instructional leadership and support to all staff and provide staff training and development, in collaboration with the Principal.
3. Oversee administration of all state testing, pursuant to NDE testing policies and laws.
4. Analyze and disaggregate assessment data results to ensure students are learning and making progress – in collaboration with the Principal
5. Manage the special education process in addition to Individual Education Plan (IEP) to ensure compliance. Works with the Special Education Teachers and Career Counselor in this process.

6. Coordinate site activities and represent the school in the community, supervise extracurricular activities.

Critical skills and/or experience: The Vice-Principal will have a strong background in educational management with previous teaching experience, a bachelor's degree and a proven track record in school improvement, staff leadership and academic program monitoring.

Business Manager: This position will work in conjunction with the Principal to carry out the day-to-day business operations of the school, and will be an employee of the EMO. This includes responsibility for facilitating EMO-contracted services including human resources support (for payroll), information technology support, accounting support, monitoring of general contracted services for the Board, monitoring general compliance with charter requirements, and completing performance data for the Board related to the EMO and/or school.

Critical skills and/or experience: The Business Manager will have strong organizational, planning and implementation skills as well as experience with human resources and accounting. A master's degree (MBA) is preferred.

Career Counselor: The Career Counselor will assist students in understanding their choices for post-secondary education and career training, maintain liaisons with community leaders and businesses, providing information and/or direction to students, parents, teachers and administrators about career and educational services available as well as developing and monitoring of program data and reports.

Critical skills and/or experience: The Career Counselor will have strong organizational and planning skills. Knowledge of community resources and previous experience is preferred. A bachelor's degree is also preferred.

Narrative B.3.4, How to carry out laws: Founders' Board and administrators will carry out the provisions specified in the Nevada Revised Statutes and the Charter Contract. Founders will follow

Charter guidelines by drawing upon its knowledge and the knowledge of the EMO, utilizing existing systems and support structures, and having access and a desire to pursue additional training.

- **Knowledge:** Through our work with Nevada-based attorneys, teachers and administrators and EMO, Founders will ensure its administrators and staff are trained in the laws and regulations, know how to maintain a diverse governing body, can avoid conflicts of interest and will continue work in good faith with the Nevada Department of Education and the State Public Charter School Authority.
- **Existing Systems and Support Structures:** The Board members have strong management credentials, with several Board members demonstrating experience operating schools. With this experience, and with that of the EMO, Founders will maintain accountability and transparency in all operations. Working with the EMO, we will create policies, systems and procedures to structure and guide school operations. Founders will also have accountability checks and audits to ensure our operations meet (and exceed) standards.
- **Ongoing Training:** Founders strives to create a faculty where well-educated and articulate teachers explicitly convey real knowledge to students and will encourage administrators and staff to participate in conferences and technical assistance meetings, to ask for assistance when in doubt, and to foster a professional culture dedicated to student learning.

Narrative B.3.5, Dispute resolution: Founders Academy has a dispute resolution provision in its draft service agreement with its EMO (see Attachment B.3.1.7). Should any dispute arise between Founders and the State Public Charter School Authority or its staff, Founders shall subscribe to the dispute resolution method specified in this section of the application. To summarize this method: Founders shall submit in writing a statement outlining its complaint and proposed resolution to the Director of the Authority. The Director shall respond within 30 calendar days outlining agreement/disagreement with the complaint and proposed resolution. An alternative may be offered. If Founders is not satisfied, it may request in writing a review by the Chair of the State Public Charter School Authority. The Chair will

respond within 15 calendar days outlining agreement/disagreement with the complaint. An alternative may be proposed. In the event the complaint remains unresolved, the complaint and the proposed resolution will be submitted to the State Public Charter School Authority at the next meeting for its consideration. Any decision by the Authority is final.

Narrative B.3.6: Based on NRS 388.020, Founders Academy of Las Vegas shall provide education for kindergarten through 12th grade, (K-10 for the first year) and therefore be considered: an elementary school, middle school and high school.

Narrative B.3.8: The application was assisted by a team including the Committee to Form, Hillsdale College and the EMO, Rite of Passage. The required information is provided below:

- (a) Entity Name: Hillsdale College (Barney Charter School Initiative) and Rite of Passage, Inc.
- (b) Name/Location: Hillsdale College is located at 33 East College Street, Hillsdale, Michigan, 49242. Through the Barney Charter School Initiative, Hillsdale College (or its principals) has helped launch schools in Colorado, Texas, New Mexico and Georgia. Rite of Passage is located at 2560 Business Parkway, Suite A., Minden, Nevada, 89423 and operates schools in Nevada, California, Colorado, Arizona, Maryland, Ohio and Louisiana.
- (c) Hillsdale College's Barney Charter School initiative was started in 2009. Rite of Passage has been a corporation since 1984 and affiliated with schools from 1987 to present.
- (d) Hillsdale College and Rite of Passage are currently affiliated (respectively) with the schools identified in Paragraph B.
- (e) N/A – affiliation has not ceased
- (f) A listing of the qualifications of Hillsdale College is found below. In addition, the qualifications for Rite of Passage are found within Sections B.3.1.2 (Selection of EMO) and B.3.1.3 (Academic performance of EMO).

Founded in 1844, Hillsdale College is an independent, coeducational, residential, liberal arts college with a student body of about 1,400. Its four-year curriculum leads to the bachelor of arts or bachelor of science degree, and it is accredited by the North Central Association of Colleges and Secondary Schools.

The Barney Charter School Initiative is a project of Hillsdale College devoted to the education of young Americans. Through this initiative, and with the leadership of Phillip Kilgore, Director of the Barney Charter School Initiative, the mission is to advance the founding of classical charter schools. Hillsdale College works with school founding groups of parents and local citizens who care deeply about education, plan to apply for a charter, and are interested in an association with Hillsdale. As a relationship forms with a group, Hillsdale assists in creating and implementing the school's academic program. Drawing upon the experience of the College's faculty members who have led classical schools, and an education department uniquely devoted to classical liberal arts learning, these new schools will promote a liberal and civic education in America's public schools. This initiative is made possible by a major grant from the Barney Family Foundation and matching gifts from other friends of Hillsdale College.

Narrative B.3.9, Limiting enrollment: The school will limit enrollment during the first year to 350 students, and understands that any adjustment (plus or minus 10%) shall be reported to the Authority. Founders Academy hopes that enrollment will exceed 350; however, budget and other projections are based on 350 for the first year.

The anticipated number per grade will be based on a general ratio of 1:27 in Kindergarten through 2nd grade (*note: there is a .5 FTE Classroom Aide assigned to each class which lowers the ratio to approximately 1:18*). The ratio in 3rd to 6th grade will be 1:27, and from 7th grade through high school, the ratio will be 1:20.

B.4 STAFFING AND HUMAN RESOURCES

Narrative B.4.1, Staffing Plan: Founders Academy will recruit and hire qualified staff to support the students and implement the school’s program of instruction. We will seek qualified, experienced staff that also possess a strong shared vision of the mission and philosophy of Founders and will select staff that have high expectations for students and a commitment to educational excellence while also role modeling positive character traits for the students to mimic and emulate.

Staffing Needs: The staffing plan begins with identified positions that will provide administrative, instruction and support for the school and its students which is also aligned with our program of instruction. The first year’s enrollment is 350 students with a steady increase in year two to 500 students. Ultimately, Founders anticipates that enrollment will reach 750 in subsequent years. Staffing will keep pace with these enrollment increases; maintaining a consistent ratio of teachers to students necessary for sound operations and successful implementation of the school’s educational program.

Staffing by Enrollment	350		500	
	K-6	7-10	K-6	7-11
	270	80	378	122
	Total = 350		Total = 500	
Position				
Principal	1		1	
Vice Principal	0		1	
Career Counselor	0		1	
Registrar	1		2	
Business Manager*	.5		1	
Administrative Assistant	1		2	
Teachers (K-6)	12		17	
Teachers (7-12)	6		9	
Classroom Aide (K-2)	3 (.5 classroom aide through k-2)		3 (.5 classroom aide through k-2)	
Special Education (K-12)	2		3	
Janitor/Maintenance	2		3	

**The Business Manager will be an employee of the EMO*

Recruitment/retention strategies: Founders recognizes that recruiting qualified teachers and staff is very competitive in the Las Vegas market, requiring a specialized approach to securing the best candidate. Pursuant to NRS 386.580, at least 70% of the teachers shall be licensed, and we will recruit teachers based on their experience, skills and belief in the mission of our school. The strategy will be as follows:

- *Hillsdale College.* Hillsdale has committed to aid in the recruitment efforts of key staff including the Principal.
- *Job Boards.* Founders will utilize reputable niche-specific career boards for openings. We have strong relationships with boards such as educationamerica.com, jobing.com and other educational and service sites.
- *Social Networking.* Resources such as LinkedIn are utilized to find and recruit specific talent.
- *Nevada colleges.* Rite of Passage and Founders will partner with these campuses to obtain qualified candidates for Founders Academy.
- *Other sources.* Founders will utilize college career centers, local workforce/employment centers, employment/career fairs as well as posting for jobs at their EMO's organization.

Competitive salaries, benefits, administrative support with appreciation and awards are all strategies to retain the staff. The costs are calculated in the budget.

Narrative B.4.2, Employment Contract Negotiation: Founders Academy teachers will each have an Employment Agreement that outlines their professional duties and responsibilities, as well as the policies of their employer (Founders). During the month of June, each teacher will individually meet with the school's administrator (Principal or Vice Principal) to discuss that teacher's annual performance. Based on a minimum of a "proficient" performance evaluation, the teacher is offered an Agreement for the term of July 1 through June 30th.

Narrative B.4.3, Instructor Qualifications: Teacher (including Special Education) qualifications include, but are not limited to, a valid Nevada Teaching Certificate, a Special Education Endorsement (for

Special Education Teachers), and a bachelor's degree. At the secondary level, a bachelor's degree in the subject area taught is desirable. At least 70% of the teachers who provide instruction at Founders Academy will be licensed teachers. Through our recruitment practices as well as training and professional development, we will ensure these teachers will provide quality instruction.

Narrative B.4.4, Teacher Evaluations: The teacher evaluation procedures are designed to motivate employees to work at their highest capacity, jointly establish job standards and objectives, and progress toward achieving professional development goals. Evaluation procedures are a mechanism to discuss job duties, strong points as well as those which are weak, to give recognition for good work and to provide guidance for improvement. In this way, Founders Academy is aligned with the vision of NRS 391.3125 but does vary slightly in application. Founders will first provide a competitive tiered salary structure based on years of experience, degree received and endorsements obtained. Aligned with Charlotte Danielson's Framework for Teaching, and best practices, performance evaluations are based on classroom observations (at least quarterly) and an annual performance evaluation based on multiple domains including: Planning and Preparation; Classroom Environment; Instruction and Professional Responsibilities. Within each domain, the performance evaluation instrument includes job-related elements with which each teacher is evaluated based on unsatisfactory, basic, proficient and distinguished performance. Based on the rating of each Teacher, that Teacher is eligible for a maximum merit increase of 2% of his/her salary from the tiered salary structure.

Narrative B.4.5, Administrator Information, if applicable: The administrator (Principal) is not known.

Narrative B.4.6, Administrator Position Description: The Principal is responsible for managing the day-to-day operations of the school including implementing the policies, regulations, and procedures to ensure that all students receive the approved curricula in a safe learning environment, while meeting the mission of the school. See also Section B.3.2.

Narrative B.4.7, Employing Administrators: Beginning in March of 2014, the first recruitment effort will be for selecting and hiring a Principal for Founders Academy to begin employment May of 2014.

Because the Principal is a key position, Founders Academy will draw upon the expertise of Hillsdale College to help with an executive search to find candidates for the position. Other recruitment strategies include on-line job boards and networking with the Governing Board and the EMO's professional educators to find qualified candidates. The Principal will be selected after an extensive interview process (at least two interviews) with the Governing Board representatives and the BCSI advisors at Hillsdale College. Any future selection for the Principal will follow a similar process.

Narrative B.4.8, Employing instructors/others: Beginning in May, Founders will begin placing employment advertisements (following recruitment strategy) to locate teaching staff. Job openings will be posted in local newspapers and on-line job boards. Additionally, networking and developing professional relationships with Principals from schools in the area will be encouraged and will provide assistance with recruiting qualified staff. Qualified candidates will be hired based on a formalized interview process with the Principal. The process will include a review of a candidate's education, experience, references as well as meeting requirements (such as Special Education Endorsement) of the position.

Narrative B.4.9, Licensed and non-licensed staff, if applicable: Licensed and non-licensed staff are not known at this time.

C.1 BUDGET

Narrative C.1.4: Founders Academy of Las Vegas will use the Nevada Chart of Accounts specified on the Nevada Department of Education website and provided in the application.

Narrative C.1.6: Founders Academy has developed contingency plans in the event of cash flow challenges, budget shortfalls, lower than expected student enrollment and other financial challenges in the early years of operation. The contingency plan starts with being fiscally conservative by establishing reserves, carefully managing the budget, and devising methods of increasing revenue as well as decreasing costs should that be required. To facilitate these functions, Founders Academy is utilizing an experienced EMO. Our strategies for increasing revenue and decreasing expenses are outlined as follows:

Strategies for Increasing Revenue:

- Increasing student enrollment. Using the existing staff and the EMO, Founders Academy will focus on additional recruitment efforts to increase student enrollment including a review of our recruitment/marketing strategy to optimize additional enrollment.
- Securing loans from the state or the bank. Such a loan will be needed to help with start-up expenses.
- Applying directly for federal charter school start-up funds and for grants and additional funding opportunities including e-rate, Title I funding, or other grant funding opportunities for charter schools (i.e., the i3 Validation Project, the Broad Foundation, and the Barbara Bush Foundation for Family Literacy).
- Fundraising to provide funding for extra-curricular student activities, event or school resources.

Strategies for Decreasing Expenses:

- Scheduling monthly financial meetings to compare budget projections with actual expenditures to ensure we are not overspending and to make immediate adjustments to the budget and/or expenditures when needed.

- Renegotiating leases or contracts may be required to decrease expenditures, and secure better rates/or better economies of scale on purchases and supplies.
- Continually analyzing different vendors and methods to meet school needs. (e.g., Craig's List for furniture, etc.)

C.2 FINANCIAL MANAGEMENT

Narrative C.2.1, Financial Responsibility: Financial Management of the school will be the ultimate responsibility of the Founders Academy Board and its Principal, who will work with the EMO and the EMO's Business Manager to ensure proper management and allocations of the school budget as it relates to staffing, logistics, academics, supplies, etc. The Founders Academy Board and its Principal will be responsible for handling the school's financial liability which includes ensuring any remaining money is returned to the appropriate funding sources, such as state and local authorities. Founders Academy (in conjunction with the EMO) will work with Kohn Colodny to meet audit requirements.

Narrative C.2.2, Closing Procedures: In the unlikely event Founders Academy closes or fails, it shall follow the procedures provided by the Nevada Administrative Code.

Notification: Founders shall provide written notice (not less than 30 days before closure) to the following:

- Department of Education, the school sponsor and the employees citing the reason and the date of closure, the date the governing body reached this decision, and the name/contact information of the Administrator who will act as a trustee
- Parents of each pupil outlining transfer information and how records will be transferred
- Trustees of the school district notifying them they may receive pupils for enrollment upon closure

Property: Within 30 days before closure, Founders shall submit records regarding indebtedness and property. Founders shall also ensure property and equipment purchased through charter funds shall be transferred to the Department of Education for appropriate accounting and disposition.

Records: The Governing Body shall, for each pupil enrolled in the charter school, forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides

Accounting: Founders shall comply with the financial and accounting requirements set forth in NAC 386.335 which includes returning any remaining restricted assets to their source, creating current/projected payroll commitments, ensuring outstanding obligations are settled, ensuring (not later

than 6 months after closure) an independent audit is conducted, and providing notification of outstanding liabilities owed to the Department or Sponsor.

Narrative C.2.3, Audit Firm: Founders Academy will use Kohn Colodny as its auditing firm. The address is 5310 Kietzke Lane, Reno, NV.

Narrative C.2.4, Nevada Bank: Founders Academy will use Meadows Bank. The address is 8912 Spanish Ridge, #100, Las Vegas, 89148.

Narrative C.2.5, Fees, Charges: No fees, charges and/or deposits will be required for materials or equipment.

Narrative C.2.6, Person to draw orders for payment: On behalf of the Board of Directors, the following individuals are authorized to draw orders for payment of money belonging to the charter school. The first individual is Richard Moreno, who is the current Chair of the Committee to Form and will be a Board Member. Secondly, acting on behalf of the Board and within the budget specifications, Carolyn-Jenkins Bower, is authorized to draw orders for payment of money as part of the scope of the EMO duties. Their information is below:

Richard Moreno, Chair (Committee to Form)	Carolyn Jenkins-Bower, CFO
Address: 9321 Longhorn Falls Ct Las Vegas, NV 89149	Address: Rite of Passage, Inc. 2560 Business Pkwy, Ste A Minden, NV 89423
Phone: 702.228.1175 / Fax: 702.228.2489	Phone: 775.267.9411 / Fax: 775.267.9420
Email: nvrich@icloud.com	Email: cjbower@rop.com
Qualifications: BS in business and finance and business owner and entrepreneur in Las Vegas. Currently president of Moreno and Associates.	Qualifications: MBA with 25 years of experience in finance including education, human services, banking, manufacturing and hospitals

Narrative C.2.7, Minimum enrolled pupils: The minimum number of enrolled students necessary for financial viability of the school is 300.

C.3 FACILITIES

Narrative C.3.1, NAC 386.140(4) a-f: (a) Founders Academy is currently in the process of obtaining a suitable facility for its school operations. Founders is particular about its location and the amenities of the school, so is actively involving Committee to Form members and has solicited the assistance of a realtor to facilitate this process. We are targeting Las Vegas neighborhoods in the northwest portion of the city.

(b) Founders Academy plans on leasing a suitable facility rather than building a new school. However, Founders will continue conversations and negotiations with owners of available sites in the targeted zip codes to determine the most appropriate facility. Once the charter application is approved, Founders will finalize the lease documents for the facility subject to approval from the State Public Charter School Authority, obtain permits and receive a certificate of occupancy. Throughout this process, Founders will continue to fundraise through Founders Education Legacy, which is an approved 501(c)3. Tenant improvements will be made with completion in late July to early August. In early August the furniture, fixtures and equipment (FFE) will be purchased and installed. Teachers (hired in early August) will be trained and may begin setting up their classrooms and be prepared for first day of school in late August.

(c) The first day of school shall be August 25, 2014.

(d) Founders Academy will create an appropriate FFE list for school operations including desk/chair combo for 350 students along with whiteboards, overhead projectors and TV/DVDs, bookcases, teacher desk and chairs, textbooks and other student and teacher supplies for each classroom, including one computer for each teacher. In addition, we will purchase a server and all networking cables and have a telephone system as well as office equipment, photocopier, computers and furniture for administration. We will purchase hardware and software for a computer lab after the first two years (up to 30 computers, computer tables seating two each, network cabling, printers, etc.).

(e) See Attachment C.3.2 for the written estimate of the cost of obtaining insurance.

(f) Not applicable.

C.4 TRANSPORTATION, HEALTH & EMERGENCY SERVICES

Narrative C.4.1, Transportation: Students at Founders Academy will be required to provide their own transportation which may include transportation by parents, public transportation and organized parent car pools. Founders Academy will work with parents and students to ensure access to transportation.

Narrative C.4.2, Health Services: Founders Academy will employ staff certified in CPR and First/Aid. Any further care will be done through referrals to medical providers.

Narrative C.4.3, Immunization Records: All students enrolled at Founders Academy, with the exception of those listed in subsections 1 and 5 of NRS 392.435, will be required to submit documentation of required immunizations. If a student does not have documentation at the time of enrollment, the student will have up to 90 days to bring in a certificate to the office from a licensed physician or local health officer indicating all immunizations are up to date. Proof of immunization will be kept in each student's academic record and will be monitored by the school registrar. By December 31st of each year, Founders Academy shall submit a form to the Health Division of the Department of Health and Human Services indicating the number of students who have the completed immunizations, as required by NRS 392.435.

A.3 Attachments

ATTACHMENT A.3.2: SCHEDULE OF COURSES

Grades K-5

English Language Arts (Riggs in K-3 and Core Knowledge K-5)

Singapore Math

Science (FOSS and Core Knowledge)

History (Core Knowledge)

Modern Foreign Language/ Health and PE/ Music and Art (Alternating)

Grade 6

English Language Arts (Core Knowledge)

Singapore Math

Science (FOSS and Core Knowledge)

History (Core Knowledge)

Latin/ Healthy and PE/ Music and Art (Alternating)

Grades 7 and 8

English Language Arts (Core Knowledge)

Advanced Singapore Math (Grade 7) and Algebra I (Grade 8)

Science (FOSS and Core Knowledge)

History (Core Knowledge)

Latin

Electives: Health and PE/Band/Choir/Computer Literacy*/Study Skills

Grade 9

English Language Arts: Classical Literature

History: Western Civilization I

Science: Biology I

Math: Geometry or higher

Semester Electives: Comp I* or Basic Comp/Comp I* or Music or Art

Language: Latin

PE I

Grade 10

English Language Arts: British Literature

History: Western Civilization II

Science: Chemistry I

Math: Algebra II or higher

Semester Electives: Health* (1 sem)/Music/Art/Composition I*

Language: Latin

PE II

Grade 11

English Language Arts: American Literature

History: American History, Colonialism through 19th Century

Science: Physics I

Math: Pre-Calculus or higher

Civics: (1 sem each): American Government I*/American Government II*

Language: Latin

Electives: Music/Art/PE/Study Hall

Grade 12

English Language Arts: Modern Literature

History: Modern European History

Science: Biology II

Math: Calculus I

Civics & Econ (1 sem each): American History 20th C.*/Intro to Micro and Macro Economics*

Language: Latin or Elective

Electives: Moral Philosophy*/Music/Art/PE/Study Hall

* = courses required for high school graduation from Founders Academy (in addition to core courses)

ATTACHMENT A.3.3: COURSE DESCRIPTIONS AND ALIGNMENT WITH STANDARDS

Curriculum Assurances of alignment to standards

English Language Arts

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: The Kindergarten English Language Arts course focuses on oral language development and listening skills in addition to foundational skills in reading and writing based on the Riggs Method. Read alouds from a variety of literary genres and nonfiction texts will promote vocabulary knowledge and awareness of syntax. Explicit and systematic phonics instruction will develop mastery of the written English code.
1st grade: Grade 1 English Language Arts continues to emphasize listening and speaking and fundamental literacy skills such as phonemic awareness and phonics through The Writing and Spelling Road to Reading and Thinking developed by Riggs. Students will become increasingly more independent with reading and writing. They will write for a variety of purposes (e.g., narrative, informational, persuasive), and they will develop reading fluency through decodable texts.
2nd grade: Grade 2 English Language Arts will emphasize speaking and listening through classroom discussion and oral presentations. Reading instruction will include phonics, fluency and comprehension skills in a variety of nonfiction texts and literary genres, including Greek mythology and American folk tales. Students will learn spelling, grammar and conventions through the Riggs Method. Students will use the writing process to plan, draft and edit writing and will apply basic language conventions in their written work.
3rd grade: Grade 3 English Language Arts will include instruction in reading and writing skills including elements of fiction and nonfiction texts. Reading instruction will focus on comprehension and response, vocabulary development, and reading fluency with more complex texts. Students will produce a variety of types of writing, including stories, reports, letters and poems. Through the Riggs Method, writing instruction will cover spelling, grammar, and usage conventions. Students will also be introduced to basic research skills.
4th grade: Grade 4 English Language Arts places a stronger emphasis on expository writing (e.g., summaries, book reports, research papers, descriptive essays) than in previous grades. Students are encouraged to apply the correct use of writing conventions and to do so more independently. Reading instruction will focus on comprehension and response, vocabulary development and reading fluency with more complex texts. Students will be expected to read a minimum of 20 minutes a day outside of class.
5th grade: Grade 5 English Language Arts continues to emphasize expository writing with additional instruction in research and presentations. Instruction also includes revision and editing skills within the writing process, requiring more competent, consistent use of correct grammar, usage, and spelling. Vocabulary enrichment covers prefixes and suffixes. Reading instruction includes analysis of literary craft and a writer's use of language. Students will read outside of class at least 25 minutes daily.
6th grade: Grade 6 English Language Arts extends the focus on expository writing to include research essays, persuasive essays, and business letters. Students will apply revision and editing skills to produce written work that is thoughtful, well-organized and reasonably correct in grammar, conventions, and spelling. For vocabulary enrichment, students will learn Latin and Greek root words. In reading, they will analyze classic works of literature such as Shakespeare's <i>Julius Caesar</i> and Twain's <i>The Prince and the Pauper</i> .
7th grade: Core English 7. Students will be given opportunities to write fiction, poetry, or drama, but instruction will emphasize repeated expository writing across multiple disciplines. Instruction in essay writing will focus on development of unity, coherence and emphasis. Grammar lessons will include parts of sentences, clauses and spelling. For vocabulary, students will learn Greek and Latin root words and phrases. In literature, students will analyze poems, drama, nonfiction and fiction for a writer's use of language and literary elements, with particular attention to diction and tone. Literary works include Poe's "The Tell-Tale Heart" and <i>The Call of the Wild</i> by Jack London.

<p>8th grade: Core English 8. Students will be given opportunities to write fiction, poetry, or drama, but instruction will emphasize repeated expository writing across multiple disciplines. Students will examine all writing – their own as well as others’ – with attention to unity, coherence, emphasis, diction and tone. Grammar lessons will focus on sentence variety, a review of punctuation appropriate to sentence structure, parallelism, and misplace modifiers. Vocabulary enrichment will include memorization of Greek and Latin root words and phrases. Literary analysis will include essays and speeches in addition to short stories, novels, poems and other literary works. Students will learn to read as writers, with attention to an author’s craft.</p>
<p>9th grade (2 courses): Classical Literature: Students will read, analyze and discuss classic works of literature including Homer, <i>The Iliad</i>, <i>The Odyssey</i>; Sophocles, <i>Oedipus Rex</i>; Plato, <i>The Republic</i> (on justice, parts of the soul, the Cave, Homer, and the ideal state); Vergil, <i>The Aeneid</i>; Horace, select poems; Shakespeare, <i>Coriolanus</i>. Composition: This course intends to foster elements of good writing: clear analytical thinking; a substantial grasp of basic grammatical and stylistic elements, argumentation and grammatical analysis. Also covers revision of papers assigned in other classes, focusing on logical organization, clarity of expression, and depth of analysis. Basic Composition: This course will provide remediation and intensive support for students performing below grade level in writing. In addition to receiving assistance with writing assignments in content area classes, students will receive additional instruction in grammar, usage and conventions and skills related to content, organization of ideas, and style.</p>
<p>10th grade: British Literature: Students will read, analyze and discuss classic works of British literature including Shelley’s <i>Frankenstein</i>; select tales from Chaucer, <i>Canterbury Tales</i>; Shakespeare’s <i>Hamlet</i> and sonnets; Milton’s <i>Paradise Lost</i> and poems; Jane Austen’s <i>Persuasion</i>; <i>A Tale of Two Cities</i> by Dickens; Romantic poetry.</p>
<p>11th grade: American Literture: Students will read, analyze and discuss classic works of American literature including Nathaniel Hawthorne short stories; Benjamin Franklin’s <i>The Autobiography</i>; Ralph Waldo Emerson’s essays and poems including “Self-Reliance”; Herman Melville’s <i>Moby Dick</i>; Emily Dickinson’s poems; Walt Whitman’s <i>Leaves of Grass</i>; Mark Twain’s <i>The Adventures of Huckleberry Finn</i> and short stories; twentieth-century short stories and poems, including Willa Cather, Flannery O’Connor, E. A. Poe, Robert Frost.</p>
<p>12th grade: Modern Literature Seminar: Students will read, analyze and discuss the following works of literature: Genesis 2 and 3; Ten Commandments; Plato, Apology; Nietzsche, Thus Spoke Zarathustra; Allan Bloom on Nietzsche; Dostoyevsky, Crime and Punishment; Conrad, Heart of Darkness. Senior thesis and oral examination.</p>

Below are lists of the Common Core ELA standards and learning domains, initial the appropriate box that accurately reflects the status of the school’s proposed ELA curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the Common Core standards and learning domains. Initials in the “No” box must be explained on a separate sheet of paper.

READING

Key Ideas and Details	Yes	No
Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	x	
Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	x	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	x	
Craft and Structure		
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	x	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	x	
Assess how point of view or purpose shapes the content and style of a text.	x	

Integration of Knowledge and Ideas		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	x	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	x	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	x	
Range of Reading & Level of Complexity		
Read and comprehend complex literary and informational texts independently and proficiently	x	

WRITING

Text Types & Purposes	Yes	No
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	x	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	x	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	x	
Production & Distribution of Writing		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	x	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	x	
Research to Build & Present Knowledge		
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	x	
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	x	
Draw evidence from literary or informational texts to support analysis, reflection, and research	x	
Range of Writing		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	x	

SPEAKING AND LISTENING

Comprehension & Collaboration	Yes	No
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other' ideas and expressing their own clearly and persuasively.	x	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	x	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	x	
Presentation & Knowledge of Ideas		
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	x	
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	x	
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	x	

LANGUAGE

Conventions of Standard English	Yes	No
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	
Knowledge of Language		
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	x	
Vocabulary Acquisition and Use		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	x	
Demonstrate understanding of word relationships and nuances in word meanings	x	
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	x	

Math

Course Name and Description for each grade level being offered at the proposed school:

Kindergarten: In this activity-based class, kindergarten students will receive a strong foundation in mathematics in preparation for subsequent stages of mathematical thinking. Mathematical concepts are developed in a systematic, engaging and fun way. Concepts include matching and sorting; numbers to 10; order, shapes and patterns; length and size; weight; and capacity.

1st grade: Singapore Math 1: Students will develop the foundational mathematical concepts and skills for everyday life and continuous learning in mathematics. Content will include a thorough understanding of whole numbers, addition and subtraction of whole numbers, identifying the value of coins and bills, telling time to the half hour, comparing the length and weight of objects, identifying and categorizing 2-dimensional shapes, describing and extending repeating patterns, solving simple word problems involving addition/subtraction, sorting objects and using picture graphs, and basic algebra skills involving numeric equations and operational symbols.

2nd grade: Singapore Math 2: Students in second grade will extend their understanding of whole numbers to include those within 1000 and will thoroughly understand the meanings of subtraction and addition. They will multiply and divide by 2s, 3s, 4s, 5s, and 10s. More complex work with fractions will be introduced, and skills related to money and time will be emphasized. Students will learn to measure, weigh, estimate and compare objects and substances. In geometry, they will describe and classify 3-dimensional shapes and extend repeating patterns involving a combination of shapes. Word problem skills will include writing equations and solving one-step word problems requiring addition/subtraction and multiplication/division. Introductory data analysis will include finding range and mode. Algebraic concepts will include solving problems involving numeric equations or inequalities and using symbols to stand for unknown numbers in equations. A number of mental math strategies will be emphasized throughout the year, including adding/subtracting numbers from 100 and 1000 and adding/subtracting money in dollars and cents.

3rd grade: Singapore Math 3: Students will develop their understanding of whole numbers to include place values and operations within 10,000, and they will multiply/divide by 6s, 7s, 8s, and 9s. Division of numbers within 10,000 will include situations where there is a remainder. Students will also learn more complex skills involving fractions including finding equivalent fractions and the simplest forms of fractions, and comparing and ordering fractions with different denominators. Students will master the concept of time, finding the duration of time intervals and telling time to the minute on an analog clock. With regard to length, weight, mass and capacity, students will measure, weigh and estimate in grams, liters and milliliters and will convert units within a metric system using multiplication. Students will be introduced to the concepts of perimeter and area, and they will identify 3-dimensional shapes and right angles. They will solve 2-step word problems and will become adept at creating and using bar graphs to solve problems and represent and compare data.

4th grade: Singapore Math 4: Students will develop their understanding of whole numbers to include place values and operations within 100,000. They will use estimation to verify calculated results in problems of multiplication/division. Skills related to fractions will include adding/subtracting fractions, understanding mixed numbers and improper fractions and converting them, and finding the fraction of a set for measurements. Students in grade 4 will be introduced to decimals, beginning with understanding tenths, hundredths, thousandths and comparing decimal numbers. They will learn to round decimal numbers up to 2 places and will add/subtract and multiply/divide decimal numbers. Students will also be introduced to the concept of volume and will be able to find the volume of rectangular prisms. In geometry, they will identify triangles and quadrilaterals, a variety of angles, and perpendicular and parallel lines. 2-step word problems will involve fractions and decimals and the use of bar diagrams to solve them. Data analysis lessons will become more complex as students collect, organize and analyze data using tables and bar graphs.

5th grade: Singapore Math 5: In fifth grade, students will use place-value models to represent numbers to 1,000,000 and will multiply/divide within 10,000 by 2-digit numbers. They will learn to use the order of operations to solve mathematical expressions. Lessons related to fractions and decimals will become more complex as students multiply/divide fractions and decimals and convert fractions to decimals and vice versa. They will also convert units involving decimals and fractions within a measuring system. Instruction on the concept of volume will go into more depth as students solve problems involving a change in height of liquids and volume of liquids and finding the volume of solids by displacement. Geometry lessons will include finding unknown angles, using angle properties to solve problems, and creating tessellations. Fifth graders will be introduced to the concepts of percentage, ratio, average and rate and will solve multi-step problems involving these concepts, using bar diagrams when needed. Data analysis skills will develop in complexity when students create line graphs, find the average of a set of data, and find a data value given the average and other values.

6th grade: Singapore Math 6: Students in sixth grade will solve challenging word problems involving all four operations on whole numbers, fractions, decimals, percentages, the volume of liquids and solids, average, rate and speed. They will write, simplify and evaluate simple algebraic expressions and use variables in expressions when describing geometric quantities. They will derive the formula for circumference or area of a circle when given the radius or diameter and will find the perimeter and area of compound figures. In geometry, they will visualize, describe and draw geometric solids and will identify nets of solids, or solids of nets. They will become more adept at solving problems using ratios and relating them to proportions and fractions of a quantity. Data analysis will involve collecting, organizing and displaying data in pie charts.

7th grade: Advanced Singapore Math: In this course, emphasis is placed on the development of better understanding of mathematical concepts and their applications, as well as on proficiency in problem solving, mathematical reasoning and higher order thinking. To facilitate this, instruction will include the following:
 •investigative work •communication skills in mathematics •appropriate computation and estimation skills
 •mental calculation •problem-solving heuristics. Mathematical concepts will include: algebraic representations and formula and algebraic manipulation; percentages; solutions of linear equations and inequalities; graphs of linear functions and relations, mensuration and rate, ratio, proportion and speed. Word problems will involve rational numbers, integers, percentages, ratios, rate and speed. The textbook will be *New Elementary Math Syllabus D* by Sin Kwai Ming.

8th grade: ALGEBRA I: Weeks and Adkins, *First Course in Algebra*. Topics: linear equations, slope, intercepts, roots, absolute value equations, piecewise equations, vertices, quadratic equations, quadratic formula, systems of equations, systems of inequalities, irrational numbers, imaginary numbers, complex numbers, direct and inverse variation, factoring, completing the square, rational equations, trigonometric ratios, Pythagorean theorem, fundamental counting principle, permutation, combinations, probability, compound events, Pascal's triangle, and binomial theorem.

9th grade: GEOMETRY: Weeks and Adkins, *A Course in Geometry: Plane and Solid*; supplemented by readings from Euclid's *Elements*. Topics: geometric proof, triangles, constructions, perpendicular lines and planes, parallel lines, polygons, inequalities, ratio and proportion, congruent and similar figures, areas and volumes, circles, prisms, and pyramids

10th grade: Algebra II; Weeks and Adkins, *Second Course in Algebra with Trigonometry*. Topics: the real number system, equations and inequalities, system of linear equations, factoring, algebraic fractions, quadratic equations, irrational numbers, radical equations, functions, graphs and variation, exponents and logarithms, introduction to the trigonometric functions, analytical geometry, equations of the second degree, polynomials, trigonometric equations, sequences and series.

11th grade: Pre-Calculus: Sullivan, *Precalculus*; supplemented by Archimedes, *Lemmas on Circles* and Saul and Gelfand, *Trigonometry*. Topics: linear equations, functions, inverse functions, composite functions, graphs of functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytical trigonometry, polar coordinates, vectors, conic sections, rotation of axes, polar equations of conics, systems of equations and inequalities, sequences, mathematical induction, the binomial theorem.

12th grade: Calculus I: Paul A. Foerster, *Calculus, Concepts and Applications*. Topics: limits and continuity, derivatives, antiderivatives, definite and indefinite integrals, parametric functions, the fundamental theorem of calculus, the calculus of exponential and logarithmic functions, the calculus of growth and decay, the calculus of plane and solid figures, algebraic calculus techniques for the elementary functions, the calculus of motion. Students are required to take the AP Calculus AB exam.

Below are lists of the Common Core Math learning domains, initial the appropriate box that accurately reflects the status of the school’s proposed Math curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the Common Core learning domains. Initials in the “No” box must be followed up by an explanation.

KINDERGARTEN-LEARNING DOMAINS

Learning Domain	Yes	No
Counting and Cardinality	x	
Operations & Algebraic Thinking	x	
Number & Operations in Base Ten	x	
Measurement & Data	x	
Geometry	x	

1ST AND 2ND GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Operations and Algebraic Thinking	x	
Number & Operations in Base Ten	x	
Measurement & Data	x	
Geometry	x	

3RD THROUGH 5TH GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Operations and Algebraic Thinking	x	
Number & Operations in Base Ten	x	
Number & Operations-Fractions	x	
Measurement & Data	x	
Geometry	x	

6TH THROUGH 8TH GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Ratios & Proportional Relationships	x	
The Number System	x	
Expressions & Equations	x	
Geometry	x	
Statistics & Probability	x	

HIGH SCHOOL—GENERAL KNOWLEDGE

Learning Domain	Yes	No
The Real Number System	x	
Quantities	x	
Complex Number System	x	
Vector & Matrix Quantities	X	
Interpreting Functions	X	
Building Functions	X	
Linear, Quadratic, & Exponential Models	X	
Trigonometric Functions	x	

HIGH SCHOOL-ALGEBRA

Learning Domain	Yes	No
Seeing Structure in Expressions	X	
Arithmetic with Polynomials & Rational Expressions	X	
Creating Equations	X	
Reasoning With Equations & Inequalities	X	

HIGH SCHOOL GEOMETRY

Learning Domain	Yes	No
Congruence	X	
Similarity, Right Triangles, & Trigonometry	X	
Circles	X	
Expressing Geometric Properties with Equations	X	
Geometric Measurement & Dimension	X	
Modeling with Geometry	X	

HIGH SCHOOL STATISTICS & PROBABILITY

Learning Domain	Yes	No
Interpreting Categorical & Quantitative Data	X	
Making Inferences & Justifying Conclusions	X	
Conditional Probability & the Rules of Probability	X	
Using Probability to Make Decisions	X	

Science

Course Name and Description for each grade level being offered at the proposed school:
<p>Kindergarten: Science K. A systematic approach to the exploration of science, one that combines experience with book learning, will help provide essential building blocks for deeper understanding at a later time. Students will grow plants from seeds in various conditions. They will explore the common characteristics and needs of animals. They will learn the senses associated with certain body parts and how to care for their bodies. They will be introduced to everyday uses of magnets. They will learn to observe and describe the weather, care for the earth through practical measures such as conserving energy and recycling, and finally, they will learn about the lives of some famous scientists through biographies read aloud.</p>
<p>1st grade: Science 1. Concepts will include: I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies</p>
<p>2nd grade: Science 2. Concepts will include: I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies</p>
<p>3rd grade: Science 3. Concepts will include: I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies</p>
<p>4th grade: Science 4. Concepts will include: I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies</p>
<p>5th grade: Science 5. Concepts will include: I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies</p>
<p>6th grade: Science 6. Concepts will include: I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies</p>
<p>7th grade: Science 7. Concepts will include: I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies</p>
<p>8th grade: Science 8. Concepts will include: I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies</p>
<p>9th grade: BIOLOGY I: <i>Biology: A Molecular Approach</i> (BSCS); Watson and Crick, 1953 paper on structure of DNA; selected articles from <i>The New York Times</i>; selected essays from <i>Science News</i>. Labs: inferring gender in fruit flies; use of compound microscope; organisms and pH; beaded pinase (simulation); diffusion and cell size; leaf disk assay; why doctors test urine; onion cell osmosis; understanding DNA structure and replication (simulation); protein synthesis (simulation); onion mitosis; corn dihybrid genetics; Wisconsin Fast Plant seed germination; flower dissection; how viruses travel (simulation); using and formulating dichotomous keys; predator-prey relationship (simulation); comparative biochemistry (simulation); gene frequencies and natural selection (simulation); environmental factors.</p>
<p>10th grade: CHEMISTRY: Davis, Frey, Sarquis, Sarquis; <i>Modern Chemistry</i>. Labs: density of pennies; observing a candle flame; average atomic mass simulation using pennies; spectral lines of gases; periodic table development simulation; analysis of mixtures using nuts and bolts; molecular models; chemical names and formulas; determining the empirical formula of magnesium oxide; molecular concepts; analysis of a hydrate; Charles' law and the derivation of absolute zero; Boyle's law; triple point of carbon dioxide; vapor pressure of water; heat of solution; freezing point depression with antifreeze; properties of acids and bases; acid-base indicators; titration to determine percentage of acetic acid in vinegar; activity series of elements.</p>
<p>11th grade: PHYSICS: Serway and Faughn, <i>Physics</i>; selections and problems from Giancoli, <i>Physics: Principles with Applications</i>. Labs: freezing and melting of water; picket fence free fall, ball toss from ramp into bucket, motion profile of tossed ball, forces as vectors, static and kinetic friction, bungee jump acceleration, Boyle's law, the pendulum and simple harmonic motion, speed of sound, images and mirrors, optical properties of convex lenses, measuring the wavelength of a laser, electrostatics, Ohm's law, series and parallel circuits, energy storage</p>

in a capacitor, RC circuits, electrical energy and the efficiency of motors, building a motor.

12th grade: Biology II: Starr and Taggart, *Biology: The Unity and Diversity of Life*; Freeman, *Biological Science: Senior Biology 1, 2* (Biozone); selections from *The New York Times* and *Science News*. Labs: population genetics and evolution (simulation); grouse: a species problem (simulation); social behavior in chickens (simulation); factors affecting dissolved oxygen concentrations in pond water; diffusion and osmosis through dialysis tubing and various cell types; factors affecting action of the enzyme catalase; modeling protein structure; mitosis in onion and whitefish blastula cells; plant pigment separation through paper chromatography; measurement of the light reaction of photosynthesis by spinach chloroplasts; factors affecting carbon dioxide production by pea seeds; meiosis in *Sordaria*; patterns of inheritance in *Drosophila*; bacterial transformation; use of gel electrophoresis to differentiate plasmids cut by different restriction enzymes; physiology of the circulatory system; behavior of isopods. Students are required to take the AP Biology exam.

Below are lists of the NV Science unifying concepts, initial the appropriate box that accurately reflects the status of the school’s proposed Science curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the NV Science unifying concepts. Initials in the “No” box must be followed up by an explanation.

