

## Founders Classical Academy of Las Vegas – Executive Summary

### Introduction:

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.

The purpose of our K-12 classical education is to grow young children into young adults who are strong in mind and character. A classical school achieves this through a time-tested, content-rich program that emphasizes traditional learning, virtuous living, and civic responsibility.

Founders Academy of Las Vegas (FALV) garners its classical pedagogy and related curricular materials from the academic team at the Barney Charter School Initiative (BCSI), a project of Hillsdale College, which is devoted to the classical education of public-school students. Through this initiative, the College provides support, guidance, and professional development.

Policy and governance are the sole responsibility of the FALV Governing Board of Directors (GBOD). In addition to its statutory requirements, the GBOD provides goals for the school that are aligned with the charter and the elements of a classical school. The school leader serves the school shareholders as FALV Principal and CEO, assuming all responsibilities of the leadership and supervision of operations, human resources, financial accountability, and the academic and cultural objectives of the school.

Albeit a classical school, the focus of FALV's classroom instruction is always the Nevada Content Standards (NCSs), course/grade-level scopes, and related timelines, ensuring alignment and vertical integration between and among grade levels and courses. Professional development endeavors to take the best of classical instruction and high-quality texts and programs, using them as drivers to teach NCSs in preparation for state assessments. Academic growth data through annual and episodic formative and summative assessment are regularly utilized to measure growth and identify areas in need of remediation.

The academic approach of FALV is best described as 1) an ordered, respectful environment where a distraction-free classroom is sacrosanct; 2) content-rich, coherent liberal arts curriculum delivered by kindhearted, subject matter experts with purposeful instruction of the NCS; 3) a back-to-basics approach where traditional methods and teacher-led instruction are promoted; 4) having a significant emphasis on phonics-based reading, spelling, grammar, and vocabulary, especially in the elementary grades; 5) text-centered, teacher-led classroom marked by Socratic, responsive discussion, especially in middle school and high school; intentional small groupings that yield high-level discussion after instruction, and 6) memory work, recitation, and public speaking that are cultivated through practice. At FALV, reading and listening are purposeful activities with the student engaged in contextual notetaking and teacher-led discussion that incorporate all levels of questioning in all grade-levels and courses.

The academic materials and curriculum are purposeful and specifically tailored to the values of a classical education with the daily NCS providing the focus for daily instruction. Programmatically speaking, FALV utilizes the Core Knowledge curriculum, Singapore Math (US version), Access Literacy (Riggs) phonics, as well as the Lumos Learning online portal to provide both SBAC practice and data to identify deficiencies and growth. However, these programs, and the related BCSI curricular recommendations, only serve to be a vehicle of delivery of NCS. The NCS, and related state-recommended curriculum, are always the focus at FALV as measured by the SBAC, a criterion reference test.

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The cultural focus at FALV is defined as a school community that shares a common mission and code of conduct – 1) to honor what is good, true, and beautiful, 2) to show respect to others at all times; 3) to do good things for others without being asked; 4) to strive for excellence in all things; and 5) to persevere and fulfill commitments and not give up or act on discouragement. The FALV faculty, staff, and administrators are expected to be exemplars of behavior and role models for students and families in the Eight Pillars – Honesty, Respect, Courage, Integrity, Citizenship, Cooperation, Responsibility, and Perseverance. These are not empty words at FALV – these elements are at the core of our school’s mission. FALV welcomes parents and guardians to immerse in the culture, volunteering to assist in classrooms and special school projects. FALV has an active and productive Parent Teacher Organization (PTO).

Special populations are encouraged to enroll and supported to provide accommodations to ensure academic achievement and proficiency. FALV incorporates programs and related monitoring in special education, Section 504, and English Language Learner, with testing, accommodations, and educational supports to ensure academic and social growth.

### **Barney Charter School Initiative:**

Founders Academy of Las Vegas (FALV) is a K-12 classical public charter school that is engaged in a unique philanthropic relationship with the Barney Charter School Initiative (BCSI) of Hillsdale College, Hillsdale, Michigan. BCSI employs classical school content and pedagogy specialists who develop curriculum and instructional practices that best serve classically educated students. Additionally, BCSI provides professional development to ensure the proper implementation of curriculum in K-12 classical classrooms.

The Barney Charter School Initiative is a project of Hillsdale College devoted to the education of young Americans. Through this initiative, the College supports the launch of K-12 charter schools. These schools will 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.

Reform of American public education, to be successful and good, must be built on a foundation of classical liberal arts learning—the kind of learning best suited to a free society and most needed for its preservation. The Barney Charter School Initiative is an important step in that direction.

To advance the founding of classical charter schools, Hillsdale College works with select school-founding groups of local citizens who care deeply about education, who plan to apply for a charter, and who prove themselves capable of starting and governing a school. When a founding group’s interests and abilities are a good match with the Barney Charter School Initiative, BCSI will assist in creating and implementing the school’s academic program, providing the curriculum design and teacher training. This support, along with guidance on the shaping of a vibrant and ennobling school culture, will provide the foundation for these new schools to 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.

### **Founders Education Legacy:**

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Founders Education Legacy (FEL) is a 503C non-profit organization that functions as Founders Academy of Las Vegas' (FALV's) CMO. In short, FEL serves as a conduit between the BCSI and FCALV as the BCSI maintains contractual relationships only with 503C non-profit organizations. A *Memorandum of Understanding* exists between FEL and FALV, providing defined services and assurances. FEL invoices FALV monthly for contracted services, including non-PERS employees, insurance, auditing costs, and legal fees. No money is exchanged between the BCSI and FEL.

### **Founders Academy of Las Vegas (FALV) renamed Founders Classical Academy of Las Vegas (FCALV):**

Founders Academy of Las Vegas (FALV) is one of twenty-plus schools who are part of the BCSI. The BCSI provides expertise and guidance on classical school instruction and culture. Additionally, the BCSI makes curriculum recommendations that guide instruction in the liberal arts and sciences, including Access Literacy phonics, Singapore Math – US Version, and Core Knowledge. The BCSI also provides annual summer trainings to one-third of all teaching staff and annual summer and winter trainings for administrators on the campus of Hillsdale College. The BCSI pays for the training, accommodations, and dining expenses, and the school pays for transportation. No money is exchanged between the BCSI and FALV.

Therefore, it is the goal the rename Founders Academy of Las Vegas (FALV) to Founders Classical Academy of Las Vegas (FCALV), a name that better defines our mission and instructional methodology.

### **Student Enrollment, Growth Plan, and Building Expansion:**

FCALV intends to remain at a stable and measured growth pattern for the next 6 years. The purpose to the grow is to both absorb matriculation and to grow revenues.

FCALV incorporates an elementary, middle, and high school. The elementary school is presently configured as grade K-6 single classrooms with supporting specials in the areas of art, computer literacy, music, and physical education.

FCALV is committed to maintain its school-wide 27:1 class size.

FCALV originally had grade-level cap of 54 students – two classes of 27 students per grade level – in grades K-6. Additionally, grades 7-10 had grade level caps at 54 students with smaller caps for grades 11 (43 students) and 12 (22 students). Beginning in the 2017-2018 school year, FCALV increased its grade-level cap to 81 students per grade level in grades K-1. In 2018-2019 school year, FCALV increased its grade-level cap to 81 students in grades 2-3. Finally, in the 2019-2020 school year, FCALV increased its grade-level cap to 81 students in grade 4. By matriculation, FCALV intends to continue this increase at one grade-level per year to a grade-level cap of 81 students in grade 5 in the 2020-2021 school year, in grade 6 in the 2021-2022 school year, grade 7 in 2022-2023, grade 8 in 2023-2024, grade 9 in 2024-2025, and grade 10 in 2025-2026. This growth pattern will result in a K-10 enrollment of 891 students and an additional 11-12 enrollment of 65 students. The total maximum enrollment projection is 956 students.

To execute this student enrollment growth, FCALV has requested an expansion (building annex) of nine classrooms on our current property, including the replacement and repurposing of our current band and choir classrooms for larger ones in the building annex. FCALV has submitted a *Request for Amendment of Expansion of Existing Facilities* in the 2019-2020 school year. It is the request of FCALV to combine its *Request for Amendment of Expansion of Existing Facilities* with its *Request for Amendment for Financing*

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to combine the expansion and financing into one bonding event, minimizing the cost of two financing events and taking advantage of the favorable bond market.

In the 2021-2022 school year, FCALV will shift its grade 6 from its elementary school format and integrate the grade 6 in the middle school format -- a 4x4 block schedule, ensuring our grade 6-8 middle school scheduling is consistent.