PHYSICAL SCIENCE

Unifying Concept (A) Matter	Yes	No
Grades K-2: Students understand that matter has observable properties.	X	
Grades 3-5: Students understand properties of objects and materials.	X	
Grades 6-8: Students understand the properties and changes of properties in matter.	X	
Grades 9-12: Students understand that atomic structure explains the properties and behavior of matter.	X	
Unifying Concept (B) Forces and Motions		
Grades K-2: Students understand that position and motion of objects can be described	X	
Grades 3-5: Students understand that forces can change the position and motion of an object.	X	
Grades 6-8: Students understand that position and motion of an object results from the net effect of the different forces action on it.	X	
Grades 9-12: Students understand the interactions between force and motion.	X	
Unifying Concept (C) Energy	Yes	No
Grades K-2: Students know heat, light, and sound can be produced.	X	
Grades 3-5: Students understand that energy exists in different forms.	X	
Grades 6-8: Students understand transfer of energy.	X	
Grades 9-12: Students understand that there are interactions between matter and energy.	X	

LIFE SCIENCE

Unifying Concept (A) Heredity	Yes	No
Grades K-2: Students understand that offspring resemble their parents.	X	
Grades 3-5: Students understand that some characteristics are inherited and some are not.	X	
Grades 6-8: Students understand the role of genetic information in the continuation of a species.	X	
Grades 9-12: Students understand how genetic information is passed from one generation to another.	X	
Unifying Concept (B) Structure of Life		
Grades K-2: Students understand that living things have identifiable characteristics.	X	
Grades 3-5: Students understand that living things have specialized structures that perform a variety of life functions.	X	
Grades 6-8: Students understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions	X	
Grades 9-12: Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life’s needs.	X	

Unifying Concept (C) Organisms and Their Environment		
Grades K-2: Students understand that living things live in different places.	X	
Grades 3-5: Students understand that there is a variety of ecosystems on Earth and organisms interact within their ecosystems.	X	
Grades 6-8: Students understand how living and non-living components of ecosystems interact.	X	
Grades 9-12: Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.	X	
Unifying Concept (D) Diversity of Life		
Grades K-2: Students understand that there are many kinds of living things on Earth.	X	
Grades 3-5: Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.	X	
Grades 6-8: Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.	X	
Grades 9-12: Students understand biological evolution and diversity of life.	X	

EARTH AND SPACE SCIENCE

Unifying Concept (A) Atmospheric Processes and the Water Cycle	Yes	No
Grades K-2: Students understand that changes in weather often involve water changing form one state to another.	X	
Grades 3-5: Students understand the water cycle's relationship to weather.	X	
Grades 6-8: Students understand the relationship between the Earth's atmosphere, topography, weather and climate.	X	
Grades 9-12: Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.	X	

EARTH AND SPACE SCIENCE

Unifying Concept (B) Solar system and Universe	Yes	No
Grades K-2: Students understand there are objects in the sky, which display patterns.	X	
Grades 3-5: Students understand that there are many components in the solar system including Earth.	X	
Grades 6-8: Students understand characteristics of our solar system that is part of the Milky Way galaxy.	X	
Grades 9-12: Students know scientific theories of origins and evolution of the universe.	X	
Unifying Concept (C) Earth's Composition and Structure		
Grades K-2: Students understand the Earth materials include rocks, soils, and water.	X	
Grades 3-5: Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.	X	
Grades 6-8: Students understand that landforms result from a combination of constructive and destructive processes.	X	
Grades 9-12: Students understand evidence for processes that take place on a geologic time scale.	X	

x

NATURE OF SCIENCE

Unifying Concept (A) Scientific Inquiry	Yes	No
Grades K-2: Students understand that science is an active process of systematically examining the natural world.	X	
Grades 3-5: Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.	X	
Grades 6-8: Students understand that scientific knowledge requires critical consideration	X	

of verifiable evidence obtained from inquiry and appropriate investigations.		
Grades 9-12: Students understand that a variety of communication methods can be used to share scientific information.	X	
Unifying Concept (B) Science, Technology, and Society		
Grades K-2: Students understand that many people contribute to the field of science.	X	
Grades 3-5: Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.	X	
Grades 6-8: Students understand the interactions of science and society in an ever-changing world.	X	
Grades 9-12: Students understand the impacts of science and technology in terms of costs and benefits to society.	X	

Social Studies

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: Core History K. Concepts will include: <u>World:</u> I. Geography: Spatial Sense II. Overview of the Seven Continents <u>American:</u> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures
1st grade: Core History 1. Concepts will include: <u>World:</u> I. Geography II. Early World Civilizations III. Modern Civilization and <u>Culture:</u> Mexico <u>American:</u> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures
2nd grade: Core History 2. Concepts will include: <u>World:</u> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <u>American:</u> I. Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures
3rd grade: Core History 3. Concepts will include: <u>World:</u> I. World Geography II. The Ancient Roman Civilization III. The Vikings <u>American:</u> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
4th grade: Core History 4. Concepts will include: <u>World:</u> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the “Holy Wars” IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <u>American:</u> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures
5th grade: Core History 5. Concepts will include: <u>World:</u> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <u>American:</u> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography
6th grade: Core History 6. Concepts will include: <u>World:</u> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <u>American:</u> I. Immigration, Industrialization, and Urbanization II. Reform
7th grade: Core History 7. Concepts will include: I. America Becomes a World Power II. World War I: “The Great War,” 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States
8th grade: Core History 8. Concepts will include: I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution— Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
9th grade: Western Civilization I: Herodotus, <i>The History</i> ; Plutarch, <i>The Lives of the Noble Greeks and Romans</i> , select lives esp. Lycurgus, Solon, Themistocles, Pericles, Alcibiades; Thucydides, <i>The Peloponnesian War</i> ; Aristotle, <i>Politics</i> ; Plato, <i>Republic</i> ; selections from Livy; Plutarch’s <i>Lives</i> : Marius, Sulla, Caesar.
10th grade: Western Civilization II: Tacitus, <i>Germania</i> ; Augustine, <i>Confessions</i> and <i>City of God</i> (selections on the two cities); <i>The Rule of Saint Benedict</i> ; Einhard, <i>Life of Charlemagne</i> ; feudal oaths; Walter Scott, “Chivalry”; documents from the Investiture Conflict; documents from the Crusades; <i>Life of St. Francis</i> (selections). Thomas Aquinas, <i>Summa Theologica</i> (selections). Selections from Petrarch’s letters; Vergerius, “On Liberal Learning”; introduction to the <i>Decameron</i> . Art of Donatello, da Vinci, Michelangelo. Machiavelli, <i>The Prince</i> . Erasmus and Luther on freedom of the will; other Reformation documents. Various enlightenment authors including Locke, Smith, and Rousseau.

11th grade: American History: Tindall and Shi, *America*; Richard Hofstadter, *Great Issues in American History* (vols. 1-3); The Mayflower Compact; Cotton, *Answers to Queries from English Puritans*; documents on the Great Awakening; Paine, *Common Sense*; Inglis, *The True Interest of America*; The Declaration of Independence and U. S. Constitution; Hamilton, *Report on the Public Credit*; Jefferson, *On Agriculture*; Washington, *Farewell Address*; Jay’s Treaty; Monroe, 1823 Message to Congress (Monroe Doctrine); Calhoun, *On Nullification*; Stowe, *Uncle Tom’s Cabin*, selections; Clay, Calhoun, Webster on the Compromise of 1850; Lincoln and Douglas on popular sovereignty; Lincoln, “Gettysburg Address” and “Second Inaugural;” the rise of big business, the Gilded Age, and Populism. Selected writings from Andrew Carnegie and William Jennings Bryan.

American Government I and II: James Q. Wilson, *American Government*. Sources: The U.S. Constitution; Madison, Hamilton, and Jay, *The Federalist* (selections); selections from Anti-Federalist authors such as Brutus, Federal Farmer, and Agrippa. Course also addresses landmark Supreme Court decisions (e.g., Dred Scott, McCulloch, Marbury, et al.), and addresses introductory elements of constitutional law.

12th grade: Modern European History: R. R. Palmer, *A History of the Modern World*. Sources: Rousseau, *Discourse on Inequality and Social Contract* (selections); Sieyès, *What is the Third Estate?*; Deliberations of the Estates General; *Declaration of the Rights of Man and of the Citizen*; selections from Burke and Paine. Marx and Engels, *The Communist Manifesto*; Lenin, *State and Revolution*; Ortega y Gasset, *Revolt of the Masses*. Other documents in 19th and 20th century European history on following topics: Napoleon, economic and political liberty, Revolutions of 1848, German unification, imperialism, nationalism, World War I, World War II, the Cold War in Europe.

American History 20th Century: A continuation of American history from 1900 on: Progressivism, America as a world power, World Wars I & II, the Cold War, civil rights, the Sixties and Vietnam, the Reagan Revolution. Readings from Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge, Franklin Roosevelt, Lyndon Johnson, Martin Luther King, Ronald Reagan, et alia.

Introduction to Micro/Macro Economics: J. D. Gwartney, *Economics: Public and Private Choice*. The course will provide an examination of markets, prices, production, costs, competition, monopoly, wages, rent, interest, profits, unions and international trade. Additionally, the economy as a whole based on aggregates of price, output and employment will be studied. Additional text: H. Hazlitt, *Economics in One Lesson*.

Below are lists of the NV Social Studies standards, initial the appropriate box that accurately reflects the status of the school’s proposed Social Studies curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the NV Social Studies standards. Initials in the “No” box must be followed up by an explanation.

Social Studies Skills—Content Literacy, Information, Media, & Technology	Yes	No
Literacy, Historical Analysis & Interpretation, & Participation		
Students acquire and apply reading writing and oral communication skills to construct knowledge.	X	
Students acquire, organize, use, and evaluate information,	X	
Students draw from skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.	X	
Students acquire skills necessary to become active, informed, and literate citizens.	X	
People, Cultures, and Civilizations—US, NV, and World		
Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.	X	

Nation Building and Development—US, NV, and World		
Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.	X	
Social Responsibility & Change—US, NV, and World		
Students understand how social ideas and individual action lead to social, political, economic, and technological change.	X	
International Relationships & Power—US, NV, and World		
Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.	X	
World in Spatial Terms—Map Elements & Concepts, Map Selection & Analysis, Map Construction, & Map Use & Geographic Tools		
Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.	X	

Places & Regions—Application of Concepts & Characteristics, Cultural Identity & Perspective, Patterns of Change & Impact of Technology, & Location	Yes	No
Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.	X	
Human Systems—Demographic Concepts, Migration & Settlement, Rural & Urban Communities, Analysis of Economic Issues, & Human Organizations		
Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.	X	
Environment & Society—Changes in the Physical Environment, Technology & Modifications of the Physical Environment, Effects of Natural Hazards on Human Systems, & Management of Earth’s Resources		
Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.	X	
Market Economy—Incentives, Choice, and Cost, Consumers, Producers, Employees, & Markets & Prices		
Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.	X	
U.S. Economy as a Whole—Forms & Functions of Money, Interest, Savings, Borrowing, Financial Institutions, & Circular Flow		
Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.	X	
Dynamic Economy—Organizations, Investment, Entrepreneurship, Specialization & Interdependence, & Competition		
Students will identify the causes of economic change, explain how the US economic system responds to those changes, and explain how other economic systems respond to change.	X	
International Economy—International Interdependence, Exchange Rates, Globalization, & Restricted Trade		
Students will explore trends in international trade, the impact of trade on the US economy, and the role of exchange rates.	X	
Citizenship and the Law—Rules & Law, Rights, Responsibilities, & Symbols		
Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.	X	

The Federal System: US, State, and Local Governments—Federalism & Governmental Structures		
Students understand the US Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.	X	
The Political Process—Elections & Leadership & Formation of Public Opinion		
Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.	X	
Global Relations		
Students explain the different political systems in the world and how those systems relate to the US and its citizens	X	

A.3.4 TYPICAL DAILY SCHEDULE

Kindergarten: Monday - Friday					
	Start	End	Total Time	Passing Period	
1	8:00	8:25	0:25	0:00	Core Academic
2	8:25	8:45	0:20	0:00	Core Academic
3	8:45	9:25	0:40	0:00	Foreign Language & P.E. / Music & Art (alternate)
4	9:25	9:45	0:20	0:00	Recess
5	9:45	10:35	0:50	0:00	Core Academic
6	10:35	11:15	0:40	0:00	Foreign Language & P.E. / Music & Art (alternate)
7	11:15	11:35	0:20	0:00	Lunch
8	11:35	12:00	0:25	0:00	Recess
9	12:00	12:40	0:40	0:00	Core Academic
10	12:40	1:20	0:40	0:00	Core Academic
11	1:20	1:50	0:30	0:00	Recess
12	1:50	2:30	0:40	0:00	Core Academic

Grade 1: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	8:00	8:25	0:25	0:00	Core Academic
2	8:25	9:05	0:40	0:00	Core Academic
3	9:05	9:25	0:20	0:00	Core Academic
4	9:25	9:45	0:20	0:00	Recess
5	9:45	10:35	0:50	0:05	Core Academic
6	10:35	11:20	0:45	0:00	Core Academic
7	11:20	11:40	0:20	0:00	Lunch
8	11:40	12:00	0:20	0:00	Recess
9	12:00	12:30	0:30	0:05	Core Academic
10	12:30	1:10	0:40	0:00	Foreign Language & P.E. / Music & Art (alternate)
11	1:10	1:50	0:40	0:00	Foreign Language & P.E. / Music & Art (alternate)
12	1:50	2:30	0:40	0:00	Core Academic

Grade 2: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	8:00	8:25	0:25	0:00	Core Academic
2	8:25	9:05	0:40	0:00	Core Academic
3	9:05	9:25	0:20	0:00	Core Academic
4	9:25	9:45	0:20	0:00	Recess
5	9:45	10:35	0:50	0:05	Core Academic
6	10:35	11:20	0:45	0:00	Core Academic
7	11:20	11:40	0:20	0:00	Lunch
8	11:40	12:00	0:20	0:00	Recess
9	12:00	12:30	0:30	0:05	Core Academic
10	12:30	1:10	0:40	0:00	Foreign Language & P.E. / Music & Art (alternate)
11	1:10	1:50	0:40	0:00	Foreign Language & P.E. / Music & Art (alternate)
12	1:50	2:30	0:40	0:00	Core Academic

Grade 3: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	8:00	8:25	0:25	0:00	Core Academic
2	8:25	9:05	0:40	0:00	Core Academic
3	9:05	9:40	0:35	0:05	Core Academic
4	9:40	10:30	0:50	0:00	Core Academic
5	10:30	11:20	0:50	0:00	Core Academic
6	11:20	11:40	0:20	0:00	Lunch
7	11:40	12:00	0:20	0:00	Recess
8	12:00	12:40	0:40	0:05	Foreign Language & P.E. / Music & Art (alternate)
9	12:40	1:30	0:50	0:00	Core Academic
10	1:30	1:50	0:20	0:00	Recess
11	1:50	2:30	0:40	0:00	Foreign Language & P.E. / Music & Art (alternate)

Grade 4: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	8:00	8:25	0:25	0:00	Core Academic
2	8:25	9:05	0:40	0:00	Core Academic
3	9:05	9:40	0:35	0:05	Core Academic
4	9:40	10:30	0:50	0:00	Core Academic
5	10:30	11:20	0:50	0:00	Core Academic
6	11:20	11:40	0:20	0:00	Lunch
7	11:40	12:00	0:20	0:00	Recess
8	12:00	12:40	0:40	0:05	Foreign Language & P.E. / Music & Art (alternate)
9	12:40	1:30	0:50	0:00	Core Academic
10	1:30	1:50	0:20	0:00	Recess
11	1:50	2:30	0:40	0:00	Foreign Language & P.E. / Music & Art (alternate)

Grade 5: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	8:00	8:45	0:45	0:00	Core Academic
2	8:45	9:40	0:55	0:05	Foreign Language & P.E. / Music & Art (alternate)
3	9:40	10:30	0:50	0:00	Core Academic
4	10:30	11:20	0:50	0:00	Foreign Language & P.E. / Music & Art (alternate)
5	11:20	11:40	0:20	0:00	Core Academic
6	11:40	12:00	0:20	0:00	Lunch
7	12:00	12:20	0:20	0:00	Recess
8	12:20	12:50	0:30	0:00	Core Academic
9	12:50	1:40	0:50	0:00	Core Academic
10	1:40	2:30	0:50	0:00	Core Academic

Grade 6: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	8:00	8:45	0:45	0:00	Core Academic
2	8:45	9:40	0:55	0:05	Latin / PE / Music & Art (alternate)
3	9:40	10:30	0:50	0:00	Core Academic
4	10:30	11:20	0:50	0:00	Latin / PE / Music & Art (alternate)
5	11:20	11:40	0:20	0:00	Core Academic
6	11:40	12:00	0:20	0:00	Lunch
7	12:00	12:20	0:20	0:00	Recess
8	12:20	12:50	0:30	0:00	Core Academic
9	12:50	1:40	0:50	0:00	Core Academic
10	1:40	2:30	0:50	0:00	Core Academic

Grade 7: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	7:30	7:35	0:05	0:05	Homeroom
2	7:40	8:30	0:50	0:05	Core Academic
3	8:35	9:25	0:50	0:05	Core Academic
4	9:30	10:20	0:50	0:05	Latin
5	10:25	11:15	0:50	0:05	Core Academic
6	11:20	12:10	0:50	0:05	Core Academic
7	12:15	1:05	0:50	0:05	Lunch
8	1:10	2:00	0:50	0:05	Music
9	2:05	3:30 (2:35)	1:25 (0:30)	0:00 (0:05)	Study Hall (Study Hall for PE/Band/Choir Students)
10	2:40	3:30	0:50	0:00	PE Elective / Band Elective / Choir Elective

Grade 8: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	7:30	7:35	0:05	0:05	Homeroom
2	7:40	8:30	0:50	0:05	Core Academic
3	8:35	9:25	0:50	0:05	Core Academic
4	9:30	10:20	0:50	0:05	Core Academic
5	10:25	11:15	0:50	0:05	Music
6	11:20	12:10	0:50	0:05	Lunch
7	12:15	1:05	0:50	0:05	Latin
8	1:10	2:00	0:50	0:05	Core Academic
9	2:05	3:30 (2:35)	1:25 (0:30)	0:00 (0:05)	Study Hall (Study Hall for PE/Band/Choir Students)
10	2:40	3:30	0:50	0:00	PE Elective / Band Elective / Choir Elective

Grade 9: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	7:30	7:35	0:05	0:05	Homeroom
2	7:40	8:30	0:50	0:05	Core Academic
3	8:35	9:25	0:50	0:05	Music
4	9:30	10:20	0:50	0:05	Core Academic
5	10:25	11:15	0:50	0:05	Lunch
6	11:20	12:10	0:50	0:05	Latin
7	12:15	1:05	0:50	0:05	Core Academic
8	1:10	2:00	0:50	0:05	Core Academic
9	2:05	3:30 (2:35)	1:25 (0:30)	0:00 (0:05)	Study Hall (Study Hall for PE/Band/Choir Students)
10	2:40	3:30	0:50	0:00	PE Elective / Band Elective / Choir Elective

Grade 10: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	7:30	7:35	0:05	0:05	Homeroom
2	7:40	8:30	0:50	0:05	Music
3	8:35	9:25	0:50	0:05	Latin
4	9:30	10:20	0:50	0:05	Core Academic
5	10:25	11:15	0:50	0:05	Lunch
6	11:20	12:10	0:50	0:05	Core Academic
7	12:15	1:05	0:50	0:05	Core Academic
8	1:10	2:00	0:50	0:05	Core Academic
9	2:05	3:30 (2:35)	1:25 (0:30)	0:00 (0:05)	Study Hall (Study Hall for PE/Band/Choir Students)
10	2:40	3:30	0:50	0:00	PE Elective / Band Elective / Choir Elective

Grade 11: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	7:30	7:35	0:05	0:05	Homeroom
2	7:40	8:30	0:50	0:05	Core Academic
3	8:35	9:25	0:50	0:05	Core Academic
4	9:30	10:20	0:50	0:05	Latin
5	10:25	11:15	0:50	0:05	Lunch
6	11:20	12:10	0:50	0:05	Core Academic
7	12:15	1:05	0:50	0:05	Core Academic
8	1:10	2:00	0:50	0:05	Core Academic
9	2:05	3:30 (2:35)	1:25 (0:30)	0:00 (0:05)	Study Hall (Study Hall for PE/Band/Choir Students)
10	2:40	3:30	0:50	0:00	PE Elective / Band Elective / Choir Elective

Grade 12: Monday – Friday					
	Start	End	Total Time	Passing Period	
1	7:30	7:35	0:05	0:05	Homeroom
2	7:40	8:30	0:50	0:05	Core Academic
3	8:35	9:25	0:50	0:05	Core Academic
4	9:30	10:20	0:50	0:05	Core Academic
5	10:25	11:15	0:50	0:05	Lunch
6	11:20	12:10	0:50	0:05	Core Academic
7	12:15	1:05	0:50	0:05	PE
8	1:10	2:00	0:50	0:05	Latin
9	2:05	3:30 (2:35)	1:25 (0:30)	0:00 (0:05)	Study Hall (Study Hall for Band/Choir Students)
10	2:40	3:30	0:50	0:00	Band Elective / Choir Elective

ATTACHMENT A.3.5, COURSES TO COMPLETE FOR PROMOTION

As outlined in “ Narrative A.3.7 Policy for Pupil Promotion,” students must demonstrate academic achievement in the following courses, at their respective grade levels or above, in order to qualify for promotion to the next grade level.

Grades K-2

English Language Arts
Mathematics
Science
Core History

Grades 3-5

English Language Arts
Mathematics
Science
Core History

Grades 6-8

English Language Arts
Mathematics (Advanced Singapore Math is min. requirement for promotion from grade 8 to high school.)
Science
Core History

Attachment A.3.6, Courses/Credits for Graduation

Standard Diploma Requirements (NAC 389.664, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	Classical Literature (1 credit), British Literature (1 credit), American Literature (1 credit), Modern Literature (1 credit)
Math	3	Algebra I (1 credit), Geometry (1 credit), Algebra II (1 credit)
Science	2	Biology (1 credit) and Chemistry (1 credit)
Social Studies	2	American Government(1 credit) and American History (1 credit)
Arts & Humanities OR Career & Tech. Ed.	1	Latin* (1 credit)
Health	½	Health (.5 credit)
Physical Ed.	2	PE I (1 credit) and PE II (1 credit)
Computers	½	Computer Literacy (.5 credit)
Electives	7 ½	Composition I*(.5 credit), Basic Composition(.5 credit), Moral Philosophy*(.5 credit), Intro to Micro and Macro Economics*(.5 credit), Western Civilization I*(1 credit), Western Civilization II* (1 credit) Music, Art, Study Skills
TOTAL	22	*= Founders Academy graduation requirement; 25.5 credits required for diploma

Attachment A.3.6, Courses/Credits for Graduation

Advanced Diploma Requirements (NAC 389.663, NRS 389.018)		
Graduation Requirements	Credits Required for Advanced HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	Classical Literature (1 credit), British Literature (1 credit), American Literature (1 credit), Modern Literature (1 credit)
Math	4	Algebra I (1 credit), Geometry (1 credit), Algebra II (1 credit), Pre-Calculus (1 credit)
Science	3	Biology (1 credit) and Chemistry (1 credit) and Physics (2 semesters).
Social Studies	3	Western Civ I (1 credit), Western Civ II (1 credit), American History (1 credit), Modern European History (1 credit), American Government (1 credit)
Arts & Humanities OR Career & Tech. Ed.	1	Latin* (1 credit)
Health	½	Health
Physical Ed.	2	PE
Computers	½	Computer Literacy
Electives	6	Composition I*(.5 credit), Basic Composition(.5 credit), Moral Philosophy*(.5 credit), Intro to Micro and Macro Economics*(.5 credit), Music, Art, Study Skills, Foreign Language/Advanced Latin*
TOTAL	24	*= Founders Academy graduation requirement; 25.5 credits required for diploma

ATTACHMENT A.3.8: DIPLOMA

The Founders Academy of Las Vegas application is for K-12, and a copy of the proposed high school diploma is attached. However, as stated elsewhere in the application, our intention is to open (year 1) with K-10.

[Redacted]

Be it known that Name Here

Has completed the course of study prescribed by the Nevada Department of Education and the Founders Charter for High School and is therefore awarded this

Diploma

and has earned all rights and privileges pertaining therein.

This ___ Day of _____, 20___



ATTACHMENT A.3.10: TRANSFER OF CREDIT

Pursuant to NRS 386.582, if a student has successfully completed equivalent courses at a charter school, the student shall be allowed to transfer the credit that the student received at the charter school as applicable toward advancement to the next grade at any other public school or toward graduation from any other public school.

Founders Academy will work with other high schools to ensure each transferring student receives the appropriate award of credits earned. All courses taught for credit receive a letter grade on a quarterly basis and Founders Academy will use the Infinite Campus student information system to maintain grades and generate transcripts.

To facilitate the transfer of credit, upon notice to the Registrar, he/she will provide information from Infinite Campus including transcripts, courses, grades, grade point average and other relevant information to facilitate successful transfer of credits.

A.4 Attachments

ATTACHMENT A.4.1: ASSESSMENT PLAN AND INSTRUMENTS

Assessment Plan Overview

The Founders Academy assessment plan aligns the written, taught and tested curriculum. The plan’s objectives is to improve academic achievement of all Founders students, align to state standards and provide information to parents, teachers, administrators and other stakeholders for the purpose of reporting and improving student achievement.

Assessment Tools

Founders Academy will implement an assessment process that is aligned with the Nevada Department of Education, and applicable Nevada Revised Statutes, Nevada Administrative Codes, and other federal and state laws.

Founders Academy will focus on formative assessments and summative assessments and will be based on grade level, and will following Nevada Administrative Code 389.051 for the times of administration.

Grade K-3

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Daily Observations • Teacher Questioning and class discussions • Quizzes • Classwork • Homework • Written summaries and reflections based on readings • Evaluation of rough drafts using rubrics and exemplar papers <i>(Nevada Formative Writing Tools grade 3)</i> 	<ul style="list-style-type: none"> • DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for Kindergarten only (3 times per year: August, January, April) • DRA (Diagnostic Reading Assessment) for grades K-3 (3 times per year: September, February, May) • Riggs and Core Knowledge Sequence Assessments in grades K-3 (weekly) • End-of-unit tests • Formal writing assignments, evaluated with <i>Nevada Formative Writing Tools</i> rubric grade 3 (1 time per month minimum) • Singapore Math placement tests (beginning of the year) and end-of-unit tests • Nevada assessments which include the Criterion-Referenced test (CRT), the English Language Proficiency Assessment (ELPA) and SBAC assessments in 2014-2015 • If selected, Founders will administer the National Assessment of Educational Progress (NAEP)

Grade 4-8

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Daily Observations • Teacher Questioning and class discussions • Quizzes • Classwork • Homework • Quarterly and unit pre-assessments • Prewriting activities (e.g., outlines, notes, graphic organizers) • Annotations and notes based on close readings of texts • Written summaries and reflections based on readings • Evaluation of rough drafts using checklists, rubrics and exemplar papers • Evaluation of rough drafts using rubrics and exemplar papers <p><i>(Nevada Formative Writing Tools grades 5 and 8)</i></p>	<ul style="list-style-type: none"> • End-of-unit tests from instructional programs • Final drafts of formal writing assignments, evaluated with <i>Nevada Formative Writing Tools</i> (grades 5 and 8) a minimum of once a month • End-of-quarter and semester exams • Singapore Math placement tests and end-of-course tests • Nevada assessments which include the Criterion-Referenced test (CRT), the High School Proficiency Examination (HSPE), the Nevada Alternative Assessment (NAA), the English Language Proficiency Assessment (ELPA) and SBAC assessments in 2014-2015 • National Assessment of Educational Progress (NAEP)

High School

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Daily Observations • Teacher Questioning and class discussions • Quizzes • Classwork • Homework • Quarterly and unit pre-assessments • Prewriting activities (e.g., outlines, notes, graphic organizers) • Annotations and notes based on close readings of texts • Written summaries and reflections based on readings • Notes, summaries and written reflections based on lectures and discussions • Evaluation of rough drafts using checklists, rubrics and exemplar papers <p><i>Nevada Formative Writing Tools High School</i> (for use in grades 9 and 10) from the Nevada Department of Education</p>	<ul style="list-style-type: none"> • End-of-unit tests • Final drafts of formal writing assignments, evaluated at least monthly with <i>Nevada Formative Writing Tools High School</i> (grades 9 and 10) and common, school-wide rubric selected by staff for grades 10, 11 and 12. • End-of-quarter and semester exams • Singapore Math placement tests and end-of-course tests (for grade 9 if required for remediation) • Nevada assessments which include the Criterion-Referenced test (CRT), the High School Proficiency Examination (HSPE), the Nevada Alternative Assessment (NAA), the English Language Proficiency Assessment (ELPA) and SBAC assessments in 2014-2015 • National Assessment of Educational Progress (NAEP)

Resources & Administration

The Administrators and teachers of Founders Academy will be well-trained and knowledgeable of the assessment instruments as well as the procedures for administering these assessments.

Particularly, those administering the exams will be licensed school employees. Substitute teachers, volunteer community members, unlicensed staff, etc. will act as proctors only and will not be left alone with students who are testing. Tests will be administered in the classrooms at Founders Academy, pursuant to NAC 389.056 and the Nevada Department of Education Procedures Manual.

Reporting

The Administration will ensure the confidentiality and security of testing materials and that all of these reports shall be sent to the Department of Education in a timely manner. Particularly, examinations and grading materials will be stored in an area that is secure from misuse, allowing only those who need these materials to have access to them. Additionally, employees, students, parents, and any other volunteer or member of the community shall not make or distribute copies of test questions or answers without receiving prior authorization from the publisher of the exam and the Department of Education. The principal shall submit a statement each year on or before the 15th of September to ensure that the school will follow all provisions of NAC 389.054.

Student examination materials will be submitted to the private entity that has contracted with the State Board for scoring as described in NRS 389.015. Within 15 days of scores being received, the principal shall ensure that parents are notified of their student's scores, either through a parent-teacher conference or by mail. Parents will also be notified if their child failed to pass the exam, pursuant to NRS 389.015.

A.5 Attachments

ATTACHMENT A.5.1: CALENDAR

	Monday	Tuesday	Wednesday	Thursday	Friday	School Days	Accum Sch Days	Start Date: 8/25/14
August 2014	PD-4	PD-5	PD-6	PD-7	PD-8	0		First Day 8/25/14 Beginning of First Grading Period 8/25/14 Labor Day 9/1/14
	PD-11	PD-12	PD-13	PD-14	PD-15	0		
	PD-18	PD-19	PD-20	PD-21	PD-22	0		
September 2014	25	26	27	28	29	5		School Month 1
	DH-1	2	3	4	5	4		
	8	9	10	11	12	5	14	
October 2014	15	16	17	18	PD-19	5		End of First Grading Period 10/24/14 Beginning of Second Grading Period 10/25/14
	22	23	24	25	26	5		
	29	30	1	2	3	5		
November 2014	6	7	8	9	10	5		School Month 2
	13	14	15	16	PD-17	5		
	20	21	22	23	24	5		
December 2014	27	28	29	30	DH-31	4		Nevada Day 10/31/14
	3	4	5	6	7	5		
	DH-10	DH-11	12	13	PD-14	3		
January 2015	17	18	19	20	21	5		Veterans Day 11/10-11/14 Thanksgiving 11/27/14 Family Day 11/28/14
	24	25	26	DH-27	DH-28	3		
	1	2	3	4	5	5		
February 2015	8	9	10	11	PD-12	5		End of Second Grading Period 1/16/15
	15	16	17	18	19	5		
	WB-22	WB-23	WB-24	WB-25	WB-26	0		
March 2015	WB-29	WB-30	WB-31	WB-1	WB-2	0		School Month 3
	5	6	7	8	9	5		
	12	13	14	15	16	5	19	
April 2015	DH-19	20	21	22	PD-23	4		Martin Luther King Jr. Birthday 1/19/15 Beginning of Third Grading Period 1/20/15
	26	27	28	29	30	5		
	2	3	4	5	6	5		
May 2015	9	10	11	12	13	5		School Month 4
	DH-16	17	18	19	PD-20	4		
	23	24	25	26	27	5		
June 2015	2	3	4	5	6	5		President's Day 2/16/15
	9	10	11	12	13	5		
	16	17	18	19	PD-20	5		
July 2015	23	24	25	26	27	5		End of Third Grading Period 3/27/15 Beginning of Fourth Grading Period 4/6/15
	SB-30	SB-31	SB-1	SB-2	SB-3	0		
	6	7	8	9	10	5		
August 2015	13	14	15	16	PD-17	5		School Month 5
	20	21	22	23	24	5		
	27	28	29	30	1	5		
September 2015	4	5	6	7	8	5		School Month 6
	DH-19	20	21	22	PD-23	4		
	26	27	28	29	30	5		
October 2015	2	3	4	5	6	5		Martin Luther King Jr. Birthday 1/19/15 Beginning of Third Grading Period 1/20/15
	9	10	11	12	13	5		
	DH-16	17	18	19	PD-20	4		
November 2015	23	24	25	26	27	5		President's Day 2/16/15
	2	3	4	5	6	5		
	9	10	11	12	13	5		
December 2015	16	17	18	19	PD-20	5		End of Third Grading Period 3/27/15 Beginning of Fourth Grading Period 4/6/15
	23	24	25	26	27	5		
	SB-30	SB-31	SB-1	SB-2	SB-3	0		
January 2016	6	7	8	9	10	5		School Month 7
	13	14	15	16	PD-17	5		
	20	21	22	23	24	5		
February 2016	27	28	29	30	1	5		School Month 8
	4	5	6	7	8	5		
	11	12	13	14	PD-15	5		
March 2016	18	19	20	21	22	5		Memorial Day 5/25/15 Last Day of School 6/4/15 End of Fourth Grading Period 6/4/15
	DH-25	26	27	28	29	4		
	1	2	3	4	CD-5	4		
April 2016	CD-8	CD-9				0		School Month 9
						0		
						0		
						18	180	School Month 10

PD Professional Development for all Teachers
WB Winter Break
SB Spring Break

CD Contingency Day
DH District Holiday

A.6 Attachments

ATTACHMENT A.6.3: DISCIPLINE POLICY/CODE OF CONDUCT

Founders Academy of Las Vegas Policy and Procedure

Policy Name:	Discipline Policy/Code of Conduct		
Creation Date: 8/2/2013	Author: RM		
Revision Date:	Revision #:	Initials:	

Policy:

Founders Academy is committed to optimizing learning for all students. Founders Academy students are expected to be well-behaved at all times, to respect themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-discipline. Students are expected to be responsible for their actions. Founders Academy students will be polite, follow the dress code and arrive on time to classes.

The goals of discipline at Founders Academy are:

- To maintain a highly effective learning environment where students focus on gaining knowledge with minimal distraction.
- To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with character education lessons.
- To reinforce Founders Academy's commitment to treating all students equally and with fairness and respect.

Procedure:

Founder Academy's Student Guidelines for Behavior

Students will:

1. Be polite and attentive.
2. Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his/her own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
3. Follow directions when they are given.
4. Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working in the school.
5. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.

6. Follow lunchroom, playground, field-trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
7. Adhere to the dress code.
8. Not use threats or intimidation against any other person.
9. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
10. Be dismissed by the teacher, not the bell or the clock.
11. Not leave school or the playground without signing out in the main office.
12. Not bring electronic devices (CD players, radios, pagers, cell phones, games, etc.). Such items will be confiscated until the end of the year. Acceptability of other toys is at the discretion of the teachers and administration.
13. Students will not bring anything to school that could be used to harm another or that is illegal.

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the Code of Conduct and Character Pillars as they have agreed to. If a student does misbehave, the consequences for the infraction will be immediate, relevant and effectual. In evaluating consequences, teachers and Principals will determine if the act is a “first time,” a “repeated,” or a “habitual” offense.

In accordance with this policy, Founders Academy has adopted the following procedure for disruptive behavior that requires an office referral. The teacher issues the student a *Discipline Referral* form, and the student is required to visit the Vice Principal. The following actions will be taken according to the number of referrals.

Referrals are cumulative throughout the school year.

- 1 - Student removed from class, sees administrator.
- 2 - Student removed from class, sees administrator, calls home.
- 3 - Student removed from class, sees administrator, calls home, leaves that day, and may not return without parent attending school with the student for the entire day.
- 4 - Student removed from class, sees administrator, calls home, must attend 10 hours of detention for 5 consecutive days, 2 hrs each day.
 - One-day suspension. Student will not be allowed to attend the school picnic.
 - Automatic suspension from attending field trips (7-12). Elementary students may attend if accompanied by a parent.
- 5 or more -Automatic two-day suspension for each referral.
 - Possible request for expulsion
 - Student is ineligible for any school awards/scholarships for the current school year.

Suspended students will not be on the honor roll for that quarter. Students may be suspended for reasons other than receiving the fourth pink slip. Such suspensions may render a student ineligible for field trips and other activities.

Students' misbehavior will not be used to “teach” the class a lesson.

At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in attempt to discern truth. Founders Academy desires to educate all students who enter our school, expecting nothing less than the best from each one.

ATTACHMENT A.6.4: TRUANCY POLICY

Founders Academy of Las Vegas Policy and Procedure

Policy Name:	Truancy Policy		
Creation Date: 8/2/2013	Author: RM		
Revision Date:	Revision #:	Initials:	

Policy: Founders Academy recognizes the importance of a good attendance record and its direct effects on student success. Students are expected to attend all of their classes unless excused due to a school sponsored event or due to physical or mental inability to attend, pursuant to NRS 392.130. Absences that are not excused within three days shall be deemed truant. The number of trancies shall accumulate over each school year and be maintained in the student's records.

Procedure: Founders Academy shall implement a Truancy Policy consistent with the Nevada Revised Statutes.

- 1. First unexcused absence.** The absence is deemed truant. The teacher shall, in writing, inform the student's parent/guardian of the student's truancy. The school counselor or principal shall also meet with the student individually or along with the student's parents/legal guardians to discuss the absence and encourage future attendance.
- 2. Second unexcused absence.** The absence is deemed truant. The teacher shall, in writing, inform the student's parent/guardian of the student's truancy. The school counselor or principal shall also meet with the student individually or with the student's parents/legal guardians to discuss the absence and encourage future attendance.
- 3. Third or greater unexcused absence.** The student is declared habitually truant. The student shall be referred to an advisory board upon written approval from the student's parent or legal guardian. The truant student and parent/legal guardian must attend the advisory board meeting discussing the attendance of the student. If the parent/guardian does not give written consent to the advisory board, or if the student and parent/legal guardian do not attend the advisory board meeting, the student will be referred to the Clark County Sheriff's Department. The student may also be referred to the Clark County Sheriff's Department if deemed necessary by the advisory board in the approved meeting.

Students with unexcused absences will receive a failing grade for any work missed. If a student has been deemed habitually truant and the student's parents have been unable to provide a reasonable explanation, the department of social services will be contacted.

ATTACHMENT A.6.5: ABSENCE POLICY

Founders Academy of Las Vegas Policy and Procedure

Policy Name:	Absence Policy		
Creation Date:	8/2/2013	Author:	RM
Revision Date:	Revision #:	Initials:	

Policy:

Regular attendance is important to ensure achievement in school.

The safety and security of our students and staff are Founders Academy's top priorities; therefore, roll is taken in every class. Students are expected to be in class every school day.

Procedure:

The process for taking roll is as follows:

- Students do not take roll.
- Teachers take roll.
- Teachers mark their roll sheets so that the date and attendance code match.
- There are only three symbols used by teachers when taking roll.
 - Student is present
 - / Student is absent
 - T Student is tardy
- Teachers complete roll within three minutes of the bell.
- Teachers complete a head count to insure the class count matches the roll sheet count.
- Teachers place the roll sheet on the door or within three feet of the door where it is easily accessible for roll call.
- If a student arrives after the roll call has been called and placed on the door, the roll sheet must be updated to reflect that the student was tardy.

In the event of any absence, parents are expected to inform the school before classes start for the day. If the school is not informed by parents, the parents will be contacted via phone. Student safety is essential at Founders Academy and therefore staff must be aware when a student will not be attending classes for the day. Excused absences include:

- Absences for physical or medical conditions
- Absences for grievance of a death in the family
- Absences for college visits (for high school students only)
- Attendance at any school-sponsored activity
- Other factors, with written permission pursuant to NRS 392.110

Vacations during the school year are discouraged and any school missed will not be considered an excused absence. While vacations may be educational, it is important that the student attend classes during the school year. Parents are encouraged to take any planned vacations during school breaks.

Parents are also encouraged to make necessary appointments (i.e. doctor appointments) for a time not during school. Founders Academy recognizes that this is not always possible and will consider such absences excused. For excused absences, students will have the opportunity to make up any missed work from class, homework and tests. Students with unexcused absences will not have this opportunity and students may receive a failing grade for any work missed.

To Report an Absence:

- Parents are advised to communicate with the school office in advance of any known appointments
- For any illness or appointment for which the school has not been notified previously, parents shall call the school office prior to 8:00 am
- Parents shall notify the school office every day their child is to be away from school.
- Office staff will place calls daily to parents for unaccounted absences.

A.7 Attachments

ATTACHMENT A.7.3: ENROLLMENT PROJECTIONS

To ensure Founders Academy meets its enrollment projections, we have researched the elementary, middle and high schools in the northwest portion of Las Vegas, and based on our findings, believe there is capacity for the placement of Founders Academy within this area.

Aligned with our recruitment strategy, we will target our efforts on students with families who want high-quality education based on a classical education model; students and families with high expectations for education that do not want to pay the high, tuition-based costs; and students and families on waiting lists for other Las Vegas charter schools or magnet schools. Each of these categories are discussed below:

Quality Education. There are several lower performing schools (defined as not meeting Adequate Yearly Progress) located in this area (see below). With enrollment that totals 13,600, Founders Academy will recruit from this student body to meet its enrollment projections.

School	Grade	Enrollment	AYP	Students who have not met standards*			
				Reading	Writing	Math	Science
Dorothy Eisenberg Elementary School	PK-5	575	No	30%	43%	26%	29%
Ruthe Deskin Elementary School	PK-5	622	No	25%	26%	21%	26%
Edith Garehime Elementary School	PK-5	650	Yes but needs improvement	18%	32%	14%	24%
Edmundo Escobedo Middle School	6-8	1,163	No	40%	34%	24%	38%
Justice Myron Leavitt Middle School	6-8	1,529	No	31%	35%	24%	35%
Molasky Junior High School	6-8	1,396	No	43%	46%	31%	53%
Centennial High School	9-12	2,996	No	18%	21%	23%	N/A
Cimarron-Memorial High School	9-12	2,525	No	29%	34%	40%	N/A
Western High School	9-12	2,144	No	39%	36%	42%	N/A

TOTAL 13,600

**based on the percentage of students who were performing at the lowest range of achievement and approaching standards based on the CRTs used to measure student achievement*

Alternative to Tuition-Based School. In addition, several of private schools, with enrollment of nearly 4,000, are located in the west part of Las Vegas. With tuition ranging from \$5,500 to over \$22,000, Founders Academy is positioned as providing a high quality education without tuition costs.

School	Enrollment	Grade Level	Tuition Range (based on 13/14)
The Meadows	762	K-12	\$16,920 to \$22,750 (for 12/13)
Alexander Dawson School	591	K-12	\$20,650 to \$21,250
Bishop Gorman HS	1,000+	High school	\$12,300
Las Vegas Day School	750	K-8	\$13,900 to \$14,900 based on grade
St. Elizabeth Catholic School	486	K-8	\$5,500

TOTAL 3,589

Pull from Waiting Lists. A recent article by the Las Vegas Review Journal (July 21, 2013) highlighted the demand for Charter Schools in the Las Vegas area. Demand for public school alternatives is so great, that among the five charter schools shown below, for every one student enrolled, there is almost one student remaining on the waiting list.

Founders Academy will target the nearly 5,600 students on the waiting lists.

School	Enrollment	Waiting List
Andre Agassi College Prep Academy	1,200	750
Discovery Charter School	374	84
Quest Academy	741	315
Somerset Academy	3,000 (all campuses)	3,400 (all campuses)
Doral Academy	750	1,050
	TOTAL 6,065	TOTAL 5,599

Within these three categories, there are a potential of 22,788 elementary, middle and high school students that can fulfill Founders Academy enrollment projections.

ATTACHMENT A.7.5: STUDENT RECRUITMENT PLAN

Founders Academy’s advertising and promotion plan will focus on our target population – particularly, students who desire content-rich, rigorous and time-tested learning curriculum in an atmosphere that promotes and builds strength of character.

The primary focus of our advertising and promotion will be within the neighborhoods surrounding Founders. However, we will also welcome students from other areas of Las Vegas. Therefore, we will deliver information and messaging through various channels, from strong grassroots efforts in the community, to brochures and mailings, to potential articles in the local paper. As part of our Target Population analysis, we are confident there are sufficient students to fulfill our enrollment goals. And, guided by our foundational principle that connections with family and community are essential, we are committed to providing parents and community members the assurance that Founders Academy of Las Vegas is the school of choice for their youth.

Founders Academy will take a proactive approach to advertise and promote the school to ensure Founders reaches its enrollment goals. Starting with a recruitment committee and plan, the Board will start information-sharing with the community once the application is submitted. Once staff are hired (including the Principal), he/she will join recruitment efforts. With the combined efforts of these individuals, students will be recruited, with the support of the EMO, through the following strategies:

Website and electronic promotion

- Establish website and Facebook page
- Through the website, students and families can subscribe to “e-blasts” to receive periodic information and updates about the school
- Through the website, students and families can download an enrollment form

Information packets and written materials

- Create and distribute information packets
 - Founders Academy will send information packets to families in the target neighborhoods that include a letter explaining Founder Academy’s philosophy and classical education approach, an application for admission, and an invitation to students and parents to attend scheduled open house events where they can obtain more information about enrolling in our school.
 - The names of these students and families will be gathered as early as the time of application submission. As an option, additional names and addresses may be purchased.
- Create and distribute other written materials
 - Promotional flyers and brochures will be posted or circulated at local community centers and appropriate retail venues that students and families frequent. Founders Academy recruiters (Board members, Principal, etc.) will also distribute this material.
- Articles and Press Releases
 - Founders Academy will create press releases for Las Vegas Review-Journal with the objective of the newspaper interviewing the Board and writing an article about Founders Academy and its classical education approach.

Signage/Billboard

- Signage/billboard (at the campus) will be created once a location is solidified to ensure the neighborhood is aware of the school, the date it will open, and how to enroll students. Founders Academy anticipates a campus that will be in a central location, and the signage/billboard will be visible from main roads/arteries.

Sponsor Open Houses

- Beginning in March, Founders Academy anticipates holding a *minimum* of one Open House per month (March, April, May, June and July) to explain the school's educational philosophy, its advantages, and encourage enrollment.

Grassroots Efforts

- These efforts include meeting with staff and parents from organizations serving targeted students, including community-based organizations (churches, community centers), and attending neighboring sponsored choice fairs and middle school events where elementary and high school choices are detailed.
- Some students and families may have limited access to the Internet or the means to purchase newspapers on a regular basis. Therefore, we will employ strong grassroots efforts to provide information on a personal level that both advocates for underserved families and recruits prospective students. Our recruiters (Principal and Board) will follow up with low income and other underserved students to encourage them to apply.
- Our board member contacts and word-of-mouth campaign will also be a powerful recruitment strategy. Our Board is comprised of members that are experienced, professional and embedded in the community. Outreach from the Board, throughout the network of contacts, will aid in recruitment and enrollment at Founders Academy.

Other Advertising Mediums:

- Radio and newspaper advertising may supplement our grassroots efforts. Through this outreach medium, Founders Academy will not only target prospective students and their parents, but local businesses and community-based organizations who are also community stakeholders and will act as referral sources.
- We will work with the advertising/sales departments within these media sources to optimize the timing for our recruitment plan.

Our objective is for Founders Academy students to re-enroll in subsequent school years and to help grow the school through information sharing with family, neighbors, and friends. We will also include more formalized recruitment strategies (Open Houses, mailings, etc.) that were proven successful in year one. Additionally, the expectation is that by year two, Founders Academy will have developed a strong reputation as a trusted school within the community and target population, thereby assisting in our advertising efforts.

A.8 Attachments

ATTACHMENT A.8.5: SPECIAL EDUCATION POLICY ASSURANCE

NEVADA DEPARTMENT OF EDUCATION
Charter School Application


INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

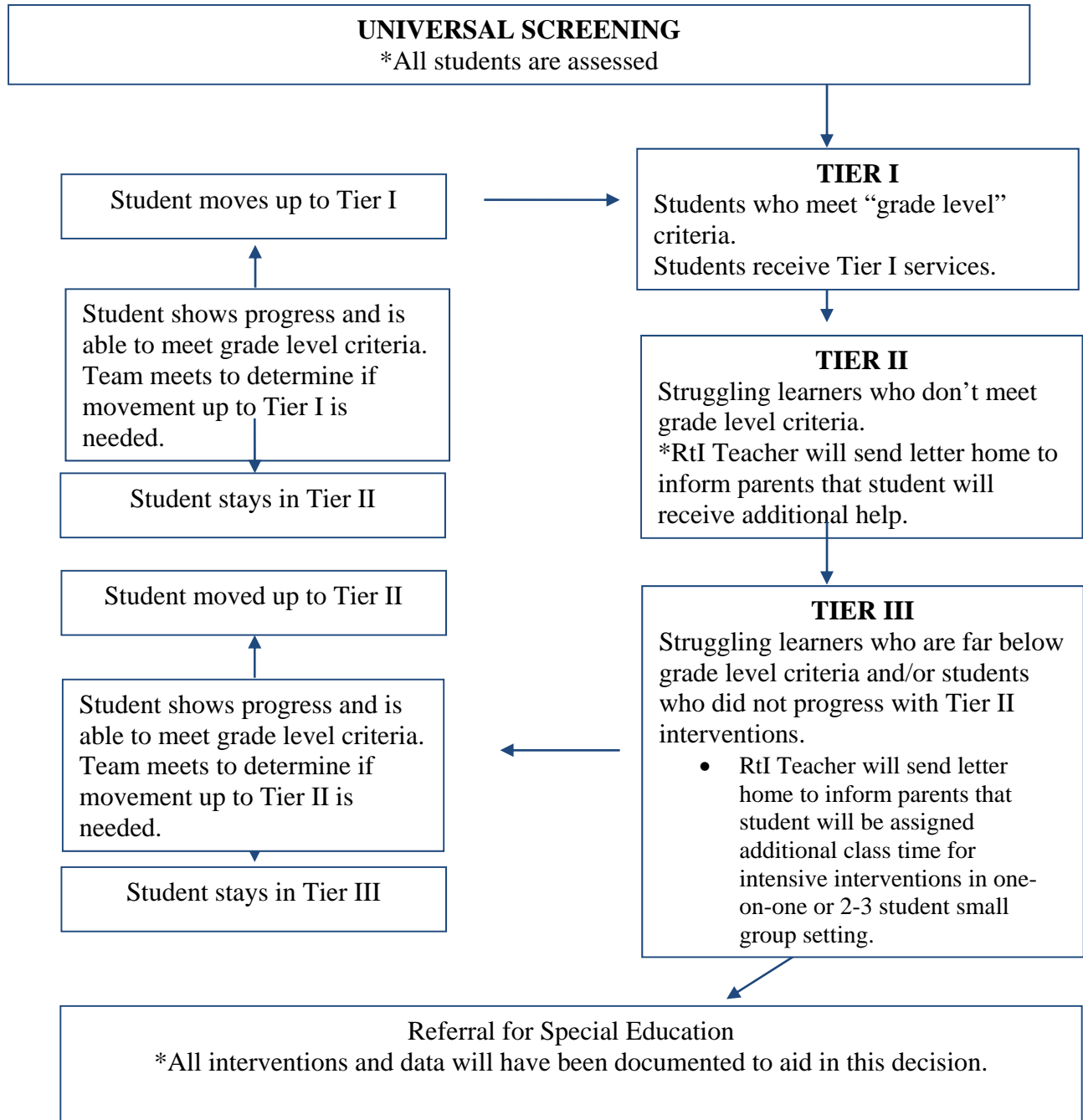
The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- Surrogate Parents (34 CFR 300.519; NAC 388.283)
- Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- Transfer Students (34 CFR 300.323; NAC 388.263)
- Discipline (34 CFR 300.536; NAC 388.265)
- Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School. Founders Academy of Las Vegas	
Signature: 	Date: August 3, 2013

ATTACHMENT A.8.6: RTI REFERRAL PACKET/FLOWCHART

Founders Academy will utilize the 3 Tiers which target academic and behavioral interventions.



Founders Academy Protocol for RTI

Tier 1 Response

1. *Intervention Form (Referral from Teacher to RtI Teacher)*

Tier 2+3 Response

2. *A. SIT Meeting/Consent Form/Student Interview Form (Gen Ed Only)*

Involved: -Referring Teacher -Student and Parents -RtI Lead Teacher -Special education Teacher

Tier 3 Response

3. *Teacher/Student Intervention Form*
4. *Progress Monitoring: -Teacher -Student*
5. *RtI Lead Teacher/Teacher/Student Intervention Form*

**** If Intervention is successful protocol will stop at Step 4. If the Intervention does not work, Steps 3-5 will be repeated as necessary.***

Student Referral

Teacher:

Student:

Date:

Grade %:

1. Primary Concern:

A. Behavior

*Social/Interpersonal
Motivation
Study Skills
Attendance/Tardies*

B. Academic

*Math
Reading/Writing
Science
Social Studies*

C. Other

*Speech
Language
Articulation*

Prior Steps to Referral:

Initial Student Intervention Team meeting is scheduled for: _____

-Attach any supporting documents

Student Intervention Team

Consent Form/Signature Page

RtI

I agree to support the implementation of this plan.

Teacher: _____ Date: _____

Student: _____ Date: _____

Parent: _____ Date: _____

Founders Academy RtI SIT TEAM PROTOCOL

1. *Collect at least two data points in week*
 - A. *If student is Tier I (or identified as Tier II) move to Tier II or change/add to interventions using evidence based intervention. Collaborate with colleagues about successful interventions.*

2. *After 6-9 weeks using Tier II interventions*
 - A. *If the majority of data points are below satisfactory, automatic SIT Team
-Follow protocol on everyone/education/RTI/SIT folder*

 - B. *If the majority of data points proficient, intervention worked-- no SIT Team*

Founder Academy Intervention Plan

Student Name: _____

Classroom Teacher: _____

Designated Consultant: _____

Date: _____

The purpose of this meeting is to:

- 1. Identify the problem and its contributing issues and develop a student action plan*
- 2. Understand the intervention and how it will be monitored and why*
- 3. A follow-up meeting will be scheduled for next week*

Specific And Observable Description of Student Strengths:

Presenting Problem: *(Specific, observable, and measurable description of most concerning problem)*

Data and Evidence:

Contributing Issues: *(instructional methods/materials, classroom environment, readiness/motivation of student, etc.)*

Problem Statement and Possible Causes: *(Based on the data and contributing issues list 3-4 possible reasons for the problem. Eg..attendance, poor phonemic/phonetic skills, limited ability to focus)*

Step One: Brainstorm at least 2 solutions to the Primary Problem

(What is within the school's control that will make the biggest impact in the shortest amount of time with the existing resources?)

Option 1:

Person(s) Responsible: X _____ X _____

Date: _____

Option 2:

Person(s) Responsible: X _____ X _____

Date: _____

Option 3:

Person(s) Responsible: X _____ X _____

Date: _____

Step 2: Choose which intervention option(s) will be implemented during this intervention cycle.

 Option 1 Option 2 Option 3

Step 3: Use the Process Monitoring Plan for each intervention option chosen.

ATTACHMENT A.8.7: SPECIAL EDUCATION CONTINUUM OF SERVICE

Type of Contact	Delivery	Variables	Appropriate For:	Other:
Large Group/ Regular Education	<ul style="list-style-type: none"> • Regular Education with daily or weekly monitoring and consultative support from special education Teacher (some direct observation/instruction by the special education teacher) • Co-Teaching with General Education Teacher and Special Education Teacher (scheduled weekly co-planning meetings and direct instruction by the special education teacher in the general education classroom) 	Levels of accommodations and modifications needed by students as outlined on the IEP	<ul style="list-style-type: none"> • At risk students who will soon be exiting special education • Students with mild to moderate learning disabilities • Students with emotional and behavioral disabilities • Students with physical disabilities (i.e., hearing or sight impairment, speech disabilities, Tourette syndrome, etc.) that can be addressed through assistive technology and/or supplementary aids and supports 	<ul style="list-style-type: none"> • Assistive technology will be utilized, as outlined in student's IEP • As outlined in lesson plans, teachers will check for student understanding on a reoccurring basis throughout a lesson and will adjust instruction as needed.

Type of Contact	Delivery	Variables	Appropriate For:	Other:
Part-time general education classroom without support and part-time self-contained small group	Special Education Teacher will teach in self-contained classroom without providing direct support in the general education classroom, but will co-plan with general education teacher to ensure instruction meets content area standards.	As outlined on IEP: Students' needs to review grade-appropriate core content, receive instruction in skills necessary for learning grade-appropriate core content, or build skills as addressed in IEP objectives.	Students with mild to moderate learning disabilities	<ul style="list-style-type: none"> • Assistive technology will be utilized, as outlined in student's IEP • As outlined in lesson plans, teachers will check for student understanding on a reoccurring basis throughout a lesson and will adjust instruction as needed. • An intensive remediation class taught by highly trained linguistic specialists to address any deficiencies in reading and writing skills.
Part-time general education classroom with support and part-time self-contained.	Special Education Teacher will teach in self-contained classroom and will co-plan with content area teacher to ensure instruction aligns with content area standards. Special Education Teacher will also consult with general education teachers who are serving the students on their caseloads.	<ul style="list-style-type: none"> • Levels of accommodations and modifications needed by students as outlined on the IEP • As outlined on IEP: Students' needs to review grade-appropriate core content, receive instruction in skills necessary for learning grade-appropriate core content, or build skills as addressed in IEP objectives. 	<ul style="list-style-type: none"> • Students with emotional or behavioral disabilities that disrupt or impede instruction of other students in general education classroom. • Students with severe learning disabilities 	<ul style="list-style-type: none"> • Assistive technology will be utilized, as outlined in student's IEP • As outlined in lesson plans, teachers will check for student understanding on a reoccurring basis throughout a lesson and will adjust instruction as needed. • An intensive remediation class taught by highly trained linguistic specialists to address any deficiencies in reading and writing skills.

Type of Contact	Delivery	Variables	Appropriate For:	Other:
Direct, Individual Services	<p><u>In-House Services:</u> Special Education Teacher works with individual student in self-contained classroom</p> <p><u>Under contract:</u> Audiologist; Speech pathologist; occupational therapist</p>	<ul style="list-style-type: none"> • Accommodations and modifications outlined on IEP. • IEP outlines need for speech and language services or audiology services • IEP indicates student requires occupational therapy 	<ul style="list-style-type: none"> • Students with severe learning disabilities • Students with mild to moderate speech and language disorders • Students with mild to moderate hearing disabilities • Students with mild to moderate occupational therapy needs (assistance with daily living tasks, handwriting impairment, etc.) 	<ul style="list-style-type: none"> • Assistive technology will be utilized, as outlined in student's IEP

A.9 Attachments

ATTACHMENT A.9.2: PUPIL RECORD RETENTION POLICY

Founders Academy of Las Vegas Policy and Procedure

Policy Name:	Student Record Retention		
Creation Date: 8/2/2013	Author: RM		
Revision Date:	Revision #:	Initials:	

Policy:

It is Founders Academy's policy to adhere to all applicable federal, state, county, and local regulations in regards to the retention of student records.

Procedure:

Founders Academy staff will receive training regarding federal, state, county, and local laws governing confidentiality of student records. Staff will adhere to the regulatory requirements of the State of Nevada unless and in fact the regulatory requirements are in direct opposition to federally mandated acts as approved by Congress.

Confidentiality is a concern for all persons who have access to any type of school information. Any person accessing student records, any school records or information, or those holding any position in the school must recognize the responsibilities entrusted in preserving the security and confidentiality of this information.

Student education records will contain the student's record of attendance, grades received, certificate of immunization, and any other records related directly to his/her academic progress. The education records will be maintained by the school registrar and will be stored in a safe and secure place, consistent with NAC 386.360, particularly:

- The governing body of Founders Academy will ensure that each enrolled student is maintained in a separate file.
- Upon the student's graduation or withdrawal from Founders Academy, or in the event that Founders Academy closes, the registrar shall forward the student records to the office of pupil records of the school district in which the student resides.

Student records will be protected from access by unauthorized persons. Records will be accessible to parents pursuant to NAC 392.345, particularly:

- Personally identifiable information in the records will remain confidential.
- Confidentiality will be ensured by the school registrar and any staff handling records will be trained appropriately.

Education records may be disclosed as per NAC 392.350(3). Parents will be notified upon the upcoming disclosure of directory information and may inform the school in writing of any designated information that should not be released; the school district will not disclose such information regarding that student.

B.1 Attachments

ATTACHMENT B.1.1: BYLAWS LETTER FROM COUNSEL

A copy of the letter from our legal counsel is attached.

FENNEMORE CRAIG JONES VARGAS

Suite 1400 Bank of America Plaza
300 South Fourth Street
Las Vegas, Nevada 89101
(702) 692-8000

Joseph W. Brown
Direct Phone: (702) 692-8030
Direct Fax: (702) 692-8051
jbrown@fclaw.com

Law Offices
Denver (303) 291-3200
Las Vegas (702) 692-8000
Nogales (520) 281-3480
Phoenix (602) 916-5000
Reno (775) 788-2200
Tucson (520) 879-6800

August 20, 2013

Stephanie Parker
Rite of Passage
2560 Business Parkway
Minden, NV 89423

Dear Ms. Parker:

I have reviewed the proposed bylaws of Founders Academy of Las Vegas and find that they contain all stipulations 1 through 17 of the Model Charter School Governing Body Bylaws/Rules of Governance.

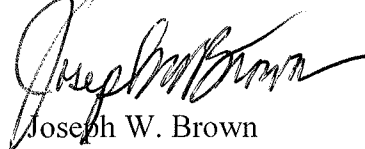
I have also reviewed Article III, Section 3 of the proposed bylaws which preclude family members from serving on the board simultaneously. It is my understanding that Richard Moreno and his daughter, Rosa Kubala, intend to sit on the Board. An exemption to Article III Section 3 is appropriate in this case because Ms. Kubala brings a variety of essential experience to the Board, and the familial relationship will not create an undue bias on the Board.

Ms. Kubala is a parent, teacher, and former student in the Clark County public school system. Additionally, she has a Masters in Creative Learning and has been a Board member for Ernest May Elementary School Parent Teacher Organization for the past six years. This experience will be valuable to the Board.

For the reasons listed above the fact of relation alone should not create a material conflict of interest and therefore should not preclude both Ms. Kubala and Mr. Moreno for serving together for the benefit of Founders Academy of Las Vegas. Both share a passion for education and believe in the mission of the Founders Academy of Las Vegas.

Sincerely,

FENNEMORE CRAIG JONES VARGAS



Joseph W. Brown

JWB/DAG/ls

8413854.1

ATTACHMENT B.1.2: BYLAWS

BYLAWS

OF

Founders Academy of Las Vegas

ARTICLE I INTRODUCTION; LEGAL STATUS

Section 1. Founders Academy of Las Vegas. The name of the charter school is Founders Academy of Las Vegas (hereinafter referred to as the “School”).

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (SPCSA). The Governing Board of the School is an independent body under the authorization of the SPCSA and governed by the Founders Academy of Las Vegas Board of Directors. The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386.

ARTICLE II PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose for which the School is organized is to provide education to Southern Nevada children from grade kindergarten (K) to grade (12) and shall be operated exclusively for educational objectives and purposes. Pursuant to NRS 386.520(4)(b), Founders Academy of Las Vegas seeks to encourage the use of effective teaching methods and to improve opportunities for students to learn and achieve academically

The mission of Founders Academy of Las Vegas is to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Our vision for accomplishing this mission represents our values and what our school hopes to become. Founders Academy of Las Vegas will provide Clark County with an alternative K-12 education program. The Academy will provide students the benefit of a content-rich and academically rigorous classical liberal arts education with a strong civics component, without the price tag of a private school. Students will be challenged to excel both in academics and in moral discipline. Students will learn reading, math, and science through time-tested methods and will learn a true account of history based on the reading of primary source documents. The Academy’s aim is to develop the academic potential and personal character of each of its

students, regardless of background, socio-economic status or ability, and to graduate them fully prepared to participate as intelligent, responsible, and active members of their community.

The School's vision for its students is not limited solely to their academic achievement and scores on standardized tests. Personal responsibility, ethics and discipline will be modeled and expected. Founders Academy students will also be endowed with a sense of civic responsibility balanced with a belief in striving for individual achievement. Students educated through the classical approach of Founders Academy will be confident individuals with a strong work ethic and will embrace, rather than shun, the difficult challenges facing their communities and their country in the 21st century. Founders Academy will produce the leaders Nevada needs for the next generation.

At the core of Founders Academy of Las Vegas's educational philosophy is the belief that all students should be challenged to excel both in academics and in moral discipline. Students will learn reading, math, and science through time-tested methods and will learn a true account of history based on the reading of primary source documents. Discipline, ethics, and personal responsibility will be modeled and expected.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

(a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;

(b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and

in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.

- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;
- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee

to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of nine (9) Directors.

- (a) The board membership in compliance with NAC 386.345, shall not include:
 - 1. An employee of the governing body or charter school:
 - 2. Except as otherwise provided in this paragraph, any person who:
 - ii. Owns, operates, is employed by or receives compensation from a corporation, business, organization or other entity that enters into a contract with the governing body or charter school; or
 - iii. Is related by blood or marriage to a person described in subparagraph (ii) pursuant to NRS 332.800 in that such person who enters into a contract with the governing body to provide goods or services to the charter school without profit or at no cost to the charter school. The Board shall maintain documentation of the terms of such a contract.
- (b) The Board's membership shall adhere to the statutory requirements of NRS 386.549.
 - 1. At least one member who is a teacher or retired teacher.
 - 2. At least one member who is a teacher or is a school administrator or retired school administrator.
 - 3. At least one member who is a parent or legal guardian of a pupil enrolled in the school and who is not a teacher or administrator at the school.
 - 4. At least two members who possess knowledge and experience in one or more of the following areas: Accounting, Financial Services, Law, or Human Resources.
 - 5. Other members who are representatives of nonprofit organizations and businesses.
- (c) A majority of Board Members shall be residents of Clark County, Nevada.
- (d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (e) The Board Members shall serve no more than three (3) two-year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. When the term of a Board Member has expired or

when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy.

(f) The School shall notify its sponsor and the Department of Education within ten (10) days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

(g) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

(h) There shall be two (2) designated seats on the Board of Directors specifically for parents of students enrolled in Founders Academy of Las Vegas. Founders Academy of Las Vegas will post this opportunity and any parent may submit an application and resume along with any other supporting documentation to school administrators. School administrators will provide this information to the Board of Directors for consideration and voting at a regularly scheduled meeting.

(i) The board shall not have "ex officio" governing body members.

(j) The Founders Academy of Las Vegas Board of Directors shall be comprised of members of the community representing the religious, ethnic, and racial diversity of the students being served and will not be composed of more than two (2) members who are related (by birth or marriage) (See Attachment B.1.3 Discussion).

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in August of each year. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date scheduled for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in Clark County. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Audio recording and minutes of each board meeting shall be taken and shall be approved by the Board and kept at the School and available to the sponsor.

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than ten (10) minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present, shall be the act of the Board. Proxy voting is not permitted.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. Identification of new members shall be a responsibility of the existing Board Members. The Board shall have a Membership Subcommittee who will recruit candidates to fill any vacancies on the Board; however any Board Member may make a recommendation or nomination to the Board for consideration. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

(a) No actions will be taken by Board if it lacks the membership required by statute and no actions will be taken if it lacks the number of members required by these bylaws. The only action that may be taken by the Board lacking the required number or type of members is action to add members who will bring the Board back into compliance with statute and its bylaws.

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal.

Section 17. Protocol. The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

ARTICLE IV OFFICERS

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

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of two years and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

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

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

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

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

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

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V STAFF

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

ARTICLE VI PARENT ASSOCIATION

There shall be a Parent Association to facilitate parent involvement with the School. This association shall work in conjunction with the school administration to facilitate the mission of the school.

ARTICLE VII CONTRACTS, LOANS, AND DEPOSITS

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

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

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

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

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

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

ARTICLE VIII PROPERTY

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

ARTICLE IX INDEMNIFICATION

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

ARTICLE X AMENDMENTS

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

ARTICLE XI DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

ARTICLE XII
PURPOSE OF THE BYLAWS

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

CERTIFICATION

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

DATED this ____ day of _____, 20__.

_____, Secretary

ATTACHMENT B.1.3: BYLAWS STIPULATIONS IDENTIFICATION

Founders Academy fashioned its Bylaws using, in part, the State Public Charter School Authority model. The following identifies where the particular rules for governance are located within our bylaws:

Rules for Governance	Location in Bylaws
1. No reference to incorporation/governing body	NA
2. Governing body members	Article III., Section 3
3. Number of “ex officio” governing members	Article III., Section 3 (i)
4. Governing body training	Article III., Section 16
5. Expertise provided by governing body	Article III, Section 3 (b)(i)
6. Robert’s Rules of Order	Article III., Section 17
7. Committee to form transitioning	Article III., Section 2
8. Staggered terms of membership	Article III., Section 3 (e)
9. Office term for each member	Article IV., Section 2
10. Selecting, nominating and electing	Article III., Section 8
11. Financial institutions in Nevada	Article VII., Section 4
12. Amendments to bylaws	Article X., Amendments
13. Actions taken by governing body	Article III., Section 8 (a)
14. Membership of governing body restrictions	Article III., Section 2 and 3 (a)
15. Representing diversity of community	Article III., Section 3 (j). See also following page.
16. Audio recorded open meetings	Article III., Section 5
17. Matching mission statement	Article II., Section 1
18. Three Board Committees	Article III., Section 9
19. Type and Number of Officers	Article IV., Section 1 and Section 4-7

#15 Representing Diversity in Community

Rosa Kubala brings a unique perspective to the Founders Academy of Las Vegas Board as a parent, a teacher, and a former student of Clark County public schools. She also brings the knowledge from her Masters in Creative Learning and experience in the classroom. In addition, she has served as a Board Member of the Ernest May Elementary School Parent Teacher Organization for the past six years. This Board experience in an educational realm brings a valuable perspective.

The idea of bringing a classical education to Las Vegas public school children through Founders Academy arose indirectly from her passion for delivering a style of teaching that would reach students benefiting from all modalities. Ms. Kubala's conversations with her father, Richard Moreno, about students not being taught effectively and about her concerns for her own children's education led to Mr. Moreno investigating the Barney Charter School Initiative through Hillsdale College. As a business man and grandfather, Mr. Moreno brings an entirely different perspective and set of skills to the Board. Both of these individuals will benefit the board and the school. Having Mr. Moreno and Ms. Kubala both serve on the governing body does not create an issue of a majority or of bias.

NAC 386.345 states that if a person serves on the governing body of a charter school as a representative of a nonprofit organization or business, not more than one other member of the governing body may also serve as a representative of that organization or business. This effectively states that two persons from the same business, organization or interest may serve on the governing board. It stands to reason that if the statute allows two persons from the same business, two persons from the same family (related by blood or marriage) should not present an undue bias on the governing body. In a board of nine members, two members related by blood do not create a majority.

The fact of relation alone should not preclude both Ms. Kubala and Mr. Moreno from serving together for the benefit of Founders Academy of Las Vegas.

B.2 Attachments

ATTACHMENT B.2.1: COMMITTEE MEMBER NAMES AND RESUMES

This attachment includes the names, addresses and qualifications of the members to form the charter school. This attachment includes:

- (a) A resume of each member including employment during the prior ten years and education attained
- (b) State of residence (Each member resides in Nevada).
- (c) Two members sit on the committee as an educator. A photocopy of Rosalinda's Kubala's Teacher License is attached as well as the Ken Fowler's previous administrator's license (he has since retired) are provided in this attachment.
- (d) A The Committee to Form the Charter represents the membership categories of NRS 386.520 are met.

Name	Address	NRS 386.520 designation
W. Richard Moreno, Chair Pres. Moreno and Associates	9321 Longhorn Falls Ct Las Vegas, NV 89149 702.228.1175	Human Resources/Law and Accounting/ Real Estate
Mark Hesiak, Esq., Vice-Chair Associate, Bailey Kennedy	8984 Spanish Ridge Ave Las Vegas, NV 89148 702.562.8820	Law and Parent
Dr. Stravos Anthony, Member Mayor Pro Tem, City of Las Vegas	City of Las Vegas 495 S. Main Street, 7th Floor Las Vegas, NV 89101 702.229.2524	Human Resources/Law Enforcement
Bob Beers, CPA, Member Councilman, City of Las Vegas	50 S. Jones Blvd Second Floor Las Vegas, NV 89107	Accounting
Matt Fowers, Member COO, Fullam Enterprises	9371 Arrowhead Bluff Ave Las Vegas, NV 89149 702.378.4517	Parent
Ken Fowler, Member Retired CCSD Principal	8645 Highacre Dr., Las Vegas, NV 89145 702.254.4265	School Administrator (ret)
Dr. Jeff Geihls, Member Academic Manager of Turnaround Schools, CCSD	7352 Hollywood Park Ave Las Vegas, NV 89129 Office: 702.799.2640 6441 Home Run Drive	Teacher and School Administrator
Rosalinda Kubala, Member Nevada Licensed Educator	Las Vegas, NV 89130 702.645.6998	Teacher
Brenda Flank, Member	1027 S. Rainbow Blvd, Ste 187 Las Vegas, NV 89145 702.286.8957	Human Resources/Law and Accounting

City of Las Vegas
495 S. Main Street, 7th Floor
Las Vegas, NV 89101
Phone (702) 229-2524

Stavros S. Anthony

EXPERIENCE

Mayor Pro Tem and Councilman Stavros S. Anthony was elected to represent Ward 4 on June 2, 2009. Councilman Anthony, a Las Vegas resident for 29 years, has made community service and public safety his focus as a Las Vegas Metropolitan Police Department officer, a member of the Nevada System of Higher Education Board of Regents and now as a City Councilman. He was appointed Mayor Pro Tem by Mayor Carolyn Goodman in July 2011.

Councilman Anthony began his career with Metro Police in 1980 and most recently served the community as a captain overseeing the Financial and Property Crimes Bureau of the department. As a captain, Anthony spent time in charge of many divisions within Metro including Professional Standards, Personnel, Vice/Narcotics, Northeast Area Command and the Transportation Safety Bureau.

Along with his experience in the realm of public safety, Councilman Anthony also brings an education background to the City Council. He was elected in 2002 to a four-year term as a regent with the Nevada System of Higher Education, and was re-elected to a six year term on the board in 2006. As chairman of the Board of Regents, Anthony led the way in developing a master plan, system goals and a value statement.

Councilman Anthony serves on the board of directors for Goodwill of Southern Nevada and is a member of the National League of Cities 2011 Public Safety and Crime Prevention Policy and Advocacy Committee. He is a past member of the International Association of Chiefs of Police, the Police Executive Research Forum, the Academy of Criminal Justice Sciences and the Association of Governing Boards of Universities.

Councilman Anthony is also a past member and president of the Board of Directors for St. John Greek Orthodox Church. Anthony received an Exemplary Service Award from Metro Police in 2006, and received an Award of Excellence in 2002 from the Community College of Southern Nevada where he was an adjunct faculty member.

EDUCATION

Councilman Anthony graduated with a Bachelor of Science in Criminal Justice from Wayne State University in Detroit, Michigan in 1980. In 1987 he graduated with a Master of Arts in Political Science from the University of Nevada Las Vegas (UNLV), and in 1999 he received his Ph.D. in Sociology from UNLV. He has also attended the University of Louisville Southern Police Institute Administrative Officers Course and the FBI National Academy in Quantico, Va.

50 South Jones Blvd Office (702) 522-1645
Second Floor
Las Vegas, NV 89107

Bob Beers, CPA

Las Vegas City Council, *Councilman Ward 2* April 2012 – present
Southern Nevada Regional Planning Coalition, Southern Nevada Health District Board, Oversight Panel for School Facilities, and the Yucca Mountain Nuclear Repository Committee.

Seale and Beers, Certified Public Accountants 2009 - present
Seale and Beers, CPAs, today employs a dozen people specializing in accounting, auditing and taxation for small public companies, Federal Election Commission (FEC) and/or Nevada Revised Statute (NRS) compliance for political candidates and committees, and working with companies in the emerging growth and start-up categories.

Board of Directors of the Las Vegas Monorail Company 2010
Governor appointed to a small governing board that shepherded the system through bankruptcy without harming taxpayers. The system emerged from federal bankruptcy court in 2012 able to pay all its operating costs from revenues, after successfully fending off initial investors who sought to raid Nevada tax coffers to recoup their bad decisions.

Nevada State Assemblyman & Nevada State Senator 1999-2008
Nevada State Senator
Senate Finance Committee (vice-chairman), Committee on Natural Resources and Legislative Operations, Nevada Assembly Ways & Means Committee, 2006 "Taxpayer Hero" award from Americans for Tax Reform

Memberships

Tonopah Historic Mining Park Foundation, Treasurer
US Civil Rights Commission Nevada Advisory Committee, Volunteer
UNLV College of Business, Accounting Department's Alumni Advisory Board Member
Rotary International
Chamber of Commerce
American Mining History Association
Nevada Society of Certified Public Accountants
Southern Nevada Clean Communities
Opportunity Village Foundation Board
Las Vegas Songwriters Association
US Chess Federation
Southern Nevada Bluegrass Music Society

Education and Professional Licensure

Certified Public Accountant, 1989
Certified Fraud Examiner
University of Nevada Las Vegas NV, *Bachelor of Science, Business Administration*
Clark High School, Las Vegas NV, *High School Diploma*

BRENDA M. FLANK

PROFILE

The Conservative Alliance for Community Growth is a 501(c)(3) nonprofit organization committed to establishing meaningful partnerships and productive working relationships with residents, schools, businesses, and community leaders primarily in W. and N. Las Vegas. The Conservative Alliance for Community Growth will make and leave a positive, lasting impression on the lives of the residents in these communities, especially children. We are committed to building strong families, strong businesses and strong communities through education in the classroom and the community about the value and importance of the Constitution of the United States.

EXPERIENCE

*Executive Director; Conservative Alliance for Community Growth,
Las Vegas, Nevada 2011 to present*

Responsible for the day to day operation of the organization. As a non-profit organization, the most important part is fundraising and recruiting volunteers. Also, identify concerns or issues that affect the community and develop a strategy and put in place a project that will best address those concerns that will benefit the community as a whole.

*Owner, Mail Store e3 More Las Vegas, Nevada
1995 to 2006*

All day to day operations of a private postal center. Which included but not limited to; customer service at counter, marketing and advertising of business, maintaining all accounting and financial records, packing and shipping services, purchasing of all supplies including items for re-sale, hiring and training of employees,

EDUCATION

*BBA - National University, San Diego, CA 1990
MBA - National University, San Diego, CA - 1992*

1027 S. Rainbow Blvd. Ste. 187 Las Vegas, Nevada 89145

T: 702-286-8957 F: 702-396-6716

Matt Fowers

9371 Arrowhead Bluff Ave Las Vegas, NV 89149
Phone: 702-378-4517 E-Mail: matt@fullamenterprises.com

Experience

Well Fargo Bank N.A. (Assistant Manager) 2000-2004

- Lead a sales team to be in the top ten in our region for sales and service in 3rd Quarter of 2003.
- Helped teach and guide tellers in achieving top ranking scores in sales district and region
- Ensured bank information was secure and handled properly for audits.

Bank of America (Branch Manager) 2004-2008

- Achieved top scores in auditing
- Managed teams from 7-15 employees
- Achieved top 20 branch in the Southwest Region for sales
- Received numerous high marks in customer service satisfaction

Town & Country Bank (Branch Manager/Business Development) 2008-2010

- Developed strong ties in the community while working for this small bank
- Implemented sales and service techniques to helped bank grow in deposit dollars
- Helped organize branch procedures and policies to ensure safety

Fullam Enterprises (COO) 2010- Present

- Running accounts payable and accounts receivable
- Payroll for 75+ employees on a biweekly basis
- Organizing events for 500-2500 attendees
- Managing day to day operations for a company that does 3 million dollars in annual revenue

Tops N Bottoms Frozen Yogurt (Co-Owner) 2013- Present

- Building a company from the ground up
- Managing income and expenses to achieve profit in shortest amount of time
- Implementing policies and procedures for company

Education

University of Utah 2000-2003

Bachelors of Art in Human Development & Family Studies

Skills

Quickbooks, Microsoft Office, 60 wpm

Ken Fowler

8645 Highacre Dr., Las Vegas, Nevada 89145
702-254-4265
kaf241@interact.ccsd.net

Education

B.S. in Education, Wayne State University, 1975
M.A. in Education, University of Michigan, 1978

Experience

United States Army, February 1969-October 1970

Teacher, sixth grade, seventh through ninth grade art, Crestwood School District, Dearborn Heights, MI, 1975-1980

Teacher, sixth grade, seventh through eighth grade English, elementary art, middle school art, Clark County School District, Las Vegas, NV, 1981-1990

Dean/Assistant Principal, Clark County School District, 1990-1992

Principal, elementary K-5, middle school 6-8, Clark County School District, 1990-2007

Instructor (part time), College of Southern Nevada, University of Phoenix, Nova Southeastern University, 1987-2001

Student Teacher Supervisor, Nevada State College, 2008-2011

Memberships/Affiliations

Veterans of Foreign Wars, American Legion, Mensa, Clark County Association of School Administrators and Professional Employees, Nevada Association of School Administrators

7352 Hollywood Park Avenue
Las Vegas, NV 89129

Office (702) 799-2640
Home (702) 395-8427
Mobile (702) 271-6078

Dr. Jeffrey Geihs

Objective **To ensure academic rigor, relevance, and relationships for all students while securing community support from all stakeholders.**

Experience **6/2012 –Present Clark County School District (CCSD) Las Vegas, NV
Assistant Superintendent (Titled “Academic Manager” in CCSD)**

- Supervision of the Turnaround Schools’ Zone consisting of 6 high schools, 5 elementary schools, and 1 middle school comprising approximately 20,000 students.
- Oversight and monitoring of the School Improvement Grant (SIG) and Title I resources.
- Institution of K-12 pacing guides, common assessments and collaborative structures relative to Plan Do Study Act (PDSA).
- Implementation of Teachscape to ensure K-12 structures for learning walks and calibration of teacher performance.
- Implementation of Datawise as a progress monitoring formative assessment tool that provides a test –bank of questions completed by psychometricians based on common-core standards.
- Aggressive implementation of Response to Instruction (RTI).
- Increase of high school graduation rates ranging from 5 – 15%.
- Double digit increases in student achievement/growth K-12 in English Language Arts (ELA) and mathematics.
- Double digit decreases in student disciplinary incidences K-12.

**7/2010 – 6/2012 Liberty High School Henderson, NV
Comprehensive High School Principal**

- Chief Education Officer of a comprehensive high school comprised of a very diverse population of approximately 2,200 students and 120 employees.
- Creation of the Clark County School District’s first “12-13” Program where Liberty students can begin their associate’s degree during their junior and senior years and continue a 13th year at Liberty for college credit.
- Implementation of Filipino, Japanese, and Mandarin Chinese language programs.
- Successful implementation of a full Inclusive Practices model for special education students resulting in a 31% achievement increase in mathematics and a 26% increase in reading/writing scores.
- The data indicates a close in the achievement gap across all sub-groups. Specifically, a 26% increase in the reading/writing and a 56% increase in mathematics for African-

American students, a 3% increase for Hispanic students and a 38% increase in mathematics for Pacific Islander students, and a 36% increase in mathematics and a 42% increase in reading/writing for free and reduced lunch students.

- Led the school to successfully achieve Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) in 2011. The growth analysis was reported as 8.82% increase in reading/writing and 32.80% increase in mathematics.
- Implementation of the Bert Simmons' Behavior Management Program reducing classroom referrals by 50%, suspensions by 78%, and student days lost due to school discipline by 78%.
- Implementation of a freshman academy, which reduced the number of failing grades and classroom referrals by 6% in 2012.
- Implementation of a Zero Tolerance for Zeros (ZTZ) Program, which decreased the number of failing or deficient grades by 40% school-wide in 2012.

7/2009 – 7/2010 The Public Education Foundation Las Vegas, NV
Senior Vice President and Chief Operations Officer

- Leadership of 25 employees that raise approximately 7 million dollars in private donations annually to support Clark County School District (CCSD) as well as individual CCSD school and Foundation initiatives.
- Grant composition /oversight and establishment of private/public partnerships for the support of CCSD and schools therein.
- Oversight and consultation regarding up to 18 million dollars in private dollars, which support CCSD's Empowerment School program – a site based program, which was formed under the consultation of Dr. Mike Strembitsky, based on the Edmonton Canada Empowerment Model.
- Representative member on the CCSD Empowerment Design Team.
- Representative member on the CCSD Community Partnership Committee.
- Assistance with the creation of a "Schools of Distinction" model (similar to models used by great American hospitals), which will position Nevada schools to teach other educational practitioners, reward schools for success based on the number of schools they elevate, and subsequently allow those best practices to be emulated by other Nevada schools. Schools can earn "Distinction" status and help elevate other Nevada schools.

3/2005 – 7/2009 Cheyenne High School N. Las Vegas, NV
Empowerment High School Principal

- Chief Education Officer of Nevada's first Empowerment comprehensive high school comprised of a very diverse population of approximately 2,500 students and 150 employees, including 7 administrators, a business manager, and a 12 million dollar school budget.
- Implementation of a pure Smaller Learning Communities (SLC) model, as endorsed by the Bill and Melinda Gates Foundation, for the 2009-2010 school year breaking the school down into five (5) small schools, which is a proven peer-reviewed strategy for elevating student achievement when implemented as prescribed. It is the hope that this model will position Cheyenne High School to elevate from good to great.
- Increased parent and community satisfaction under the site-based Empowerment system by converting the principalship into a Chairman of the Board position and by

ensuring stakeholder representative governance, a vote, from the school's departments, parents, and community members. Hence, parent involvement doubled, as measured by numerous factors and over 1.3 million dollars was received from the community.

- Over a 4 year period, led the school to successfully achieve Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) while simultaneously closing the achievement gap.
- Successful implementation of a full Inclusive Practices model for special education students resulting in a 24% achievement increase in mathematics and a 38% increase in reading and writing since 2005.
- Closed the achievement gap in mathematics in all sub-groups as measured by AYP and demonstrated by the following increases: African-American 18%, Asian, 22%, Caucasian 15%, Hispanic 23%.
- Closed the achievement gap in reading and writing in all sub-groups as measured by AYP and demonstrated by the following increases: African-American 21%, Asian, 18%, Caucasian 16%, Hispanic 22%.
- Implemented a K-12 behavior management system, which decreased classroom disruptions by 60%.
- Decreased drop-out rate from 9% to 5%.
- Evidence existed that indicated students were not reading well. We implemented the Scholastic Reading Inventory (SRI) test and discovered that 67% of the freshmen were below ninth grade reading level. Collaboratively we decided to implement the REACH Reading Program, which is a peer-reviewed method used in San Francisco Unified School District. All English teachers were trained in the best practices necessary for success and all freshman and sophomores were tested for accurate diagnosis and reading placement. Fifty percent of the students placed in REACH Reading were exited by the start of second semester during first year implementation since they reached or exceeded grade reading level. Subsequent years show increasing results.
- Implementation and expansion of gender-based instruction, which contributed to a decrease in classroom disruptions as evidenced by discipline referral analysis in co-ed classrooms as compared to gender-based classrooms.
- Implementation of Nevada's only K-12 Mandarin Chinese language program, which has resulted in over 500 students, to date, enrolling in the program.
- Implementation of Tagalog (Filipino) and Japanese language programs.
- Implementation of Nevada's only Academic Decathlon program.
- Implementation of Master Lecture and Master Class Series.