### **Student Academic Growth – NSPF:**

Academic growth with a concentrated focus on Nevada Content Standards has been paramount since October 2017. Before October 2017, the premise of the school's success on the NSPF was predicated on the belief that the curriculum and pedagogy provided by Hillsdale College's BCSI would manifest high achievement on state high- and medium- stakes exams. That belief was one held by the founding GBOD and the previous two principals. The reality of the performance data on standards early in the school's history was also delayed because of implementation issues with the SBAC exam and the NSPF. The SBAC exams were administered in April 2017. Poor results became evident to the current CEO/Principal as the ACT Aspire data and April 2017 SBAC results were disaggregated. The CEO/Principal reported the poor results on the 2016-2017 SBAC to the FALV GBODs; these results correlated with poor performance the previous two years on the ACT Aspire. This poor performance had the greatest negative effect on the elementary school, resulting in a 2016-2017 2-Star Rating on the NSPF and an index score of 29. However, beginning November 2017, the CEO/Principal implemented a remediation plan to remedy the 2-Star Rating. The plan's timeline was November 2017 – April 2018. In those six months, FALV focused on the improvement plan, and the CEO/Principal presented it before the SPCSA BOD on February 2018, assuming full responsibility for the school's errant judgment, resulting in a 2-Star Rating in the elementary school and warranting a Notice of Concern. The improvement plan resulted in an improvement of the 2017-2018 index score, increasing from 29 index points to 43 index points. Although FCALV showed improvement in its elementary school, the 43 index points resulted in a 2-Star Rating and a Notice of Breach. Again, the CEO/Principal reported to the FCALV GBOD and the SPCSA in October 2018 about the progress and the commitment to maintain FCALV's efforts to improve the elementary school NSPF Star Rating. With the 2018-2019 school year, FCALV continued to expand and improve its improvement plan and administered the SBAC to its elementary and middle schools in April 2019. In September of 2019, FCALV was informed that we had continued to make progress on growth to, at, and above proficiency, resulting in a 4-Star Rating and 68.5 index points in the elementary school and a 5-Star Rating and 81.6 index points in the middle school. FCALV has continued this effort into the 2019-2020 school year with a focus on standards and preparation for the SBAC in grades 3-8. The improvement plan has remained consistent with financial resources committed to external consultants and an external online student assessment program provided teachers with regular data streams on individual students. The elementary improvement plan is detailed in the Academic section of this report.

#### *Elementary School:*

2016-2017	2-Star Rating	29	Baseline index points
2017-2018	2-Star Rating	43	Increase 14 index points
2018-2019	4-Star Rating	68.5	Increase 25.5 index points

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The middle school has shown NSPF maintenance and gains since the 2016-2017 school year. Specifically, math, ELA, and science teachers were provided the same resources as in the elementary school improvement plan.

2016-2017	5-Star Rating	N/A	Baseline index points
2017-2018	3-Star Rating	64.78	Increase 14 index points
2018-2019	5-Star Rating	81.6	Increase 16.82 index points

The high school earned a 5-Star Rating in 2017-2018; however, that rating lacked validity because the English Language Proficiency and College and Career Readiness were scored as N/A. The 2018-2019 NSPF results indicated FCALV earned a 3-Star Rating. This was a loss of index points, specifically in College and Career Readiness, earning 1/25 index points. FCALV prides itself on being a rigorous classical school that focuses heavily on academics. However, the measure of that rigor is to a large extent the participation of FCALV in College and Career Readiness activities. In its relationship the Hillsdale College's BCSI, the focus was not on Advanced Placement or International Baccalaureate programs but, instead, on the rigorous curriculum of the BCSI. Clearly, this is, while good-intentioned, not the prescribed course of study recommended by the State of Nevada in its NSPF for high school. FCALV has committed, in cooperation with the BCSI, to integrate AP courses into the arts and sciences as well as to implement a Career and Technical Equivalency (CTE) pathway in computer science beginning in the 2020-2021 school year. We are confident that with our 2018-2019 graduation rate of 100%, our first AP course in AP 2D Art, and ACT 11<sup>th</sup> grade school-wide composite scores, we will maintain our 3-Star Rating in 2019-2020. Moreover, with the implementation of two additional AP courses in Biology and English Language and our CTE pathway in Computer Science, we expect to return to a 4- to 5-Star Rating in our high School in the 2020-2021 school year.

2016-2017	NO-Star Rating		
2017-2018	5-Star Rating	96.17	Baseline index points
2018-2019	3-Star Rating	53.1	Decrease 43.07 index points

### **Financial Growth, Maturity, and Controls:**

FCALV has implemented a financial improvement plan that focuses on growing student enrollment by matriculation and developing a maturing set of guidelines to ensure an annual reserve, prevent waste, fraud, and theft, and reduce cost while increasing employee salaries.

FCALV was supported over the last two years by Hilldale College's BCSI who compensated a consultant in board governance and financial controls. The consultant worked with school and our financial management company to develop written financial controls and prudent policies to ensure a fiscal responsibility. On September 24, 2019, the FCALV GBOD adopted the Financial Controls and related policies.

### **Employee Evaluation and Appraisal -- NEPF:**

FCALV utilizes the Nevada Educator's Performance Framework (NEPF) to appraise its licensed teachers, counselors, and administrators. Since the 2017-2018 school year, FCALV has remained compliant with NRS391, ensuring that licensed employees utilize the state evaluation system and timeline. Support staff

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employees are appraised annually, utilizing a Likert-like scale of 1-4 to determine employee effectiveness in their job duties. FCALV utilizes a progressive discipline plan to address negative employee behaviors, ensuring a fair and comprehensive investigation, a conference with the employees to discuss findings and consequences, a written list of directions for improvement, and an opportunity to draft a response and/or demand an appeal hearing to the GBOD.

FALV seeks material changes to its charter revision to better serve its community and the educational goals of its shareholders, including:

- The school’s name will be amended from “Founders Academy of Las Vegas” to “Founders Classical Academy of Las Vegas” to better align with the mission of the school and our relationship with the BCSI of Hillsdale College;
- The school will ensure that all BCSI curriculum and materials are aligned with the NCS and other state-recommended curriculum, attending annual BCSI teacher and administrator trainings;
- The school will maintain a K-12 accreditation with a national accreditation agency;
- The school will contract outside consultants in Math and ELA on an annual basis to empower teachers with best practices, focusing on the NCS and annual increases in the proficiency rate of students through professional development, classroom observation and feedback, and data analysis.
- The school will contract an outside online vendor to improve SBAC preparation for students and to provide teachers regular, real-time data by student throughout the school year.
- The school will contract an outside vendor to improve ACT preparation.
- The school will employ both a Special Education Facilitator and an ELL Specialist to monitor and remediate special needs and second language students.
- The school will initiate a monthly student progress report to share academic progress and citizenship as defined in the school’s Eight Pillars.
- The school will institute a CTE program of study and a College and Career Readiness plan to integrate Advanced Placement courses.
- The school will fully integrate a senior capstone project, providing seniors a challenging academic rite of passage that involves a research paper and a verbal defense before the faculty.
- The school will maintain its 27:1 student-to-teacher ratios.
- The school will encourage (but not require) parents and community volunteers to play an integral role helping the school achieve its mission.
- The school will create a quarterly citizenship and behavior assessment to provide parents with meaningful feedback with examples of positive behavioral growth and areas where the student may struggle in expressing appropriate individual and social behaviors.
- The school will limit Suspensions and out-of-school Required Parent Conferences in favor of Restorative Justice.
- The school will diversify its student enrollment to better reflect our surrounding community through targeted recruiting activities.
- The school will implement programs to improve employee retention by 10% per year.
- The school will implement a standard grading scale and comply with common rules of student retention and promotion.



# **Nevada State Public Charter School Authority**

**2019 Application for the Renewal of a Written Charter**  
Per [NRS 388A.285](#) and [NAC 388A.415](#)

# CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

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

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

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

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

## RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	Mid – late June	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2019	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Posted in Epicenter by August 2 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than August 1 - Due by October 15 @ 5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority <sup>1</sup>	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

## REQUIRED SUBMISSIONS

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

### 1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term

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

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

## **2. Renewal Application**

### **A. Application Form**

Complete the provided template application (pg. 6 of this form) for the following:

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

### **B. Written Narrative [Limited to 5 pages]**

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form.

### **C. Required Supporting Documents**

Please upload with your renewal application the following documents:

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

## **3. Academic Plans for the Proposed Charter Term**

### **A. Written Narrative [Limited to 10 pages]**

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement.

## **4. Organizational Viability and plans for the Proposed Charter Term**

### **A. Written Narrative [Limited to 10 pages]**

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

### **B. Required Supporting Documents**

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members
- Board Member Information Sheet and Assurances
- Board Member Template

## **5. Fiscal Soundness and Plans for the Proposed Charter Term**

### **A. Written Narrative [Limited to 10 pages]**

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

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

- Budget for the current and upcoming fiscal years (FY20 and FY21)

## **6. Additional Information from the Governing Board Supporting Renewal**

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

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

## **OVERSIGHT**

SPCSA staff will include any Site Evaluations and/or Site Visit Summaries in the recommendation and provide documentation collected during visits to the Board as part of the renewal process.

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

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

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

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

#### **ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES**

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



## OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2019] = 769 (8/12/19)							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
417	352	356 (46.3%)	54 (7.0%)	263 (34.2%)	25 (3.3%)	70 (9.1%)	1 (0.1%)
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
48	34	50 students w/49 as "double-ups"	300	580		2%	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2018-19	Percentage returning staff 2019-20	Number of out of school suspensions		Number of expulsions	
41	64	68%	79%	53 Incidents		1	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct. 1] <sup>3</sup>							
2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018	
69.3%		78%		75.4%		75.7%	
2018 - 2019		74.4%					

## ACADEMIC PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach - ES
2017	Good Standing	Notice of Concern - ES	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

## FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

## ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach

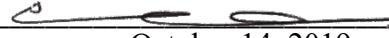
<sup>3</sup> To calculate student mobility, subtract the number of students from year 2 returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 4 of these same students returned in year 2, the calculation would be: (5-4)/5, or 20%.

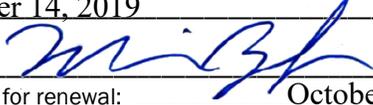
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

## NEXT CHARTER TERM

Projected Enrollment & Grade Spans for next charter term <i>(pending any subsequent expansion or contraction amendment that requires Authority Board approval)</i>						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Planned Total Enrollment	785	820	855	890	925	956
Planned Grade Spans	K-12	K-12	K-12	K-12	K-12	K-12

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

Signature of Head of School:  \_\_\_\_\_  
Date: \_\_\_\_\_ October 14, 2019 \_\_\_\_\_

Signature of President/Chair of Governing Body:  \_\_\_\_\_  
Date Governing Body voted to approve application for renewal: \_\_\_\_\_ October 10, 2019 \_\_\_\_\_

## Founders Classical Academy of Las Vegas – 2(B)

### Student Enrollment:

FCALV student enrollment has continued to grow for each year of our operation. This is attributed to the school's unwavering commitment to teaching Nevada Content Standards while utilizing the classical pedagogy and materials of the BCSI of Hillsdale College. Our continued enrollment growth reflects our focus on a high-quality instruction and faithful implementation of the School's Mission, Founders Code, and Eight Pillars.

FCALV is unique in its relationship with Hillsdale College. That relationship is strictly academic with no financial connection or obligations. This relationship provides significant classical school legitimacy as Hillsdale College's BCSI provides academic and pedagogical professional development and observation/feedback at no cost to FCALV.

In short, FCALV's continued enrollment is predicated on providing a safe and secure academic environment with a commitment to our mission. FCALV growth is a result of all its employees, students, and families having a clear understanding of the following questions upon enrollment – who are we, what are we, and why are we?

We are Founders Classical Academy of Las Vegas – a K-12 classical school supported by the BCSI of Hillsdale College, Hillsdale, Michigan. We utilize classical educational philosophy and practice to “train the minds and improve the hearts” of our students – it is a two-prong approach which focuses on rigorous instruction and the principles of “moral character and civic virtue.” In short, we utilize classical materials and pedagogy to teach public education students the Nevada Content Standards while ensuring that we are compliant with all state and local statutory and agency requirements. We do this to not only ensure student proficiency by grade-level and college and career readiness at exit but also to preserve and celebrate what is “good, true, and beautiful.” We are committed to an education of the whole child with a focus on liberal arts education and cultural literacy.

To grow our school at its base, FCALV engages in student recruitment from preschools and daycare facilities in our geographic area. Informational flyers are distributed, and families are encouraged and invited to contact and visit FCALV to learn more about the school, its mission, and its instructional goals and practices. Family Nights are also hosted to provide prospective families with information and resources to support student success.

FCALV has committed to weekly family tours that are led by the school's administration. These tours include multiple classroom visits and a tutorial on classical instruction and culture while reinforcing our commitment to Nevada Content Standards. These tours conclude with a question and answer opportunity with specific information about enrollment provided by the school's Registrar.

In general, FCALV has been successful in its annual 10% per year growth plan, adding additional classrooms in the elementary school. These additions were purposeful as to create larger lower grade-level cohorts to matriculate into our middle school.

FCALV has plans to diversify its student enrollment to better reflect our surrounding community. FCALV plans to canvass our surrounding neighborhoods with mass mail to remind our neighbors of our mission and goals as a public-school option. These mailers will include a Spanish translation and indicate that FCALV has TESL certified teachers and an ELL Facilitator to assist with English language proficiency. Moreover, FCALV will include special information about our commitment to Special Education and

## Founders Classical Academy of Las Vegas – 2(B)

Section 504 inclusionary practices and compliance, emphasizing that FCALV can and will provide accommodations that support a rigorous classical education regardless of a student's disabilities. These mailers will invite families to weekly tours and family nights for prospective student that will be attended by administration, teachers, the ELL Facilitator, the Special Education Facilitator, and the counselor. In short, we believe that all students should have equal access to a high-quality classical education.

### **Student Retention:**

FCALV has worked with enthusiasm and commitment to demonstrate our commitment to Nevada Content Standards and the Nevada School Performance Framework through adjustments to the BSCI model to ensure our students are prepared for state assessments, never compromising the core principles of our classical school.

FCALV puts a high value on teachers with content knowledge, especially in our middle and high schools. While pedagogy drives instruction, learning is limited if a teacher does not have an expertise in the content and the enthusiasm to teach it.

The public response to both our focus on standards and our classical roots has provided FCALV with waitlists and growth in grades K-4, expanding from our original two classrooms to three classrooms per grade-level. As these students continue to matriculate, we project that FCALV will grow its grade K-5 to three classrooms and finally integrate our grade 6 into our middle school by the 2021-2022 school year.

Instructionally, FCALV has been intentional in its support for students' academic successes because our school is, by its mission, rigorous, which is reflected in its curricular scheduling and related supports for students.

In elementary school, FCALV purposefully places Math and ELA instruction at the beginning of the school day with recess breaks between those disciplines. Homework is limited to tasks that students can complete at home without parental assistance; moreover, parents are asked to limit assistance to students who struggle with assigned homework. If a student is struggling the homework, they are asked to inform the teacher. Therefore, silent reading and purposeful reading activities are the focus of a ponderance of elementary school homework. As an aside support, FCALV elementary teachers provide summer intercessions on the Riggs/Access Literacy phonics programs to remediate current students and introduce new students to the phonograms in the week prior to the regular school session. Additional elementary school tutoring is provided by our 11<sup>th</sup> and 12<sup>th</sup> grade students completing their school service hours. Additionally, FCALV offers elementary specials and middle/secondary electives in vocal music, instrumental music, art, computers, and physical education.

In middle and high school, FCALV utilizes the 4x4 block schedule with an A-day and B-day rotation to allow for a richer selection of courses and additional opportunities for remediation. In addition, our school has instituted a Lunch-and-Learn period where students are afforded a 50-minute period for lunch and to meet with teachers during their daily 25-minute office hours. Teachers may, at their discretion, direct students to attend their office hours to provide feedback and instruction. This period is crucial to a rigorous classical school because many of our students are often unable to remain after school to meet with teachers. Additionally, FCALV offers Study Skills courses in 7<sup>th</sup> and 8<sup>th</sup> grade and Study Hall periods in 9<sup>th</sup> – 12<sup>th</sup> grade to allow for completion of academic tasks during the school day.

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After school, our Centurions enrichment program offers homework assistance and tutoring led by qualified teachers.

In addition, FCALV adult family members are allowed immediate access to all students' classrooms to observe instruction and provide feedback to our administration. All family members are required to provide valid identification, to be processed through RAPTOR (a sex offender registry), and to sign a simple visitor contract. FCALV wants our school to be open to families to demonstrate our confidence in our employees and instructional programs.