3/2008 – Present Touro University Las Vegas, NV
Professor

- The teaching of education and educational leadership courses to teachers

9/2008– Present Northcentral University Las Vegas, NV
On-line Professor

- The teaching of various education and educational leadership courses on-line for teachers receiving their master's degree.

5/2004 – 3/2005 CCSD Northeast Region N. Las Vegas, NV
Administrative Assistant to the Northeast Region Superintendent

- Analyzed Northeast Region student achievement data and individual school student achievement data.
- Composed reports, which included data analysis, recommendations to region administration based on the data, and recommendations for implementation of proven peer-reviewed strategies.
- Composed letters, speeches, and presentations.
- Attended various district meetings including board meetings regularly.
- Assisted in lobbying for board policy changes.

10/2001– 5/2004 Cheyenne High School N. Las Vegas, NV
Assistant Principal

- At various points oversaw athletics, activities, curriculum, budget, discipline, and attendance.
- Increased the Average Daily Attendance Rate by 6% - from 87% to 93%.
- Implemented a student mentorship program.
- Increased a treatment group's attendance rate by 16% through the implementation of a mentorship program.
- Facilitated and analyzed the gender based instruction program resulting in increased student achievement.
- Increased math grades by 15% in gender based classrooms.
- Implemented and analyzed a school-wide reading and writing program.
- Implemented a Dean's Database program.
- Facilitated the Northwest Accreditation Process.
- Supervised and evaluated 45 licensed staff members.
- Served as a participating member and/or team leader in six CCSD Leadership Design Teams.

8/2001– 10/2001 Chaparral High School Las Vegas, NV
Dean of Students

- Coordinated opening of school, open house, and staff surveys.
- Implemented the Dean's Database system.
- Implemented an attendance incentive program for students and staff.
- Served as a participating member in a CCSD Leadership Design Team.
- Supervised and evaluated approximately 15 licensed staff members.

2/1999 - 8/2001 O'Callaghan Middle School Las Vegas, NV
Dean of Students

- Decreased the number of second suspensions by 30%.
- Increased Average Daily Attendance rate.
- Managed activities, facilities, and school newsletter.
- Implemented a Dean's Database system to better analyze discipline and attendance

data.

- Developed an attendance incentive program for students and staff.
- Coordinated NJHS, Open House, awards ceremonies, and a 10 year school celebration.
- Supervised and evaluated approximately 25 licensed staff members.
- Served as a participating member in two CCSD Leadership Design Teams.

1/1995 – 2/1999 Valley High School Las Vegas, NV
Department Coordinator of English and Teacher of English

- At various intervals I taught English I-IV, English II International Baccalaureate, and speech communications in the Travel and Tourism Program.
- Taught English Proficiency resulting in 96% of my students passing their proficiency exit exams in reading and writing.
- Served as an advisor to the Valley High School KEY Club.
- Collaborated with department members to sequence instruction within the English curriculum.
- Collaborated with department members to develop standards for grammar and reading and the adoption of a writing process.
- Served as a member of the Learning Improvement Team.
- Served as a member of the CCSD New Teacher Training Cadre.

8/1995 – 2/1999 Sunset High School Las Vegas, NV
English/Theatre Teacher

- At various intervals I taught English I-IV, creative writing, British Literature, theatre, technical theatre, speech, and journalism.
- Developed course curriculum for teaching under the block schedule.
- Assisted in the coordination of graduation ceremonies.
- Developed the school newspaper.

1996 - 1999 CCSD Summer School Las Vegas, NV
English Teacher

- Valley High School – 1996
- Valley High School – 1997
- SNVTC (morning) and Chaparral High School (Evening) - 1998

1992 - 1996 Dillard's Department Store Las Vegas, NV
Sales Manager and Sales Associate

- Increased my income annually as a commissioned sales associate.
- Coordinated department sales goals.
- Developed sales strategies and trained sales associates.

1991-1992 **KSNE Radio** **Las Vegas, NV**
Account Executive

- Charged with the responsibility of generating revenue for the station.
- Increased my income quarterly as a commissioned account executive.
- Wrote commercial advertisement.
- Developed sales strategies.
- Trained and supervised sales personnel.
- Coordinated promotional events sponsored by the station and my clients. The “Safe Street” Halloween is one such event.

1990-1991 **Vegas World Hotel** **Las Vegas, NV**
Public Relations Liaison / Lead Front Desk Clerk / Room Reservations

- Processed room reservations.
- Coordinated and trained front desk personnel.
- Streamlined the efficiency of room reservations and front desk operations through implementation of a database computer program.
- Coordinated hotel personnel to meet the needs of VIPs and showroom performers.

1989-1990 **Nevada State Legislature** **Carson City, NV**
Legislative Aide

- Completed research and analysis for the sponsorship/passage of bills.
- Assisted in the coordination of a bipartisan effort for class size reduction.
- Assisted in the coordination of reapportionment.
- Coordinated caucus meetings on a weekly basis.
- Developed weekly agendas for legislators.
- Composed Public Service Announcements and Public Policy Statements.
- Campaigned for the sponsorship of bills.

**Participant &
Presenter**

2005

- Toured the “Dream Schools” in San Francisco and learned what peer-reviewed strategies worked to increase student achievement and drastically increase their AYP Status. Some of these strategies have been incorporated at Cheyenne High School.

2006

- Visited Principal Howard Lappin, former principal of Foshay K-12 school (one of America’s top 100 schools and one that demonstrated great academic success) in Los Angeles, CA, in an effort to learn and incorporate peer-reviewed proven strategies at Cheyenne High School.
- Sent a delegation of Cheyenne High School staff members to San Francisco to visit Galileo High School. This school has demonstrated drastic improvement towered Adequate Yearly Progress largely attributed to the adoption of the REACH (SRA McGraw-Hill) Reading Program – a program that is peer-reviewed and statistically sound in its mission to improve student achievement. Cheyenne High School has adopted the reading program and, in turn, anticipates further ELA gains.

- Served as a Clark County School District delegate to China. While there, I developed an understanding of the Chinese educational system and came to understand the importance of students studying the Chinese language and culture within America's schools.

2007

- Served as a Clark County School District delegate to Taiwan. While there, I developed an understanding of the educational system and came to an understanding of how to develop a Mandarin Chinese Immersion program in the United States.

2008

- Attended the National Conference on Asian Studies in Washington, D.C. In turn, further connections were made with partner schools and our K-12 program began and grew.
- Visited the Houston Unified School District to investigate the district's reformation into an Empowerment School system based on the Edmonton Canada Empowerment Model.
- As the President Elect of the Secondary School Principals' Association of Nevada, I traveled to Washington D.C. on behalf of our members to lobby congressional representatives so that educational issues could be presented, especially as they related to No Child Left Behind legislation.
- Panelist on the Clark County Black Caucus Educational Forum to discuss issues impacting education in Nevada and reform efforts at Cheyenne High School that positively impacted students' achievement and graduation rates.

2009

- As the President Elect of the Secondary School Principals' Association of Nevada, I traveled to Washington D.C. on behalf of our members to lobby congressional representatives so that educational issues could be presented, especially as they related to No Child Left Behind legislation.

2010

- Presented at the National Association of Secondary School Principals' (NASSP) Conference on converting a comprehensive high school into Small Learning Communities (SLCs).
- Presented at the Cross-Cultural Institute for the Clark County School District's Equity and Diversity Education Division on the benefits of Gender-Based, or single-sex, instruction – the division of male and female students. The presentation focused on the research of Dr. Leonard Sax, psychologist, family physician, and founder and executive director of the National Association for Single Sex Public Education.
- Presented to the North Las Vegas Chamber of Commerce on Empowerment/decentralization, school-choice, and school reform efforts.
- As the President of the Secondary School Principals' Association of Nevada, and a member of the Clark County Association of School Administrators' Representative Council, I traveled to Nevada's state capital on behalf of our membership to lobby lawmakers regarding educational and employee issues.

2011

- Presented at a Regional Professional Development Program (RPDP) conference in

Northern and Southern Nevada regarding the positive impacts of Cooperative Consultative (CC) teaching, best practices relative to inclusion, and how to begin the transition process at a school site.

- Attended the University of Virginia (UVA) Darden School of Business Turnaround Specialist Program.

2012

- Served as a moderator for the Public Education Foundation’s Leadership Summit, in conjunction with the Clark County School District (CCSD), for CCSD principals.
- Attended the University of Virginia (UVA) Darden School of Business Turnaround Specialist Program.

Education

1987–1991 University of Nevada Las Vegas, NV

- B.A. in Communications / Television Broadcast and Journalism
- Minor in music performance
- Served as Vice President Pro-Tempore
- Served as a Senator for the UNLV Department of Communications
- Graduated Dean’s List

1993–1994 University of Nevada Las Vegas, NV

- Teaching Certification – Secondary English Education

1995–1996 Nova Southeastern Ft. Lauderdale, FL

- M.S. in Educational Leadership/Administration

1996–2002

- Earned 33.5 Credits above Master of Science Degree.

2002–2004 Nova Southeastern Ft. Lauderdale, FL

- Ed.D. in Education Leadership/Administration

Awards & Recognitions

- 2008 Clark County School District (CCSD) Educational Hall of Fame
- 2009 Nevada High School Principal of the Year
- 2011 Clark County Black Caucus Secondary Educator of the Year

Organizations

- 1999 –Present / Member of the Nevada Association of School Administrators
- 2000–Present / Member of the National Association of Secondary School Principals
- 2006-2009 / President of the Clark County Association of Secondary School Principals
- 2006-2009 / Representative Council Member for the Clark County Association of School Administrators and Professional-technical Employees (CCASAPE)
- 2008-2012 / President of the Secondary School Principals’ Association of Nevada
- 2009-2011 / President Elect of the Clark County Association of School

Administrators and Professional-technical Employees (CCASAPE)

- 2010 / Governor's Appointment to the Nevada Commission on Professional Standards in Education
- Board Member / Business Educational Alliance for the Children of Nevada (BEACON)
- Advisory Board Member / The Public Education Foundation
- 2011- Present / President-Elect Clark County Association of School Administrators and Professional-technical Employees (CCASAPE)
- 2011-Present / Board of Directors of the National Association of Secondary School Principals (NASSP)
- 2011-2012 / Served on the Clark County School District's (CCSDs) Technical Advisory Panel for the creation of the CCSD School Performance Framework (SPF)
- 2012 / Board of Directors for Hillsdale Charter School
- 2013 / Governor's Appointment to the Nevada Commission on Professional Standards in Education
- 2013 / Member of the American Association of School Administrators (AASA).

Interests

Spending my spare time with my wife, my 16 year-old daughter, and my 12 year-old son. Additionally, I enjoy taking the time to work out and play an occasional round of golf.

References

- Steve Augspurger, Executive Director of the Clark County Association of School Administrators and Professional-technical Employees
4055 South Spencer Street, Suite 230
Las Vegas, Nevada, 89119
(702) 796-9602
- Ralph Cadwallader, Executive Director of the Nevada Association of School Administrators
7530 W. Sahara, Suite 106
Las Vegas, Nevada 89117
(702) 233-6623
- Paul Garbiso, Academic Manager, Clark County School District Area 3
4760 West Desert Inn Road
Las Vegas, Nevada 89102
(702) 799-2640
- Dr. Edward Goldman, Associate Superintendent, Clark County School District
3950 South Pecos, Suite 1G
Las Vegas, NV 89121
(702) 855-9765

- Jeremy Hauser, Academic Manager, Clark County School District
 2298 Vegas Valley Drive
 Las Vegas, NV 89169
 (702) 799-1222

- Congressman Steven Horsford
 2250 North Las Vegas Blvd. Suite 500
 North Las Vegas, 89030

- Marsha Irvin, Former Northeast Region Superintendent
 1700 Wicklow Way
 Henderson, NV 89014
 (702) 335-1525

- **Pat Skorkowsky, Clark County School District Superintendent of Schools –
 Current Supervisor**
5100 West Sahara, Avenue
Las Vegas, NV 89146
(702) 799-5310

- Andre Long, Academic Manager Performance Zone 10
 5708 Mountain Vista Street
 Las Vegas, NV 89120
 (702) 799-2640

- Dr. Ronan Matthew, Former Clark County School District High School Principal
 ICO/ Black and White Construction
 Harbour View, Bolans
 Antigua West Indies
 matthewovals@hotmail.com
 (268) 720-7662 or (268) 561-5455

- Former North Las Vegas Mayor Michael Montandon
 3575 West Cheyenne Avenue, Suite 109
 North Las Vegas, Nevada 89032
 (702) 478-2478

- Dr. Mike Strembitsky, Former Superintendent, Edmonton Alberta Canada
 Box 7837 Main Post Office DAP
 Edmonton Alberta Canada, T5J2P2
 (780) 893-2435

Strembitsky@aol.com

- Judi Steele, President of The Public Education Foundation
2260 West Sahara Avenue, Suite 160
Las Vegas, NV 89102
(702) 799-1042

- Dr. Jolene Wallace, Associate Superintendent, Clark County School District Area 3
4760 West Desert Inn Road
Las Vegas, Nevada 89102
(702) 799-2640

Rosalinda Moreno Kubala
6441 Home Run Drive
Las Vegas, NV 89130
702-645-6998
kubalabears@gmail.com

EDUCATION:

Lesley University, Las Vegas, NV campus
Masters, Creative Arts in Learning 2000

University of Nevada, Las Vegas, Las Vegas, NV
Bachelor of Science, Elementary Education 1996

AWARDS, HONORS & SCHOLARSHIPS:

- ◆ American Association of School Administrators
Sallie Mae First Class Teacher Award Nominee
representing the Elementary Division for all of Clark County 1996-1997
- ◆ New Teacher of the Year Nominee 1997
- ◆ Member of Phi Kappa Phi National Honor Society 1990-1996
- ◆ UNLV Dean's Honor List, Graduating GPA 3.97
- ◆ UNLV College of Education, Opportunity Scholarship 1995-1996
- ◆ Member and officer of Golden Key National Honor Society 1993-1995
- ◆ National Hispanic Merit Scholarship 1989
- ◆ Agnes Momand Memorial Music Scholarship in voice 1989
- ◆ UNR Presidential Scholar 1989
- ◆ Valedictorian, Clark High School, Las Vegas, NV 1989

TEACHING EXPERIENCE:

- ◆ Betsy A. Rhodes Elementary School, Las Vegas, NV 1998-2000
Second Grade Teacher
- ◆ Betsy A. Rhodes Elementary School, Las Vegas, NV 1997-1998
Fifth Grade Teacher
- ◆ Harvey Dondero Elementary School, Las Vegas, NV 1996-1997
Fifth Grade Teacher

OTHER WORK AND VOLUNTEER EXPERIENCE:

- ◆ Ernest May Elementary School, Las Vegas, NV **2013 - present**
Vice-President, Parent Teacher Service Organization (Volunteer)

- ◆ Ernest May Elementary School, Las Vegas, NV **2011 - 2013**
President, Parent Teacher Service Organization (Volunteer)

- ◆ Ernest May Elementary School, Las Vegas, NV **2008 - 2011**
Vice-President, Parent Teacher Student Organization (Volunteer)

- ◆ Ernest May Elementary School, Las Vegas, NV **2007 - 2008**
Secretary, Parent Teacher Student Organization (Volunteer)

- ◆ Bechtel Nevada, Las Vegas, NV **1995-1996**
Illustrator
 - Create graphics for public presentations
 - Design color and black and white covers, flyers, posters and certificates
 - Photo/darkroom reproduction
 - Typeset viewgraph presentations and briefings
 - Illustrate maps and floor plans
 - Operate professional software programs
 - Aldus Freehand 5.0
 - Canvas 2.0
 - Quark Express 3.31
 - Deltagraph Professional 3.0
 - WordPerfect

- ◆ Raytheon Services Nevada, Las Vegas, NV **1993-1995**
Illustrator
 - Create graphics for public presentations
 - Design color and black and white covers, flyers, posters and certificates
 - Photo/darkroom reproduction
 - Typeset viewgraph presentations and briefings
 - Illustrate maps and floor plans
 - Operate professional software programs
 - Aldus Freehand 5.0
 - Canvas 2.0
 - Quark Express 3.31
 - Deltagraph Professional 3.0
 - WordPerfect

- ◆ Raytheon Services Nevada, Las Vegas, NV **1990-1993**
Technical Aide
 - Photo/darkroom reproduction
 - Typeset viewgraph presentations and briefings
 - Illustrate maps and floor plans

- ◆ Holmes & Narver **1988-1990**
Jr. Clerk
 - Paste-up and photo reproduction
 - Runner
 - Ordered and kept records of office procurement

ACTIVITIES:

- ◆ Member of UNLV's fall 1991 cast of "Taming of the Shrew"
- ◆ Former Member of UNR's Chamber Chorale and Concert Choir (both audition groups)

W. Richard Moreno
nvrch@icloud.com PH: 702-228-1175

Current Employment:

Moreno and Associates - President - Land Use and Real Estate Company
Rent.com - Nevada Corporate Broker - Internet Apartment Rental Company

Former Employment:

Mendenhall Moreno & Associates - President/Partner - Land Use and Real Estate Company
American HealthCare Capital - VP - Mergers and Acquisitions
Moreno Enterprises - President/Owner - Restricted Gaming Corporation
Coldwell Banker Commercial Real Estate - VP Sales
United Airlines - Operations Supervisor
International Industries - Regional Director of Operations - National Restaurant Company

Education:

Bachelor of Science - Business and Finance - Chaminade University of Honolulu
Recipient of "Most Outstanding Business Student"

Past Civic Activities:

Las Vegas Information Officer - U. S. Naval Academy
Member Nevada State Welfare Board
Advisory Board Member Village of Hope Las Vegas
Graduate Las Vegas Metropolitan Police Department Citizen's Academy
Member Senator Paul Laxalt's Advisory Council
Member Board of Trustees Nevada Development Authority
Member Las Vegas Rotary Club
Director Latin Chamber of Commerce
Advisor to the US Commission on Civil Rights

Personal:

Married in 1968 to Linda Watt Moreno RN, BSN. Son Ken graduated from United States Naval Academy and currently serving as Captain USN. Daughter Rosalinda graduated from UNLV and has a Master's Degree in Education.

ATTACHMENT B.2.2: COMMITTEE RESPONSE TO QUESTIONNAIRE

Each member of the Committee to Form has completed the Request for Information form.

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

NAME: STAVROS S. ANTHONY

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

YES

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

RICHARD MORENO

3. Explain why you would like to serve on the board.

I BELIEVE IN THE MISSION & CHARTER

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

NEVADA SYSTEM OF HIGHER EDUCATION BOARD
OF REGENTS

5. What is your understanding of the appropriate role of a public charter school board member?

OVERSIGHT
POLICY MAKING
FISCAL RESPONSIBILITY

6. What relevant knowledge and experience will you bring to the board?

EDUCATION, TEACHING, BOARD MEMBERSHIP,
POLICY MAKING

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

MEET IS MISSION & CHARTER

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

TO TRAIN MINDS AND IMPROVE THE HEARTS OF PEOPLE THROUGH RIGOROUS, CLASSICAL EDUCATION IN THE LIBERAL ARTS & SCIENCES, PRINCIPLES OF MORAL CHARACTER & CIVIC VIRTUE.

9. Are you familiar with the school's proposed educational program? How would you describe it?

YES. CLASSICAL

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

MEET EXPECTATIONS OF MISSION & CHARTER
THE BOARD WILL DEFINE GOALS & OBJECTIVES, ENSURE EMPLOYEES SUPPORT THE MISSION, AND HOLD PEOPLE ACCOUNTABLE.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

BAILEY KENNEDY BRENDA FLANK
RICHARD MORENO
BOB BEERS

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

NO

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

NO

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

NO

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

NO

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

NO

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

NO

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

BRING IT TO THE ATTENTION OF THE
BOARD AND STATE AGENCIES.

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

NAME: Bob Beers

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
I am older than eighteen.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
I was recruited by Rich Moreno
3. Explain why you would like to serve on the board.
I would like to improve outcomes of public education in Clark County.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
10 years service in state legislature. Currently on Las Vegas City Council.
5. What is your understanding of the appropriate role of a public charter school board member?
Advisory, for me.
6. What relevant knowledge and experience will you bring to the board?
CPA, experience computerizing the accounting system for a Las Vegas private school, experienced auditor, collected experience from service in legislature and city council.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

After one year the school will be providing the students a classical liberal arts education, creating a growing interest from others in the community regarding this alternative style of public school education. After four years, the school will have a waiting list for enrollment due to its successful implementation of classical education and proven results.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The mission is to provide students in Las Vegas the benefit of a content rich and academically rigorous classical liberal arts education with a strong civics component as a public charter school.

9. Are you familiar with the school's proposed educational program? How would you describe it?

A classical education where students learn the liberal arts as well as developing character and moral discipline.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school is one where the students are learning and engaged, the parents are involved and supportive, and the board is active in supporting the school to achieve its mission and goals. The board will need to have regular meetings and active members.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

I have casual relationships with several board members, but no pecuniary interest with any of them except Stavros Anthony. As a fellow Las Vegas City Councilman, he and I share a pecuniary interest on behalf of taxpayers, in the operations of the Las Vegas City Council. This shared interest is regulated extensively for conflicts of interest by Nevada Revised Statutes and the combined authority of the Nevada Attorney General and Secretary of State's office, as well as the Nevada Ethics Commission.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service

on the school's board? If so, explain.

None.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).
Bring it to the board's attention. If the board is inattentive, bring it to the sponsor's attention.

Appendix 1:

Request for Information from Prospective Charter School Board

Members and Members of the Committee to Form the School (CFS)

Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows. Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
3. Explain why you would like to serve on the board.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
5. What is your understanding of the appropriate role of a public charter school board member?
6. What relevant knowledge and experience will you bring to the board?
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
9. Are you familiar with the school's proposed educational program? How would you describe it?
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? **NO** If so, please so indicate the name of the person and the relationship.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? **NO** If so, please so indicate and describe the relationship.

13. Do you or your spouse know anyone that plans to do business with the school? **NO** If so, please so indicate and describe the relationship and the nature of the potential business.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A"). **NO**

or both? If so, describe the potential relationship. **NO**

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? **NO**
If so, explain.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school,

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

NAME: Brenda M. Flank

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. I affirm that I am over 18 years of age.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? I heard about the possibility of a charter school at an event that Dr. Larry Arn of Hillsdale College, spoke at. The question was asked if they supported k-12 format that resembled the Hillsdale College. Later I was introduced the Richard Moreno.
3. Explain why you would like to serve on the board. Currently, I'm Executive Director of an organization that is focused on education about the Constitution in the classroom and the community as a whole. Serving on the board would give me the opportunity to contribute directly to the education curriculum of a charter school that also addresses the need for kids to learn about the founding and foundation that makes our country the exceptional nation it is today.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. I have never served on the Board of Directors for a school of any kind. I understand the value and importance of our Constitution, and it's importance to the future of our nation. Currently, public schools put no emphasis on the history of our nation, therefore kids grow up to disrespect and not appreciate the greatness of our country. The Constitution is the glue that holds our nation together.
5. What is your understanding of the appropriate role of a public charter school board member? The role of a charter school is to offer a complete educational experience that includes history and civics lessons. Not only do we need to educate our kids to be able to read and write, but they need to be taught to be good human beings.

6. What relevant knowledge and experience will you bring to the board? I believe my background as a successful business owner and my organizations involvement in neighborhoods, that would benefit the most from a charter school, will add a unique perspective to problem solving and how the school operates.
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? By the end of 1st year the school should be organized and functioning without confusion. Should have solutions to problems and unforeseen issues that many new organization have. The ability to adjust is critical the first year. The standards of proficiency guidelines should be exceeded year over year not just met. By the end of year four, the school should be able to show improvements in it's operations and student success.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? The school should strive to exceed the proficiency standards set by the State and not just achieve them. Developing a relationship with the parent is crucial in order for the kids and the school to be successful. Parents need set the bar higher than the standard proficiency guidelines sent by the State.
9. Are you familiar with the school's proposed educational program? How would you describe it? It's inclusive with standard education guidelines. What's more important is the focus on developing good citizens that are well educated and has an understanding of their responsibility and duty as a member of the community.
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful? Commitment and determination are the keys to success. Each board member must have a sincere commitment to the success of the school. It can't be a board member in name only. The school should set high standards for kids to aspire to. The teachers must be willing to make a sincere commitment to help them achieve their goals. The underlying foundation of the school should be based on ethics, honesty and discipline.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship. **NO**

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? **NO** If so, please so indicate and describe the relationship.

13. Do you or your spouse know anyone that plans to do business with the school? **NO** If so, please so indicate and describe the relationship and the nature of the potential business.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? **NO** If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A"). **NO**

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. **NO**

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? **NO** If so, explain.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends. **If a crime has been committed, they should be prosecuted. If after an internal investigation, and the outcome proves to be true, I would support the removal of that member from the board. If that does not happen, I would resign myself. I refuse to be associated with an organization that overlooks bad behavior.**

Appendix 1:

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows. *Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.*

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
3. Explain why you would like to serve on the board.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
5. What is your understanding of the appropriate role of a public charter school board member?
6. What relevant knowledge and experience will you bring to the board?
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
9. Are you familiar with the school's proposed educational program? How would you describe it?
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

NAME: Matt Fowers

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes, I am at least 18 years of age.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I was the neighbor of Rich Moreno for a few years and he came to me originally to be the Treasurer on the board given my background in banking and currently a CFO of a business here in Las Vegas. Also I have a young son and are very concerned about his education and the direction of the Clark County School District.
3. Explain why you would like to serve on the board.

I feel that having a young child, it has given me a passion to make sure that he gets the best education out there. It just isn't for him, it is all the other children in our community that continue to struggle in aptitude tests due to a poor teaching model. I also feel that my experience serving on other boards in various settings will add ideas and vision to what we are all striving for: the best education possible.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I served on the Nevada Senior Games board as Treasurer for three years. As the treasurer, I oversaw the budgeting of upcoming events and also the increase in donations during my tenure. Making sure those over the age of 55 are staying fit and healthy is an important cause in our society that very often goes overlooked, much like the quality of our education. If more attention was given to seniors being active, a significant amount could be saved in health care. As with education, the more educated you are the less dependent on society you are and contribute to the overall well being of the economy and not a hindrance.
5. What is your understanding of the appropriate role of a public charter school board member?

Being a board member means to be an ambassador of the school wherever you go. You represent the strong tradition that comes with the charter school. You must be the eyes and ears of the community to ensure that education is at the forefront of all public agendas. Along with these responsibilities, there also is the oversight of the bylaws and ensuring that the board is being governed appropriately. By regular attendance to board meetings and follow up of board actionable items the board will function in an appropriate manner.

6. What relevant knowledge and experience will you bring to the board?

Having served as Treasurer for Nevada Senior Games (a non-profit organization which helps keep senior citizens active and healthy) for three years I saw highs and lows from the organization. A lot of those highs and lows came from those serving on the board and their involvement and commitment to the organization. I found that those that followed through with their obligations and commitments were able to have the best and most success. There were a few instances where board members personal agendas came into play and it slowed the progress of the organization. It wasn't until those individuals were removed and the true purpose of the organization (bylaws) were followed that success began to take hold. I noticed that during the times of prosperity that we were all working for the same goal and were selfless in our cause.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

After a successful first year I envision waiting lists for children to want to enroll in the school. This also holds true for the subsequent years. I see teachers from other schools and districts lining up to teach at our facility wanting to be part of the solution and not the problem. I see a strong board that wants to expand the facilities to facilitate the growth that we will have over the first few years. By year four we have a second campus being constructed due to the demand of enrollment. I also see the school receiving high marks for state and federal testing scores. By year four we are the top school in the Las Vegas valley for aptitude.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

It is to get back to the roots of what this wonderful country was founded on. Core values, discipline, a strong work ethic while embracing the liberal arts and the fundamental English, math and science skills that will enrich and improve the lives of our future generations.

9. Are you familiar with the school's proposed educational program? How would you describe it?

As I stated in the previous question, getting back to the fundamentals of reading with a large emphasis on phonics. A expansive knowledge of the fine arts, something that I feel has been nearly eliminated in our public schools. This with many other programs (teaching Latin, a strong understanding of our American history, embracing technology for education) will strengthen the minds of our children and those in our community.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take

in the first year or two to ensure that this school is successful?

We need to be proactive in advertising our core principles and that of the Founders Academy. I know that with the families that I have talked to about this project, they have been enthusiastic and very supportive. As the word spreads we will see an increase in enrollment and participation from the community. We need to recruit strong teachers that embrace our vision and will implement them in the classroom. We need members on the board that are unified in the vision of the Founders Academy yet will bring outside experiences to enhance the goals and purpose of the school. This also includes having a principal that will communicate effectively to the board. This person will be the eyes and ears of the school from the teachers to the students down to the janitor. Without a strong leader in this role the school will flounder. An intensive search for this said individual is crucial the success or failure of the school, most importantly in the first five years. We need to ensure that children feel safe at school and most importantly the parents know that their children are safe at school. School security will be at the top of the list for our school to be set apart from others.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Yes. Richard Moreno, he was is our former neighbor.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Not at this time.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

N/A

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would make sure that if a situation like this came about, (i.e. wanting to hire a teacher that is a

family member or good friend) that we would make sure that there is a public posting for the position, thus enabling a broader search for a candidate. Along those same lines, ensuring that that person also holds the requirements for the job. Also, I would have the person who has ties to the school (board member or employee) removed from any of the hiring process, thus eliminating any bias. As long as these procedures are followed there should be no problems dealing with this situation.

Board Member Survey

Ken Fowler

I. Background

1. I am at least 18 years old.
2. I was contacted, and met with, Board Member Rich Moreno. We discussed his vision for the school and I agreed to serve as a Board Member.
3. After working as a teacher and administrator in public education for over thirty-one years I see this as an opportunity to help make improvements in educating our children.
4. I believe that my years of experience can be valuable in developing a sound foundation for the school.
5. I believe the role of a public charter school board member is to guide the school toward the achievement of its mission by providing assistance, experience, and expertise.
6. I was a teacher in the public schools for fourteen years. I was a public school administrator for seventeen years, serving as a dean, assistant principal, principal of three elementary schools, and principal of two middle schools. I opened one new elementary school and one new middle school supervising the hiring of all professional staff, support staff, and the procurement of all instructional materials, equipment, and supplies.
7. By the end of the first year all of the stakeholders in the school will have a firm grasp of the philosophy and practices that are in place and have a clear vision of the goals and direction of the school. After four years the school will be a thriving community of successful learners. All stakeholders will be firmly invested in our philosophy and practices.

II. Educational Philosophy

8. The mission of the Founders Academy of Las Vegas is to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.
9. I am familiar with the school's educational program. In my opinion the three key elements are increasing rigor, the focus on liberal arts and sciences, and the emphasis on moral character and civic virtue. Many public schools have lost their way in these crucial areas.
10. A successful school has a very clear idea of its mission and goals. The board's responsibility will be to ensure that we don't waiver in our pursuit of our mission and goals, and that all stakeholders remain constantly focused on them.

III. Conflict of Interest Disclosure

11. I am aware of the other proposed board members. I met them all through my association with the school with the exception of Rich Moreno (previous acquaintance), and Dr. Jeff Geihs and Rosa Kubala (former colleagues).
12. No
13. No
14. No
15. No
16. No
17. No
18. I would bring this information to the board for investigation, and or, resolution.

State of Nevada

License for Educational Personnel

License No. 0000015313

This License Certifies That

KENNETH A. FOWLER

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
RETIREE PROFESSIONAL	ELEMENTARY	03/24/2011	TEACHING (08/27/1981)	05/20/2021	
RETIREE PROFESSIONAL	SECONDARY	03/24/2011	ART (02/03/1983), ENGLISH LANGUAGE ARTS (02/03/1983)	05/20/2021	
RETIREE PROFESSIONAL	SPECIAL	03/24/2011	SCHOOL ADMINISTRATOR (09/12/1988), ART (02/03/1983)	05/20/2021	
RETIREE PROFESSIONAL	SPECIAL SUB	03/24/2011	SUBSTITUTE (05/07/1987)	05/20/2021	

Keith W. Rheault
State Superintendent of Public Instruction

Appendix 1:

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows. *Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.*

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
3. Explain why you would like to serve on the board.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
5. What is your understanding of the appropriate role of a public charter school board member?
6. What relevant knowledge and experience will you bring to the board?
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
9. Are you familiar with the school's proposed educational program? How would you describe it?
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

NAME: Dr. Jeffrey Geihs

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I am over eighteen years old.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Mr. Richard Moreno invited me to consider a board position and I accepted.

3. Explain why you would like to serve on the board.

I serve as an Academic Manager (often referred to Assistant Superintendent in most school districts) of the Clark County School District (CCSD) Turnaround Zone, which serves the lowest performing schools within the CCSD. I serve twelve (12) schools and approximately 20,000 students. After schools enter the zone, to date, dramatic achievement increases have occurred. The schools in the zone that I supervise have autonomies so that they have the latitude to do what is necessary to maximize student achievement. Additionally, Mindy Geihs, my wife, works as a high school English teacher at Odyssey Charter School. Odyssey differentiates teacher salary based on their performance and results. I believe that I have a lot to learn about the charter system that would benefit the schools I serve. I also believe that I may have some knowledge to contribute too.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I serve as an Advisory Board Member to The Public Education Foundation. I believe I have addressed the second portion of your question as to why I would like to serve.

5. What is your understanding of the appropriate role of a public charter school board member?

My role is to work collaboratively with my board colleagues and staff to set policy, maintain the school's vision and/or mission, promote educational excellence through advocacy, visionary leadership and high-quality services, as well as to ensure that the school complies with its charter

and applicable laws.

6. What relevant knowledge and experience will you bring to the board?

I have served students as an educator for twenty years. During that time I have served as a high school English teacher, English Department Coordinator, dean of students, Chief of Staff to a Region Superintendent, high school principal at two separate high schools serving over 2000 students (note that Liberty High School had a classical theme infused into the school with course requirements), Chief Operations Officer at the Public Education foundation, and finally Academic Manager (commonly referred to as Assistant Superintendent). I believe I have a lot to learn that will help me serve students and also I believe that I too can contribute based on my experiences and current role.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

I believe that the mission and vision of Founders Academy of Las Vegas will be infused into the first year. I believe that the school will be part of the educational landscape in Clark County and expand to other campus sites within four years.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The mission of Founders Academy of Las Vegas is to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Through the Barney Charter School Initiative, Hillsdale College will provide Founders Academy with a variety of resources and support to help Founders Academy achieve its goals of promoting academic achievement and civic responsibility.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes. It is familiar to the classical theme, or traditional/classical educational requirements, I administered while principal of Liberty High School. Specifically:

“The Hillsdale College Barney Charter School Initiative has deliberately taken a classical approach to education. By “classical,” we mean a form of education that could be called classical, civic, and liberal but in the school reform movement these days most often goes by the designation “classical.” Some might call it “conservative,” but we prefer the term “traditional.” That is, we adhere to an ancient view of learning and traditional teaching methods. Such a choice might at first seem paradoxical or even out-of-touch with reality. Why, at the beginning of the twenty-first century, in the age of the internet, in a country that has long been addicted to the revolutionary and the novel, when almost everyone in the world of K-12 education is singing the chorus of “critical thinking skills for a twenty-first-century global economy,” should cutting-edge schools root themselves so deeply in the past? Is not newer always better?”

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

The characteristics of successful schools, according to Mass Insight, and adopted by the CCSD Turnaround Zone are:

- Clear and Shared Focus**
- High Standards and Expectations for All Students**
- Effective School Leadership**
- High Levels of Collaboration and Communication**
- Curriculum, Instruction and Assessment Aligned with State Standards**
- Frequent Monitoring of Learning and Teaching**
- Focused Professional Development**
- Supportive Learning Environment**
- High Level of Family and Community Involvement**

Furthermore, I believe additional characteristics include:

- Embrace a Common Vision and Goals – Rigor, Relevance, and Relationships for ALL Students
- Inform Decisions Through Data Systems
- Empower Leadership Teams to Take Action and Innovate
- Clarify Student Learning Expectations
- Adopt Effective Instructional Practices
- Address Organizational Structures
- Monitor Student Progress/Improve Support Systems
- Refine Process on an Ongoing Basis

I believe it is the board's responsibility to first hire the right principal that understands the characteristics of school development and quality. I then believe it is the board's responsibility to monitor the development and progress thereafter through regular reports delivered by the principal and substantiated by the data.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

No.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

Not in relation to my service as a board member... no.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

None

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would report such unethical conduct accordingly. I serve the State of Nevada on the Commission for Professional Standards, a Gubernatorial Appointment. I am familiar with ethics laws and appropriate reporting of violations. I would not want my name affiliated with any organization or individual that breaks ethics laws and would take every measure to not only prevent it, but report it if discovered.

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Name: Rosa Kubala

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

My graduate studies focused on the theory of multiple learning intelligences and the various ways people learn. With this knowledge I was able to vary my instruction to support learners through different modes of teaching. The current public school environment does not lend itself to this type of teaching style, a style that my children benefit from at home to supplement their school curriculum. For this reason, I have been looking for alternatives for my children. I believe that education is the great equalizer and all students deserve the benefit of a program that strives to engage them and encourages them to seek out their own knowledge and understanding of our world and how they fit into it.

After reading about how classical schools function and the success of Ridgeview Academy in Fort Collins CO, I knew that I wanted this type of school for our community. When Richard Moreno started looking into the opportunity to work with the Barney Institute to create a classical charter school here in Las Vegas, I knew I had to get involved.

3. Explain why you would like to serve on the board.

I attended public CCSD schools from kindergarten through high school. Upon graduation from UNLV, I taught for four years in CCSD public elementary schools. I am currently a parent of 2 (soon to be 3) CCSD students. I believe our community will greatly benefit from a Charter School that provides a classical education. I feel I bring a comprehensive perspective in helping to create and overseeing such a school.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had

any previous service, discuss why you wish to serve in this capacity.

I served as a Board Member at May Elementary School's volunteer Parent Organization for the past six years. I served as Secretary (1 year), Vice President (3 years) and President (2 years). During my last year as President, our organization was granted not-for-profit status. I am currently waiting to serve as Vice President for the 2013-2014 school year. As a Board member, I am responsible for upholding the bylaws of our organization. I maintain a strong duty to act in the best interest of the families we serve regardless of personal feelings of myself or other Board members.

5. What is your understanding of the appropriate role of a public charter school board member?

The Board will oversee the school's creation and composition. Once running it is the responsibility of the Board to ensure the school runs in compliance with our charter and delivers the exemplary education and atmosphere we have promised our community.

6. What relevant knowledge and experience will you bring to the board?

I taught elementary school in Clark County for four years and I have a Masters Degree in Creative Arts in Learning. I spent the last six years working closely with the administration and staff at my children's elementary school as a board member with the school's parent organization. I look forward to offering this unique teaching opportunity to members of our education community. I know many teachers that would be interested in working at a classical school and I look forward to FALV with exceptional teaching professionals.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of our first year, I expect to find our campus full of respectful students inspired by their own quests for knowledge. In four years time our second graduating class will be off to promising futures as undergraduates. There will be huge waiting lists for students and teachers to come to our school, and if not already established, our second campus will be underway.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The mission of Founders Academy of Las Vegas is to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and virtue.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes, we will emulate the successful classical education implemented at Ridgeview Classical Schools in Fort Collins, CO. We will employ the oldest tried and true methods of instruction capitalizing on the inquisitive nature of children to help them develop a love and passion for learning. The classical campus has a distinct atmosphere where teachers are proud of their roles as respected educators and students appreciate their education for the opportunity that it is. Instruction will be straightforward and include primary sources such as the Constitution and great works of literature. Students will study Latin and understand the importance of logic, beauty and correctness while acquiring cultural literacy and a civics education that will empower them with an understanding of their rights and responsibilities necessary to function as knowledgeable citizens.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school must have clear communication, common goals, and mutual respect among school personnel, students and parents. Our school will be upfront in the expectations of everyone involved. We will carefully select a staff that will enthusiastically and masterfully inspire learning within the classical framework, and we will support and check each other to ensure our vision is consistently being sought through daily student activities.

II. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Richard Moreno is my father.

Ken Fowler was my Principal when I was employed with the Clark County School District.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

No.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would discuss the situation with the person involved to make sure that I understand the issue. If warranted, I would bring it up as a matter to be discussed by the board.

State of Nevada

License for Educational Personnel

License No. 0000033743

This License Certifies That

ROSALINDA KUBALA

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
PROFESSIONAL	ELEMENTARY	11/16/2007	TEACHING (10/15/1996)	02/26/2014	
PROFESSIONAL	SPECIAL	11/16/2007	SUBSTITUTE (10/15/1996)	02/26/2014	
	SUB				

Keith W. Rheault
State Superintendent of Public Instruction

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

NAME: William Richard Moreno

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Humbly, I must say, I developed the vision of Founders Academy of Las Vegas.

3. Explain why you would like to serve on the board.

Since I developed the vision I believe my experience, commitment and ability dictate my service to the endeavor.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have had experience on corporate boards, and public board such as: The Nevada State Welfare Board, The Advisory Board Village of Hope Las Vegas, and The Board of Trustees Nevada Development Authority. My experience on these boards has been and will continue to be valuable in the development of Founders Board.

5. What is your understanding of the appropriate role of a public charter school board member?

The charter school board member must ensure: the proper stewardship of public funds, the school complies with every aspect of the school's Charter and the school delivers the highest quality education to all its students.

6. What relevant knowledge and experience will you bring to the board?

My experience includes: leadership, planning, organizing, finance, law and motivation.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

I believe the students of our school will begin to understand the true beauty of a meaningful education. They will initiate their pursuit of knowledge for its own sake realizing, ... "education is a process of self-fulfillment, self-realization, through the cultivation, cherishing, and love of knowledge." – Colin S. Diver

In the fourth year, as in the first, we will have met all our goals and exceeded the expectations of the SPCSA. We will also have positively effected education in our state. As President John F. Kennedy said "A rising tide lifts all boats." Our program will be open to all Nevadans interested in exploring an alternate approach to education.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

Our stated mission is:

The mission of Founders Academy of Las Vegas is to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue!

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes, it is described as Classical.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school will meet the expectations of its charter and its community.

The board must have clearly defined goals and objectives in all areas of its responsibilities. Employees of the school must understand and support the mission of the school. Employees must also know exactly what is expected of them. The principal of the school must be committed to a Classical Education model and able to develop the teaching staff to meet the expectations of the Board.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Rosa Kubala – Our daughter
Bob Beers – Longtime friend
Dr. Stavros Anthony – Longtime friend
Matt Fowers – former neighbor

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or

her friends.

I would do my own reasonable due diligence to investigate the matter and develop facts to support my belief. I would present the possibility of wrongdoing, self-dealing or embezzlement to the Board and recommend the Board advise the proper authorities.

ATTACHMENT B.2.4: ASSURANCES

The signed and notarized Statement of Assurances is attached to this section.