FCALV was also successful in the acquisition of our school site – a comprehensive school building. This brought legitimacy late in our fourth year of operation, providing students with improved science labs, computer labs, classrooms with dedicated projectors, music rooms, art rooms, a multipurpose room with stage for events, and a comprehensive Title-9 compliant gymnasium where FCALV students participate in NIAA men's and women's basketball, volleyball, cross-county, and track.

FCALV has committed to significant improvement to its extracurricular activities, adding clubs and sports that create a comprehensive school culture. FCALV has implemented its own before and after school enrichment programs with multiple breakout sessions for students that parallel our school values. This program, called Centurions, engages students in activities that are both fun and an important part of their social/emotional growth, including chess, board games, Legos, dance, origami, sports games, art, and theatre. Our goal is to be a resource to families, providing enrichment activities outside the school day and to be a community hub for our students.

In short, FCALV's growth and retention has been the result of satisfied families sharing their experience with other families. Family referrals have driven FCALV's growth. FCALV, as a single-site charter, has the luxury of listening to parents and integrating valuable input from families.

Communication with families is a key to FCALV's success in student retention. FCALV utilizes IC MESSENGER as its main communication application for urgent announcements and important communications with families. In addition, FCALV has a comprehensive website with links to individual teachers' and school administrators' emails. FCALV's *Administrative Responsibilities Chart* is posted to direct families to the proper individual responsible to respond to their need or concern. The school's website includes a calendar of school events that is regularly updated to assist families with planning and participation in school activities. To share school culture and public activities, FCALV maintains and posts on its Facebook, Instagram, and Twitter accounts. Monthly, the principal is available at the monthly PTO meeting to update families on the state of the school and take individual questions. As well, the principal drafts and posts a monthly letter to parents with important topics for the school and its upcoming calendar.

Academic communications are driven by our families' connections to Infinite Campus with teacher grade updates posted daily. Additionally, FCALV distributes progress reports at the end of the fifth week of each quarter for all students whose academic performance is below average (69% or below). In the areas of test results reporting, FCALV distributes SBAC and Science proficiencies annual results by US mail within ten days of delivery to our campus as required by state statutes. Additional test results communication is provided to parents for ACT (11<sup>th</sup> grade) results, *Read by 3* growth updates, and language acquisition and literacy results through WIDA.

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Another means to retain students is to complete and annually maintain FCALV's accreditation status with *Cognia*. FCALV is currently an "accreditation candidate" and has been working for over a year in preparation for the accreditation team to visit FCALV in October 2019. This accreditation process has resulted in a needed reflective self-study of our academic programs and practices, culture and climate, organizational structures, and facilities. This accreditation is not a one-time event; it demands annual reporting and reassessment of the most current annual data to make adjustments that benefit the school and its shareholders.

Another FCALV goal to significantly improve our retention is a focus on college and career readiness programs. FCALV is in communication with the BCSI to incorporate AP courses in Biology and English in the 2020-2021 school year. Additionally, FCALV intends to integrate a computer science CTE program, offering CTE certification in a three-year course of study. Lastly, we intend to double efforts in our ACT preparation by integrating ACT content and questioning activities into the 9<sup>th</sup> -11<sup>th</sup> grade courses with the assistance of outside consultants in ACT preparation.

### **Student Attendance**

Regular student attendance is of paramount importance to FCALV. We are keenly aware that daily, uninterrupted student participation in classroom instruction and activities yield positive academic results. Therefore, FCALV both actively monitors student attendance and willingly provides resources to families and students to ensure their regular attendance is not affected by barriers easily addressed by the school's assistance.

Beyond the state requirements and duties to ensure compulsory attendance in our school, FCALV provides an attendance administrative assistant and an assistant principal who work in cooperation with the school's receptionist to monitor student attendance. As required, FCALV utilizes attendance letters to warn parents about excessive unverified or unexcused student absences. These absences, as well as excessive verified absences, are tracked by the attendance office which contacts parents by phone or email to determine if resources are needed or if the school can make accommodations to assist the family with the student's instruction. As needed, families are referred to the school counselor to arrange for parent-teacher conferences or to arrange to collect school work for a temporarily homebound student. As well, our assistant principal over attendance may get involved to determine if the failure to attend is the result of educational neglect, truancy, or a student-parent concern about school or student safety.

Attendance issues are often health related. To that concern, FCALV works diligently to maintain a clean and sanitary campus while both encouraging students and enacting procedures that limit the transmission of communicable bacteria and viruses. Specifically, FCALV teachers are provided disinfectant wipes and are encouraged to wipe down classroom surfaces daily. Our custodial staff takes great care to maintain restroom and food preparation and service areas with products that support surface disinfection. FCALV early elementary teachers escort full classrooms to restrooms for breaks, ensuring each student properly washes their hands in our hand-washing stations, purposely placed outside the toilet area. Bio-cleanups are a priority of our custodial staff to limit infectious exposure to students and employees.

Additional health services are provided by our FASA and school nurse, charged with diagnosing illness and making recommendations for removal in cases of communicable disease. These professionals

## Founders Classical Academy of Las Vegas – 2(B)

contact parents as needed, providing medical advice and recommendation for the safe return of students to the classroom.

At FCALV, we endeavor to limit out-of-school suspensions and embrace the restorative justice model. While FCALV does utilize the Required Parent Conference protocol in times where an investigation demands the protection and safety of students and staff, we are committed to keeping students in school and in the most productive environment – the classroom. FCALV has made a commitment to improving its attendance by keeping students in school and focusing on its philosophy of non-punitive consequences in favor of the discipline of instruction and knowledge to ensure our goal of a safe and orderly school.

FCALV is also cognizant of barriers that prevent parents from supporting their children's education. FCALV complies with McKinney-Vento, assisting homeless families with children with transportation, food, and materials to ensure student access to a public education. Moreover, FCALV is aware of and engages with parents who are in difficult situations where additional resources are needed. FCALV provides students from families of need with school uniforms, supplies, hot lunch, public transportation, and before- and after care in our Centurions enrichment program to ensure no student is denied an education in times of family hardship or displacement.

Each semester, FCALV acknowledges students with perfect attendance recorded in Infinite Campus with a certificate and token of acknowledgement.

To close, students eagerly and enthusiastically attend school when they feel supported, engaged, and safe. FCALV has worked hard to create an educational environment that is inviting, caring, engaging, and still focused on a high-quality classical education.

### **Student Discipline:**

FCALV student discipline is predicated on the Latin *disciplina*, meaning "instruction or knowledge." This definition places a preponderance of the responsibility of student discipline on administrators, teachers, and staff to teach and be a role-model of proper behavior. The FCALV mission and classical school instruction focuses on moral character and civic virtue. To that end, the FCALV mission is explicated in its Founders Code and Eight Pillars.

The Founders Code is a list of positive affirmation of a disciplined student. This code is recited each day and provides the guidance for behavior and self-direction.

The Eight Pillars are the focus of FCALV's discipline plan – they are the starting point for discussion and related consequences or positive acknowledgments. In focus, the Eight Pillars are more than words; they are actions modeled by administration, teachers, and staff and are expected to be imitated by students. Hence, *Respect*, for example, is a Pillar that is either demonstrated in a positive or negative affect. In either affect, positive or negative, Respect is consistently recognized and rewarded with positive reinforcement or acknowledged or disciplined with constructive clarification of why a behavior is disrespectful. This discipline plan demands constant vigilance of adults to be equally attentive to positive behavior as to negative behaviors as they connect to the Eight Pillars. It is imperative that adults are always the role model and exemplars for behavior in a classical school. Moreover, adults must never ignore behaviors, whether positive or negative, but instead acknowledge them by student name to better provide constructive and meaningful feedback.

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The key to classical school discipline is patience and the understanding that students are both learning social behaviors and seeking guidance to improve themselves and their relationships with others. Discipline is never heavy-handed or meant to humiliate or degrade students; instead, it is a means of enlightenment as to how words and actions affect others in a positive or negative way. FCALV works with students to build sympathy and empathy while embracing remorse not for being caught behaving badly but being remorseful for their behavior and the negative effects on another person's physical or emotional well-being.

A classical school lends heavily on the belief in individual action and for individual reward, or when appropriate to the Eight Pillars, consequences. FCALV does not promote group punishment but instead focuses on the improvement, or discipline, of the individual student. Teachers may have basic organizational management rule for their classrooms, but these rules are always subordinate to the Founders Code and Eight Pillars.

To support school and classroom discipline, teachers and administration make regular contact with parents to share in their child's disciplinary successes and areas for improvement. Additionally, FCALV sponsors a two-day parent-teacher conference event where teachers provide not only an academic update but also a review of the Founders Code and Eight Pillars to better define the student's behavior in the classroom and throughout the campus.