ATTACHMENT B.2.4: ASSURANCES

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Founders Academy of Las Vegas,
(name of charter school), shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

W. R. Moreno
Signature of Certifying Charter School Official

Member, Committee to Form
Title

W. Richard Moreno
Name Printed

8-12-13
Date

Subscribed and sworn to before me

This 12th day of August 2013
date month year

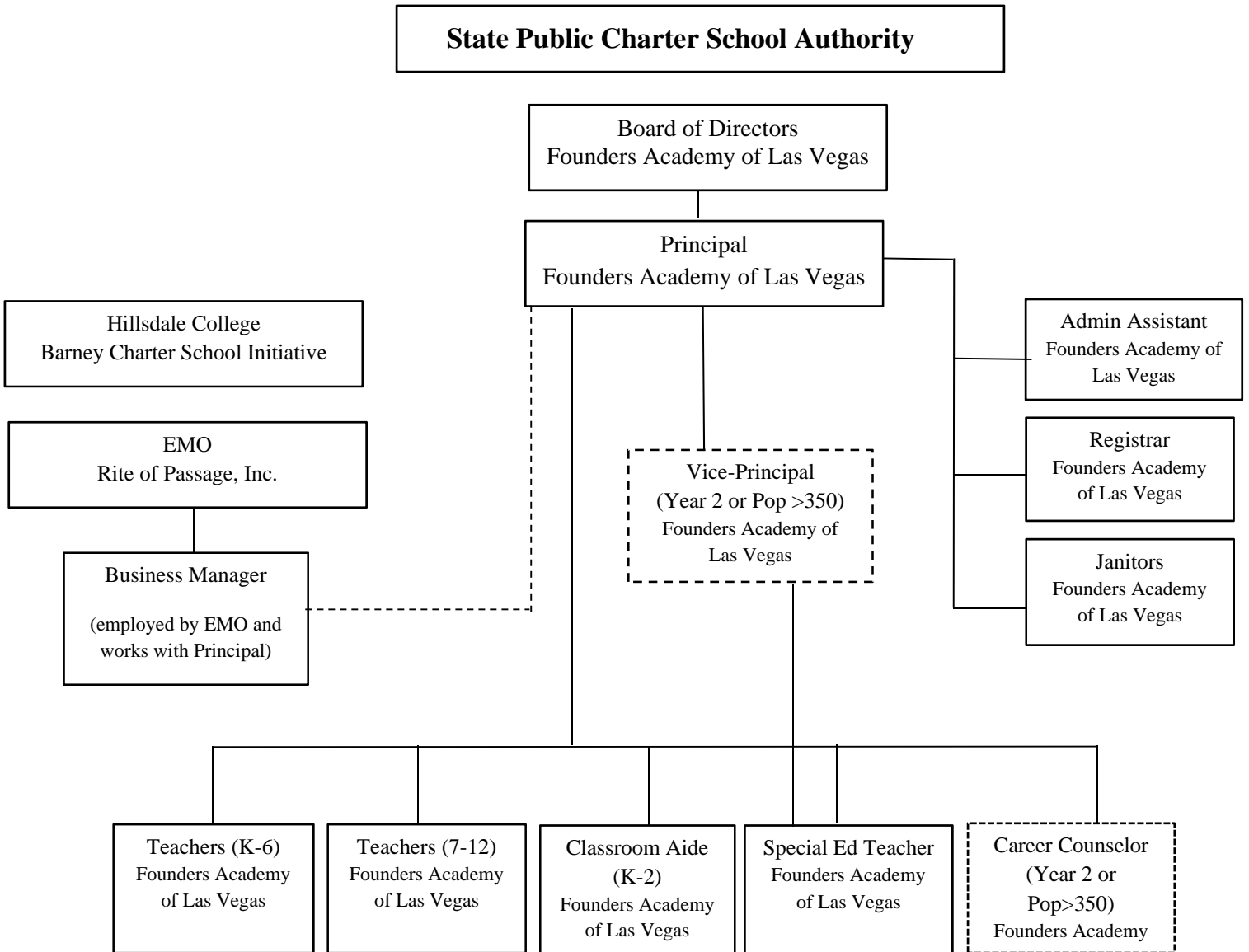
(Notary Public Seal)



B.3 Attachments

ATTACHMENT B.3.3: ORGANIZATIONAL CHART

Organizational Chart



ATTACHMENT B.3.7 LOTTERY DESCRIPTION

Founders Academy affirms that it shall adopt the following lottery method presented by statute and as identified in the Authority's website.

As long as Founders Academy's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

A. Lottery exemptions are identified in NRS 386.580(2).

Founders Academy will adopt the following NRS 386.580(2) and/or NRS 386.520(5)(p) lottery exemptions:

- Sibling of a pupil who is currently enrolled in the school;
- A child of a person who is:
 - employed by the school; or
 - a member of the committee to form the school or the governing body.

B. As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

C. For the situations identified below, only, our school will establish and advertise an enrollment window between May 1 to August 4, during which it will accept applications.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

D. We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, **all** enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.

3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list **in the order determined by the lottery**.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, **but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school**.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined.
13. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

B.3.1 Attachments

ATTACHMENT B.3.1.1: EXISTING SCHOOLS INFORMATION TEMPLATE

Founders Academy will replicate a classical education model supported by the Hillsdale College Barney School Initiative. Through this initiative, Hillsdale will assist Founders in creating and implementing the school's academic program. While Rite of Passage will be the EMO, it is Hillsdale College's classic education model that is being replicated, and has proven successful.

For this section, Founders Academy is providing information regarding Ridgeview Classical Schools, which has been operating since 2001 and is what Founders Academy plans on replicating in Las Vegas. Please refer to the Existing Schools Information Template.

Attachment B.3.1.1: Existing Schools Information Template

School Name	Year Opened	City	State	Grades Served	Total Enrollment	Demographics and Socioeconomics						
						% African American	% Hispanic	% White	% Other Race/Ethnicity	% FRPL	% SPED	% ELL
Ridgeview Classical Schools	2001	Ft. Collins	CO	K-12	757	1%	12%	75%	12%	19%	8%	2%

Attachment B.3.1.1: Existing Schools Information Template

School Contact Info				Authorizer Contact Information				
Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Peggy Schunk	School Admin	pschunk@ridgeviewclassical.com	970-494-4620 ex. 142	Poudre School District	Lauren Hooten	Project Coordinator	lhooten@psdschools.org	970-490-3009

ATTACHMENT B.3.1.2: SELECTION OF EMO/MODEL

i. Contact and General Information

1. Name of EMO: Rite of Passage, Inc.
2. Contact Name: Lawrence W. Howell, Chief Operating Officer
3. Address/Telephone Number:

2560 Business Parkway, Ste A
Minden, NV 89703
775.267.9411

ii. Why Applicant Plans to contract with EMO

Founders Academy of Las Vegas recognizes that new charter schools have considerable start-up responsibilities as well as substantial day-to-day education and operational tasks. As volunteers and visionaries, the Board's true interest lies in creating the mission of Founders Academy based on the classical education model, and involving itself in policy decisions, providing approvals (curriculum, budget, etc.) and review of academic achievement. The Board also envisions the Principal to be engaged with the teachers and students on a daily basis – and not engaged in the “back office” tasks of paying invoices, processing payroll or purchasing supplies. Therefore, the Board sought an Educational Management Organization with a proven track record to support these day-to-day “back office” functions, under the guidance of the Principal and the Board.

iii. How and Why EMO was Selected

Members of the Committee to Form learned about Rite of Passage's capabilities through the 2012/2013 charter application process. Two members of the Committee to Form (Mr. Richard Moreno and Mr. Mark Hesiak) were in attendance during the October 18, 2012 State Charter Board meeting in Las Vegas. They identified the EMOs that had applications that were recommended for approval – including Rite of Passage and Academica. Mr. Moreno subsequently identified two additional EMOs (CSMC and Responsive Education Solutions) and contacted all four.

After initial contact and discussions, Mr. Moreno asked all four potential EMOs to submit a proposal identifying costs and proposed services. Mr. Moreno had additional discussions with each organization, and shared his findings with other members of the CTF. Based on the recommendations of the CTF, Rite of Passage was selected over the other three based on capacity, cost and that it was a Nevada-based corporation familiar with the rules and statutes specific to this state.

iv. Management Contract Terminations

Rite of Passage has not had any revocations, non-renewals or withdrawals.

ATTACHMENT B.3.1.3: ACADEMIC PERFORMANCE OF EMO/MODEL

Rite of Passage Academic Performance

The EMO Rite of Passage has 30 years of experience operating or managing educational services for students. The effectiveness of the organization’s education program is demonstrated in the following accomplishments:

- Rite of Passage’s educational programs are established, structured and all regularly meet (or exceed) the standards of the applicable State Department of Education.
- Their campuses are accredited by the local school agency, the State Department of Education, the North Central Association of College and Schools or the Western Association of Schools and Colleges. Through implementation of a year-round schedule, rigorous assessment, targeted teaching, and comprehensive approach to youth development, our middle schools and high schools regularly meet (or exceed) Adequate Yearly Progress (AYP).
- This organization’s capabilities include operating or managing school-based residential programs as well as multiple educational campuses licensed as a Private School, Private Day School, Charter School, Non-Public School or a Voucher School.

Students in Rite of Passage schools have, on average, less than one year’s length of education services, therefore, a decision was made to compare of all of our students’ performance data based on average RIT score gains (see Table 1) in Reading (R), Language (L) and Math (M).

Table 1: Performance Data RIT Scores for Rite of Passage Schools

Name	Location	Grade Levels	MAP Assessment RIT Gain(2012/2013)*		
			Reading	Language	Math
Lookout Academy	LMYSC (Golden, CO)	9-12	6.22	6.18	6.37
Ridge View Academy Charter School	Ridge View YSC (Watkins, CO)	9-12	8.91	8.10	6.93
Canyon State Academy	Canyon State Academy AZ)	6-12	10.42	10.23	10.53
Canyon State Academy	Sycamore Canyon Academy (AZ)	6-12	6.78	5.40	3.94
Prestige Day School	(Queen Creek, AZ)	K - 12	2.18	3.47	2.88

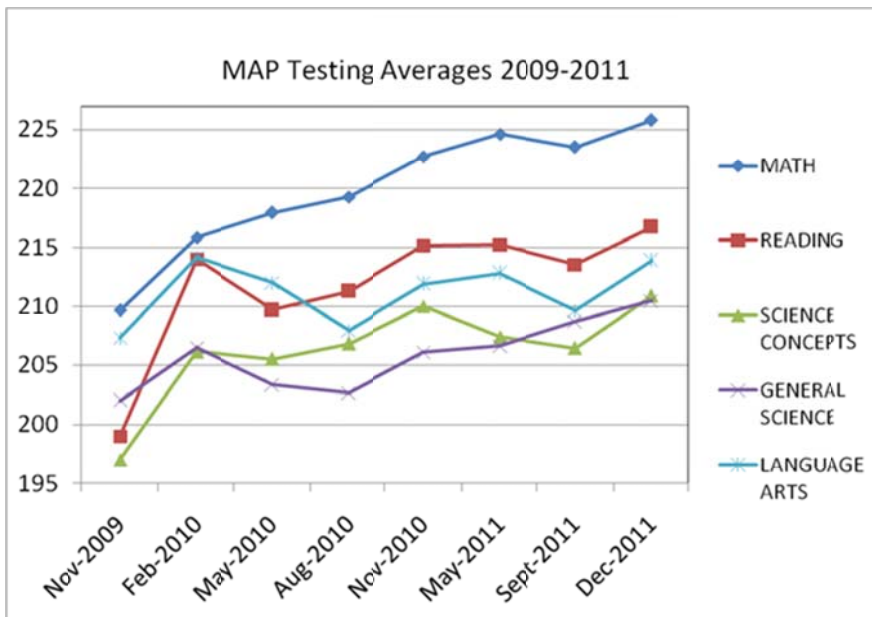
**The RIT scale is a subject area curriculum scale with equal intervals that uses individual item difficulty values to estimate student achievement. The scores above reflect the beginning of the school year until the end of the school year 2013.*

Performance Data RIT Scoring: Northwest Evaluation Association (NWEA) assessments use a measurement scale that has proven to be exceptionally stable and valid over time. Their scale is

based on the same modern test theory that informs the SAT, Graduate Record Exam, and Law School Admission Test. The benefit of this test theory is that it aligns student achievement levels with item difficulties on the same scale. NWEA placed all of their test items on the RIT scale according to their difficulty. Each increasing RIT is assigned a numeric value, or RIT score, that indicates a higher level of difficulty. As a student takes a Measurement of Academic Performance (MAP) test, s/he is presented with items of varying RITs, or levels of difficulty. Once the MAP system determines the difficulty level at which the student is able to perform and the system collects enough data to report a student's abilities, the test ends and the student is assigned an overall RIT score.

Since the MAP test only presents questions that a child can reasonably attempt to answer, the results are an excellent indicator of those skills and concepts that will appropriately challenge him/her. With this information, his/her Teacher can ensure academic growth.

Denver Public Schools has now adopted MAP growth rates as one of the most important factors in determining school progress through new School Performance Framework (SPF). Denver Public School authorized the charter for Rite of Passage's charter Ridge View Academy (RVA).



Denver Public Schools analyzes this data in many different ways.

They look at overall trend lines for each year and multiple years, and use individual growth rates to drive IEP goals and student scheduling and planning. Illustrated in the graph are the MAP growth rates that occurred from 2009-2011.

Students at Ridge View Academy are achieving growth rates far higher than the 2 RIT yearly national averages each quarter, and continue to show impressive gains in all areas. These results indicate that students at RVA are receiving a highly engaging and effective educational programming.

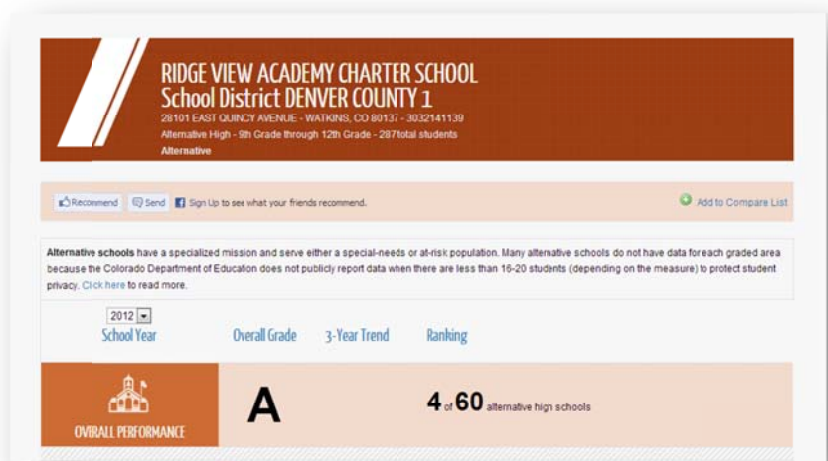
The characteristics of the RIT scale provide several benefits to educators:

Grade-independent: Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

Equal-interval: The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade.

Stability: More than twenty years after it was first implemented, scores along the RIT scale mean the same thing. As a result, educators can confidently measure growth over many years. The enclosed report summarizes reliability and validity studies used to support NWEA instruments.

School Achievement. For the 2011-2012 school year, Ridge View Academy scored in the “distinguished” category on the Denver Public School results of their School Performance Framework report. This is a comprehensive school performance tool that analyzes data on college readiness, attendance, student and parent satisfaction, student engagement, and year-to-year academic growth. These results were the best overall score and highest student achievement scores of any alternative high school in the district and are strong evidence that ROP’s academic model is highly engaging and effective for high-risk youth.



In addition to ranking the highest on the Denver Public School’s School Performance Framework report, Ridge View Academy was ranked 4th out of 60 alternative high schools in the State of Colorado by coloradoschoolgrades.com. Ridge View Academy received an “A” as the overall grade by the site, which assigns grades based on key performance indicators measured by the Colorado Department of Education.

Rite of Passage Non-Academic School Functions

Rite of Passage operates/manages schools across the country, but its headquarters are here in Nevada. The organization’s capacities include:

- Financial and cost reporting
- Records Maintenance
- Grant Funding
- Continuous Quality Improvement
- Strategic Planning

Rite of Passage Reference Checks

The CTF members conducted reference checks on Rite of Passage, including

- Kirby Burgess
- Judge William Voy
- Esther Rodriguez-Brown

The above unanimously recommended Rite of Passage sighting the company’s professionalism, ability, and commitment to improving the lives of Nevada’s children.

Hillsdale College (Barney Charter School Initiative) Academic Performance

The charter schools launched through the BCSI are high-achieving, including Ridgeview Classical Schools. This school is different school than Rite of Passage's Ridge View Academy.

The *US News and World Report* ranked Ridgeview Classical Schools' high school as 15th in the country, 4th U.S. charter school, and 4th open-enrollment high school in the nation. The magazine analyzed 21,069 public high schools in 48 states using data from the 2006-2007 school year. (Source: US News and World Report – America's Best High Schools). Now in its thirteenth year, the students continue to examine life with both intellectual rigor and ethical goals.

Listed below are some of the achievements of this school.

Class	Average GPA	Average PSAT*	Average SAT 2400	Average ACT
2003		164		30
2004	3.431	167		22
2005	3.379	175		26
2006	3.184	164	1859	25
2007	3.669	183	1909	28
2008	3.488	175	1925	27
2009	3.307	174	1929	26
2010	3.505	175	1921	27
2011	3.408	165	1835	26
2012	3.512	176	1933	28
2013	3.424	170	1888	26

*The average PSAT score in 2012 for Colorado was 151.3

** The average SAT (2400) score in 2012 was 1498

***The average ACT score in 2012 for Colorado was 20.6

ATTACHMENT B.3.1.4: FINANCIAL PERFORMANCE OF EMO/MODEL

See attached for an independent financial audit of the EMO.

CONFIDENTIAL

Rite of Passage, Inc.

AUDITED FINANCIAL STATEMENTS

December 31, 2012

CONTENTS

Independent Auditors' Report	1
Financial Statements	
Balance Sheet	2
Statement of Income and Retained Earnings	3
Statement of Cash Flows	5
Notes to Financial Statements	6



INDEPENDENT AUDITORS' REPORT

To the Board of Directors and Stockholder of
Rite of Passage, Inc.
Minden, Nevada

We have audited the accompanying financial statements of Rite of Passage, Inc (an S Corporation), which comprise the balance sheet as of December 31, 2012, and the related statements of income and retained earnings, and cash flows for the year then ended, and the related notes to the financial statements

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Rite of Passage, Inc. as of December 31, 2012, and the results of its operations and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Muckel Anderson CPAs

MUCKEL ANDERSON CPAs
A Professional Corporation

Reno, Nevada
June 17, 2013

300 East 2nd Street, Suite 1320 ■ Reno, NV 89501 ■ P: 775 686 3200 ■ F: 775 686 3210

www.muckelanderson.com

Rite of Passage, Inc.

BALANCE SHEET

December 31, 2012

ASSETS

Current Assets

Cash and cash equivalents	\$ 1,533,829
Accounts receivable (net of allowance for doubtful accounts of \$145,382)	5,403,456
Note receivable	49,235
Other current assets	<u>307,810</u>
Total Current Assets	<u>7,294,330</u>

Property and Equipment

Automobiles and trucks	1,141,059
Buildings	496,334
Furniture and fixtures	491,073
Leasehold improvements	9,626,977
Machinery and equipment	2,679,264
Land	<u>1,432,745</u>
	15,867,452
Less accumulated depreciation and amortization	<u>(5,589,454)</u>
	<u>10,277,998</u>

Other Assets

Refundable deposits	<u>13,827</u>
	<u>13,827</u>

\$ 17,586,155

LIABILITIES AND STOCKHOLDER'S EQUITY

Current Liabilities	
Accounts payable	\$ 1,532,501
Accrued expenses	4,377,485
Current portion of notes payable	623,877
Current portion of note payable - related party	35,235
Total Current Liabilities	<u>6,569,098</u>
Long-Term Liabilities	
Notes payable, net of current portion	3,677,584
Note payable, net of current portion - related party	36,313
	<u>3,713,897</u>
Stockholder's Equity	
Common stock, \$1 par value, 2,500 shares authorized, 2,400 shares issued and outstanding	2,400
Additional paid in capital	192,802
Retained earnings	7,107,958
	<u>7,303,160</u>
	<u>\$ 17,586,155</u>

See Accompanying Notes and Independent Auditors' Report

Rite of Passage, Inc.

STATEMENT OF INCOME AND RETAINED EARNINGS

For the Year Ended December 31, 2012

Income	
Management fees	\$ 4,286,930
Student revenue	51,593,439
	<u>55,880,369</u>
Operating Expenses	
Athletics	90,075
Bad debt	97,338
Behavior modification	55,622
Clothing - staff	58,126
Clothing - students	480,471
Consultants and outside services	984,166
Contributions	70,961
Continuing education	243,288
Depreciation and amortization	780,683
Dues and subscriptions	30,446
Education expense - students	556,689
Employee benefit programs	981,883
Food	2,411,472
Health insurance	2,577,685
Insurance	872,785
Kitchen supplies	206,389
Laundry expense	47,674
Marketing	78,952
Medical expense	209,966
Mileage reimbursement	128,622
Office supplies	163,159
Payroll	32,538,670
Payroll taxes	2,613,966

See Accompanying Notes and Independent Auditors' Report

Rite of Passage, Inc.

STATEMENT OF INCOME AND RETAINED EARNINGS
(CONTINUED)

For the Year Ended December 31, 2012

Personal and incidentals	107,928
Printing	52,761
Postage and freight	84,217
Recruiting	202,232
Rent	1,251,867
Repairs and maintenance	1,077,695
School supplies	360,004
Site special events	19,974
Taxes and licenses	114,503
Telephone	258,864
Travel and lodging	566,351
Travel and lodging - students and parents	135,072
Utilities	1,547,429
Vehicle expense	775,931
	<u>52,833,916</u>
Income from Operations	<u>3,046,453</u>
Other Income (Expense)	
Interest income	3,987
Interest expense	(256,527)
Other income	19,566
Gain on sale of assets	2,152
	<u>(230,822)</u>
Net Income	2,815,631
Retained Earnings, Beginning of Year	7,201,418
Stockholder Distributions	<u>(2,909,091)</u>
Retained Earnings, End of Year	<u>\$ 7,107,958</u>

See Accompanying Notes and Independent Auditors' Report

Rite of Passage, Inc.

STATEMENT OF CASH FLOWS

For the Year Ended December 31, 2012

Cash Flows from Operating Activities	
Net Income	\$ 2,815,631
Adjustments to reconcile net income to net cash provided by operating activities:	
Depreciation and amortization	780,683
Gain on sale of assets	(2,152)
Decrease (increase) in:	
Accounts receivable	(1,239,526)
Note receivable	(49,235)
Other current assets	(73,122)
Refundable deposits	(4,600)
Increase (decrease) in:	
Accounts payable	28,303
Accrued expenses	701,440
Net Cash Provided by Operating Activities	<u>2,957,422</u>
Cash Flows from Investing Activities	
Purchase of equipment	(773,880)
Proceeds from sale of equipment	7,700
Net Cash Used by Investing Activities	<u>(766,180)</u>
Cash Flows from Financing Activities	
Principal payments on long-term debt	(551,083)
Dividends paid	(2,909,091)
Net Cash Used by Financing Activities	<u>(3,460,174)</u>
Net Decrease in Cash	(1,268,932)
Cash and Cash Equivalents, Beginning of Year	<u>2,802,761</u>
Cash and Cash Equivalents, End of Year	<u>\$ 1,533,829</u>
Supplemental Disclosure of Cash Flow Information	
Cash paid for interest during the year	<u>\$ 256,527</u>

See Accompanying Notes and Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

A **Nature of Operations**

Rite of Passage, Inc (the Company) operates and manages juvenile rehabilitative programs for youth primarily between the ages of 13 and 18 years. The Company provides several programs encompassing academic, vocational, athletic and treatment services for more than 1,000 students each year which, through its achievement based program supported by evidenced based practices, allow the students to graduate and successfully reenter their communities. These services are intended to help reduce recidivism. One of the many goals at Rite of Passage is for each student to leave the Company's programs either enrolled in continuing education, enlisted in the Armed Services or gainfully employed in their community.

Rite of Passage's services not only include residential programs, but transitional programs, management services and mentoring and tracking programs. The Company has developed expertise in providing centralized finance and audit facilitation services, payroll services, human resource support, program support, quality review, research and development, training, information technology infrastructure, and other administrative support to its management customers, who include a nonprofit program located in Nevada and California, nonprofit schools located in Colorado, Arizona, Louisiana and Maryland. In addition, the Company provides administrative services for a company that focuses on aftercare and transitional services in California. Rite of Passage also provides food services and facilitates medical, work and recreational programs within its facilities.

Students of Rite of Passage, Inc come from all geographic and demographic areas across the country. However, Rite of Passage predominately operates in Arizona, California, Colorado, Maryland, Ohio and Nevada. In addition, the Company is licensed by various other state, local and federal agencies.

B. **Basis of Accounting**

The financial statements have been prepared using the accrual basis of accounting. Under the accrual basis of accounting, revenues are recorded as earned and expenses are recorded at the time liabilities are incurred.

C **Cash and Cash Equivalents**

For purposes of the statement of cash flows, the Company considers all unrestricted highly liquid investments with an initial maturity of three months or less to be cash equivalents.

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D Accounts Receivable

Accounts receivable consists of payments due from companies that have contracted with the Company for management services or from various states that have contracted with the Company to provide residential services for juvenile offenders.

Accounts receivable are reported net of an allowance for doubtful accounts. On a periodic basis, the Company evaluates its accounts receivable and establishes an allowance for doubtful accounts, based on a history of past write-offs and collections and current credit conditions. Accounts are written off as uncollectible at the time management determines the collection is unlikely. Management has estimated and reserved an allowance for doubtful accounts of \$145,382. Total Trade Accounts Receivable (Total) and Number of Days Sales Outstanding (DSO) were as follows for the last three years:

	<u>Total</u>	<u>DSO</u>
2012	\$ 5,121,589	33.43
2011	\$ 3,715,481	25.79
2010	\$ 3,239,673	23.08

The increase in accounts receivable over prior year is primarily due to a new customer related to the Company's Ohio acquisition that pays a portion of their amount due based on a six-month attendance reconciliation. The full amount was collected in 2013.

E Inventory

When the Company holds inventory, it is stated at the lower of cost or market. Cost is determined by the first-in, first-out method and market represents the lower of replacement cost or estimated net realizable value. The Company does not currently hold any inventory.

F. Property and Equipment

Property and equipment are carried at cost, less accumulated depreciation. Depreciation of property and equipment is computed using the double declining balance and straight line methods. Amortization of loan costs, included in buildings, is computed using the straight line method.

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

F. Property and Equipment (Continued)

Maintenance, repairs, and renewals, which neither materially add to the value of the property nor appreciably prolong its life, are charged to expense as incurred. Gains or losses on dispositions of property and equipment are included in income.

G Prepaid Expenses

Included in other current assets are prepaid expenses, which are assets that are expected to be realized within the next fiscal year. The Company's prepaid expense balance at December 31, 2012 is \$297,964, and is comprised of \$114,260 in general liability and property insurance, \$72,691 in workers compensation insurance, and \$111,013 of other prepaids that have been paid in advance for future benefits.

H Refundable Deposits

The Company holds deposits for various leased facilities, required utility deposits and to hold conference facilities. All deposits are anticipated to be returned in the future based on the terms of the agreements they were paid under.

I Debt Issuance Costs

The Company amortizes loan fees incurred when acquiring the loan through Midfirst Bank over the life of the loan.

J. Use of Estimates

The preparation of financial statements, in conformity with generally accepted accounting principles, requires management to make estimates, judgments and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period.

The Company's significant estimates include allowance for doubtful accounts; miscellaneous receivables for revenues earned but not yet billed; estimated liabilities for unrecorded operating expenses and an estimate for payroll due to employees as of the end of the year, including related liabilities for taxes and paid time off earned, but not yet used. These estimates and assumptions

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

J. Use of Estimates (Continued)

affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. While the Company believes that such estimates are reasonable when considered in conjunction with the financial statements as a whole, the actual amounts of such estimates, when known, will vary from these estimates. If actual results significantly differ from the Company's estimates, the Company's financial condition and results of operations could be materially impacted.

K Revenue Recognition and Contract Provisions

Rite of Passage operates under various contracts with state and local governments. Facility management revenues are recognized as services are provided under facility management contracts with approved government appropriations based on a rate per day per student per contract. These contracts usually contain expiration dates with renewal options ranging from annual to multi-year renewals. These contracts are generally subject to legislative appropriations. The Company generally expects to renew these contracts for periods consistent with the remaining renewal options allowed by the contracts or other reasonable extensions. Fixed monthly rate revenue is recorded in the month earned and fixed per diem revenue, including revenue under those contracts that included guaranteed minimum populations, is recorded based on the per diem rate multiplied by the number of students in the program during the respective period. In some instances, the Company is a party to more than one contract with a single entity. In these instances, each contract is accounted for separately. Some revenues are recognized on a cost-reimbursement basis. The entity is billed as costs are incurred up to a certain amount per year. Other revenues are recognized on a fee for service basis depending upon the specific services provided. The Company also earns revenues for providing management and administrative services to certain nonprofit agencies whose services are consistent with the Company's own. Revenues are recognized based on a percentage of revenues generated by the agency per contract guidelines.

L. Income Taxes

Effective January 1, 1995, the Company elected to be taxed under Subchapter S of the Internal Revenue Code. Under those provisions, the Company generally does not pay corporate income taxes on its taxable income. Accordingly, no provision for income taxes is included in the financial statements.

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

L. Income Taxes (Continued)

In accordance with the provisions of the Income Tax topic of the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC), the tax benefit from an uncertain tax position is only recognized in the Balance Sheet if the tax position is more likely than not to be sustained upon an examination, based on the technical merits of the position. Interest and penalties, if any, are included in expenses in the Statement of Income and Retained Earnings. As of December 31, 2012, the Company had no uncertain tax positions that qualify for recognition or disclosure in the financial statements.

The Company files income tax returns in the U.S. federal jurisdiction and various states. The Company is no longer subject to U.S. federal and most state income tax examinations by tax authorities for years before 2009, generally three years after they are filed.

2 PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of December 31, 2012:

	Useful Life <u>(Years)</u>		
Automobile and trucks	3 - 7	\$	1,141,059
Buildings	39		496,334
Furniture and fixtures	3 - 7		491,073
Leasehold improvements	10 - 15		9,626,977
Machinery and equipment	5 - 10		2,679,264
Land – Oracle			612,368
Land improvements			820,377
			<u>15,867,452</u>
Less accumulated depreciation			<u>(5,589,454)</u>
		\$	<u>10,277,998</u>

Depreciation expense was \$780,683 for the year ended December 31, 2012.

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

3. ACCRUED EXPENSES

Accrued expenses consisted of the following as of December 31, 2012:

Accrued payroll	\$ 2,864,683
Accrued payroll taxes	774,191
Accrued retirement	82,311
Other accrued liabilities	<u>656,300</u>
	<u>\$ 4,377,485</u>

Other accrued liabilities consist of operating expenses incurred prior to December 31, 2012, for which the Company has not yet been billed.

4. NOTES PAYABLE

In prior years, the Company was paying on a note to Youth Partners, Inc., payable in nine equal annual principal and interest payments of \$100,000, with interest calculated at 15% per annum. The entire principal balance together with all accrued interest was due December 31, 2012. Effective January 1, 2013, the terms of this agreement were modified to reflect new terms relative to the outstanding principal balance of \$285,498. The interest was modified to 4% per annum and the terms of the loan extended five years. Monthly installments of \$5,258, including interest, commence on July 1, 2013. The entire principal balance is now due June 1, 2018. This note is secured by a Deed of Trust, Assignment of Rents, Security Agreement and Fixture Filing.

The Company is paying on a note that is between Queen Creek Summit, LLC and Midfirst Bank; however, the note relates to a construction project directly related to the Company. The note is payable in monthly installments of \$61,711, including interest at 3.98%. The entire principal balance is due October 1, 2018. This note is secured by a Deed of Trust. As of December 31, 2012, the Company was in compliance with their annual minimum profitability requirement but was out of compliance with their fourth quarterly minimum profitability requirement for this loan. The Company's fourth quarter profitability was impacted by year-end adjustments that affect the prior three quarters as well. However, the Company has obtained a waiver of compliance, see further discussion in Note 12.

The Company is paying on a non-interest bearing note to Toyota Financial Services, payable in 60 equal monthly principal payments of \$641, due August 1, 2016. This note is secured by a Toyota Tundra.

See Independent Auditors' Report

Rite of Passage, Inc.
NOTES TO FINANCIAL STATEMENTS
December 31, 2012

4 **NOTES PAYABLE (CONTINUED)**

Notes payable for the year ending December 31 are as follows:

Youth Partners, Inc.	\$ 285,498
Midfirst Bank	3,988,417
Toyota Financial Services	<u>27,546</u>
	4,301,461
Less current portion	<u>(623,877)</u>
	<u>\$ 3,677,584</u>

Maturities of the notes payable are as follows for the years ending December 31:

2013	\$ 623,877
2014	675,833
2015	703,337
2016	728,538
2017	754,092
Thereafter	<u>815,784</u>
	<u>\$ 4,301,461</u>

5. **NOTE PAYABLE – RELATED PARTY**

The Company is paying on a note payable to Butte Holdings LLC, see further discussion in Note 9, payable in monthly installments of \$3,076, including interest at 3.02%. The entire principal balance together with all accrued interest is due December 31, 2014. This note is unsecured.

Butte Holdings, LLC	\$ 71,548
Less current portion	<u>(35,235)</u>
	<u>\$ 36,313</u>

Maturities of the notes payable are as follows for the years ending December 31:

2013	\$ 35,235
2014	<u>36,313</u>
	<u>\$ 71,548</u>

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

6. **401(K) PLAN**

All employees of Rite of Passage are eligible to participate in a tax deferred annuity plan established under IRC section 401(k) after completion one year of qualified service. Under the plan, an employee makes elective deferrals pursuant to his/her salary reduction agreement. Effective December 31, 2006, the Company adopted a safe harbor provision and now matches all employee contributions up to 6% of all eligible employee compensation. During 2012, the Company obtained a new location, Hillcrest Academy, and as a result filed a plan document modification which allowed these specific employees to enroll in the 401(k) plan effective their first day of employment.

Contributions by the Company to the plan for the year ended December 31, 2012 were \$773,028.

7. **MULTI-EMPLOYER PLANS THAT PROVIDE PENSION BENEFITS**

The Company contributes to a multi-employer defined benefit pension plan that covers its union-represented employees in the state of Ohio. The risks of participating in this multi-employer plan are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers.
- b. If a participating employer stops contributing to the Plan, the unfunded obligations of the Plan may be borne by the remaining participating employers.
- c. If the Company chooses to stop participating in its multi-employer plan, the Company may be required to pay the plan an amount based on the underfunded status of the Plan, referred to as a withdrawal liability.

The Company's participation in this plan for the annual period ended December 31, 2012, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available is for the Plan's 2011 year. The zone status is based on information that the Company received from the Plan and is certified by the Plan's actuary. Among other factors, plans in the red zone are generally less than 65 percent funded, plans in

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

7 **MULTIEMPLOYER PLANS THAT PROVIDE PENSION BENEFITS (CONTINUED)**

the yellow zone are less than 80 percent funded, and plans in the green zone are at least 80 percent funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented. There have been no significant changes that affect the comparability of the Company's contributions for the year ended December 31, 2012.

Pension Fund	EIN/ Pension Plan Number	Plan Yearend	Pension Protection Act Zone Status	FIP/RP Status Pending/ Implemented	Contributions of the Organization	Surcharge Imposed	Expiration Date of Collective- Bargaining Agreement
			2012		2012		
Ohio Public Employees Retirement System	31-6401653/ 001	December 31	N/A	N/A	54,236	N/A	N/A
					<u>\$ 54,236</u>		

The Company was not listed on Form 5500 for the above plan as providing more than 5 percent of the total contributions for the plan tax year 2011. At the date the financial statements were issued, Form 5500 was not available for the plan tax year 2012.

8 **OPERATING LEASES**

The Company leases certain land, buildings and vehicles under several operating leases with various lease periods ranging from one to five years, with varying renewal options. During the year ended December 31, 2012, rental expense paid under operating lease obligations was \$1,327,624 of which \$75,757 is included in vehicle expense and \$1,251,867 is included in rent. Future obligations over the primary terms of the Company's operating leases as of December 31, 2012, are as follows:

2013	\$ 1,274,227
2014	1,270,143
2015	1,270,143
2016	1,270,143
2017	1,154,301
Thereafter	<u>1,170,000</u>
	<u>\$ 7,408,957</u>

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

9. RELATED PARTIES

Mr. Broman is the sole stockholder of the Company and a member and officer of the Board of Directors of the Company. In addition, Mr. Broman is also a partner in Palisades, LLP, a stockholder and an officer of the Board of Directors of Choice Corporation, and the sole member of Butte Holdings, LLC, Private Crest, LLC, Summit Couloir, LLC, and Queen Creek Summit, LLC. The Company also rents property which is owned by the Chief Operating Officer of the Company.

In order to better accomplish their mission, the Company has entered into various leasing arrangements for land, buildings and vehicles with the aforementioned entities and/or individuals. Rental expense paid under these lease agreements for the year ended December 31, 2012, was \$1,141,180. In addition, the Company held an account payable in the amount of \$25,707 due to Choice Corporation at December 31, 2012.

As further discussed in Note 5, the Company is currently paying on a note to Butte Holdings, LLC.

10. CONCENTRATION OF CREDIT RISK

Financial instruments that potentially subject the Company to concentrations of credit risk consist principally of cash in banks. The Company maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The Company believes it is not exposed to any significant credit risk on cash and has not experienced any losses in cash. Effective for the period December 31, 2010 through December 31, 2012, the FDIC provides temporary unlimited deposit insurance coverage for noninterest-bearing transaction accounts at all FDIC-insured depository institutions.

Uninsured balances in interest bearing accounts totaled \$1,186,636 at December 31, 2012.

11. GUARANTEE OF DEBT

In connection with the purchase of the Crouse Mill Road facility in Keymar, Maryland, in March 2008, the Company guaranteed Butte Holdings, LLC's debt, totaling approximately \$5,888,422 at December 31, 2012. The guarantee is scheduled to expire June 1, 2018. Examples of events that would require the Company to provide a cash payment pursuant to the guarantee include a loan default, which would result from Butte Holdings, LLC's failure to service its debt when due or non-compliance with financial covenants, inaccuracy of representations and warranties, bankruptcy, cross-default to other material agreements and indebtedness and actual or asserted invalidity of any

See Independent Auditors' Report

Rite of Passage, Inc.

NOTES TO FINANCIAL STATEMENTS

December 31, 2012

11 **GUARANTEE OF DEBT (CONTINUED)**

loan documentation or security interests. Because the fair value of Butte Holding, LLC's asset collateral exceeds the amount of the debt obligation, significant losses are not anticipated. There is currently no recorded liability for potential losses under this guarantee, nor is there any liability for the Company's obligation to "stand ready" to fund such guarantee.

As of December 31, 2012, the Company was out of compliance as the guarantor on this loan with the required debt service coverage ratio of 1.15:1.00, as the Company held a ratio of 1.01:1.00. However, the Company has obtained a waiver of compliance, see further discussion in Note 12.

12 **SUBSEQUENT EVENTS**

The Company obtained a waiver of compliance for their Midfirst Bank Note Payable, see further discussion in Note 4.

The Company obtained a waiver of compliance for the Butte Holdings, LLC Note Payable for which the Company is a guarantor, see further discussion in Note 11.

Management has evaluated subsequent events through June 17, 2013, the date the financial statements were available to be issued.

See Independent Auditors' Report

ATTACHMENT B.3.1.5: LEGAL RELATIONSHIP WITH EMO/MODEL

i. Evidence CTF is independent from the EMO

Founders Academy is independent from the EMO, and is a self-governing entity.

	Founders Academy	Rite of Passage
CTF Members	Richard W. Moreno, Chair Mark Hesiak, Vice-Chair Dr. Stavos Anthony, Member Bob Beers, Member Matt Fowers, Member Ken Fowler, Member Dr. Jeff Geihs, Member Rosa Kubala, Member Brenda Flank, Member	S. James Broman, CEO Lawrence W. Howell, COO Carolyn Jenkins-Bower, CFO
General Counsel	Joe Brown, Esq.	Barbara Ross, Esq.
Other Representations	Founders represents no member of the governing body is employed by or receives compensation from Rite of Passage, Inc. <ul style="list-style-type: none">• No Board member has held a contract, lease or other agreement with the EMO (other than the proposed management agreement for services under this application)• No EMO family members are on the Founders Board• No Founders Board member is a family member of the EMO• No Board members are currently, or have been, employed by the EMO	

ii. Supervisory Responsibilities

Not applicable. The EMO employee (Business Manager) will work in collaboration with the Principal but will not provide supervisory responsibilities to school staff. The EMO will supervise the Business Manager because it is an EMO employee, but will do so aligned with the mission and vision of the school and the Board of Directors.

iii. Promissory Notes or other Negotiable Instruments

Not applicable

ATTACHMENT B.3.1.6: ORGANIZATIONAL STRUCTURE

i. Roles and Responsibilities of the EMO and School/Model to be Replicated

Founders Academy is structured with the Governing Body providing oversight, planning, direction and overall governance to the school's management team and staff. The administrators, teachers and staff will all be employees of Founders Academy of Las Vegas. Rite of Passage, our EMO, as approved by the Governing Board, will provide some educational services aligned with Hillsdale's model, administrative, human resources and financial services (see scope of services below).

While Rite of Passage is our EMO, Hillsdale College's classical education represents the model we will replicate. Founders Academy looks to Hillsdale College as an advisor and resource for guidance on the development and operation of the charter school's academic program, consistent with the State Public Charter School Authority and Nevada Revised Statutes (see scope of services below)

ii. Scope of Services (for the EMO)

Educational Services

- Curriculum. Work in conjunction with the Charter to provide state-approved curriculum using a classical education model for the submission of this charter application
- Instruction. Procuring instructional tools, equipment and supplies, including educational materials and teaching tools
- Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter as agreed to from time to time between ROP and the Charter

Administrative Services

- Application Process. Work in conjunction with the Board of Directors to develop and write charter application and participate in any requests for clarification, including oral presentations, by Authority
- Development of the annual budget and cash flow projections
- Professional development of personnel and management as a supplement to the Charter and Hillsdale College, to ensure compliance with Nevada law
- Oversight of maintenance of the Charter's facility to the extent consistent with any and all leases and applicable laws, regulations, and/or ordinances
- Business administration of Charter leases and negotiation of vendor contracts (e.g, office supplies) in conjunction and on behalf of the Charter within the budget and scope provided by the Board. The Charter shall retain authority over all leases and contracts.
- General oversight of food services, which shall be provided by a different vendor, including compliance checks
- Public relations and promotion within the community, including publication design, which shall be approved by the Charter Board of Directors prior to publication

Human Resources

- Services including recruitment, screening, background checks and providing interviewing instruments to the Charter.
- Source and administer benefit plans, including PERS setup and management.

Budgeting and Financial Reporting

- Develop annual budget prepared in conjunction with the Charter and Principal, and provide budget revisions needed throughout the year
- Day-to-day accounting (including general ledger, A/R, A/P and payroll), provide detailed financial statements (Income Statement, Balance Sheet and Cash Flow statements), which include a report of monthly expenses including comparison to budget
- Detailed statements of all revenues received, from whatever source, with respect to the Charter, and detailed statements of all direct expenditures for services rendered to or on behalf of the Charter, whether incurred on-site or off-site, upon request
- Annual audits or other financial statements as may be required by and in compliance with the Code and other applicable laws and regulations, subject to the Charter's approval
- Reports on the finances of the Charter upon the request of the regulatory authorities or the Authority, but not less frequently than as is required by the State Public Charter School Authority Charter Agreement, the Code or other applicable laws and regulations (and no more often than monthly)
- Other information on a periodic basis reasonably necessary to enable the Charter to monitor ROP's performance under this and related agreements to the extent required by the School District or the Code, including the effectiveness and efficiency of operations at the Charter

Payroll Services and Reporting

- Prepare payroll checks and direct deposits and state/federal tax deposits
- Track changes in gross pay, payroll deductions
- Prepare quarterly payroll reports
- Prepare and send annual W-2 along with required federal reporting
- Maintenance of payroll records

Information Technology Management

- Website development to include board portal and dashboards, and parent portal and other information required by open meeting laws
- Periodic updates of website
- School technology plan including website set-up hosting, analysis of cost effective systems (phone, computer, network), and procurement of computer and network system within the budget and scope provided by the Board. The Charter shall retain authority over the school technology plan

- Installation and management of software and system upgrades

Value Added Services

- Application and management of membership in Nevada Interscholastic Activities Association, as appropriate.
- Semester Reports. ROP will provide to the Charter on a semester basis a report on (A) the Charter students' academic performance, and (B) ROP's performance of the Educational Services and Administrative Services. This report will comply with the Code and the Authority's requirements for such a report, if any.
- Rules and Procedures. ROP will enforce the rules, regulations and procedures adopted by the Charter not in direct conflict with this Agreement, NDE, the Code and other applicable laws and regulations. ROP will recommend rules, regulations and procedures applicable to the Charter and its students. ROP will notify the Charter Board of Directors immediately if the Charter seeks to adopt or adopts any rule, regulation, or procedure that ROP believes is in conflict with this Agreement, NDE, the Code and other applicable laws and regulations.
- ROP shall research and apply for applicable grant funding including E-rate, Title I funding and shall provide oversight and accounting/recordkeeping services that meet all requirements.
- ROP shall provide Continuous Quality Improvement review and recommendations at least annually, including monthly key performance indicators.
- ROP shall facilitate the scheduling of Board meetings, ensuring compliance with open meeting laws. Board training on finance, governance and reporting shall be provided as will information on the general roles and responsibilities of the Board.
- Strategic planning, related to financial performance in conjunction with the Charter.
- Facility selection and acquisition services in conjunction with the Charter.
- The Administrative Services will be provided in accordance with the Educational Program and the Contract.