This overall goal of FCALV is to shift the onus of responsibility for student discipline to the students and student peers; whereas, students, through instruction and proper modeling, learn to be self-disciplined. This goal extends itself outside the confines of the classroom and into the common areas of the school – the cafeteria, the playground, and hallways – as students begin to better understand their responsibilities to self and others.

It is important to note that FCALV never usurps the role of a parent or guardian. We make it very clear that FCALV's focus is specific and purposeful – to teach moral responsibility only in terms of the Eight Pillars – as we acknowledge that parents and students reside in households of a diversity of beliefs and acceptable behaviors or lifestyles. Our role is to focus on the Eight Pillars and to ensure we share a culture of understanding and civility in our role as mindful and respectful stewards of student discipline.

Each semester, FCALV acknowledges students with excellent marks recorded in Infinite Campus with a certificate and token of acknowledgement.

FCALV has set a Student Discipline goal to create a quarterly citizenship and behavior assessment to provide parents with meaningful feedback with examples of positive behavioral growth and areas where the student may struggle in expressing appropriate individual and social behaviors.

FCALV goal is to limit Suspensions and out-of-school Required Parent Conferences in favor of Restorative Justice. In addition, FCALV intends to discuss the possible implementation of an In-House (School) Suspension with qualified teacher supervision and lessons/activities provided by the students' teachers.

### **Faculty - Staff Retention:**

FCALV promotes a culture of professionalism and a commitment to our school's mission and Eight Pillars. This commitment is the center of all interactions with and between all the school's employees.

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Each employee is challenged to be a role model and exemplar for proper professional, behavior in word and deed, creating a positive work environment that is reflective of a classical school.

FCALV continues its focus on its human resource goal – to support and retain qualified employees through regular communications, focused staff development, competitive compensation and benefits plans, and a positive work environment that focuses on faculty satisfaction and recognition.

FCALV holds regular monthly staff meetings to update staff on current issues and review the upcoming calendar. We are faithful to our organizational chart, ensuring employees can easily access administration and support staff that will quickly respond to questions or concerns. FCALV employees have access to our comprehensive Staff Handbook and our family-friendly Student/Parent Handbook. Both are available online and reviewed at staff meetings. Each employee signs confirmation that they have read and understands the contents of the Staff Handbook. FCALV utilizes employee mentors to assist new staff with the transition into a new organization with our unique procedures and culture. Most importantly, the administrative team has an open-door policy to both listen and act upon our employee's needs or concerns. Who we are as a school is best articulated as true to our goals and mission but open to suggested policies and procedures that simplify and improve the employee work experience!

Additionally, FCALV engages in significant professional development with qualified consultants to ensure teachers are supported and trained in their respective roles. Instructionally, FCALV utilizes many curricular programs that demand training and monitoring to maximize results, including Singapore Math US, Core Knowledge, and multiple ELA initiatives. These programs are enhanced with classical pedagogical instruction provided by the BCSI of Hillsdale College. FALV annually sends teacher leaders to Hillsdale College for professional development in best practices and materials to support classical school instruction and culture. In our support roles, administrators attend both the Nevada Association of School Administrators (NASA) and Charter School Association of Nevada (CSAN) conferences to improve leadership and management skills. Support staff attend trainings related to their areas of responsibility in Infinite Campus, health and safety, financial controls, and risk management. In short, professional development and training hone skills and improve employee confidence and morale.

FCALV provides a comprehensive and competitive compensation and benefits to its employees. FCALV employs a Business Coordinator that serves as the school's human resources contact. FCALV has successfully increased salaries for all employees the last two consecutive years – 2.0% for the 2018-2019 school year and 2.5% for the 2019-2020 school year. FALV provides health, dental, and optical plans to its employees in collective effort with CSAN, setting our current static contribution as either \$4000 or \$6000 per year. Full-time employees are provided personal and absence days, with unused absence days compensated by contract at the end of each year.

In addition, FCALV regularly celebrates our teacher and support staff successes. FCALV's PTO hosts monthly luncheons and teacher assistance for needed supplies as well as Teacher Appreciation Week and Education Week recognitions and gifts of thanks to our dedicated educational professionals. FCALV Sunshine Committee schedules holiday staff parties and monthly social activities off campus. FACLV also sponsors the Founder Fan recognition program where all shareholders can easily access an online fillable form to celebrate an employee's successes and commitment, resulting in a certificate of appreciation presented to the employee in the presence of students.

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FCALV also encourages active participation in school committees, including the standing committees of School-Generated Funds, RTI, Discipline and Safety, Health and Wellness, Classical Culture, and Sunshine. In addition, FALV has one ad hoc committee – *Cognia* Accreditation. These committees are avenues of participatory leadership for our staff. Each is monitored by an administrator but led by teachers and/or staff.

In addition to BCSI trainings at Hilldale College, teacher-led professional development, and on-campus consultants, FCALV also sends teachers and staff for specialized professional development and trainings. FCALV has compensated two teachers to complete TESL certification training and two more are in process. In addition, FCALV offers an increased salary adjustment to all teachers with a TESL endorsement.

FCALV has made great strides in recruiting and retaining high-quality employees. For 2019-2020, FALV is fully staffed with no anticipated additional positions for posting. FALV increased its employee retention for 68% returning for the 2018-2019 school year to 79% returning for the 2019-2020 school year. FCALV purposely interviews its exiting employees to collect information of employee satisfaction and rationale for separation.

## Elementary Master Schedule - 2019-20

8/8/19

Kinder	7:45-8:35	8:40-9:00	9:00-9:50	9:50-10:50	10:50-11:10	11:10-11:30	11:30-12:20	12:20-12:40	12:40-1:25	1:30-2:20
Curdy (150)	Riggs	<b>Recess</b>	Math		<b>Lunch Recess</b>	LUNCH		<b>Recess</b>		A. Computers B. PE C. Art D. Music (S)
Kubala (146)	Riggs	<b>Recess</b>	Math		<b>Lunch Recess</b>	LUNCH		<b>Recess</b>		A. Music (S) B. Computers C. PE D. Art
Showler (111)	Riggs	<b>Recess</b>	Math		<b>Lunch Recess</b>	LUNCH		<b>Recess</b>		A. Art B. Music (S) C. Computers D. PE
	50 min	20 min	50 min	60 min	20 Min	20 min	50 min	20 min	45 min	50 min

First Grade	7:45-8:35	8:40-9:00	9:00-9:50	9:50-11:00	11:00-11:20	11:20-11:40	11:40-12:35	12:40-1:30	1:30-2:00	2:00-2:20
Lenhardt (108)	Riggs	<b>Recess</b>	Math		<b>Lunch Recess</b>	LUNCH		A. PE B. Computers C. Art D. Music (S)		<b>Recess</b>
Szoke (104)	Riggs	<b>Recess</b>	Math		<b>Lunch Recess</b>	LUNCH		A. Computers B. Art C. Music (S) D. PE		<b>Recess</b>
Werner (106)	Riggs	<b>Recess</b>	Math		<b>Lunch Recess</b>	LUNCH		A. Music (S) B. PE C. Computers D. Art		<b>Recess</b>
	50 min	20 min	50 min	70 min	25 Min	20 min	55 min	50 min	30 min	20 min

## Elementary Master Schedule - 2019-20

8/8/19

Second Grade	7:45-8:35	8:40-9:00	9:00-9:50	9:50-10:35	10:40-11:00	11:00-11:20	11:20-12:35	12:35-1:30	1:30-1:50	1:50-2:20
Bozman (110)	Riggs	<b>Recess</b>	Math	A. Computers B. Art C. _____ D. PE	<b>Lunch Recess</b>	LUNCH		<b>Recess 1:10-:1:30</b>	<b>Recess Music (1:30-2:20)</b>	
Gilstrap (115)	Riggs	<b>Recess</b>	Math	A. PE B. Music (S) C. Art D. Computers	<b>Lunch Recess</b>	LUNCH			<b>Recess</b>	
Murphy (112)	Riggs	<b>Recess</b>	Math	A. Art B. PE C. Computers D. Music (S)	<b>Lunch Recess</b>	LUNCH			<b>Recess</b>	
	50 min	20 min	50 min	45 min	20 Min	20 min	75 min	55 min	20 min	30 min

Third Grade	7:45-8:35	8:40-9:00	9:05-9:50	9:50-10:10	10:10-11:00	11:00-11:20	11:20-11:40	11:40-1:40	1:40-2:00	2:00-2:20
Farr (P-1)	Riggs		A. Art B. PE C. Computers D. Music (S)	<b>Recess</b>	Math	LUNCH	<b>Lunch Recess</b>		<b>Recess</b>	
Myers (114)	Riggs		A. Computers B. _____ C. PE D. Art	<b>Recess</b>	Math	LUNCH	<b>Lunch Recess</b>	<b>Music (12:40-1:30)</b> - Recess After	<b>Recess</b>	
Washington (119)	Riggs		A. PE B. Music (S) C. Art D. Computers	<b>Recess</b>	Math	LUNCH	<b>Lunch Recess</b>		<b>Recess</b>	
	50 min	20 min	45 min	20 min	50 Min	20 min	20 min	120 min	20 min	20 min

## Elementary Master Schedule - 2019-20

8/8/19

Fourth Grade	7:30-8:20	8:20-9:05	9:10-10:00	10:00	.-.	11:40	11:40-12:00	12:00-12:30	12:30-1:30	1:30-2:20
Bloodworth (118)	Riggs	A. Music (S) B. Art C. Computers D. PE	Math				LUNCH	Lunch Recess		
McCrimon (116)	Riggs	A. Computers B. PE C. Music (S) D. Art	Math				LUNCH	Lunch Recess		
Mendoza (P-2)	Riggs	A. Art B. Music (N) C. Art D. Computers	Math				LUNCH	Lunch Recess		
	50 min	45 min	50 min		100 min		20 min	30 min	60 min	50 min

Fifth Grade	7:30-8:20	8:25-9:15	9:15-10:05	10:05	.-.	11:20	11:20-11:40	11:40-12:10	12:10-1:30	1:30-2:20
Laing (117)	A. Art B. Computers C. Music (S) D. PE	Riggs	Math				LUNCH	Lunch Recess		
Burns (209)	A. Music (N) B. Art C. Music (N) D. Computers	Riggs	Math				LUNCH	Lunch Recess		
	50 min	50 min	50 min		75 min		20 min	30 min	80 min	50 min

## Elementary Master Schedule - 2019-20

8/8/19

Sixth Grade	7:30-8:20	8:25-9:15	9:15-10:05	10:05	..	..	11:25	11:25-11:45	11:45-12:15	12:15-2:20
Mayberry (216)	A. Music (S) B. PE C. Computers D. Art	Riggs	Math					LUNCH	Lunch Recess	
Shabazz (214)	A. Computers B. Music (N) C. Art D. Music (N)	Riggs	Math					LUNCH	Lunch Recess	
	50 min	50 min	50 min		80 Min			20 min	30 min	125 min

## 2019-20 Upper School Schedule

<b>A-Day</b>					
		<b>7:30 - 9:00</b>	<b>9:05 - 10:35</b>	<b>10:40 - 12:10</b>	<b>1:00 - 2:30</b>
<b>Room</b>	<b>Teacher</b>	<b>1st Period</b>	<b>3rd Period</b>	<b>5th Period</b>	<b>7th Period</b>
232	Allred	W. Civ II	Am. 20th Cent	W. Civ I	W. Civ II
151/206	Bloecker	Journalism <b>(206)</b>	Prep	Composition 8 <b>(206)</b>	Reading/ELL
132	Johnson	PE I	MS PE	PE I	
224	Johnston	Prep	Geometry	Algebra II	Prep
210	Kelley	Prep	Prep	English 7	English 7
207	Knight	Art History (1st sem)	MS Art	Draw/Paint	Prep
212	McKinley	Pre-Alg	Alg I	Prep	Alg I
228	Mullin	Prep	US History	US History	Composition 9
230	Muri	Mod. Lit	British Lit	Amer. Lit	Senior Thesis
109	Newman		Keyboarding 7 (1st sem) <b>(206)</b>	HS Choir	HS Choir
221	Petrillo	Chemistry	Prep	Prep	Physics
226	Quant	Prep	Latin I	Latin III/IV	Prep
206	Salou	Prep	Prep	Prep	Latin 7
208	Sanderson	Prep	7th Suc. Skills (2nd sem)	History 7	History 8
Gym	Schell	MS PE		Soph St/Health <b>(212)</b>	
217	Siegfried	Science 7	Biology	Science 8	Science 8
105	Sytsma	Music History (2nd sem)	Beg. Band		
219	Carpenter				

<b>B-Day</b>					
		<b>7:30 - 9:00</b>	<b>9:05 - 10:35</b>	<b>10:40 - 12:10</b>	<b>1:00 - 2:30</b>
<b>Room</b>	<b>Teacher</b>	<b>2nd Period</b>	<b>4th Period</b>	<b>6th Period</b>	<b>8th Period</b>
232	Allred	Prep	Prep	W. Civ I	US Govt
151/206	Bloecker	Reading/ELL	Prep	Prep	Composition 8 <b>(228)</b>
132	Johnson	MS PE	PE II	MS PE	Prep
224	Johnston	Algebra II	PreCalculus	Calculus	Geometry
210	Kelley	English 8	Classical Lit	English 8	Classical Lit
207	Knight	AP Studio Art	MS Art	Prep	Art I
212	McKinley	Prep	Algebra I	Pre-Algebra	Pre-Algebra
228	Mullin	Composition 9	Mod. Eur. History	Mod. Eur. History	Prep
230	Muri	British Lit	American Lit	Prep	Prep
109	Newman		Keyboarding 7 (1st sem) <b>(232)</b>	MS Choir	
221	Petrillo	Anatomy & Physiology	Prep	Anatomy & Physiology	Chemistry
206	Quant	Latin II	Latin I	Latin I	Logic
226	Salou	Spanish II/III	7th Suc Skills (2nd sem)	Spanish I	Latin 7
208	Sanderson	History 7	Prep	Jr Studies	History 8
Gym	Schell			Soph Studies/Health <b>(207)</b>	
217	Siegfried	Biology	Prep	Science 7	Biology
105	Sytsma	Adv Band			
219	Carpenter			Keyboarding 11 (1st sem)	

Month	School Month and Dates	First Week					Second Week					Third Week					Fourth Week					Days Taught	Not Taught	Days since 8/10	Days until 5/19					
		M	T	W	TH	F	M	T	W	TH	F	M	T	W	Th	F	M	T	W	Th	F									
1	Aug/Sept 8/10 - 9/4	1 Aug 10	2 11	3 12	4 13	5 14	6 17	7 18	8 19	9 20	10 21	11 24	12 25	13 26	14 27	15 28	16 31	17 Sept 1	18 OH 2	19 OH 3	20 4	20	0	20	160					
2	Sept/Oct 9/7 - 10/2	H 7	8	UnSat 9	10	11	SD 14	PC 15	16	17	18	21	22	23	24	25	28	29	30	38 Oct 1	39 2	19	1	39	141					
3	Oct/Nov 10/5 - 10/30	40	41	42	43	44 Qt 1 9	45	46	47	48	49	50 RC 19	51	52	53	54	55	56	57	58 SD 29	H 30	19	1	58	122					
4	Nov 11/2 - 11/27	59 Nov 2	60 3	61 4	62 5	63 6	64 9	65 10	H 11	66 12	UnSat 13	67 16	68 17	69 18	70 19	71 20	72 23	73 24	74 25	Thanksgiving 26	27	17	3	75	105					
5	Dec 11/30 - 12/25	76	77	78	79	80 Qt 1 4	81	82	83	84	85	86 RC 14	87	88	89	90	Semester Testing - Qtr2					Winter Break					15	5	90	90
6	Dec/Jan 12/20 - 1/22	Winter Break					91	92	93	94	95	96	97 RC 12	98	99	100 SD 15	H 18	101 19	102 20	103 21	104 22	14	6	104	76					
7	Jan/Feb 1/25 - 2/19	105	106	107	108	109	110 Feb 1	111 2	UnSat 3	112 4	113 5	114 8	115 9	116 10	117 11	118 12	H 15	119 16	120 17	121 18	122 19	19	1	123	57					
8	Feb/Mar 2/22 - 3/19	124	125	126	127	128 SD 26	129 Mar 1	130 2	131 3	132 4	133 Qt3 5	134 8	135 9	136 10	137 11	138 12	139 RC 15	140 16	141 17	142 18	143 19	20	0	143	37					
9	Mar/Apr 2/22 - 4/16	144	145	146	147	148	Spring Break					H 5	149	150	151	152	153	154	Unsat 155 14	156 15	157 16	14	6	157	23					
10	Apr/May 4/19 - 5/14	158	159	160	161	162	163	164	165	166	167 SD 30	168 3	169 4	170 5	171 6	172 7	173 10	174 11	175 12	176 13	177 14	20	0	177	3					
11	May 5/17 - 5/19	178 Semester Testing - Qtr4 17	178 18	180 19	1 20	2 21	3 24	25	26													3	0	180	0					
																						180	23	180	0					