Scope of Services (for Hillsdale College)

Candidate for Principal

- Hillsdale College shall assist Founders Academy with the selection of a principal
- The choice of the Principal shall be solely the decision of Founders Academy
- Founders Academy shall not be required to hire any candidate proposed by Hillsdale College

Development of Curriculum of Charter School

- Hillsdale College shall provide a general model for curriculum of a charter school
- Hillsdale College shall provide assistance with the development of the curriculum of the Charter School
- All decisions with respect to the curriculum and teaching material shall be made solely by Founders Academy and shall be consistent with applicable laws and regulations

Teacher Education

- Hillsdale College shall provide teacher education seminars of a duration, scope and location to be determined by the college
- Founders Academy shall determine which teachers to invite as attendees

iii. Oversight and Evaluation Methods

The EMO will be responsible and accountable to the Founders Academy Board for the provisions of services as outlined in the Management Agreement. Educational achievement will be the ultimate responsibility of the Board, and the EMO shall be accountable for the performance and the completion of the tasks identified in the Management Agreement.

Rite of Passage will also be responsible for preparing, at minimum, an annual budget for the Board of Directors approval. Amendments to this budget must be approved by the Board. Budget performance is presented to the Board on a monthly basis, including a comparison of budgeted costs versus actual costs. Any variances are reviewed and explained by Rite of Passage. Corrective action is taken as necessary. A financial audit is completed annually by an independent outside CPA firm who presents the results of said audit to the Board of Directors within a reasonable amount of time after the audit is completed. The CPA firm outlines any issues discovered through the audit process that could impact the operations of the school and/or strengthen internal controls as part of said presentation. Rite of Passage will respond to any recommendations in writing to the Board of Directors.

Rite of Passage's Human Resources reporting systems provide reportable outcomes regarding recruitment, retention and safety. Their monthly report to the Founders Academy Board will include: Number of staff recruited; annual evaluations and percentage of employees scoring in low, average, above average and excellent ranges; staff retention (turnover) ratios; and staff safety (workers' compensation). This provides the Board the opportunity to focus on employee needs, identify areas for improvement and areas to celebrate, as well as ways to keep staff and students safe during the school day.

Rite of Passage will provide to the Board Key Performance Indicator reports (KPI's) each month in the areas of graduation rates, testing scores, student achievement, community service hours, parent involvement, attendance rates and continuous quality improvement scores. This can be reported by Rite of Passage, but the information shall be collected by Founders Academy staff. This will ensure the Board is given the information needed to measure and track the school's progress toward its goals. This data will be evaluated and discussed during the Board's meetings and during annual planning sessions.

iv. Compensation Structure

For the services described above (and in the Management Agreement), Founders Academy shall pay 5% of revenue to Rite of Passage, Inc. once the school is funded. Hillsdale College (through the BCSI) shall not seek compensation from Founders Academy for the services they provide.

v. Financial Responsibilities of the School Governing Board and EMO

The extent of the financial responsibilities between the School Governing Board and the EMO is outlined in the Management Agreement and consists of monthly payment, once the school is funded, of 5% of revenue.

vi. Terms and Conditions of Management Agreement

The terms and conditions of the Management Agreement are specified below:

Terms: The term of the management agreement is for two (2) years (see section 2.01 of the Management Agreement).

Renewal/Terminations: Agreement will automatically renew for an additional period (a "Renewal Term") equal to no longer than the remaining term of the written charter of Founders Academy of Las Vegas unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 90 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant the conditions specified in the Management Agreement.

The Charter may terminate the Management Agreement prior to the end of the term specified in Article II in the event that ROP fails to remedy a material breach within 30 days after written notice from the State Public Charter School Authority. A material breach by ROP includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the Charter's material policies, procedures, rules, regulations or curriculum which are not in violation of or conflict with the State Public Charter School Authority Charter Agreement, this Agreement, the Code, and applicable laws and regulations, or (iii) any act or omission of gross negligence that causes the Charter to breach the State Public Charter School Authority Charter Agreement in a material way. Termination by the Charter will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of the termination.

ROP may terminate this Agreement prior to the end of the term specified in Article II in the event that the Charter fails to remedy a material breach within 30 days after written notice from ROP. A material breach includes, but is not limited to (i) ROP's failure to receive any fee or reimbursement as required by the terms of this Agreement, or (ii) an act or omission of gross negligence that causes ROP to be unable to perform its material obligations under this Agreement. Termination by ROP will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination.

Indemnification of the Charter. ROP will indemnify and save and hold the Charter and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by ROP with any agreements, covenants, warranties or undertakings of ROP contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the ROP contained in or made pursuant to this Agreement. In addition, ROP will reimburse the Charter for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section may be met by the purchase of insurance pursuant to the specifications in the Management Agreement.

Indemnification of ROP. The Charter will indemnify and save and hold ROP and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Charter with any agreements, covenants, warranties or undertakings of the Charter contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter contained in or made pursuant to this Agreement. In addition, the Charter will reimburse ROP for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section may be met by the purchase of insurance pursuant to the specifications in the Management Agreement.

vii. Plan for Operation in the Event of Termination of Management Agreement

Should Founders (or Rite of Passage) terminate the Management Agreement based on the specific termination clauses of the agreement, Founders will still operate a viable, quality school. Because the Founders Academy board is made up of individuals with business experience, we know that there is rarely an unannounced, unpredicted “termination” of a contract. Usually it comes with cause, discussion and an opportunity to cure issues (a 30-day remedy period is built into the contract). Therefore, we do not expect to be caught off guard. In the unlikely event a termination occurs, the plan will include:

- Immediate Board of Directors meeting to determine if it is in the best interest to hire a new EMO
- Solicitation of feedback from Hillsdale College
- Work with the current EMO to provide training and transitional services (if appropriate). Gather all records/systems/performance reports and information from EMO.
- Solicit proposals by other EMOs, and interview/select new EMO (several EMOs offered proposals for Founders)
- Within 45-60 days, have a new EMO established

Termination of the Agreement will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination. There shall be no financial obligations to Rite of Passage after the date of termination, however there will still remain financial and contractual obligations by Founders Academy to the State Public Charter School Authority.

viii. Unsigned Contracts between EMO and Key Personnel

There will be no contracts between the EMO and key personnel working for the school and employed by the EMO.

ATTACHMENT B.3.1.7: MANAGEMENT AGREEMENT

The management agreement for the EMO is included as an attachment in addition to the advisory agreement with Hillsdale College.

Attachment B.3.1.7: Contract/Management Agreement

EDUCATION MANAGEMENT AGREEMENT

This Education Management Agreement (the "Agreement") is made and entered into _____ of 2013, by and between **Rite of Passage, Inc.**, a Nevada corporation ("ROP"), and **Founders Academy of Las Vegas**, (the "Charter"), providing education services as approved by the Nevada Department of Education ("NDE") and the Nevada State Public Charter School Authority (the "Authority").

RECITALS

- A. The Charter is submitting an application to NDE to participate in the Charter School program pursuant to the Nevada Revised Statutes and the Nevada Administrative Code (the "Code").
- B. ROP is a professional operator and manager of charter schools with the following purpose:
 - promoting and encouraging effective school design and systems of instruction;
 - implementing innovative and effective instructional and educational systems, management and programs for students; and
 - enabling the Charter and other schools to achieve their statutory purposes and educational goals.
- C. The Charter and ROP desire to enter into a management contract and to create an educational relationship whereby they will develop an effective educational program at the Charter; and whereby ROP will act as the management company for the Charter pursuant to Nevada Administrative Code 386.405.

THEREFORE, the parties mutually agree as follows:

ARTICLE I
EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01. Educational Services.

- (a) For the Term (as defined in Article II below), ROP will provide to the Charter and its students the following educational services (the "Educational Services"):
 - (i) Curriculum. Work in conjunction with the Charter to provide state-approved common core standards curriculum using a classical education model;
 - (ii) Instruction. Procuring instructional tools, equipment and supplies, including educational materials and teaching tools; and
 - (iii) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter as agreed to from time to time between ROP and the Charter.
- (b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil instruction and assessment, policies, school calendar, school schedule and pupils to be enrolled at the Charter (the "Educational Program") as adopted by the Charter, and NDE.
- (c) Subject to this Agreement, NDE the applicable provisions of the Code, and only after prior approval from the Charter, ROP may modify the Educational Services or related programs and activities.
- (d) ROP will be responsible and accountable to the Charter Board of Directors for the management of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Charter Budget established pursuant to Section 1.02(iv) below, and ROP will not be required to expend funds on such services in excess of the amounts set forth in such Charter Budget.

1.02 Administrative Services.

- (a) For the Term (as defined in Article II below), ROP will provide to the Charter the following administrative services (the "Administrative Services"):
 - (i) Application Process. Work in conjunction with the Board of Directors to develop and write charter (approximately 50% of the application), and shall provide the following additional services:
 - (A) Requests for clarification by the Authority;

- (B) Development of the annual budget and cash flow projections; and
 - (C) Attending all necessary oral presentations and meetings with the Authority.
- (ii) Administrative. ROP shall provide the following services to the Charter:
- (A) Professional development of personnel and management, in conjunction with Charter, to ensure compliance with Nevada law;
 - (B) Oversight of maintenance of the Charter's facility to the extent consistent with any and all leases and applicable laws, regulations, and/or ordinances;
 - (C) Business administration of Charter leases and negotiation of vendor contracts (e.g, office supplies) in conjunction and on behalf of the Charter within the budget and scope provided by the Board. The Charter shall retain authority over all leases and contracts;
 - (D) General oversight of food services, which shall be provided by a different vendor, including compliance checks; and
 - (E) Public relations and promotion within the community, including publication design, which shall be approved by the Charter Board of Directors prior to publication.
- (iii) Human Resources. ROP shall provide the following services to the Charter:
- (A) Services including recruitment, screening, background checks and providing interviewing instruments to the Charter; and
 - (B) Source and administer benefit plans, including PERS setup and management.
- (iv) Budgeting and Financial Reporting. ROP shall provide the following services to the Charter:
- (A) Develop annual budget prepared in conjunction with the Charter and Principal, and provide budget revisions needed throughout the year;

- (B) Day-to-day accounting (including general ledger, A/R, A/P and payroll), provide detailed financial statements (Income Statement, Balance Sheet and Cash Flow statements), which include a report of monthly expenses including comparison to budget;
 - (C) Detailed statements of all revenues received, from whatever source, with respect to the Charter, and detailed statements of all direct expenditures for services rendered to or on behalf of the Charter, whether incurred on-site or off-site, upon request;
 - (D) Annual audits or other financial statements as may be required by and in compliance with the Code and other applicable laws and regulations, subject to the Charter's approval;
 - (E) Reports on the finances of the Charter upon the request of the regulatory authorities or the Authority, but not less frequently than as is required by the State Public Charter School Authority Charter Agreement, the Code or other applicable laws and regulations (and no more often than monthly); and
 - (F) Other information on a periodic basis reasonably necessary to enable the Authority to monitor ROP's performance under this and related agreements to the extent required by the School District or the Code, including the effectiveness and efficiency of operations at the Charter.
- (v) Payroll Services and Reporting. Management of payroll services and reporting for the staff employed by the Charter:
- (A) Prepare payroll checks and direct deposits and state/federal tax deposits;
 - (B) Track changes in gross pay, payroll deductions;
 - (C) Prepare quarterly payroll reports; and
 - (D) Prepare and send annual W-2 along with required federal reporting.
- (vi) Maintenance of Financial and Student Records.
- (A) ROP will maintain accurate financial records, which can be accessed on the premises, unless otherwise required by Charter application, pertaining to its operation of the Charter, together with all Charter

financial records prepared by and/or provided to ROP and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All of the Charter financial records retained by ROP pertaining to the Charter will be available to the Charter and to all appropriate regulatory authorities for inspection and copying upon reasonable request.

- (B) ROP will maintain on the Premises accurate student records pertaining to the students enrolled at the Charter as is required and in the manner prescribed by NDE, the Code and applicable laws and regulations, together with all additional Charter student records prepared by or in the possession of ROP, and retain such records permanently on behalf of the Charter or until this Agreement or its successor is terminated, at which time such records will be retained by and become the sole responsibility of the Charter. ROP and the Charter will maintain the proper confidentiality of personnel, students and other records as required by law and NDE.

(vii) Information Technology Management.

- (A) Website development to include board portal and dashboards, and parent portal and other information required by open meeting laws;
- (B) Periodic updates of website;
- (C) School technology plan including website set-up hosting, analysis of cost effective systems (phone, computer, network), and procurement of computer and network system within the budget and scope provided by the Board. The Charter shall retain authority over the school technology plan.
- (D) Training on technology systems; and
- (E) Installation and management of software and system upgrades.

(viii) Value Added Services. Additional services to be provided under this agreement include ROP Implementation Team providing training on PowerSchool, technology systems, and other training as necessary for successful startup of the Charter.

- (A) Application and management of membership in Nevada Interscholastic Activities Association, as appropriate.

- (ix) Semester Reports. ROP will provide to the Authority on a semester basis (or more often if necessary for the Authority to satisfy its obligations to NDE, the Code and other applicable laws and regulations) a report on (A) the Charter students' academic performance, and (B) ROP's performance of the Educational Services and Administrative Services. This report will comply with the Code and the Authority's requirements for such a report, if any.

- (x) Rules and Procedures. ROP will enforce the rules, regulations and procedures adopted by the Charter not in direct conflict with this Agreement, NDE, the Code and other applicable laws and regulations. ROP will recommend rules, regulations and procedures applicable to the Charter and its students. ROP will notify the Charter Board of Directors immediately if the Charter seeks to adopt or adopts any rule, regulation, or procedure that ROP believes is in conflict with this Agreement, NDE, the Code and other applicable laws and regulations.

- (xi) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter:
 - (A) ROP shall research and apply for applicable grant funding including E-rate, Title I funding and shall provide oversight and accounting/recordkeeping services that meet all requirements;
 - (B) ROP shall provide Continuous Quality Improvement review and recommendations at least annually, including monthly key performance indicators;
 - (C) ROP shall facilitate the scheduling of Board meetings, ensuring compliance with open meeting laws. Board training on finance, governance and reporting shall be provided as will information on the general roles and responsibilities of the Board;
 - (D) Strategic planning, related to financial performance in conjunction with the Charter;
 - (E) Facility selection and acquisition services in conjunction with the Charter;
 - (F) The Administrative Services will be provided in accordance with the Educational Program and the Contract;
 - (G) Subject to this Agreement, the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations, ROP may modify the methods, means and manner by which such Administrative Services are provided at any time so long as ROP

provides the Charter Board of Directors at least thirty (30) days notice of its intent to make a material modification to the methods, means and manner by which ROP will provide Administrative Services; and

(H) ROP will be responsible and accountable to the Charter for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Charter Budget established in Section 1.02(iv) above, and ROP will not be required to expend funds on such services in excess of the amounts set forth in such Charter Budget.

- 1.03. Place of Performance; Provision of Offices. ROP will provide services for and on behalf of the Charter at the Facility, based on the schedule negotiated between the Charter and ROP, of approximately three days per week. ROP may provide other services elsewhere, unless prohibited by NDE, the Code and other applicable laws and regulations.
- 1.04. Authority. It is the Charter's intent to provide ROP with the necessary authority and power for ROP to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code, NDE and other applicable laws and regulations.

ARTICLE II TERM

- 2.01. Term. Subject to Article VI and Section 2.02 below, this Agreement will become effective as of the date hereof and end two years from the effective date—(the "Termination Date"). Notwithstanding anything to the contrary in this Agreement, the Agreement shall be subject to termination by the governing body or the Termination Date, whichever comes first. The Agreement is thereafter subject to the availability of funding and appropriation annually of sufficient funds as may be required to meet the extended obligations hereunder. The parties understand and acknowledge that if funding necessary hereunder is not available or appropriated to the Charter during the term hereof, all of ROP's materials, trade secrets, know-how, proprietary data, trademarks and copyrighted documents, including but not limited to, all of the intellectual property rights and interests therein shall immediately revert to ROP.
- 2.02. Renewal. Upon the expiration of the term defined in Section 2.01 or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for an additional period (a "Renewal Term") equal to no longer than the remaining term of the written charter of Founders Academy of Las Vegas unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 90 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to Article VI below.

ARTICLE III RELATIONSHIP OF

THE PARTIES

- 3.01. Status of the Parties. ROP is not a division or any part of the Charter. The Charter is a body corporate authorized pursuant to the State Public Charter School Authority Charter Agreement and under the Code and is not a division or a part of ROP. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between the Charter and ROP or to make one the agent of the other. Neither the Charter nor ROP will hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the Charter nor ROP has represented, and neither will represent, that it has the power to bind or legally obligate the other. No employee of ROP will be considered an employee of the Charter by either party for any purpose whatsoever, notwithstanding that one or more employees of ROP may be engaged in providing the Educational Services, Administrative Services or Supplementary Programs (defined in Article V below) to the Charter on a full-time basis. All personnel performing educational or administrative services for the Charter, whether employees of ROP or the Charter, shall comply with all applicable licensure or other requirements of the Code and any regulations promulgated thereunder, and shall be entitled to all perquisites provided thereby.
- 3.02. No Related Parties or Common Control. ROP will not have any role or relationship with the Charter that, in effect, prevents the Charter's ability to exercise its rights, including cancellation rights, under this Agreement. Furthermore, the Charter and ROP will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).
- 3.03. Other Schools. The parties acknowledge that this arrangement is not exclusive and that ROP will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). ROP will maintain separate accounts for reimbursable expenses incurred on behalf of the Charter and Other Schools and only charge the Charter for expenses incurred or consideration earned on behalf of the Charter. All grants or donations received by the Charter, or by ROP for the specific benefit of the Charter, will be maintained in separate accounts and used solely for the Charter. If ROP incurs authorized reimbursable expenses on behalf of the Charter and Other Schools which are incapable of precise allocation between the Charter and Other Schools, then ROP will allocate such expenses among all such Other Schools and the Charter on a pro rata basis based upon the number of students enrolled at the Charter and the Other Schools.

ARTICLE IV

CONSIDERATION

4.01. Compensation for Services.

- (a) For the term of this Agreement, including each and every Renewal Term, the Charter will pay ROP an annual fee (“the Management Fee”) of (i) 5% of the state and local school funds (the "State Aid") that the Charter receives, directly or indirectly, pursuant to the Code, for the particular students enrolled in the Charter (the "State Allocation"), plus (ii) subject to federal law and regulations, 5% of the funds (the "Federal Funds") that the Charter receives, directly from the federal government (the "Federal Allocation"), provided further however, ROP shall in no event receive Management Fees from funds provided to the Charter from the “School Free and Reduced Breakfast and Lunch Program.” ROP is not entitled to receive any Management Fee on funds which are not derived from State Aid or Federal Funds. To the extent that goods or services are provided to the Charter in lieu of State Aid or Federal Funds, the parties agree to cooperate with each other to determine whether a Management Fee should be paid in respect of such services and the amount thereof. To the extent that the parties are unable to reach agreement with respect thereto, they will use the procedures set forth in Article XI, below, to resolve the dispute. Consideration paid pursuant to this section of the Agreement does not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. ROP's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Charter.

4.02. Payment of Costs. In addition to the Management Fee described in Section 4.01 above, the Charter will reimburse ROP for all authorized expenses paid by ROP on the Charter’s behalf in implementing the Charter budget. Such costs include, but are not limited to equipment, supplies, furnishings, etc.

4.03. Time and Priority of Payments.

- (a) ROP will receive its Management Fee in the same number of installments and in the same proportion that the Charter receives its revenues. Each installment of the Management Fee will be due and payable within five (5) days of receipt by the Charter of the revenues related thereto.
- (b) ROP will notify the Charter of payments due and owing to ROP pursuant to Section 4.02 above as soon as possible after the end of each month and the Charter will make such payments to ROP within ten (10) days thereafter.
- (c) The Charter will satisfy its payment obligations under this Article to ROP in the following order of priority: (i) payments due and owing pursuant to Section 4.02

above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 4.01 above with the oldest amounts due first.

4.04. Other Revenue Sources.

- (a) The Charter and ROP may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of the Charter, in the name of either ROP or the Charter; provided, however, that any solicitation of such grants by ROP in the name of the Charter or which identifies the Charter shall be subject to the prior approval of the Charter.
- (b) All funds received by ROP for the benefit of the Charter from such other revenue sources, including grants, pursuant to this Section 4.04 will be deemed Charter funds, except that ROP may receive compensation, based on a reasonable hourly rate, of any such funds ROP solicits and generates, on behalf of the Charter, as agreed to by both parties and to the extent allowable by the donor or grantor of such other revenue source.
- (c) Nothing in this Section 4.04 will be construed to prohibit ROP from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE V PERSONNEL
AND TRAINING

5.01. Personnel Responsibility.

- (a) Subject to Sections 1.01 and 1.02 above, the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations, Charter will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by the Code or the State Public Charter School Authority Charter Agreement, the Principal (as defined in Section 5.02 below), teachers and support staff pursuant to this Agreement will be employees of the Charter. Said Charter will be responsible for its employees to the extent required under the Code and other applicable laws and regulations.

5.02. Principal. The Charter shall select and hire a Principal as an employee of the Charter. The Principal employed by the Charter will be qualified as Principal to the extent required under the Code and other applicable laws and regulations, and have undergone a criminal

background check and unprofessional conduct check to the extent required under the Code and other applicable laws and regulations.

- 5.03 Core Teachers. The Charter will be responsible for the employment of core teachers (English, math, science, social studies, special education) as are required to provide the Educational Services, Administrative Services and Supplementary Programs. The approved Charter budget will determine the number and assignments of such teachers. Such teachers may work at the Charter on a full or part time basis. Each teacher employed by the Charter will be qualified in his or her grade levels and subjects, hold a valid teaching license issued by the NDE under the Code to the extent required under the Code and other applicable laws and regulations, and have undergone a criminal background check and unprofessional conduct check to the extent required under the Code and other applicable laws and regulations.
- 5.04 Non-Core Teachers. The Charter will be responsible for the employment of non-core teachers who may be credentialed in their areas of expertise including but not limited to health, vocational trades, elective subject areas, etc.
- 5.05 Support Staff. The Charter will be responsible for employment of such support staff as is required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Principal, and maintenance personnel. Such support staff may work at the Charter on a full or part time basis.
- 5.06 Compliance. All personnel shall be subject to such background checks and other requirements set forth in the Code, or other applicable law.

ARTICLE VI TERMINATION OF AGREEMENT

- 6.01 Termination.
- (a) By ROP. ROP may terminate this Agreement prior to the end of the term specified in Article II in the event that the Charter fails to remedy a material breach within 30 days after written notice from ROP. A material breach includes, but is not limited to (i) ROP's failure to receive any fee or reimbursement as required by the terms of this Agreement, or (ii) an act or omission of gross negligence that causes ROP to be unable to perform its material obligations under this Agreement. Termination by ROP will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination.
- (b) By Charter. The Charter may terminate this Agreement prior to the end of the term specified in Article II in the event that ROP fails to remedy a material breach within 30 days after written notice from the Authority. A material breach by ROP

includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the Charter's material policies, procedures, rules, regulations or curriculum which are not in violation of or conflict with the State Public Charter School Authority Charter Agreement, this Agreement, the Code, and applicable laws and regulations, or (iii) any act or omission of gross negligence that causes the Charter to breach the State Public Charter School Authority Charter Agreement in a material way. Termination by the Charter will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of the termination.

- (c) Termination of the Contract. This Agreement will terminate upon the Charter's ceasing to remain a NDE approved special and non-special education service provider, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable) if (i) the Charter has received a subsequent State Public Charter School Authority Charter Agreement, and (ii) this Agreement has not been terminated pursuant to this Article VI. Termination pursuant to this paragraph will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination.

6.02 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and will include the use of a third party arbitrator for alternative dispute resolution pursuant to Article XI below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days further written notice or at the end of a school year, whichever is earlier.

6.03 Real and Personal Property. Upon termination, all real and personal property leased or provided by ROP to the Charter will remain the real and personal property and leases of ROP, and all other personal property purchased by ROP with the funds managed by ROP for the Charter pursuant to Section 4.02 above will be the personal property of the Charter.

6.04 Future Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, all advances or out-of-pocket expenses relating to services under this Agreement paid by ROP with ROP's own funds, will be immediately repaid by the Charter unless otherwise agreed in writing by ROP.

ARTICLE VII
PROPRIETARY INFORMATION AND OWNERSHIP

- 7.01 Ownership. Educational materials purchased by ROP with funds ROP manages pursuant to this Agreement will be the property of the Charter. Notwithstanding the foregoing, the Charter acknowledges and agrees that ROP owns the intellectual property rights and interests in ROP's Curriculum and materials. The Charter further acknowledges and agrees that it has no intellectual or property interest or claims in ROP's Curriculum and materials. Notwithstanding this section, termination of this Agreement by either party will not require the Charter to change its curriculum.

ARTICLE VIII
INDEMNIFICATION

- 8.01 Indemnification of ROP. The Charter will indemnify and save and hold ROP and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Charter with any agreements, covenants, warranties or undertakings of the Charter contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter contained in or made pursuant to this Agreement. In addition, the Charter will reimburse ROP for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.01 may be met by the purchase of insurance pursuant to Article IX below.
- 8.02 Indemnification of the Charter. ROP will indemnify and save and hold the Charter and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by ROP with any agreements, covenants, warranties or undertakings of ROP contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the ROP contained in or made pursuant to this Agreement. In addition, ROP will reimburse the Charter for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.02 may be met by the purchase of insurance pursuant to Article IX below.
- 8.03 Limitations of Liabilities. The Charter will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of ROP.

ARTICLE IX
INSURANCE

- 9.01 Insurance Coverage. The Charter will maintain general liability insurance and umbrella

insurance coverage at a minimum in the amounts required by the Code. The Charter will comply with any information or reporting requirements applicable to the Charter with its insurer(s).

9.02 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.

9.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article IX. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

ARTICLE X WARRANTIES AND REPRESENTATIONS

10.01 Representations and Warranties of ROP. ROP hereby represents and warrants to the Charter:

- (a) ROP is a duly organized corporation in good standing in Nevada and is authorized to conduct business in the State of Nevada;
- (b) ROP is qualified to perform its obligations to the Charter as contained in this Agreement;
- (c) To the best of its knowledge, ROP has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement;
- (d) ROP's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; and
- (e) To the best of its knowledge and belief, that it is not aware of any information bearing on the existence of any potential organizational conflict of interest.

10.02 Representations and Warranties of the Charter. The Charter hereby represents and warrants to ROP:

- (a) To the best of its knowledge, the State Public Charter School Authority Charter Agreement received by the Charter (i) authorizes the Charter to operate and receive the State, Federal and Local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the Charter with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement;

- (b) To the best of its knowledge, the Charter has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement;
- (c) The Charter's actions and those of the Authority have been duly and validly authorized, and the Charter and Authority will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the Charter and the Charter has sufficient funds in the Budget to pay for such expenditures;
- (d) The Charter has provided and will provide ROP all authority and power necessary and proper for ROP to undertake its responsibilities, duties, and obligations provided for in this Agreement;
- (e) The Charter is not in breach of the terms of the State Public Charter School Authority Charter Agreement and will not breach the State Public Charter School Authority Charter Agreement once fully issued;
- (f) To the best of its knowledge, the Charter is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter's required performance under this Agreement;
- (g) To the best of its knowledge, the Educational Program complies with and will continue to comply with the requirements of the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations; and
- (h) The Charter has no intellectual or property rights or claims in the curriculum, programs, or processes of ROP.

10.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI
ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

11.01 Alternative Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be Las Vegas, Nevada. If the parties can agree on a single arbitrator, the arbitration will be conducted by that arbitrator. If the parties cannot agree on a single arbitrator, the arbitration will be conducted by a panel of three arbitrators and will be held in accordance with the rules of the American Arbitration Association (AAA). Of the three arbitrators, ROP will select one, one will be selected by Founders Academy of Las Vegas, and the two arbitrators so selected will select the third. Each party will give notice to the other party of the arbitrator selected by it within thirty days of such selection. In the event that the arbitrators selected by ROP and Founders Academy of Las Vegas are unable to agree on the third arbitrator, the President of the AAA will select the third arbitrator. The decision and award (if any) of the arbitrators will be final and binding, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to Nevada law, and a judgment upon the award may be entered in any court having jurisdiction thereof, or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne equally by the parties. Pending the decision by the arbitrators with respect to the dispute or difference undergoing arbitration, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The arbitrators will make their decision in accordance with the laws of the State of Nevada and the United States. The prevailing party in any arbitration arising out of this Agreement shall be entitled to an award of its reasonable attorney's fees.

ARTICLE XII
MISCELLANEOUS

- 12.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter and ROP.
- 12.02 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.
- 12.03 Governing Law. The laws of the State of Nevada will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising

out of or relating to this Agreement.

- 12.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.
- 12.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.
- 12.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:

Founders Academy of Las Vegas

Attn: Richard Moreno
Fax: 702-285-3144

To:

Rite of Passage, Inc.
2560 Business Parkway, Suite A
Minden, NV 89423

Attn: Lawrence W. Howell
Fax: (775) 267-9420

With a copy to:

Bailey Kennedy LLP
8984 Spanish Ridge Avenue
Las Vegas, Nevada 89148

Attn: Mark Hesiak ESQ
Fax: 702-562-8821

- 12.07 Assignment. This Agreement will not be assigned by ROP without the prior consent in writing of the Charter (which consent will not be unreasonably withheld) or by the Charter without the prior consent in writing of ROP (which consent will not be unreasonably withheld), provided that ROP may assign this Agreement to an affiliated entity and may without the consent of the Charter, delegate the performance of but not responsibility for any duties and obligations of ROP hereunder to any independent contractors, experts or professional advisors.
- 12.08 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Authority and signed by both the President of the Charter and an authorized officer of ROP.

- 12.09 Waiver. No waiver of any provision of this Agreement will be deemed to be nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.
- 12.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by ROP are found to be over broad or an invalid delegation of authority by the Charter, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.
- 12.11 Successors and Assigns. Except as limited by Section 12.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 12.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter and ROP. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 12.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

RITE OF PASSAGE, INC.,
a Nevada corporation

By: _____
Carolyn Jenkins-Bower, Treasurer

FOUNDERS ACADEMY OF LAS VEGAS

By: _____

AGREEMENT

This is an Agreement (the “Agreement”) dated as of August 14, 2013, between Hillsdale College, a Michigan nonprofit corporation (“Hillsdale College”), and Founders Education Legacy, Inc., a Nevada not-for-profit corporation (“FEL Corporation”).

RECITALS

A. Hillsdale College desires, through its Barney Charter School Initiative, to assist the launch of K-12 charter schools which are based on a classical liberal arts model and which have a strong civics component which will equip students to understand and defend the principles of the American founding. Through this initiative, Hillsdale College can express its philosophy of education in a K-12 school setting, a philosophy which defines good education as did America’s founders, and which rejects the Progressive educational philosophy. Charter Schools assisted by Hillsdale College will be charter schools that adhere to, and are consistent with, the following key characteristics and components:

- (1) The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
- (2) A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
- (3) The use of explicit phonics instruction for the teaching of reading;
- (4) The teaching of Latin;
- (5) The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- (6) A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
- (7) A curriculum that is content-rich;
- (8) A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using so-called “student-centered learning” methods;
- (9) A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and
- (10) A school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable.

B. FEL Corporation has been recognized by the Internal Revenue Service as a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”). FEL Corporation is not a private foundation but is a public charity under Section 509(a) of the Code. FEL Corporation has received an exemption letter from the Internal Revenue Service (“IRS”) indicating that it is a 501(c)(3) entity which is not a private foundation.

C. FEL Corporation has been established to advise, assist, and support a charter school to be known as Founders Academy of Las Vegas (“Charter School”). A committee has been formed to apply for a charter for the Charter School from the Nevada State Public Charter School Authority (the “Authorizing Agency”).

D. Hillsdale College has determined that the mission of FEL Corporation (the “Mission”) is consistent with the mission of the Barney Charter School Initiative and agreed to provide assistance to FEL Corporation without charging a fee to, or seeking reimbursement from, FEL Corporation, on the terms and conditions stated in this Agreement.

E. FEL Corporation accepts such assistance from Hillsdale College without charging a fee to, or seeking reimbursement of expenses from, Hillsdale College, and agrees to the terms and conditions stated in this Agreement.

F. Nothing in this Agreement creates or is intended to create a partnership, employer-employee relationship, agency relationship, or any relationship implying or ceding any control over FEL Corporation, Charter School, the governance of Charter School, or the operations of Charter School to Hillsdale College, or any of Hillsdale College’s employees, agents, or representatives.

AGREEMENT

1. Statement of Purposes.

The purpose of this Agreement is to set forth the terms and conditions by which Hillsdale College will provide assistance to FEL Corporation to enable FEL Corporation to advise, assist, and support Charter School.

2. FEL Corporation Agrees To:

(a) Operation of Charter School.

Hillsdale College shall have no obligations under this Agreement unless Charter School is operated in accordance with *(i)* all terms and conditions of this Agreement, *(ii)* the Mission, and *(iii)* all requirements of the Authorizing Agency for operating Charter School (including, without limitation, the Authorizing Agency’s minimum educational standards and the student performance standards identified in FEL Corporation’s charter application). (Collectively, all terms and conditions of this Agreement, the Mission, and all requirements of the Authorizing Agency for operating Charter School are referred to as the “Requirements.”) Hillsdale College shall have no obligations under this Agreement unless Charter School is operated in the best classical and civic traditions. Should any of the terms and conditions of this Agreement with respect to Charter School be inconsistent with the Authorizing Agency’s minimum educational standards and/or student performance standards identified in Charter School’s charter application, the Authorizing Agency’s minimum educational standards and/or student performance standards identified in Charter School’s charter application shall control.

(b) Consultation with Hillsdale College.

FEL Corporation shall look to Hillsdale College as the first and primary source of models, resources, and guidance when FEL Corporation advises Charter School on the

development and operation of Charter School's academic program, including, without limitation, the academic mission, academic policies, curriculum, and teaching practices, consistent with the terms and conditions of Charter School's approved charter application. In all instances, the terms and conditions of Charter School's approved charter application shall control. Hillsdale College may, in Hillsdale College's discretion provide advice to FEL Corporation with respect to strategies for the operation of Charter School (including, without limitation, with respect to improving the performance or progress of students attending Charter School); provided, however, the decision whether to implement any particular strategy (whether suggested by Hillsdale College or not) shall be made solely by FEL Corporation, and FEL Corporation shall not be required to implement any strategy suggested by Hillsdale College.

(c) Provide Reports.

FEL Corporation agrees to provide to Hillsdale College the following information:

(i) Initial Documents.

Within fifteen (15) days after this Agreement has been fully executed (or as soon as available), FEL Corporation shall furnish to Hillsdale College the following (to the extent not previously furnished to Hillsdale College):

- (1) Articles of Incorporation of FEL Corporation.
- (2) By-laws of FEL Corporation.
- (3) Mission Statement for Charter School.
- (4) Tax Exemption Letter from IRS for FEL Corporation.
- (5) Charter School Application filed with the Authorizing Agency.
- (6) Any written response from the Authorizing Agency.

(ii) Additional Documents Prior to Opening of Charter School.

As soon as reasonably practicable after this Agreement has been fully executed, FEL Corporation shall furnish to Hillsdale College the following:

- (1) Curriculum description.
- (2) School policy handbook.
- (3) Parent satisfaction survey that FEL Corporation intends to use to measure the satisfaction of the parents of the students attending Charter School.

(iii) Additional Documents After the End of Charter School's First Year.

By the end of Charter School's first year, FEL Corporation shall furnish to Hillsdale College all documents furnished to the Authorizing Agency during Charter School's first year or upon the completion of Charter School's first year.

(iv) Documents Available During Visitations.

FEL Corporation agrees to have available for review by Hillsdale College during Hillsdale College's visitation to Charter School the following documents, subject to the Family Educational Rights and Privacy Act ("FERPA"), 20 USC § 1232g, and any other applicable privacy restrictions imposed as a matter of law:

- (1) Reports of the performance of the students in each grade of Charter School.
- (2) Attendance records for the students in each grade of Charter School, including, without limitation, in the aggregate for each grade, the following: enrollment, student absences, teacher absences, and tardiness.
- (3) Reports of the results of any parent, teacher, or student satisfaction survey conducted since the last visit by Hillsdale College.
- (4) Report of all complaints or issues (other than frivolous complaints or issues) raised by parents, teachers, or members of the community since the last visit by Hillsdale College; all steps taken or to be taken by Charter School in connection with such complaints or issues; and the resolution (if any) of such complaints or issues.
- (5) Report of each visitation by representatives of, or significant interaction with, the Authorizing Agency and all steps taken or to be taken by Charter School in connection with such visitation or interaction.
- (6) Any update to a previous report given to Hillsdale College which is not otherwise addressed in Sections 2(c)(iv)(1) through 2(c)(iv)(5).

(v) Quarterly Documents.

Within forty-five (45) days after the end of each calendar quarter through the calendar quarter ending December 31, 2016, FEL Corporation shall furnish to Hillsdale College all of the following with respect to such calendar quarter:

- (1) Income statement for FEL Corporation for such calendar quarter (and if a separate income statement is prepared for Charter School, the income statement for Charter School for such calendar quarter).
- (2) Balance sheet for FEL Corporation as of the end of such calendar quarter (and if a separate balance sheet is prepared for Charter School, the balance sheet for Charter School for such calendar quarter).
- (3) Student headcount for each grade of Charter School as of the last date of such calendar quarter.

(vi) Annual Documents.

By October 1 of each calendar year, starting October 1, 2013, through October 1, 2016, FEL Corporation shall furnish to Hillsdale College an annual report, which includes all of the following (to the extent available):

- (1) Any changes to FEL Corporation's tax-exempt status or a statement that no such changes were made.
- (2) Any amendments to the Articles of Incorporation or By-Laws of FEL Corporation or a statement that no such amendments were made.
- (3) All updates to the Mission statement, curriculum description, and school policy handbook or a statement that no such updates were made.
- (4) Any report which was submitted to the Authorizing Agency during the previous calendar year or an explanation why no such report was submitted to the Authorizing Agency.
- (5) Subject to FERPA and any other applicable privacy restrictions imposed as a matter of law, reports of the standardized test results of the students in each grade of Charter School during the prior year (including, without limitation, any tests required by the State of Nevada, SAT, ACT, other college entrance tests, and Advanced Placement tests) or a statement that no such tests were conducted and an explanation why no such tests were conducted.

(vii) Periodic Reporting.

Subject to FERPA and any other applicable privacy restrictions imposed as a matter of law, as soon as practicable after the relevant event, FEL Corporation shall notify Hillsdale College (in writing, by email or facsimile, or orally) of the following, with FEL Corporation evaluating what qualifies for each:

- (1) Significant interactions of FEL Corporation or Charter School with the Authorizing Agency;
- (2) Significant interactions of Charter School with any parent of a student attending Charter School;
- (3) Significant interactions of FEL Corporation or Charter School with community leaders;
- (4) Any other event that can reasonably be described as newsworthy, extraordinary, or a significant event in the life of Charter School.

3. Hillsdale College Agrees To:

(a) Candidate for Principal.

Hillsdale College shall assist FEL Corporation with the selection of a principal for Charter School by soliciting for candidates for the position of principal of Charter School and if one or more potential candidates are identified, notifying FEL Corporation of the names and contact information for such potential candidate or candidates. FEL Corporation shall consult

with Hillsdale College with respect to the selection of the principal; however, the choice of the principal shall be solely the decision of FEL Corporation and FEL Corporation shall not be required to hire any candidate proposed by Hillsdale College.

(b) Development of Curriculum of Charter School.

Hillsdale College shall provide to FEL Corporation a general model for a curriculum of a charter school. Hillsdale College shall provide assistance to FEL Corporation with the development of the curriculum of Charter School by supplying sample statements of principles, course outlines, suggesting resources, and reviewing and commenting on the proposed curriculum and teaching materials prepared by Charter School. All decisions with respect to the curriculum and teaching materials of Charter School shall be made solely by FEL Corporation and shall be consistent with applicable laws and regulations and with the approved charter application for Charter School.

(c) Teacher Education.

Hillsdale College shall provide to FEL Corporation teacher education seminars of a duration, scope, and location to be determined by Hillsdale College, without charging a fee to, or seeking reimbursement of expenses from, FEL Corporation or Charter School, but providing, at a minimum, a two-day seminar in each year of this Agreement, starting in the first academic year of Charter School (the "Teacher Education Seminar"). The location of each Teacher Education Seminar, the determination of the courses offered during each Teacher Education Seminar, the faculty chosen to teach such courses, the number of attendees invited to each course, and any prerequisites for attending each course shall be solely the decisions of Hillsdale College. FEL Corporation shall determine which teachers to invite as attendees.

(d) Visitation.

Upon reasonable notice and with prior permission, and subject to Charter School's visitation policies and procedures, Hillsdale College shall be entitled to make periodic visits to Charter School in order to observe the operation of Charter School, including, without limitation, the climate or culture at Charter School, teacher performance, use of the curriculum, student performance, and meetings with members of the community. Hillsdale College, in its discretion, shall determine the number of visits, the length of each visit, the subject matter or matters being observed in each visit, and the individuals who will represent Hillsdale College during such visit. Hillsdale College may give advice to FEL Corporation with respect to the operation of Charter School which, in Hillsdale College's judgment, would improve the operation of Charter School so that Charter School will be operated in accordance with all of the Requirements and will be operated in such a way as to educate students in the best classical and civic traditions. Hillsdale College shall not charge a fee to, or seek reimbursement from, FEL Corporation or Charter School with respect to such visits. Hillsdale College is not required to give any such advice. FEL Corporation shall cooperate with Hillsdale College to arrange such visits and to maximize the observation opportunities as requested by Hillsdale College (subject to Charter School's visitation policies and procedures); provided, however, the decision whether to implement any advice (whether suggested by Hillsdale College or not) shall be made solely by FEL Corporation, and FEL Corporation shall not be required to follow any advice suggested by Hillsdale College. The visits by Hillsdale College to Charter School pursuant to this Section 3(d)

shall be in addition to any visits by Hillsdale College to Charter School pursuant to Section 3(e)(v).

(e) Endorsement.

(i) Rigorous Standards.

The name “Hillsdale College” is well-known and highly regarded. Its name has become a “brand” and is associated with rigorous academic standards in liberal arts education; excellence in teaching; a deep understanding of civics; a commitment to the principles of the American founding; and institutional independence.

(ii) Statements Indicating Endorsement.

FEL Corporation acknowledges that Hillsdale College’s name, services marks, and logo, including as embodied in endorsement language (collectively, “Marks”), reflect a considerable investment by Hillsdale College in its educational services, and symbolizes its valuable goodwill. FEL Corporation desires to hold Charter School out as being endorsed by, associated with, or sponsored by Hillsdale College. Hillsdale College agrees to permit the use of its Marks, if desired by FEL Corporation, solely in accordance with the terms of this Agreement. This license is limited to the physical premises of Charter School and the authorized activities of Charter School. This license is nonexclusive and nontransferable. FEL Corporation may not sublicense the use of the Marks to any person or entity (including Charter School) except with the prior written consent of Hillsdale College. FEL Corporation may not take any legal actions to enforce rights relating to the Marks.