Holidays Observed	
Labor Day	9/7/20
Nevada Day	10/30/20
Veterans' Day	11/11/20
Thanksgiving	11/26-27/20
Winter Break	12/21-1/1/21
MLK Day	1/18/21
President's Day	2/15/21
Spring Break	3/29- 4/5/21

Quarter/Semesters	
1 <sup>st</sup> Quarter	8/10/20 - 10/9/20
2 <sup>nd</sup> Qtr/1 Sem	10/12/20 - 12/18/20
3 <sup>rd</sup> Qtr	1/4/21 - 3/5/21
End of 4 <sup>th</sup> Qtr/2 Sem	3/8/21 - 5/19/21

Contingency Days		
May 20	May 21	May 24

Semester Testing	
Qtr2: Dec 16-18	Qtr4: May 17-19

Report Card (RC)/ Unsats (UnS) Distributed	
1 <sup>st</sup> Qtr Unsats	September 9, 2021
1 <sup>st</sup> Qtr Report Cards	October 19, 2020
2 <sup>nd</sup> Qtr Unsats	November 13, 2020
2 <sup>nd</sup> Qtr/1 <sup>st</sup> Sem	January 12, 2021
3 <sup>rd</sup> Qtr Unsats	February 3, 2021
3 <sup>rd</sup> Qtr Report Cards	March 15, 2021
4 <sup>th</sup> Qtr Unsats	April 14, 2021
4 <sup>th</sup> Qtr/2 <sup>nd</sup> Sem	May 19, 2021
Report Cards	June 4, 2021

Staff Develop (SD)/ Parent Conf. (PC)/Open House (OH)	
September 2 (OH: K-6)	
September 3 (OH: 7-12)	
September 14, 2020 (SD)	
September 15, 2020 (PC)	
October 29, 2020 (SD)	
January 15, 2021 (SD)	
February 26, 2021 (SD)	
April 30, 20 (SD)	

First Day of School: August 12, 2020  
Last Day of School: May 19, 2021

## Founders Academy of Las Vegas School Calendar 2020-21

## Founders Classical Academy of Las Vegas -- 3(A)

Founders Academy of Las Vegas (FALV) is a K-12 classical public charter school that is engaged in a unique philanthropic relationship with the Barney Charter School Initiative (BCSI) of Hillsdale College, Hillsdale, Michigan. BCSI employs classical school content and pedagogy specialists who promote curriculum and instructional practices that best serve classically educated students. Additionally, BCSI provides professional development to ensure the proper implementation of curriculum in K-12 classical classrooms.

### **Classical Education (Background):**

Education comes from the Latin verb *educare*, which combines the root *ducere*—to lead or guide—and the prefix *e* or *ex*—out or away. In its origin, the word thus means something like “to lead out” or “to guide away from.”

We can further extrapolate that education is intended to guide us away from the state of being uneducated, from a state of ignorance. But what should education lead us toward? The answer to this question is not obvious, but it is fundamental.

Human beings are not mere cogs in a machine; rather, they have the capacity to know, to think, to feel, and to act. None of these capacities are fully formed in small children, and each must be carefully shaped if a child is to grow into an informed, discerning, and responsible adult. Schools play a substantial role in this educational work, and the guidance native to good schools—in books, art, music, physical exercise, and social interaction—makes them uniquely suited to guide children from a state of ignorance into being civilized men and women.

When we turn to the primary sources of the Western canon, we find men and women aptly described as rational and moral beings. From man’s rationality and morality, we extrapolate a third faculty: man is social or political. Excellence in these three faculties—knowledge of the world, moral self-government, and civic virtue—provides the three legs of the stool upon which civilization and civilized man rests. The purpose of classical education is to lead students to excellence in these faculties, and a classical school serves as a bulwark to our civilized and free society. It is therefore the mission of the Barney Charter School Initiative to promote the founding of classical charter schools and excellence in their teaching and operations to the end that public-school students may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue.

The aim of classical education is high, but not unreasonable. Its primary function is the dissemination of knowledge; self-government and civic virtue are essential complements to this function, but only occasionally as explicit parts of the curriculum. The dissemination of knowledge should be purposeful, and it should begin at an early age. Students do not merely need to learn “critical thinking skills,” but also need to furnish their minds and imaginations with something to think about. The emphasis of our curriculum is upon the core disciplines of math, science, history, and language arts, followed by attention to music, art, and foreign languages. Each of these disciplines is taught with an emphasis upon our own history and traditions as American citizens and inheritors of Western Civilization (*edited from BCSI*).

### **The Classical Model (The Trivium)**

The Classical *Trivium* describes the learning stages of children as they mature and focuses the educational method in each stage to best develop a knowledgeable, thinking, and articulate student. As its name implies, there are three stages represented in the *Trivium*: Grammar, Logic, and Rhetoric. While each stage has a primary focus of skill development, all skills are developed during all

## Founders Classical Academy of Las Vegas -- 3(A)

stages. For example, a second-grade student will develop certain skills in logic and rhetoric, while focusing on the factual foundation in each subject. A high school student will continue to acquire extensive factual knowledge in all subjects, while focusing on communicating well. Emphasis is simply placed on different skills during different stages.

During the K-5 Grammar stage, students are particularly adept at memorization. Young children learn songs, rhymes, and recite facts with relative ease. Because young children are so eager to memorize and they enjoy non-sensical rhymes (e.g. Dr. Seuss), the *Trivium* challenges them by providing substantial subject matter for them to memorize. Each subject has its own grammar. For example, in science, children memorize facts about nature. In math, children memorize times tables. In Latin, children memorize vocabulary. Throughout each year in the grammar stage, classically educated children learn the factual foundation of each subject, using songs, chants, and rhymes to help them enjoy the learning experience.

During the 6-8 Logic stage, students begin to think independently and often develop a propensity for argument. Classical education teaches children in the logic stage to think and analyze critically and to argue well by arranging facts into organized statements and arguments. The study of formal logic helps students understand the fundamentals of a good argument. Practice in making written and oral arguments helps to further develop these skills. Teachers encourage the use of argumentation in each subject. Again, each subject has its own logic. For example, science uses the development and testing of hypothesis; math develops a student's ability to logically orient numbers through the more abstract concepts of algebra and geometry.

During the 9-12 Rhetoric stage, students learn the art of communicating well. Once a student has obtained knowledge of the facts (grammar) and developed the skills necessary to arrange those facts into organized arguments (logic), the student develops the skill of effectively communicating those arguments to others (rhetoric). Classical education in the rhetoric stage teaches students to think and articulate concepts to others. Each subject has its own rhetoric, and writing papers, researching, and orating are skills required in all subjects (*edited from Friends of Education*).

### **Classical Pedagogy at FCALV:**

The consistent implementation of FCALV classical pedagogy is paramount to our mission. The shared actions of teachers and staff predict the responses of students, making role-modeling a centerpiece to the structure of instruction of FCALV. In short, classical education is teacher-led instruction, evident by teachers teaching and students learning. These actions are active with the teachers both peripatetic and focused of instruction while students are engaged in active, purposeful reading and/or listening activities.

FCALV, of course, promotes classical instructional methods, and these differ in many ways from progressive instructional methods. The debate is not to which is better or more effective but, instead, a matter of choice or preference. Generally, there exists some agreement and shared ideas in both classical and progressive pedagogy.

FCALV acknowledges that the teacher is the content expert and, through direct instruction, can most effectively and efficiently cover the content prescribed by the NCS and classical curriculum developed by the BCSI. Student self-teaching, discovery learning, and group activities that are independent of the

### Founders Classical Academy of Las Vegas -- 3(A)

teacher are both rare and limited, acknowledging that time taken away from content and focused instruction at the expense of organizing, facilitating, and managing students in student-led learning activities is time that pays few dividends. In summary, FCALV utilizes teacher-led instruction because it results in quantifiable student achievement and ensures that timelines can be met to cover the prescribed scope and sequence of the curriculum. Hence, FCALV encourages teachers to limit activities that either disconnect the students from the teacher or utilize technology and student-led instruction. FCALV teachers lead through thoughtful conversations with students, scaffolded questioning, and active reading, writing, and listing activities during instruction.