(iii) Submission of Proposed Uses.

FEL Corporation shall provide Hillsdale College with copies of where it desires to use the Marks, including the proposed endorsement language, the medium (web site, newsletters, merchandise, promotional spot on the radio/television, etc., signage, merchandise (such as Charter School jerseys or backpacks), and the like), and the proposed duration of use. Hillsdale College may, in its sole discretion approve or reject such proposed use, and may request additional information or place limitations on such use. Unless approval has been given in advance in writing, the proposed request shall be deemed rejected.

(iv) Conditions.

To use the Marks, FEL Corporation must be in compliance with all terms of this Agreement and all applicable laws and Charter School must be in compliance with all Requirements, all terms of this Agreement, and applicable law. To use the Marks, Charter School must be a model of excellence in the community in terms of the following:

- (1) Graduation rates;
- (2) Physical environment (safe, clean, and free of illegal drugs, violence, and crime);
- (3) Emphasizing the centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;

- (4) Providing a rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
- (5) The use of explicit phonics instruction for the teaching of reading;
- (6) The teaching of Latin;
- (7) The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- (8) Providing a school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
- (9) Providing a curriculum that is content-rich;
- (10) Maintaining a faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using so-called “student-centered learning” methods;
- (11) Being a school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and
- (12) Being a school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable.

The Marks may not be used by FEL Corporation in connection with the name, logo, or reference to any person or entity other than FEL Corporation in connection with Charter School without the express written permission of Hillsdale College. FEL Corporation shall not permit a third party to place a lien, mortgage, security instrument, or other legal claim of right or interest in the Marks or tangible material embodying the Marks.

(v) Inspection.

Yearly, or more often if requested by Hillsdale College, FEL Corporation shall provide Hillsdale College with copies of representative materials and signage evidencing use of the Marks. Upon reasonable notice and with prior permission, and subject to Charter School’s visitation policies and procedures, Hillsdale College shall be entitled to make periodic visits to Charter School to confirm compliance with the applicable terms of this Agreement. If Hillsdale College discovers any nonconformities, it shall notify FEL Corporation in writing and FEL Corporation shall promptly correct such nonconformity in order to comply with the terms of this Agreement.

(vi) Goodwill.

FEL Corporation acknowledges that its use of the Marks is permissive and that it acquires no legal rights or goodwill in the Marks. All use of the Marks inures to the benefit of Hillsdale College. If requested, FEL Corporation shall execute any legal documents evidencing the foregoing.

(vii) Termination of Use of Marks.

Termination of this Agreement shall automatically terminate the permission to use the Marks. Hillsdale College may terminate the permission to use the Marks at any time for any reason. Hillsdale College shall give written notice of its intent to terminate such use (or of a particular use) and the effective date of termination.

(viii) Injunctive Relief.

Unauthorized use of the Marks, including use after termination or expiration of this Agreement and use outside the scope of the license, will cause damage to Hillsdale College that may not be adequately compensated through monetary damages. Hillsdale College shall be entitled to equitable relief, including temporary, preliminary, and/or permanent injunctive relief, to remedy an actual or threatened unauthorized use of the Marks. FEL Corporation agrees to the entry of an order for equitable remedies in the event that it violates any trademark right of Hillsdale College, including relief by way of mandatory or prohibitory injunctions, an accounting, and disgorgement of benefits.

4. Representations by FEL Corporation.

(a) Public Charity Status of FEL Corporation.

FEL Corporation represents and warrants to Hillsdale College that its determination letter from the IRS that FEL Corporation is a tax-exempt entity which is not a private foundation is still valid and has not been revoked.

FEL Corporation represents and warrants to Hillsdale College that FEL Corporation agrees to use its best efforts to ensure that FEL Corporation's actions, and the actions of Charter School, do not cause Charter School to lose its charter. FEL Corporation acknowledges that Hillsdale College is not responsible for Charter School maintaining its charter. FEL Corporation further acknowledges that Hillsdale College is making no representation that Hillsdale College's assistance to Charter School will not cause Charter School to lose its charter.

(b) Authority to Sign.

FEL Corporation represents and warrants to Hillsdale College that FEL Corporation has the authority to sign this Agreement and the undersigned officer of FEL Corporation has the authority to sign on behalf of FEL Corporation and bind FEL Corporation to this Agreement.

(c) Survival of Representations.

FEL Corporation's representations and warranties shall survive the termination of this Agreement.

5. Consultations with Hillsdale College; Hillsdale College's Discretion.

Except as provided in Section 3(e) and the next sentence, whenever FEL Corporation is required to consult with Hillsdale College under this Agreement, the recommendations of Hillsdale College shall be solely advisory and not binding upon FEL Corporation. All determinations, decisions, and exercises of judgment by Hillsdale College relating to the use of the Marks by FEL Corporation shall be made in Hillsdale College's sole and absolute discretion, and such determinations, decisions, and judgments shall be conclusive.

6. Limitation of Hillsdale College's Liability.

Hillsdale College shall not be liable to FEL Corporation, Charter School, to any student at Charter School, to any applicant to Charter School, or to any other person for any claim with respect to **(a)** any Teacher Education Seminar for the faculty of Charter School provided by Hillsdale College; **(b)** the operation of Charter School; **(c)** Charter School's compliance with any requirements under federal, state, or local law (including law applicable to obtaining and retaining its charter to run a charter school); **(d)** FEL Corporation's compliance with any requirements under federal, state, or local law (including law applicable to retaining its tax-exempt character); **(e)** any damage or injury to any person or entity at Charter School; or **(f)** any other claim that is in any way related to Charter School or FEL Corporation. Hillsdale College shall not control the operations of Charter School, the governance of Charter School, or the adherence of Charter School to the Mission. Hillsdale College is not guaranteeing to any person the success of the operations of Charter School. FEL Corporation shall indemnify, and hold Hillsdale College harmless, from all loss or damage (including attorney's fees) due to any claim made against Hillsdale College with respect to the Charter School.

7. Termination of this Agreement.

(a) Term of this Agreement.

If not terminated earlier, this Agreement shall terminate on January 1, 2017.

(b) Automatic Termination Prior to January 1, 2017.

This Agreement shall automatically terminate upon any of the following events: **(i)** the conclusion of the relationship between Charter School and FEL Corporation; **(ii)** filing of a petition in bankruptcy by Charter School or its creditors or by FEL Corporation or its creditors; **(iii)** assignment for the benefit of creditors or distribution of all or substantially all the assets of Charter School or FEL Corporation; **(iv)** dissolution of Charter School or FEL Corporation; **(v)** cessation of operations of Charter School; **(vi)** use by FEL Corporation of this Agreement as collateral for a loan; **(vii)** the revocation or termination of Charter School's charter; or **(viii)** FEL Corporation loses its status as a tax-exempt entity. FEL Corporation shall provide written notice to Hillsdale College of any event which causes termination of this Agreement pursuant to this Section 7(b) within ten (10) days after such event.

(c) Permissive Termination.

Either party may terminate this Agreement at any time, upon sixty (60) days' written notice to the other for any reason, including, without limitation, that Charter School is no longer adhering to (as determined in the sole discretion of Hillsdale College) or no longer desires to adhere to (in the sole discretion of FEL Corporation), the key characteristics and components listed in Recital A.

(d) After Termination.

After the termination of this Agreement, neither FEL Corporation nor Charter School shall have any right to use any of the Marks and none of Hillsdale College, FEL Corporation, or Charter School shall have any rights or obligations under this Agreement.

8. Notice and Communications.

All notices, documents, or communications (oral or written) to or with a party to this Agreement which are required or permitted under this Agreement shall be delivered or given to the person designated below for such party at the address, facsimile number, electronic address, or phone number designated below for such person. All written notices, documents, or communications to or with a party to this Agreement which are required or permitted under this Agreement shall be deemed to have been adequately delivered if delivered personally; delivered by courier; sent by first class mail; sent by certified mail; sent by private delivery service; or sent by properly directed and identified facsimile or other electronic transmission. A written notice shall be deemed to have been received by the recipient two days after being delivered pursuant to this Section 8. A party to this Agreement may change the person designated as such party's recipient of notices, documents, or communications (or the address, facsimile number, electronic address, or phone number for such person) by a written notice to the other party pursuant to this Section 8.

9. Amendment.

This Agreement shall not be altered, modified, suspended, or abrogated except by a writing signed on behalf of each of Hillsdale College and FEL Corporation.

10. Assignment.

Neither party to this Agreement can assign any of its rights under this Agreement. Hillsdale College may delegate any of its obligations under this Agreement to one or more agents as Hillsdale College determines in its discretion.

11. Severability.

If any term, section, or condition of this Agreement, to any extent, is deemed invalid or unenforceable, the remainder of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

12. Waiver.

The failure of either party to insist in any instance upon the strict performance of any of the terms and conditions contained in this Agreement shall not be construed as a waiver of the breach of such term or condition or any other term or condition in this Agreement, and the same shall nevertheless continue in full force and effect.

13. Entire Understanding.

This Agreement contains the entire understanding of the parties and replaces any previous or contemporaneous written or oral communications, promises, or understandings.

14. Governing Law.

This Agreement shall be governed by and construed in accordance with the laws of the State of Michigan, except that the operation of Charter School and the requirements for Charter School to be a charter school shall be governed by and construed in accordance with Nevada law.

15. Counterparts.

This Agreement may be signed in duplicate counterparts, each of which shall constitute an original, and both of which shall comprise one and the same agreement.

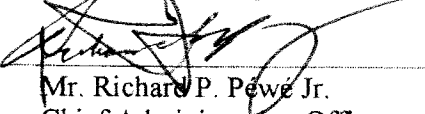
16. Approval.

By signing this Agreement, all parties acknowledge their agreement to and their understanding and acceptance of the terms and conditions of this Agreement.

(Signature page follows.)

The parties have signed this Agreement as of the date written above.

HILLSDALE COLLEGE,
a Michigan nonprofit corporation

By: 
Mr. Richard P. Pewe Jr.
Chief Administrative Officer

Person to receive notices, documents, and
communications on behalf of Hillsdale College:

Name: Phillip W. Kilgore
Director of Charter School
Development Programs
Address: Hillsdale College
33 E. College Street
Hillsdale, Michigan 49242
Email: pkilgore@hillsdale.edu
Phone: 517-607-2307
Fax: 517-607-2658

FOUNDERS EDUCATION LEGACY, INC.,
a Nevada nonprofit corporation

By: 
Its: President

Person to receive notices, documents, and
communications on behalf of Founders Education
Legacy, Inc.:

Name: W. Richard Moreno
Address: 9321 Longhorn Falls Ct.
Las Vegas, NV 89149
Email: nvrihv@icloud.com
Phone: 702-228-1175
Fax: 702-228-2489

C.1 Attachments

C.1.1 BUDGET - YEAR 1

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

		WEIGHTED ACTUAL YEAR ENDING 06/30/13		WEIGHTED ACTUAL YEAR ENDING 06/30/14		WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 =	0.0	<u> </u> x .6 =	0.0	<u> </u> x .6 =	0.0
2. Kindergarten	<u> </u> x .6 =	0.0	<u> </u> x .6 =	0.0	<u> 27</u> x .6 =	16.2
3. Elementary		<u> </u>		<u> </u>		<u> 239</u>
4. Secondary		<u> </u>		<u> </u>		<u> 84</u>
5. Ungraded		<u> </u>		<u> </u>		<u> </u>
6. Subtotal		<u> 0.0</u>		<u> 0.0</u>		<u> 339.2</u>
7. Students transported into Nevada from out-of-state		<u> </u>		<u> </u>		<u> </u>
8. Students transported to another state		<u> </u>		<u> </u>		<u> </u>
9. Total WEIGHTED enrollment		<u> 0.0</u>		<u> 0.0</u>		<u> 339.2</u>
10. Hold Harmless						<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15			<u>5,457</u>		
Fill in information for each district:	2014-15	WEIGHTED 2014-15	Subtotal	Use rates below:	Reference amounts for #12
<u>School District</u>	<u>Rate revised 5/24/2013</u>	<u>Enrollment</u>			Estimate: "Outside Revenue"
Carson City	\$ 6,537	0.0	\$0		\$ 1,086
Churchill	\$ 6,538	0.0	\$0		\$ 1,069
Clark	\$ 5,457	339.2	\$1,851,014		\$ 997
Douglas	\$ 5,885	0.0	\$0		\$ 2,386
Elko	\$ 6,610	0.0	\$0		\$ 1,113
Esmeralda	\$ 15,916	0.0	\$0		\$ 8,308
Eureka	\$ 11	0.0	\$0		\$ 43,870
Humboldt	\$ 5,242	0.0	\$0		\$ 2,047
Lander	\$ 1,051	0.0	\$0		\$ 9,884
Lincoln	\$ 10,368	0.0	\$0		\$ 1,295
Lyon	\$ 7,082	0.0	\$0		\$ 922
Mineral	\$ 9,534	0.0	\$0		\$ 1,683
Nye	\$ 7,038	0.0	\$0		\$ 1,368
Pershing	\$ 8,675	0.0	\$0		\$ 2,272
Storey	\$ 8,345	0.0	\$0		\$ 6,494
Washoe	\$ 5,504	0.0	\$0		\$ 1,138
White Pine	\$ 7,288	0.0	\$0		\$ 1,902
Multidistrict		339.2	\$1,851,014	<u>5,457</u>	
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u>\$997</u>		
13. Total basic support for enrollee including outside revenue			<u>\$ 2,189,196.80</u>	Total Weighted-#9	<u>\$ -</u> Hold Harmless-#10
14. Estimated number of special education program units	<u>-</u>	(Should be 0 or 1 maximum - see prior year allotment)			
	X <u>39,768</u>	amount per unit	<u>\$0</u>		
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			<u>\$ 2,189,196.80</u>	Total Weighted	<u>\$ -</u> Hold Harmless

Fiscal Year 2014-15 Charter School Founders Academy of Las Vegas

C.1.1 BUDGET YEAR 1

Form 3	(1)	(2)	(3)		(4)
Founders Academy of Las Vegas REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		06/30/15
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
1000 LOCAL SOURCES		Start Up			
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					80,000
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					338,182
TOTAL LOCAL SOURCES	0	0	0	0	418,182
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)					1,851,014
3115 Special Ed portion of DSA					12,075
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	0	0	1,863,089

REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					96,624
TOTAL OPENING FUND BALANCE	0	0	0	0	96,624
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	0	0	2,377,896

C.1.1 BUDGET YEAR 1 Founders Academy of Las Vegas Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS		Start Up			
1000 Instruction					
100 Salaries					685,270
200 Benefits					205,581
300/400/500 Purchased Services					
600 Supplies					96,450
700 Property					4,500
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					66,560
200 Benefits					19,968
300/400/500 Purchased Services					
600 Supplies					12,600
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					1,200
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	0	0	1,092,129
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

Founders Academy of Las Vegas	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					82,341
200 Benefits					24,702
300/400/500 Purchased Services					6,000
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					75,000
200 Benefits					22,500
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	0	0	210,543
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Founders Academy of Las Vegas _____

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Founders Academy of Las Vegas _____

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Founders Academy of Las Vegas _____

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Ins	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Founders Academy of Las Vegas _____

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					19,000
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	19,000
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					121,460
600 Supplies					
700 Property					
800 Other					32,838
2300 SUBTOTAL	0	0	0	0	154,298
2400 Support Serv-School Admin					
100 Salaries					146,559
200 Benefits					43,968
300/400/500 Purchased Services					
600 Supplies					16,800
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	207,327
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					119,728
600 Supplies					
700 Property					328,379
800 Other					
2600 SUBTOTAL	0	0	0	0	448,107
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	828,732
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service					63,989
000 EXPENDITURES	0	0	0	0	892,721
TOTAL ALL EXPENDITURES	0	0	0	0	2,195,393
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					182,501
TOTAL ENDING FUND BALANCE	0	0	0	0	182,501
TOTAL APPLICATIONS	0	0	0	0	2,377,895

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	0	0	65,862
	Calculated Total Ending Fund Balance:	0	0	0	0	182,502

Founders Academy of Las Vegas

Budget Fiscal Year 2014-15

Form 4 Expenditures

8/21/2013

TENTATIVE BUDGET 2014-15	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	0	0	0	0
FINAL BUDGET 2014-15				
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

FINAL BUDGET - Estimated	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	751,830	225,549	114,750	1,092,129
200 Special	157,341	47,202	6,000	210,543
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	909,171	272,751	120,750	1,302,672
000 Undistributed Expenditures				
2000 Support Services	146,559	43,968	638,205	828,732
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			63,989	63,989
6300 Contingency				0
8000 Ending Balance				182,501
UNDISTRIBUTED TOTALS	146,559	43,968	702,194	1,075,223
TOTAL ALL FUNDS FINAL BUDGET	1,055,730	316,719	822,944	2,377,895

Founders Academy of Las Vegas

Budget Fiscal Year 2014-15

Form 5 Exp Summary

Page 2 of 2

8/21/2013

C.1.1 BUDGET YEAR 1

Founders Academy of Las Vegas

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing
- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2014	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/15		(11) (9) + (10) 6/30/2015 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
State Loan	5	38	\$175,000	03/01/14	04/01/17	3.25%	\$176,909	\$1,315	\$116,667	\$117,981
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$175,000				\$176,909	\$1,315	\$116,667	\$117,981

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/14		WEIGHTED ACTUAL YEAR ENDING 06/30/15		WEIGHTED ESTIMATED YEAR ENDING 06/30/16
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0	27	x .6 = 16.2	54	x .6 = 32.4
3. Elementary			239		324
4. Secondary			84		122
5. Ungraded					
6. Subtotal	0.0		339.2		478.4
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		339.2		478.4
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/16 5,457

Fill in information for each district:		2015-16	WEIGHTED 2015-16	Subtotal	Use rates below:	Reference amounts for #12 Estimate: "Outside Revenue"
School District	Rate revised 5/24/2013		Enrollment			
Carson City	\$ 6,537	0.0	\$0	\$ 1,086		
Churchill	\$ 6,538	0.0	\$0	\$ 1,069		
Clark	\$ 5,457	478.4	\$2,610,629	\$ 997		
Douglas	\$ 5,885	0.0	\$0	\$ 2,386		
Elko	\$ 6,610	0.0	\$0	\$ 1,113		
Esmeralda	\$ 15,916	0.0	\$0	\$ 8,308		
Eureka	\$ 11	0.0	\$0	\$ 43,870		
Humboldt	\$ 5,242	0.0	\$0	\$ 2,047		
Lander	\$ 1,051	0.0	\$0	\$ 9,884		
Lincoln	\$ 10,368	0.0	\$0	\$ 1,295		
Lyon	\$ 7,082	0.0	\$0	\$ 922		
Mineral	\$ 9,534	0.0	\$0	\$ 1,683		
Nye	\$ 7,038	0.0	\$0	\$ 1,368		
Pershing	\$ 8,675	0.0	\$0	\$ 2,272		
Storey	\$ 8,345	0.0	\$0	\$ 6,494		
Washoe	\$ 5,504	0.0	\$0	\$ 1,138		
White Pine	\$ 7,288	0.0	\$0	\$ 1,902		
Multidistrict		478.4	\$2,610,629	<u>5,457</u>		

12. Estimated "Outside Revenue" (Supplemental Support) per pupil \$997
This is the per pupil share of local taxes, etc, from the district.

13. Total basic support for enrollee including outside revenue \$ 3,087,593.60 Total Weighted-#9 \$ 3,087,593.60 Hold Harmless-#10 \$ -

14. Estimated number of special education program units - (Should be 0 or 1 maximum - see prior year allotment)
X 39,768 amount per unit \$0

15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14) \$ 3,087,593.60 Total Weighted \$ 3,087,593.60 Hold Harmless \$ -

C.1.1 BUDGET YEAR 2

Form 3 Founders Academy of Las Vegas REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/14		(3) BUDGET YEAR ENDING 06/30/16		(4)
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Program					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					80,000
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					476,965
TOTAL LOCAL SOURCES	0		0	0	556,965
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)					2,610,629
3115 Special Ed portion of DSA					17,250
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0		0	0	2,627,879

REVENUE	(1)		(3) (4) BUDGET YEAR ENDING 06/30/16		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14		TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					14,400
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					18,000
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0		0	0	32,400
OTHER RESOURCES AND FUND BALANCE	(1)		(3) (4) BUDGET YEAR ENDING 06/30/16		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14		TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0		0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					182,501
TOTAL OPENING FUND BALANCE	0		0	0	182,501
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0		0	0	3,399,745

C.1.1 BUDGET YEAR 2 Founders Academy of Las Vegas Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries					981,864
200 Benefits					295,753
300/400/500 Purchased Services					
600 Supplies					104,920
700 Property					9,200
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					82,451
200 Benefits					24,735
300/400/500 Purchased Services					
600 Supplies					18,000
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					1,714
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	0	0	1,518,637
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					

300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

Founders Academy of Las Vegas PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(4) BUDGET YEAR ENDING 06/30/16		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					118,329
200 Benefits					35,499
300/400/500 Purchased Services					8,568
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					76,500
200 Benefits					22,950
300/400/500 Purchased Services					
600 Supplies					

700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	0	0	261,846
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/16		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					

800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Founders Academy of Las Vegas _____

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 06/30/16		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					

800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(4) BUDGET YEAR ENDING 06/30/16		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Ins	0	0	0	0	0
490 Other Instructional Programs					

1000	Instruction					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2100-2600, 2900	Other Support Services					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2700	Student Transportation					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
490	Total Other Instructional Programs	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					

1000	Instruction					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2100-2600, 2900	Other Support Services					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2700	Student Transportation					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
800	Total Community Services Programs	0	0	0	0	0
900	Co-curricular & Extra-Curricular					
1000	Instruction					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2100-2600, 2900	Other Support Services					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2700	Student Transportation					
100	Salaries					
200	Benefits					

300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					50,000
200 Benefits					15,000
300/400/500 Purchased Services					42,370
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	107,370
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					169,380
600 Supplies					
700 Property					
800 Other					46,314
2300 SUBTOTAL	0	0	0	0	215,694
2400 Support Serv-School Admin					
100 Salaries					250,689
200 Benefits					75,207
300/400/500 Purchased Services					
600 Supplies					25,200
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	351,096
2500 Central Services					

100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/16		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					165,865
600 Supplies					
700 Property					463,139
800 Other					
2600 SUBTOTAL	0	0	0	0	629,004
2700 Student Transportation					
100 Salaries					
200 Benefits					

300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	1,303,164
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/16		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					

800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					

4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service					61,643
000 EXPENDITURES	0	0	0	0	1,364,807
TOTAL ALL EXPENDITURES	0	0	0	0	3,145,290
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					254,455
TOTAL ENDING FUND BALANCE	0	0	0	0	254,455
TOTAL APPLICATIONS	0	0	0	0	3,399,745

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	0	0	94,359
	Calculated Total Ending Fund Balance:		0	0	0	254,455

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 4 Expenditures

8/21/2013

TENTATIVE BUDGET 2015-16	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	0	0	0	0
FINAL BUDGET 2015-16				
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

FINAL BUDGET - Estimated	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	1,064,315	320,488	133,834	1,518,637
200 Special	194,829	58,449	8,568	261,846
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	1,259,144	378,937	142,402	1,780,483
000 Undistributed Expenditures				
2000 Support Services	300,689	90,207	912,268	1,303,164
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			61,643	61,643
6300 Contingency				0
8000 Ending Balance				254,455
UNDISTRIBUTED TOTALS	300,689	90,207	973,911	1,619,262
TOTAL ALL FUNDS FINAL BUDGET	1,559,833	469,144	1,116,313	3,399,745

Founders Academy of Las Vegas

Budget Fiscal Year 2015-16

Form 5 Exp Summary

Page 2 of 2

8/21/2013

C.1.1 BUDGET YEAR 2

Founders Academy of Las Vegas

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing
- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2015	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/16		(11) (9) + (10) 6/30/2016 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
State Loan	5	38	\$175,000	03/01/14	04/01/17	3.25%	\$117,981	\$677	\$58,333	\$59,011
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$175,000				\$117,981	\$677	\$58,333	\$59,011

BUDGET SUPPLEMENTARY SCHEDULES

C.1.2 BUDGET NARRATIVE YEAR 1

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: 2014-15

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Principal	1	1	\$80,000.00	\$80,000.00
	Registrar	1	1	\$35,359.00	\$35,359.00
	Teachers	1	20	\$37,380.55	\$747,611.00
	Classroom Aides	1	3	\$25,000.00	\$75,000.00
	Admin Assistant	1	1	\$31,199.40	\$31,199.40
	Substitute Teachers	0.5	Various	\$20,000.00	\$20,000.00
	Janitor/Maintenance	1	2	\$33,280.00	\$66,560.00
	NARRATIVE Budget is for annual salaries as above and include (3) Administrative staff (Principal, Registrar and Administrative Assistant) at market salaries. Teachers include (10) K-6, (5.5) 7-12, (1) Art, (1) Music, (.5) PE and (2) Special Education. Salaries are calculated using the Clark County School District Pay Schedule assuming (12) at range/step A-1, (5) at range/step D-1 and (2) at F-1. (1) Special Education teacher is assumed at a higher rate with more experience. The budget assumes (3) Classroom Aides for K-8 at competitive wages. Support staff include (2) Janitor/Maintenance staff at competitive wages				
				TOTAL	\$1,055,729.40
200	BENEFITS				\$0.00
	Employer Medicare				\$15,308.00
	Unemployment Insurance				\$31,144.00
	Workers Compensation				\$9,501.00
	Medical/Dental Insurance				\$112,000.00
	NV Pers				\$143,166.00
	Other Employee Benefits				\$5,600.00
					\$0.00
	NARRATIVE Employee benefits are estimated at 30% of salary broken down as above. These benefits include Medicare (1.45%), Unemployment (3%), Workers Compensation (Rate of \$.90 per \$100 of Wages, assuming an experience modification of 1.00), Medical/Dental Insurance (\$4,000 per employee annually), and Nevada Pers (13.5% Employer Contribution). Also includes Other Employee Benefits for plan administration, etc.				
				TOTAL	\$316,719.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Professional Fees				\$6,000.00
	Audit Fees				\$12,000.00
	Staff Training/Recertification				\$4,000.00
	Charter School Funding Fee				\$32,838.00
	Management Fees				\$109,460.00
					\$0.00
					\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: 2014-15

	<p>NARRATIVE Professional fees are for SPED Services (Speech Therapists, occupational therapists, audiologist, etc); Audit Fees are for the School's 1st annual financial audit; Staff Training/Recertification are estimated at \$200 per teacher; the Charter School Funding Fee is calculated at 1.5% of state funding; Education Management Organization Fees of 5%.</p>	
	TOTAL	\$164,298.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: 2014-15

400	PURCHASED PROPERTY SERVICES Building Rental/Lease				\$0.00
					\$0.00
					\$328,380.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Expense for rental of school site based on comparable cost for similar size facility at other locations					
				TOTAL	\$328,380.00
500	OTHER PURCHASED SERVICES Recruitment Phone/Internet Connectivity Liability Insurance Mileage Reimbursement				\$0.00
					\$15,000.00
					\$16,800.00
					\$39,928.60
					\$1,200.00
					\$0.00
NARRATIVE Advertising for staff recruitment online, newspaper and professional magazines; Monthly phone and internet service; Liability insurance including general and directors/officers; and incidental mileage reimbursement of school staff.					
				TOTAL	\$72,928.60
600	SUPPLIES Utilities Computer Software Student Classroom Supplies Teacher Supplies Textbooks Janitorial Supplies Equipment Expense Office Supplies Postage & Freight				\$0.00
					\$60,000.00
					\$15,700.00
					\$58,750.00
					\$4,500.00
					\$17,500.00
					\$12,600.00
					\$4,500.00
					\$14,400.00
					\$2,400.00
					\$0.00
		NARRATIVE Utilities based on review of similar sized facilities in desert climate; Email software and other miscellaneous; Supplies consumed through the course of instruction for students including reference materials estimated at \$25/student for original population and \$100/student for additional students, Teacher supplies estimated at \$225 per teacher; Textbooks for instructional use estimated at \$50 per student; Janitorial Supplies at \$3/student per month; Equipment budgeted to replace server/user computers and other equipment; Supplies for the office including copy paper, desktop organizational supplies, notebooks/pens, and file supplies; Postage and Freight.			
				TOTAL	\$190,350.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: 2014-15

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
	Membership Dues				\$3,000.00
	Loan Interest				\$5,656.04
	Loan Principal				\$58,333.32
					\$0.00
	NARRATIVE Dues for membership to Charter Association as well as other professional organizations for teachers. Loan Interest at 3.25% per amortization schedule. Loan Principal payments deducted from quarterly funding from state.				
				TOTAL	\$66,989.36
Subtotal Objects 100-600 & 800					\$2,195,394.36
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$2,195,394.36

BUDGET SUPPLEMENTARY SCHEDULES

C.1.2 BUDGET NARRATIVE YEAR 2

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: 2015-16

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Principal	1	1	\$81,600.00	\$81,600.00
	Vice Principal	1	1	\$70,000.00	\$70,000.00
	Career Counselor	1	1	\$50,000.00	\$50,000.00
	Registrar	1	1	\$36,066.48	\$36,066.48
	Teachers	1	29	\$36,952.85	\$1,071,632.76
	Classroom Aides	1	3	\$25,500.00	\$76,500.00
	Admin Assistant	1	2	\$31,511.40	\$63,022.80
	Substitute Teachers	0.75	Various	\$28,560.00	\$28,560.00
	Janitor/Maintenance	1	2.5	\$32,980.46	\$82,451.16
	NARRATIVE Budget is for annual salaries as above and include (5) Administrative staff (Principal, Vice Principal, Registrar and (2) Administrative Assistants) at market salaries. Teachers include (14) K-6, (7) 7-12, (2) Art, (2) Music, (1) PE and (3) Special Education. Salaries assume 2% increase over prior year, new teachers at Clark County School District Pay Schedule assuming (8) at range/step A-1. The budget assumes (3) Classroom Aides for K-8 at competitive wages. (1) Career Counselor is added to aid students at market salary. Support staff include (2.5) Janitor/Maintenance staff at competitive wages. All returning staff are assumed to receive an increase of 2%.				
				TOTAL	\$1,559,833.20
200	BENEFITS				\$0.00
	Employer Medicare				\$22,618.00
	Unemployment Insurance				\$14,039.00
	Workers Compensation				\$45,228.00
	Medical/Dental Insurance				\$164,000.00
	NV Pers				\$214,477.00
	Other Employee Benefits				\$8,782.00
					\$0.00
	NARRATIVE Employee benefits are estimated at 30% of salary broken down as above. These benefits include Medicare (1.45%), Unemployment (3%), Workers Compensation (Rate of \$.90 per \$100 of Wages, assuming an experience modification of 1.00), Medical/Dental Insurance (\$4,000 per employee annually), and Nevada Pers (13.75% Employer Contribution). Also include Other Employee Benefits for plan administration, etc.				
				TOTAL	\$469,144.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Professional Fees				\$8,568.00
	Audit Fees				\$15,000.00
	Staff Training/Recertification				\$20,950.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: 2015-16

	Charter School Funding Fee				\$46,313.90
	Management Fees				\$154,380.00
					\$0.00
	NARRATIVE				
	Professional fees are for SPED Services (Speech Therapists, etc); Audit Fees are for the School's annual financial audit; Staff Training/Recertification are estimated at \$100 per teacher (includes Title II); the Charter School Funding Fee is calculated at 1.5% of state funding; Education Management Organization Fees of 5%.				
			TOTAL		\$245,211.90

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: 2015-16

400	PURCHASED PROPERTY SERVICES Building Rental/Lease				\$0.00
					\$0.00
					\$463,139.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Expense for rental of school site based on comparable cost for similar size facility at other locations					
				TOTAL	\$463,139.00
500	OTHER PURCHASED SERVICES Recruitment Phone/Internet Connectivity Liability Insurance Mileage Reimbursement				\$0.00
					\$21,420.00
					\$28,800.00
					\$48,152.00
					\$1,714.00
					\$0.00
NARRATIVE Advertising for staff recruitment online, newspaper and professional magazines; Monthly phone and internet service; Liability insurance including general and directors/officers; and incidental mileage reimbursement of school staff.					
				TOTAL	\$100,086.00
600	SUPPLIES Utilities Computer Software Student Classroom Supplies Teacher Supplies Textbooks Janitorial Supplies Equipment Expense Office Supplies Postage & Freight				\$0.00
					\$84,623.00
					\$22,420.00
					\$42,500.00
					\$7,500.00
					\$32,500.00
					\$18,000.00
					\$9,200.00
					\$21,600.00
					\$3,600.00
					\$0.00
		NARRATIVE Utilities based on review of similar sized facilities in desert climate; Email software and other miscellaneous; Supplies consumed through the course of instruction for students including reference materials estimated at average \$85/student, Teacher supplies estimated at \$232.50 per returning teacher and \$300 start up for new teachers; Textbooks for instructional use estimated at \$50/returning student and \$100/new student; Janitorial Supplies at \$3/student per month; Equipment budgeted to replace server/user computers and other equipment; Supplies for the office including copy paper, desktop organizational supplies, notebooks/pens, and file supplies; Postage and Freight.			
				TOTAL	\$241,943.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: 2015-16

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
	Membership Dues				\$4,290.00
	Loan Interest				\$3,309.83
	Loan Principal				\$58,333.32
					\$0.00
	NARRATIVE Dues for membership to Charter Association as well as other professional organizations for teachers. Loan Interest at 3.25% per amortization schedule. Loan Principal payments deducted from quarterly funding from state.				
				TOTAL	\$65,933.15
Subtotal Objects 100-600 & 800					\$3,145,290.25
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$3,145,290.25

C.1.3 CASH FLOW STATEMENT

2014-15

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 462,753.60		\$ 462,753.60		\$ 462,753.60		\$ 462,753.60		\$ 462,753.60		\$ 462,753.60	\$ 1,851,014.40	\$ 1,851,014.40	\$ -
Donations	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 80,000.00	\$ 80,000.00	\$ -
DSA - Local		\$ 84,545.60		\$ 84,545.60		\$ 84,545.60		\$ 84,545.60		\$ 84,545.60		\$ 84,545.60	\$ 338,182.40	\$ 338,182.40	\$ -
IDEA			\$ -	\$ -	\$ 5,031.25	\$ 1,006.25	\$ 1,006.25	\$ 1,006.25	\$ 1,006.25	\$ 1,006.25	\$ 1,006.25	\$ 1,006.25	\$ 12,075.00	\$ 12,075.00	\$ -
													\$ -	\$ -	\$ -
													\$ -	\$ -	\$ -
													\$ -	\$ -	\$ -
BB Start Up	\$ 96,624.00												\$ 96,624.00	\$ 96,624.00	\$ -
Total Revenues	\$ 103,290.67	\$ 553,965.87	\$ 6,666.67	\$ 553,965.87	\$ 11,697.92	\$ 7,672.92	\$ 554,972.12	\$ 7,672.92	\$ 7,672.92	\$ 554,972.12	\$ 7,672.92	\$ 7,672.92	\$ 2,377,895.80	\$ 2,377,895.80	\$ -
Total Revenues Y-T-D	\$ 103,290.67	\$ 657,256.53	\$ 663,923.20	\$ 1,217,889.07	\$ 1,229,586.98	\$ 1,237,259.90	\$ 1,792,232.02	\$ 1,799,904.93	\$ 1,807,577.85	\$ 2,362,549.97	\$ 2,370,222.88	\$ 2,377,895.80			
EXPENDITURES															
Salaries & Benefits															
Salaries	\$ 9,613.00	\$ 130,764.00	\$ 87,176.00	\$ 87,176.00	\$ 87,176.00	\$ 87,176.00	\$ 130,764.00	\$ 87,176.00	\$ 87,176.00	\$ 87,176.00	\$ 87,176.00	\$ 87,181.00	\$ 1,055,730.00	\$ 1,055,730.00	\$ -
Benefits	\$ 2,884.00	\$ 39,229.00	\$ 26,153.00	\$ 26,153.00	\$ 26,153.00	\$ 26,153.00	\$ 39,229.00	\$ 26,153.00	\$ 26,153.00	\$ 26,153.00	\$ 26,153.00	\$ 26,153.00	\$ 316,719.00	\$ 316,719.00	\$ -
Total Salaries & Ben	\$ 12,497.00	\$ 169,993.00	\$ 113,329.00	\$ 113,329.00	\$ 113,329.00	\$ 113,329.00	\$ 169,993.00	\$ 113,329.00	\$ 113,329.00	\$ 113,329.00	\$ 113,329.00	\$ 113,334.00	\$ 1,372,449.00	\$ 1,372,449.00	\$ -
Operating															
Supplies	\$ 20,477.00	\$ 10,239.00	\$ 7,763.00	\$ 7,763.00	\$ 7,763.00	\$ 7,763.00	\$ 7,763.00	\$ 7,763.00	\$ 7,763.00	\$ 7,763.00	\$ 7,763.00	\$ 7,767.00	\$ 108,350.00	\$ 108,350.00	\$ -
Rent	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 27,365.00	\$ 328,380.00	\$ 328,380.00	\$ -
Utilities	\$ 10,000.00	\$ 10,000.00	\$ 9,000.00	\$ 1,714.00	\$ 1,714.00	\$ 1,714.00	\$ 1,714.00	\$ 1,714.00	\$ 1,715.00	\$ 1,715.00	\$ 9,000.00	\$ 10,000.00	\$ 60,000.00	\$ 60,000.00	\$ -
Contracts			\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 6,000.00	\$ 6,000.00	\$ -
Textbooks		\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,590.00	\$ 17,500.00	\$ 17,500.00	\$ -
Equipment												\$ 2,250.00	\$ 4,500.00	\$ 4,500.00	\$ -
Loan Repayment		\$ 14,583.33		\$ 14,583.33		\$ 14,583.33		\$ 14,583.33		\$ 14,583.33			\$ 58,333.32	\$ 58,333.32	\$ -
Interest Expense		\$ 2,397.12		\$ 919.48		\$ 1,240.92		\$ 1,098.52		\$ 1,098.52			\$ 5,656.04	\$ 5,656.04	\$ -
1.5% Admin Fee		\$ 8,209.49		\$ 8,209.49		\$ 8,209.49		\$ 8,209.49		\$ 8,209.49			\$ 32,837.95	\$ 32,837.95	\$ (0.00)
Management Fees			\$ 27,365.00		\$ 27,365.00		\$ 27,365.00		\$ 27,365.00		\$ 27,365.00		\$ 109,460.00	\$ 109,460.00	\$ -
Recruitment	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 15,000.00	\$ 15,000.00	\$ -
Staff Training	\$ 800.00	\$ 400.00	\$ 280.00	\$ 280.00	\$ 280.00	\$ 280.00	\$ 280.00	\$ 280.00	\$ 280.00	\$ 280.00	\$ 280.00	\$ 280.00	\$ 4,000.00	\$ 4,000.00	\$ -
Telephone	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 16,800.00	\$ 16,800.00	\$ -
Insurance	\$ 9,981.94	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 3,327.34	\$ 39,928.00	\$ 39,928.00	\$ -
Memberships, Dues	\$ 1,000.00	\$ 200.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 3,000.00	\$ 3,000.00	\$ -
Mileage Reimbursement	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 1,200.00	\$ 1,200.00	\$ -
Audit												\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ -
													\$ -	\$ -	\$ -
Total Expenses	\$ 84,870.94	\$ 251,055.28	\$ 193,550.34	\$ 182,611.64	\$ 186,264.34	\$ 158,899.34	\$ 239,597.08	\$ 186,264.34	\$ 158,900.34	\$ 182,791.68	\$ 192,473.00	\$ 178,116.00	\$ 2,195,394.31	\$ 2,195,394.31	\$ (0.00)
Total Expenses Y-T-D	\$ 84,870.94	\$ 335,926.22	\$ 529,476.56	\$ 712,088.20	\$ 898,352.54	\$ 1,057,251.88	\$ 1,296,848.95	\$ 1,483,113.29	\$ 1,642,013.63	\$ 1,824,805.31	\$ 2,017,278.31	\$ 2,195,394.31	\$ 2,195,394.31	\$ 2,195,394.31	\$ (0.00)
Percent of Budget	3.87%	15.30%	24.12%	32.44%	40.92%	48.16%	59.07%	67.56%	74.79%	83.12%	91.89%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 18,419.73	\$ 302,910.59	\$ (186,883.67)	\$ 371,354.23	\$ (174,566.42)	\$ (151,226.42)	\$ 315,375.04	\$ (178,591.42)	\$ (151,227.42)	\$ 372,180.44	\$ (184,800.08)	\$ (170,443.08)	\$ 182,501.49	\$ 182,501.49	\$ (0.00)
Begin Cash Balance(F/B)		\$ 18,419.73	\$ 321,330.32	\$ 134,446.64	\$ 505,800.87	\$ 331,234.45	\$ 180,008.02	\$ 495,383.06	\$ 316,791.64	\$ 165,564.22	\$ 537,744.65	\$ 352,944.57			\$ -
End Cash Balance (F/B)	\$ 18,419.73	\$ 321,330.32	\$ 134,446.64	\$ 505,800.87	\$ 331,234.45	\$ 180,008.02	\$ 495,383.06	\$ 316,791.64	\$ 165,564.22	\$ 537,744.65	\$ 352,944.57	\$ 182,501.49	\$ 182,501.49	\$ 182,501.49	\$ (0.00)

C.1.3 CASH FLOW STATEMENT

2015-16

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 652,657.20		\$ 652,657.20		\$ 652,657.20		\$ 652,657.20		\$ 652,657.20		\$ 652,657.20	\$ 2,610,628.80	\$ 2,610,628.80	\$ -
Donations	\$ 40,000.00	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 3,636.36	\$ 80,000.00	\$ 80,000.00	\$ -
DSA - Local		\$ 119,241.20		\$ 119,241.20		\$ 119,241.20		\$ 119,241.20		\$ 119,241.20		\$ 119,241.20	\$ 476,964.80	\$ 476,964.80	\$ -
IDEA	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 1,437.50	\$ 17,250.00	\$ 17,250.00	\$ -
Title II	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00	\$ 18,000.00	\$ -
E Rate	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 14,400.00	\$ 14,400.00	\$ -
BB Yr 1	\$ 182,501.49												\$ -	\$ -	\$ -
Total Revenues	\$ 226,638.99	\$ 779,672.26	\$ 7,773.86	\$ 779,672.26	\$ 7,773.86	\$ 7,773.86	\$ 779,672.26	\$ 7,773.86	\$ 7,773.86	\$ 779,672.26	\$ 7,773.86	\$ 7,773.86	\$ 3,399,745.09	\$ 3,399,745.09	\$ -
Total Revenues Y-T-D	\$ 226,638.99	\$ 1,006,311.25	\$ 1,014,085.12	\$ 1,793,757.38	\$ 1,801,531.24	\$ 1,809,305.11	\$ 2,588,977.37	\$ 2,596,751.24	\$ 2,604,525.10	\$ 3,384,197.36	\$ 3,391,971.23	\$ 3,399,745.09			
EXPENDITURES															
Salaries & Benefits															
Salaries	\$ 119,987.17	\$ 179,980.75	\$ 119,987.17	\$ 119,987.17	\$ 119,987.17	\$ 119,987.17	\$ 179,980.75	\$ 119,987.17	\$ 119,987.17	\$ 119,987.17	\$ 119,987.17	\$ 119,987.17	\$ 1,559,833.20	\$ 1,559,833.20	\$ -
Benefits	\$ 36,088.00	\$ 54,132.00	\$ 36,088.00	\$ 36,088.00	\$ 36,088.00	\$ 36,088.00	\$ 54,132.00	\$ 36,088.00	\$ 36,088.00	\$ 36,088.00	\$ 36,088.00	\$ 36,088.00	\$ 469,144.00	\$ 469,144.00	\$ -
Total Salaries & Ben	\$ 156,075.17	\$ 234,112.75	\$ 156,075.17	\$ 156,075.17	\$ 156,075.17	\$ 156,075.17	\$ 234,112.75	\$ 156,075.17	\$ 156,075.17	\$ 156,075.17	\$ 156,075.17	\$ 156,075.17	\$ 2,028,977.20	\$ 2,028,977.20	\$ -
Operating															
Supplies		\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 10,510.91	\$ 115,620.00	\$ 115,620.00	\$ -
Rent	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 38,595.00	\$ 463,139.00	\$ 463,139.00	\$ -
Utilities	\$ 14,103.00	\$ 14,103.00	\$ 12,694.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 12,694.00	\$ 14,103.00	\$ 84,623.00	\$ 84,623.00	\$ -
Contracts			\$ 856.00	\$ 856.00	\$ 857.00	\$ 857.00	\$ 857.00	\$ 857.00	\$ 857.00	\$ 857.00	\$ 857.00	\$ 857.00	\$ 8,568.00	\$ 8,568.00	\$ -
Textbooks		\$ 16,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,591.00	\$ 1,590.00	\$ 32,500.00	\$ 32,500.00	\$ -
Equipment											\$ 4,600.00	\$ 4,600.00	\$ 9,200.00	\$ 9,200.00	\$ -
Loan Repayment		\$ 14,583.33		\$ 14,583.33		\$ 14,583.33		\$ 14,583.33		\$ 14,583.33			\$ 58,333.32	\$ 58,333.32	\$ -
Interest Expense		\$ 1,314.75		\$ 599.22		\$ 760.87		\$ 634.99		\$ 634.99			\$ 3,309.83	\$ 3,309.83	\$ -
1.5% Admin Fee		\$ 11,578.48		\$ 11,578.48		\$ 11,578.48		\$ 11,578.48		\$ 11,578.48			\$ 46,313.90	\$ 46,313.90	\$ (0.00)
Management Fee			\$ 38,595.00		\$ 38,595.00		\$ 38,595.00		\$ 38,595.00		\$ 38,595.00		\$ 154,380.00	\$ 154,380.00	\$ -
Recruitment	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 1,785.00	\$ 21,420.00	\$ 21,420.00	\$ -
Staff Training	\$ 4,000.00	\$ 2,000.00	\$ 1,495.00	\$ 1,495.00	\$ 1,495.00	\$ 1,495.00	\$ 1,495.00	\$ 1,495.00	\$ 1,495.00	\$ 1,495.00	\$ 1,495.00	\$ 1,495.00	\$ 20,950.00	\$ 20,950.00	\$ -
Telephone	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 28,800.00	\$ 28,800.00	\$ -
Insurance		\$ 16,050.67	\$ 4,012.67	\$ 4,012.66	\$ 4,012.67	\$ 4,012.67	\$ 4,012.67	\$ 4,012.67	\$ 4,012.67	\$ 4,012.67	\$ 4,012.67	\$ 4,012.67	\$ 48,152.00	\$ 48,152.00	\$ -
Membership, Dues	\$ 1,500.00	\$ 300.00	\$ 249.00	\$ 249.00	\$ 249.00	\$ 249.00	\$ 249.00	\$ 249.00	\$ 249.00	\$ 249.00	\$ 249.00	\$ 249.00	\$ 4,290.00	\$ 4,290.00	\$ -
Emp Mileage Reimburse	\$ 142.83	\$ 142.83	\$ 142.84	\$ 142.83	\$ 142.83	\$ 142.83	\$ 142.83	\$ 142.83	\$ 142.83	\$ 142.83	\$ 142.83	\$ 142.84	\$ 1,714.00	\$ 1,714.00	\$ -
Audit											\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ -
Total Expenses	\$ 218,601.00	\$ 364,067.72	\$ 269,001.59	\$ 246,891.60	\$ 258,726.58	\$ 220,131.59	\$ 325,091.83	\$ 258,726.58	\$ 220,131.59	\$ 246,928.37	\$ 269,589.91	\$ 247,401.91	\$ 3,145,290.25	\$ 3,145,290.25	\$ (0.00)
Total Expenses Y-T-D	\$ 218,601.00	\$ 582,668.72	\$ 851,670.31	\$ 1,098,561.90	\$ 1,357,288.48	\$ 1,577,420.07	\$ 1,902,511.90	\$ 2,161,238.48	\$ 2,381,370.07	\$ 2,628,298.44	\$ 2,897,888.34	\$ 3,145,290.25	\$ 3,145,290.25	\$ 3,145,290.25	\$ (0.00)
Percent of Budget	6.95%	18.53%	27.08%	34.93%	43.15%	50.15%	60.49%	68.71%	75.71%	83.56%	92.13%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 8,037.99	\$ 415,604.54	\$ (261,227.73)	\$ 532,780.67	\$ (250,952.72)	\$ (212,357.73)	\$ 454,580.43	\$ (250,952.72)	\$ (212,357.73)	\$ 532,743.90	\$ (261,816.05)	\$ (239,628.05)	\$ 254,454.84	\$ 254,454.84	\$ (0.00)
Begin Cash Balance(F/B)	\$ -	\$ 8,037.99	\$ 423,642.53	\$ 162,414.81	\$ 695,195.48	\$ 444,242.76	\$ 231,885.04	\$ 686,465.47	\$ 435,512.75	\$ 223,155.03	\$ 755,898.93	\$ 494,082.88			\$ -
End Cash Balance (F/B)	\$ 8,037.99	\$ 423,642.53	\$ 162,414.81	\$ 695,195.48	\$ 444,242.76	\$ 231,885.04	\$ 686,465.47	\$ 435,512.75	\$ 223,155.03	\$ 755,898.93	\$ 494,082.88	\$ 254,454.84	\$ 254,454.84	\$ 254,454.84	\$ (0.00)

C.1.5 PRE-OPENING BUDGET

Applicant Name: FOUNDERS ACADEMY of LAS VEGAS

<i>Provide Assumptions by Line</i>						
Inception to July 1						
START-UP REVENUE				Total \$	Timeframe for Acquisition	
Secured Funds - Private Donations				\$ 80,000.00	By February 2014	
Secured Funds - Loans (NV DOE)				\$ 175,000.00	March - June	
Secured Funds - Other						
Total Start-up Revenue				255,000.00		
Administration, Instruction, & Support (AIS) EXPENDITURES (add lines as necessary)	# of FTE Staff	@ Salary	Required Employer Contributions per FTE	Total \$	Timeframe for Acquisition	Timeframe for Payment (if not in column E)
Salaries						
Principal	1.00	\$ 13,333.00		\$ 13,333.00	4/30/2013	5/1/2013-06/30/13
Registrar	1.00	\$ 5,893.00		\$ 5,893.00	4/30/2013	05/01/13-06/30/13
Employee Benefits				\$ 5,000.00	4/30/2013	05/01/13-06/30/13
Office Supplies (Paper, Postage, etc.)				\$ 1,500.00	05/01/13-06/30/13	05/15/13-06/30/13
Instructional Consumables				\$ 17,500.00	05/01/13-06/30/13	05/15/13-06/30/13
TextBooks				\$ 17,500.00	05/01/13-06/30/13	05/15/13-06/30/13
Membership Dues, Registrations, & Travel				\$ 500.00	April 2013	April 2013
Recruitment				\$ 10,000.00	05/01/13-06/30/13	05/15/13-06/30/13
SAIS Software						
Total Administration, Instruction, & Support				\$ 71,226.00		
Operations & Maintenance (O&M) EXPENDITURES (add lines as necessary)				Total \$	Timeframe for Acquisition	Timeframe for Payment (if not in column E)
Marketing/Advertising				\$ 7,200.00	05/01/13-06/30/13	05/15/13-06/30/13
Building Rent/Lease/Loan				\$ 10,500.00	05/01/13-06/30/13	05/01/13-06/30/13
Building & Improvements				\$ 4,500.00	April 2013	April 2013
Phone/Communications/Internet Connectivity				\$ 20,000.00	April 2013	April 2013
Student Furniture & Equipment				\$ 21,000.00	05/01/13-06/30/13	05/01/13-06/30/13
Office Furniture & Equipment				\$ 5,500.00	05/01/13-06/30/13	05/01/13-06/30/13
Student Technology Equipment				\$ -		
Office Technology Equipment				\$ 18,450.00	05/01/13-06/30/13	05/01/13-06/30/13
Total Operations & Maintenance				\$ 87,150.00		
Total Expenditures				\$ 158,376.00		
Total Start-up Revenues				\$ 255,000.00		
Budget Balance (= Revenues - Expenditures)				\$ 96,624.00		

BUDGET SUPPLEMENTARY SCHEDULES

C.1.5 PRE-OPENING BUDGET

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: Pre-Opening

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL Principal Registrar				\$0.00
		1	1	\$6,666.50	\$13,333.00
		1	1	\$2,946.50	\$5,893.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Budget is for two months of salary for the months of May and June. These staff will work on registration of initial 350 students and hiring/recruitment of staff for the first fiscal year.					
				TOTAL	\$19,226.00
200	BENEFITS Employee Benefits				\$0.00
					\$5,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Employee benefits are estimated at 26% of salary. These benefits include Medicare, Unemployment, Workers Compensation, Medical/Dental Insurance, and Nevada Pers.					
				TOTAL	\$5,000.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Marketing and Advertising				\$0.00
					\$0.00
					\$7,200.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Services for the professional development of brochures, collateral materials and other promotional items					
				TOTAL	\$7,200.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: Pre-Opening

400	PURCHASED PROPERTY SERVICES Building Rental/Lease Leasehold Improvements				\$0.00
					\$0.00
					\$10,500.00
					\$4,500.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Expense for rental of temporary office space for two months during start up and making school location ready for occupancy. Includes rental deposit.					
				TOTAL	\$15,000.00
500	OTHER PURCHASED SERVICES Recruitment Phone/Internet Connectivity				\$0.00
					\$10,000.00
					\$20,000.00
					\$0.00
					\$0.00
NARRATIVE Advertising for staff recruitment online, newspaper and professional magazines. Purchase of phone system and (25) phones, establishment of internet services (T-1 line). Recruitment expenses include background checks and fingerprinting fees for applicants.					
				TOTAL	\$30,000.00
600	SUPPLIES Office Supplies Instructional Consumables Textbooks Student Furniture Office Furniture Office Technology Equipment				\$0.00
					\$1,500.00
					\$17,500.00
					\$17,500.00
					\$21,000.00
					\$5,500.00
					\$18,450.00
					\$0.00
					\$0.00
		NARRATIVE Supplies for the office including copy paper, desktop organizational supplies, notebooks/pens, file supplies, postage and freight; supplies consumed through the course of instruction including reference materials, student classroom supplies and teacher supplies estimated at \$50 per student; textbooks for instructional use estimated at \$50 per student (additional textbooks to be purchased prior to first day of class of first year); desks/chairs for students at \$60 per student; desks/chairs for (22) staff at \$250 each; (25) staff computers			
				TOTAL	\$81,450.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Founders Academy of Las Vegas

PROGRAM: Regular Elementary/Secondary Education

FISCAL YEAR: Pre-Opening

800	DEBT SERVICE AND MISCELLANEOUS Membership Dues				\$0.00
					\$0.00
					\$500.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Dues for membership to Charter Association					
				TOTAL	\$500.00
Subtotal Objects 100-600 & 800					\$158,376.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$158,376.00

C.3.2 Attachments



August 8, 2013

Mr. Richard Moreno
Founders Academy
Las Vegas, NV

Re: Estimated Insurance Premium, NAC 386.215

Dear Richard,

Based on information provided to us, we estimate the annual premium for property, general liability, educator's legal liability, auto liability, umbrella liability, workers' compensation and director's and officers liability insurance for Founders Academy to be approximately \$39,928 for 350 students or \$48,152 for 498 students.

We hope this provides you with the information you need. Please let us know if we can be of further assistance.

Regards,

LOCKTON COMPANIES, LLC

Lauren Hawkins
Account Manager

Attachment C.3.2: Cost of Insurance

Premium Estimate Founders Academy - Option 1

Coverage	Premium	Premium Based on:
Property	\$204	\$10,000 in Business Personal Property
GL/ELL	\$9,496	350 students
Auto	\$2,365	1 12 passenger van
Umbrella	\$4,149	\$4,000,000 limit
Work Comp	\$14,265	College/Schools Professional - \$1,157,560 College Schools Other - \$66,560
D&O	\$10,000	\$1,000,000 limit including EPL
Total	\$40,479	

Premium Estimate Founders Academy - Option 2

Coverage	Premium	Premium Based on:
Property	\$204	\$10,000 in Business Personal Property
GL/ELL	\$12,930	498 students
Auto	\$2,365	1 12 passenger van
Umbrella	\$4,149	\$4,000,000 limit
Work Comp	\$20,237	College/Schools Professional - \$1,626,133 College Schools Other - \$97,344
D&O	\$10,000	\$1,000,000 limit including EPL
Total	\$49,885	

C.4 Attachments

ATTACHMENT C.4.4: EMERGENCY DRILLS

Drills and Procedures in the Event of an Emergency

Founders Academy understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

I. Training

A. Training and refresher training sessions shall be conducted for all school personnel. In the case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

1. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

II. Drills

A. Founders Academy will plan for 3 Evacuation and 1 Drop-Cover and Hold drill.

1. Evacuation Drills: A map detailing the evacuation protocols and route are posted in each classroom and office. Students are to follow their Teacher/Administrator and stay with their class as they exit the building and when they are outside the building. No deviation from the route will be accepted, including going to the restroom. When outside, a student count shall be conducted by the Teacher/Administrator. When all staff and students are accounted for, they shall return to their regularly assigned classroom/office.

2. Drop-Cover and Hold Drill: Teachers will instruct students to duck under their desks to take cover and to hold onto it with their hands. Teachers will instruct students to move away from the windows. Teachers will account for their students and inform the administration of any student that is missing.

B. Founders Academy will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the school will participate as it relates to improving the school's ability to respond to and deal with emergencies.

ATTACHMENT C.4.5: EMERGENCY MANAGEMENT PLAN

SCHOOL EMERGENCY

And

CRISIS RESPONSE PLAN

Founders Academy of Las Vegas

Promulgation Statement

Founders Academy is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the Governing Board of FALV has asked for a thorough review of Founders Academy emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of Founders Academy. It is a result of a comprehensive review and update of school policies in the context of its location in Las Vegas, NV and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

GOVERNING BOARD FOUNDERS ACADEMY

DATE

LOCAL EMERGENCY MANAGEMENT

DATE

Approval and Implementation

Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

PRINCIPAL

DATE

EDUCATION LEADER

DATE

GOVERNING BOARD FOUNDERS ACADEMY

DATE

TABLE OF CONTENTS

- A. INTRODUCTION – page 7**
 - 1. Authority
 - 2. Purpose
 - 3. Mission & Goals
 - 4. Explanation of Terms

- B. SITUATION and ASSUMPTIONS – page 10**
 - 1. Situations
 - 2. Building Information
 - 3. Hazard Analysis
 - 4. Assumptions
 - 5. Limitations

- C. CONCEPT OF OPERATIONS – page 15**
 - 1. Objectives
 - 2. General
 - 3. Operational Guidance
 - A. Initial Response
 - B. Notification Procedures
 - C. Implementation of Incident Command System (ICS)
 - D. Sources and Use of Resources
 - 4. Incident Command System
 - 5. Incident Command System (ICS) – Emergency Operations Center (EOC) Interface
 - 6. Activities by Phases of Emergency Management

- D. ORGANIZATION and ASSIGNMENT OF RESPONSIBILITIES – page 22**
 - 1. Executive Group Responsibilities
 - a. The Governing Board of Founders Academy
 - b. The District Superintendent
 - c. The District Emergency Management Coordinator
 - d. The School Principal
 - e. Emergency Operations Planning Team
 - f. Emergency Response Teams
 - g. Teachers
 - h. Technology/Information Services
 - i. Transportation
 - j. The Incident Commander

- E. DIRECTION and CONTROL – page 28**
 - 1. General
 - 2. Emergency Facilities
 - 3. Continuity of School Administration

- F. READINESS LEVELS – page 29**
1. Readiness Levels
 2. Readiness Action Level Descriptions
- G. ADMINISTRATION and SUPPORT – page 30**
1. Agreements and Contracts
 2. Reports
 3. Records
 4. Preservation of Records
 5. Post-Incident and Exercise Review
- H. PLAN DEVELOPMENT and MAINTENANCE – page 31**
1. Plan Development and Distribution of Planning Documents
- I. REFERENCES – page 32**
- J. APPENDICES – page 33**
1. Incident Command System Summary
 2. Incident Command Structure
 3. Campus Map
 4. Classroom Teacher Buddy List
 5. Telephone Tree
 6. Emergency Operations Planning Team
 7. Emergency Contact Numbers
 8. Resource Inventory
 9. Sample School-Parent Letter
 10. Staff Skills Survey and Inventory
 11. Master Campus Schedule
 12. Emergency Response Drill Log
 13. Security Audit Information
 14. School Committee
- K. ANNEX – PLANNED RESPONSES/TEACHER ACTION GUIDES (SECURE MATERIALS) – page 51**
- Planned Responses – Action Guides
- A. Functional Protocols – Immediate Response Actions
 - Evacuation Procedures
 - Reverse Evacuation Procedures
 - Lockdown
 - Shelter-in-Place Procedures
 - Drop, Cover and Hold Procedures
 - Off-campus Evacuation
 - Mental Health/Crisis Intervention
 - B. Incident Specific Procedures
 - Bomb Threat/Suspicious Packages
 - Bus Accidents
 - Fires
 - Intruder/Hostage Situation

- Severe Weather
- Hazardous Material Release
- Earthquake
- Armed Intruder/Active Shooter
- Utilities Loss or Failure
- Structural Failure
- Medical Emergency

A. INTRODUCTION

1. Authority

- A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones
- B. State: RS 17:416.16 School crisis management and response plans
- C. Local:
- D. Governing Board:

2. Purpose

A. This Basic Plan outlines Founders Academy approach to emergency management and operations. It has been developed to assist Founders Academy in protecting its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

3. Mission and Goals

- A. The mission of Founders Academy in an emergency/disaster is to:
 - 1. Protect lives and property
 - 2. Respond to emergencies promptly and properly
 - 3. Coordinate with local emergency operations plans and community resources
 - 4. Aid in recovery from disasters
- B. The goals of Founders Academy are to:
 - 1. Provide emergency response plans, services, and supplies for all facilities and employees
 - 2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
 - 3. Restore normal services as quickly as possible
 - 4. Coordinate the use of school personnel and facilities
 - 5. Provide detailed and accurate documentation of emergencies to aid in the recovery process.

4. Explanation of Terms

A. Acronyms

- | | | |
|----|--------|-------------------------------------|
| 1. | AED | Automated External Defibrillator |
| 2. | CERT | Community Emergency Response Team |
| 3. | CFR | Code of Federal Regulations |
| 4. | CPR | Cardio-Pulmonary Resuscitation |
| 5. | EOC | Emergency Operations Center |
| 6. | EOPT | Emergency Operations Planning Team |
| 7. | EPI | Emergency Public information |
| 8. | FEMA | Federal Emergency Management Agency |
| 9. | Hazmat | Hazardous Material |

10.	IC	Incident Commander
11.	ICP	Incident Command Post
12.	ICS	Incident Command System
13.	NIMS	National Incident Management System
14.	SC	School Commander
15.	SOPs	Standard Operating Procedures
16.	UC	Unified Command

B. Definitions

1. Emergency Public Information (EPI)

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

3. Emergency

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects.

Characteristics of an emergency include:

- A. Involves a limited or large area, limited or large population, or important facilities.
- B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- C. Warning and public instructions are provided in the immediate area, not communitywide.
- D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- E. May require external assistance from other local response agencies or contractors.
- F. May require community-wide warning and public instructions.
- G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

4. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- A. Involves a large area, a sizable population, and/or important facilities.

- B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
 - C. Requires community-wide warning and public instructions.
 - D. Requires a response by all local response agencies operating under one or more ICs.
 - E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
 - F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.
5. **Hazard Analysis**
A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.
 6. **Hazardous Material (Hazmat)**
A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmat includes toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.
 7. **Inter-local agreement**
These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.
 8. **Standard Operating Procedures (SOP)**
SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. SITUATION AND ASSUMPTIONS

1. Situation

A. Founders Academy is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is approximately _____ students. The school's current enrollment of students with special needs is approximately 10%. Special needs students are located in the following building(s) / room(s): _____

The school's staff is comprised of:

- _____ teachers
- _____ administrators
- _____ office/support staff
- _____ cafeteria staff
- _____ custodial staff

C. The school employs approximately _____ people with special needs. Employees with special needs are located in the following building(s)/room(s): _____

D. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 11.

2. Building Information

A. Founders Academy is made up of _____ building(s).

B. The school consists of a main campus located at _____

C. The school also includes the following buildings: _____

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 3.

3. Hazard Analysis

A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for Founders Academy. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by:

B. THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1. Earthquake, Flash Flooding, Flooding (River or Flashflood), Tornado, Wildfire, Winter Storm, Chemical / Hazardous Materials, Dam Failure, Fire, Nuclear Facility Incident, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Figure 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
<i>NATURAL</i>					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
<i>HUMAN MADE</i>					
CHEMICAL/ HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4. Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

A. Founders Academy will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.

B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.

E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

5. Limitations

A. It is the policy of Founders Academy that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, Founders Academy can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

C. CONCEPT OF OPERATIONS

1. Objectives

A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

A. It is the responsibility of Founders Academy officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. Founders Academy recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. Founders Academy will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.

2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (<http://training.fema.gov/EMIWeb/IS/is700>). All persons tasked in the Basic Plan or annexes will take the IS-700 course.

3. Participate in local government's NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

J. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The

personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

3. **Operational Guidance**

A. **Initial Response**

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

However, at no time will school officials transfer responsibility for student care.

2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:

- a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.
- b. **Reverse Evacuation** – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building.
- c. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.
- d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
- e. **Drop, cover and hold** – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

B. **Notification Procedures**

1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the school Principal

to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.

2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter-in-place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

C. Implementation of the Incident Command System (ICS)

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

D. Source and Use of Resources

1. Founders Academy will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

A. Request assistance from volunteer groups active in disasters.

B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

A. Founders Academy intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.
6. Requesting additional resources from the EOC.
7. The EOC is generally responsible for:

- a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warning.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
8. Organizing and implementing shelter and massive arrangements for evacuees.
 9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6. Activities by Phases of Emergency Management

- A. This plan addresses emergency actions that are conducted during all four phases of emergency management.
- B. Mitigation/Prevention
 1. Founders Academy will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:
 2. Hazard Analysis
 3. Identifying hazards
 4. Recording hazards
 5. Analyzing hazards
 6. Mitigating/preventing hazards
 7. Monitoring hazards
 8. Security Audit
- C. Preparedness
 1. Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:
 - a. Providing emergency equipment and facilities.

- b. Emergency planning, including maintaining this plan, its annexes, and appendices.
- c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
- d. Conducting periodic drills and exercises to test emergency plans and training.
- e. Completing an After Action Review after drills, exercises and actual emergencies.
- f. Revise plan as necessary.

D. Response

1. Founders Academy will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

E. Recovery

1. If a disaster occurs, Founders Academy will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

F. Emergencies Occurring During Summer or Other School Breaks

1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix 5.

- b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- c. Notify staff or families of students identified in #2 and recommend community resources for support.
- d. Notify general faculty/staff by letter or telephone with appropriate information.
- e. Schedule faculty meeting for an update the week before students return to school.
- f. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D. ASSIGNMENT OF RESPONSIBILITIES

1. Executive Group Responsibilities

A. The Governing Board

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.
- c. Appoint a district Emergency Management Coordinator to assist in planning and review.

B. The Principal

- a. Obtain a resolution from the governing board giving needed authority and support to develop school emergency operations programs and plans.
- b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- c. Authorize implementation of emergency preparedness curriculum.
- d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

- g. Implement the policies and decisions of the governing body relating to emergency management.
- h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/
- i. Coordinate emergency assistance and recovery.

C. The Emergency Management Coordinator

- a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
- b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
- c. Develop and coordinate in-service emergency response education for all school personnel.
- d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- f. Request assistance from local emergency services when necessary.
- g. Serve as the staff advisor to the principal on emergency management matters.
- h. Keep the principal apprised of the preparedness status and emergency management needs.
- i. Coordinate local planning and preparedness activities and the maintenance of this plan.
- j. Prepare and maintain a resource inventory.
- k. Arrange appropriate training for emergency management personnel and emergency responders.
- l. Coordinate periodic emergency exercises to test emergency plans and training.
- m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
- n. Serve as the school's Emergency Management Coordinator.
- o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.

- p. Encourage incorporation of emergency preparedness material into regular Curriculum.
- q. Provide copies of the school plan to the district superintendent and local Emergency Management office.
- r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency
- t. Establish an Incident Command Post

D. The School Principal

- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
- c. Keep governing board informed of emergency status.
- d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- e. Ensure that the plan is coordinated with the district's plans and policies.
- f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
- g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- h. Conduct drills and initiate needed plan revisions based on After Action Reports.
- i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
 - 2. Appoint monitors to assist in proper evacuation.
 - 3. Ensure that all exits are operable at all times while the building is occupied.
 - 4. Ensure a preplanned area of rescue assistance for students and other persons with

disabilities within the building readily accessible to rescuers.

- j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

E. Emergency Operations Planning Team will:

- a. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.
- b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
- c. Organize Emergency Response Teams.
- d. Recommend training for the Emergency Response Teams.
- e. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 4.
- f. Provide information to staff, student and community on emergency procedures.
- g. Provide assistance during an emergency in accordance with designated roles.
- h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

F. Emergency Response Teams will:

- a. Participate in the Community Emergency Response Team (CERT) program.
- b. Create annexes for their specific emergency function.
- c. Assist the principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- d. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
 - 1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.
 - 2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.

3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.
4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.
5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.
6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.
7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.
8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

G. Teachers will:

- a. Prepare classroom emergency Go Kits.
- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
- d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in student assembly area.
- f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.
- g. Establish a buddy system for students and teachers with disabilities.
- h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

- H. Technology/Information Services will:**
 - a. Coordinate use of technology.
 - b. Assist in establishment/maintenance of emergency communications network.
 - c. Assist in obtaining needed student and staff information from the computer files.
 - d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
 - e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
 - f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
 - g. As needed, report various sites involved in the communication system if there are problems in that system.
- I. The School Incident Commander will:**
 - a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
 - b. Assess the situation, establish objectives and develop an emergency action plan.
 - c. Determine and implement required protective actions for school response personnel and the public at an incident site.
 - d. Appoint additional staff to assist as necessary.
 - e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. General

A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

B. The Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such as a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. Emergency Facilities

A. Incident Command Post

1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. Continuity of School Administration

A. The line of succession for the principal is:

1. Registrar
2. Counselor
3. Administrative Assistant

B. The lines of succession for each position shall be in accordance with the SOPs established by the school.

F. READINESS LEVELS

1. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

2. Readiness Action Level Descriptions

A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

1. Green – Low
 - a. Assess and update emergency operations plans and procedures.
 - b. Discuss updates to school and local emergency operations plans with emergency responders
 - c. Review duties and responsibilities of emergency response team members.
 - d. Provide CPR and first aid training for staff.
 - e. Conduct training and drills.
 - f. Conduct 100% visitor ID check
2. Blue - Increased Readiness
 - a. Review and upgrade security measures
 - b. Review emergency communication plan
 - c. Inventory, test, and repair communication equipment.
 - d. Inventory and restock emergency supplies
 - e. Conduct emergency operations training and drills
3. Yellow – Elevated
 - a. Inspect school buildings and grounds for suspicious activities.
 - b. Assess increased risk with public safety officials.
 - c. Review crisis response plans with school staff.
 - d. Test alternative communications capabilities.
4. Orange – High
 - a. Assign staff to monitor entrances at all times.
 - b. Assess facility security measures.
 - c. Update parents on preparedness efforts.
 - d. Update media on preparedness efforts.
 - e. Address student fears concerning possible emergency.
 - f. Place school and district emergency response teams on standby alert status.
5. Red – Severe
 - a. Follow local and/or federal government instructions (listen to radio/TV).
 - b. Activate emergency operations plan.
 - c. Restrict school access to essential personnel.
 - d. Cancel outside activities and field trips.
 - e. Provide mental health services to anxious students and staff

G. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

2. Reports

A. Initial Emergency Report

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

B. Situation Report

A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

C. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

3. Records

A. Record Keeping for Emergency Operations

Founders Academy is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

1. The ICP and the district office shall maintain accurate logs recording key response activities, including:

- a. Activation or deactivation of emergency facilities.
- b. Emergency notifications to local emergency services.
- c. Significant changes in the emergency situation.
- d. Major commitments of resources or requests for additional resources from external sources.
- e. Issuance of protective action recommendations to the staff and students.
- f. Evacuations.
- g. Casualties.

h. Containment or termination of the incident.

4. Preservation of Records

A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.

B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

5. Post-Incident and Exercise Review

A. The Principal, Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H. PLAN DEVELOPMENT and MAINTENANCE

1. Plan Development and Distribution of Planning Documents

A. The school committee shall consist of at least four (4) members. The list of committee members can be found in Appendix 14. The school committee shall develop the plan for response to crises and emergencies.

B. Distribution of Planning Documents

1. The Principal shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.

2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts.

C. Review

1. The school committee shall review and update (if deemed necessary) the plan annually. The updated plan, once approved, will be given to the governing body of Founders Academy and posted as necessary. The Principal will establish a schedule for annual review of planning documents.

2. Update
 - a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
 - b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the school committee.
 - c. The Principal is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I. REFERENCES

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified School District Model Safe School Plan
11. Fairfax County Public Schools Crisis Management Workbook
12. Chicago Public Schools Emergency Management Plan
13. Georgia Emergency Management Agency Family Reunification Protocol

APPENDIX 1

Incident Command System Summary

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions

- a. Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
- b. Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
- c. Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
- d. Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support.
- e. Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and

provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. **Unity and Chain of Command.** Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. **Organizational Flexibility.** Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. **Integrated Communications.** Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. **Resource Management.** Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

Unified Command

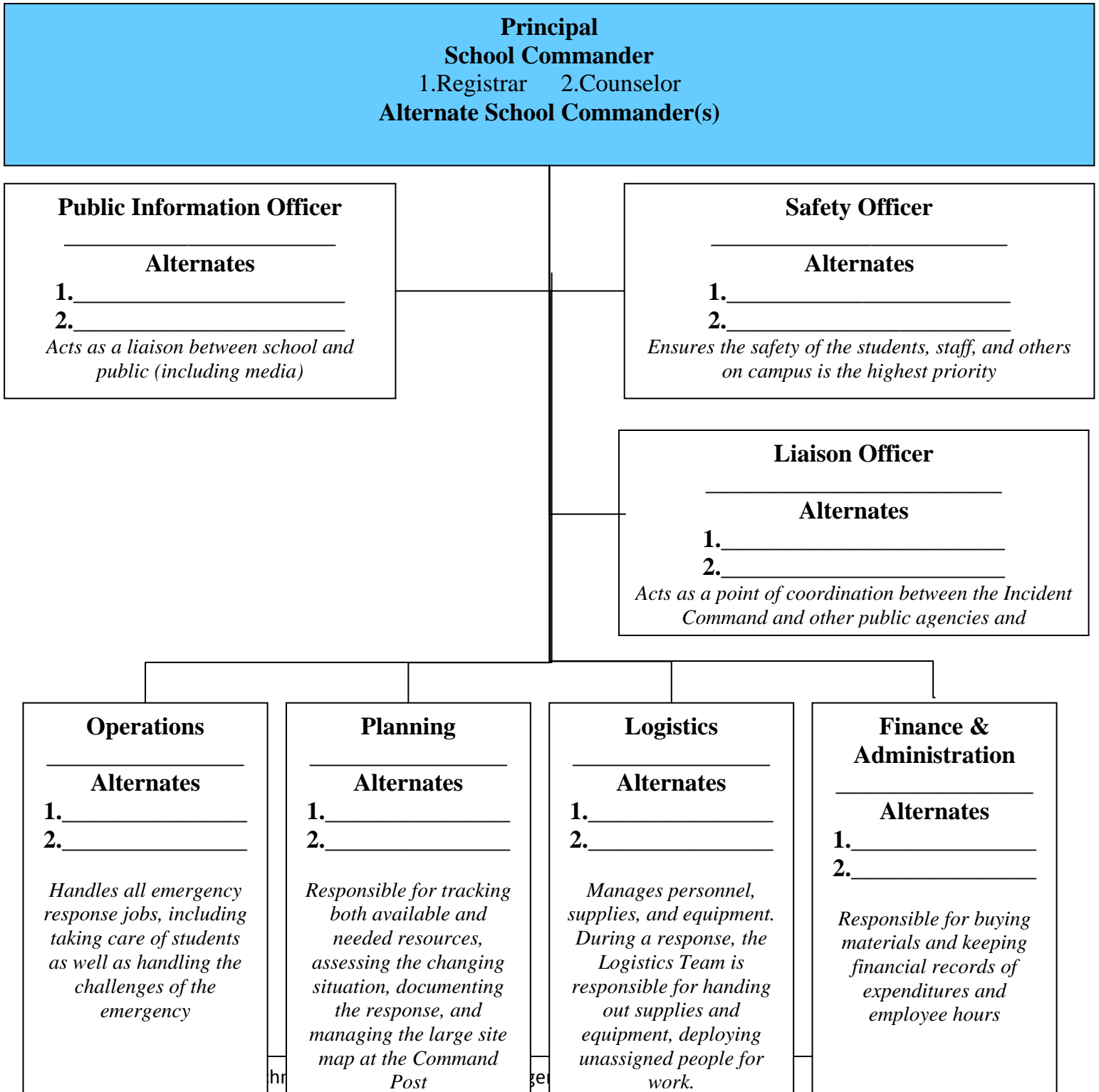
1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

APPENDIX 2

Incident Command Structure

Insert ICS staff assignments and back-up personnel assignments here



APPENDIX 3

Campus Map

Insert map of campus and surrounding area. At minimum, include the following information on the map:

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

Note:

- *Primary and Alternative evacuation route maps should be posted in each room of each building on campus.*
- *It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.*

APPENDIX 4

Classroom Teacher Buddy List

Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a "go kit" that contains the teacher's class roster and the buddy teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

APPENDIX 5

Phone Tree

Insert phone tree

APPENDIX 6

Emergency Operations Planning Team

Title/Name Phone Number Email Address Other

**Emergency
Management
Coordinator**

Principal

**School Resource/
Liaison Officer**

**Building & Grounds
Supervisor**

**Transportation
Director**

Counselor(s)

Other Staff

APPENDIX 7

Emergency Contact Numbers

Public Safety Agencies Number

- General Emergency
- Police/Sheriff/Fire
- Poison Control
- Local Hospital

District Contacts Number

- Superintendent
- School Safety
- Transportation
- Operations
- Food Services
- Health Services

School Contacts Number

- Principal
- Assistant Principal
- School Nurse
- Counselor
- School-Based Law Enforcement
- Resource Officer
- Maintenance Department

NOTE: Determine the appropriate sequence required to **dial 911** from your sites phone system.

APPENDIX 8

Resource Inventory

Insert resource inventory of emergency equipment.

Include:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

Note: Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies.

APPENDIX 9

‘School/Parent’ Letter

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School on Channel _____. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Principal
Founders Academy

APPENDIX 10

Staff Skills Survey & Inventory

Name & School _____ / _____
Name School Room #

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO WHERE APPROPRIATE.

- | | | | |
|--|--|-------------------------------------|--------------------|
| _____ First Aid (current card yes/no) | _____ CPR (current yes/no) | _____ Triage | _____ Firefighting |
| _____ Construction (electrical, plumbing, carpentry, etc.) | _____ Running/Jogging/physical fitness | | |
| _____ Emergency Planning | _____ Emergency Management | _____ Search & Rescue | |
| _____ Law Enforcement | Bi/Multi-lingual (what language (s)) _____ | | |
| _____ Mechanical Ability | _____ Structural Engineering | _____ Bus/Truck Driver (CDL yes/no) | |
| _____ Shelter Management | _____ Survival Training & Techniques | _____ Food Preparation | |
| _____ Military Experience (current reserves/national guard yes/no) | _____ CB/Ham Radio Operator | _____ Journalism | |
| _____ Camping | _____ Waste Disposal | _____ Recreational Leader | |

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY? (i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

APPENDIX 11

Master Campus Schedule

Insert Master Campus Schedule

APPENDIX 12

Emergency Response Drill Log

School: Founders Academy

Date	Type of Drills	Comments
•		

APPENDIX 13

Security Audit

Insert Security Audit information

APPENDIX 14

The school committee shall consist of the following individuals:

1. Founders Academy Principal: _____

2. Two licensed employees of Founders Academy: _____
_____ and _____
3. One employee of the school who is not a licensed employee and who is not responsible for the administration of the school _____

4. One parent or legal guardian of a pupil who is enrolled in the school _____

5. Other (optional) _____

K. ANNEX - Restricted Information

1. PLANNED RESPONSES - ACTION GUIDES

- A. Functional Protocols-Immediate Response Actions
 - Evacuation Procedures
 - Reverse Evacuation
 - Lockdown
 - Shelter-in-Place Procedures
 - Drop, Cover and Hold Procedures
 - Off-Campus Evacuation
 - Mental Health/Crisis Intervention

- B. Incident Specific Procedures
 - Bomb Threat/Suspicious Packages
 - Bus Accidents
 - Fires
 - Intruder/Active Shooter/Hostage Situation
 - Nuclear Power Plant Accident
 - Severe Weather
 - Hazardous Materials Release (indoors and outdoors)
 - Earthquakes
 - Active Shooter/Armed Intruder
 - Utilities Loss or Failure
 - Media
 - Structural Failure
 - Medical Emergency
 - Public Health Emergency

Functional Protocols

Functional protocols form the core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- lockdown,
- evacuation,
- reverse evacuation,
- shelter-in place,
- duck and cover,
- family reunification,
- off-campus evacuation and
- crisis intervention (mental health)

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

Evacuation

Purpose: *Whenever it is determined that it is safer outside than inside the building (i.e., fire, explosion, hazardous material spill inside, structural failure, etc.)*

School Commander:

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

- Notify the district office of the school evacuation.
- Designate someone to contact the Transportation Director to take students to the alternate off-campus relocation site.

Office staff:

- Take visitor log and student sign out sheet to the assembly area.

- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, orchestra, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators
- At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff:

- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Report to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

Reverse Evacuation

***Purpose:** When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)*

School Commander:

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the district office of the situation.

Teachers:

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.

- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff will be allowed outside the building.
- Close and lock all exterior doors and windows. Monitor the main entries until the “All Clear” is given.

Lockdown

Purpose: *Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (i.e. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediate move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office
- Direct staff to turn off alarms and bells

Office Staff:

- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

Custodians:

- Close and lock all delivery doors.

- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

Teachers:

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the “All Clear” signal.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

****Consider using a duress code to authenticate any all-clear signal*
(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)***

Shelter-in-Place

***Purpose:** Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.

- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is **SHELTERING-IN-PLACE**.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

Custodians:

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

Teachers:

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
 - a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
 - b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

Drop, Cover and Hold

***Purpose:** Drop, Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.*

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.

- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.

Off-Campus Evacuation

***Purpose:** This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

School Commander:

- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO _____ LOCATED AT _____. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION.”

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.

- Activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

Teachers and staff

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

FAMILY REUNIFICATION

***Purpose:** The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

School Commander:

- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.

Reunification Site Commander:

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members

- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Mental Health/Crisis Intervention

***Purpose:** These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

School Commander:

- Notify the Principal of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.

- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team:

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student's class schedule for the remainder of the day if that will help teachers in those classes.
- Notify other area schools regarding siblings or other students predicted to be strongly affected.

Teachers and staff:

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

Bomb Threat

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Page ___ of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

School Commander:

-
- School Commander or designee notifies law enforcement by calling 911 (Insert the actual sequence to dial 911 from your phone system).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO _____ ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Superintendent.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet. is the general rule. Consult with Fire and Police officials
- Arrange for person who found a suspicious item to talk with law enforcement official.

- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Principal, and the Incident Commander, the School Commander may move students to _____ if weather is inclement or building is damaged. (primary relocation center)
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

FIRE

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration:

- School Commander or designee calls 911 (Insert the actual sequence to dial 9-1-1 from your phone system) to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- After consulting with Principal, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to _____ if weather is inclement or building is damaged.
(Primary relocation center)
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Take the class roster, the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.

- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

INTRUDER/HOSTAGE

Intruder- When an unauthorized person enters school property:

- Notify School Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies Superintendent and may issue Lockdown procedures (see Lockdown Procedures section).

Hostage Situation:

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (insert the actual sequence to call 9-1-1 from your phone system). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- School Commander notifies Superintendent.
- The SC will give control of scene to police and hostage negotiation team.
- The SC will ensure detailed notes of events are taken.

- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the "All Clear" or if directed in person by a uniformed law enforcement officer.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.

- Ask permission to speak and do not argue or make suggestions.

SEVERE WEATHER

When a Severe Weather Watch or Warning has been issued in the area near the school.

Severe Weather Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

HAZARDOUS MATERIAL RELEASE

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The SC directs staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system,) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the Superintendent's office and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

District spokesperson

Telephone Numbers (home, work, mobile)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SC or designee will call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the Superintendent's office and request activation of media and parent notification protocol.
- Refer media to:

District Spokesperson

Telephone Numbers (home, work, mobile)

- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The SC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Principal.
- When emergency responders determine it is safe to do so, the SC will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

School Commander:

- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system)
- After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The SC will contact the Superintendent’s office and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.
- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)
- The SC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The SC will consult with the Principal concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE student’s off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

Teachers and staff:

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

ACTIVE SHOOTER/ARMED INTRUDER

An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife a bomb or other harmful device.

Administrator

- The School Commander (SC)/Principal will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The SC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.
- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.
- The SC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will assign someone to meet and brief arriving law enforcement officers.
- The SC or designee will switch bells to manual mode and disarm the fire alarm.
- The SC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The SC will notify the Superintendent's office and request activation of media and parent notification protocols
- Refer media to:

District Spokesperson

Telephone Numbers (home, work, mobile)

- Assign staff to meet and brief responding law enforcement officers.

Teachers:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN. .
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Place a RED or GREEN card on an outside window, on inside door window or under the door to communicate with first responders. A GREEN card means “Everything is OK in the classroom”; a RED card means, “Emergency assistance is needed.”
- Teachers, staff and students will remain in LOCKDOWN until given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
- If an intruder enters the classroom use a pre-determined code to communicate when the office calls for a status check.
- If an intruder enters and begins shooting, “TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE”, exit the building or run to another location that can be locked.

Recovery

- After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request bus transportation or alternate transportation to the relocation site.
- The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The SC will activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.
- The SC will debrief the school Emergency Management Team.

- The Principal in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)

UTILITY LOSS OR FAILURE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The Principal will determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to:

District Spokesperson

Telephone Numbers (home, work, mobile)

- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity.

MEDIA

All staff must refer media to school site or district spokesperson.

- The Principal, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- Principal serves as spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

Principal (Spokesperson)	Telephone Numbers (home, work, mobile)
--------------------------	--

Alternate spokesperson:

Name	Telephone Numbers (home, work, mobile)
------	--

- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person: _____
Name Room #

Alternate Public Information person: _____
Name Room #

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Principal.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment”.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.

- Briefly describe school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building
- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary
- The SC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary.(Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse

- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.

- The Principal will determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Principal and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

MEDICAL EMERGENCY

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
 - a. Live electric wires
 - b. Gas leak
 - c. Building damage
 - d. Animal threat
- Immediately notify the building's emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report, 4:170-E7. If appropriate, a supervising staff member completes the report.

Administration:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.

- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report, 4:170-E7.
- Follow-up with the parents or guardian