FCALV students do engage in regular pair-share (shoulder partners), but this is purposeful grouping only after students have a strong acknowledgement of the content. As students mature and matriculate, FCALV students also learn to analyze and to take a position that is supported by contextual evidence. These conversations are measured as successful when students have enough content knowledge, can analyze an issue or problem with that knowledge as evidence, and can articulate a position with rhetorical sophistication. The highest level of group interaction is the Socratic seminar with conversations that are not led by or facilitated by any one individual; instead, the responsibility is shared equally between all students. Socratic seminar demands content knowledge and social decorum while allowing students to tap their prior knowledge and connect similar issues and circumstances. This ability to reference and allude to personal experience and historical events demonstrates the ability to integrate what students have learned with the problem to be solved. In summary, FCALV recognizes that group activities have academic and social value; however, group activities need to ensure all participants share equally in the task and assessment is equivalent for all students.

Successful teacher-led instruction depends heavily on purposeful questioning techniques. These techniques ensure students are engaged not only with the teacher's question but other students' responses. FCALV utilizes the stand to speak protocol, answering questions with a compete restatement of the question. Students are challenged to listen and build upon other students' responses with a restatement of the prior students' responses and the addition of their own. FCALV trains its teachers on question techniques to ensure authentic engagement and active participation through lower- to higher-level question/response protocols.

FCALV promotes individual assessment to measure individual effort. Like FCALV's discipline policy, accountability and assessment are always individualized. FCALV does not group assess; group activities always incorporate accountability measures to evaluate individual student knowledge.

FCALV engages students in active listening and reading activities. FCALV incorporates instruction and modeling on purposeful notetaking in the form of an outline format in non-fiction, structured journal in fiction, and the protocol of written novel annotation. In detail, FCALV's students are provided novels by grade-level that become the personal property of students. Teachers instruct students on highlighting and annotation techniques to be written in the novel's margins. These novels, and other primary source documents, become a collection of works in our students' personal libraries, allowing them to reference these collections in future classroom activities and in higher-level synthesis discussions.

FCALV never deconstructs the entirety of art, music, or literature to teach a standard, but instead, it preserves what is good, true, and beautiful. FCALV always teaches students the entire work as not to lose its artistic beauty, relevant history, and thematic purpose. For example, FCALV students read novels in their entirety, and teachers are charged with identifying relevant NCS to be taught within context of

## Founders Classical Academy of Las Vegas -- 3(A)

the work. FCALV does not teach works outside the prescribed BCSI curriculum or deconstruct works into parts or excerpts to teach NCSs.

FCALV curriculum developed by BCSI intentionally connects the arts, humanities, and sciences in either a grade-level structure in elementary school or in a historical structure in middle school and high school.

In summary, FCALV academic culture is a product of its classical pedagogy and commitment to academic rigor. Its curriculum has purpose beyond content and standards – it endeavors to promote moral virtue and civic responsibility as it shares “the story of us.” A classical education is a liberal education in the arts, humanity, and sciences that values what is good, true and beautiful. FCALV also acknowledges that its commitment as a public charter school is to ensure that our students show regular growth with a minimum goal of student proficiency on state exams.

### **BCSI Curriculum Guide:**

The Barney Charter School Initiative’s *K-12 Program Guide* provides FCALV the topics to be taught, a recommended order in which to teach them, a list of vetted and reviewed books, primary sources, and other resources for teachers and students alike. The *K-12 Program Guide* is a careful compilation of what makes the best public-school education for American citizens. If taught using pedagogical principles founded in the classical education tradition and as demonstrated by the BCSI’s best teachers in professional development, then the *K-12 Program Guide* will furnish to students a world-class classical, American Education (Barney Charter School Initiative Program Guide, 2019).

The *K-12 Program Guide* is informed by several subject-specific curricula that are in print:

- The K-6 History and Science portions are based on the *Core Knowledge Sequence*.

Parents are also encouraged to read and support individual grade-level documents *What Your [K-5<sup>th</sup>] Grader Needs to Know*. These booklets give parents insight into what their child will be learning in the classroom. Parents will be able to read and discuss history and science topics as their child is learning them in class.

- The K-3 Literacy portion is based on Literacy Essentials, by Access Literacy, LLC for Kindergarten, and the Riggs Institute’s Writing and Spelling Road to Reading and Thinking as supplemented and modified by Access Literacy, LLC for grades one and beyond.

In 2014, FALV began using the Riggs Institute’s Writing and Spelling Road to Reading and Thinking in grades K-6. Through the years, the program has required modifications and updates to assist teachers with organization and presentation of the material. These changes have led to FCALV using Literacy Essentials by Access Literacy in grade K-2. This program continues to use multisensory instruction (see, say, hear, and write) which begins with students being able to produce the 42 sounds (phonemes) using the 26 letters (alphabet). These 26 letters can be used together to create 72 common spelling patterns (phonograms). The Literacy Essentials program explicitly teaches letter formation, phonics, and orthography, so students are able to write, spell, and read with ease. FCALV continues to provide professional development to its teachers to ensure our literacy program is implemented with fidelity. Grades 3-6 are currently continuing to use the Riggs Institute’s Writing and Spelling Road to Reading and Thinking and will eventually

### Founders Classical Academy of Las Vegas -- 3(A)

transition to Literacy Essentials as students progress forward. Once the students have gone through the Literacy Essentials program or the Riggs Institute's Writing and Spelling Road to Reading and Thinking programs (usually in grades 4-6), they continue to learn two new words a day. These words are taken from their current literature, history, or science curriculum.

Students in the elementary school are always being exposed to great literature. In the early grades, they are read vocabulary rich picture books and novels, and beginning in 3<sup>rd</sup> grade, they begin to independently read novels. At this point, they learn basic highlighting and annotating skills.

- The 3-5 Grammar portion is based on the Well-Ordered Language series.

The Well-Ordered Language series begins by teaching students the four types of sentences, principal elements, and parts of speech which enables them to analyze and diagram sentences correctly. This series provides multisensory grammar instruction in an exciting and systemic way to ensure understanding and the ability to transfer knowledge into their own writing.

- In grades 4-5 students are introduced to Greek and Latin in English from the Roots Up. In 4<sup>th</sup> grade students learn the first 100 Greek and Latin roots and derivations. In 5<sup>th</sup> grade students learn 100 more advanced Greek and Latin roots and derivations. This direct instruction of the 200 most common Greek and Latin roots and derivations gives our students a more solid foundation to better comprehend all types of reading material.
- The K-6 Mathematics portion is based on Singapore Math.

FCALV uses Singapore Primary Mathematics, U.S. Edition. This program focuses on building a deeper understanding of the mathematical concepts, so students become better at problem solving. This program allows students to take what they know and continuously apply it to new situations. FCALV has invested in a significant amount of professional development for its staff to make certain we are providing the best mathematical instruction. FCALV has been working with Cassy Turner from Math Champions for the past two years. Mrs. Turner is an expert in Singapore math, and she has been able to align Singapore Math with the NCS. With her continued guidance, observations, and instruction, FCALV's math instruction will continue to improve.

- In the early years, FCALV did not have a specific plan of attack to succeed on the state tests (Smarter Balanced Assessment Consortium, SBAC). Believing a solid curriculum was enough to help our students succeed on these tests did not prove to be true. FCALV found our students were ill prepared in test taking skills. The school decided to create a fourth special (P.E., music, art, computers) to teach these test taking skills. In creating a fourth special, our students were not losing instructional time in the regular classroom. In this computer class, our students are taught how to use a computer and how to effectively take tests. FCALV has also been using Lumos Learning. Lumos Learning is a computer program that gives students SBAC-type questions, so students become familiar with the test format. Each student is given an SBAC type pretest and the program creates remedial lessons based on their individual results.

### Founders Classical Academy of Las Vegas -- 3(A)

In grades K-6, students also study the music and art that correlates with the time periods studied in literature and history.

All other parts of the curriculum and related resources are the recommendation of Hillsdale College faculty, BCSI personnel, and veteran BCSI school leaders and teachers (Edited from Barney Charter School Initiative K-12 Program Guide, 2019).

The Middle School 6-8 program adds additional items embedded in the K-12 BCSI Program Guide.

- Middle School History and Science are based on the *Core Knowledge Sequence*.
- In 6<sup>th</sup> grade, students will study World History on mid-nineteenth century industrialism and its results. In 7<sup>th</sup> and 8<sup>th</sup> grade, students study the growth and change in American democracy and interactions with world forces. Students will also learn the makeup of American government.
- In middle school, students continue to study physical, life, and earth science at deeper levels. With a deeper understanding, students are expected to perform experiments and write reports on their findings.
- In 6<sup>th</sup> grade, students will continue to learn approximately 300 new vocabulary words from their literature, history, and science curriculum. They will be explicitly instructed how to spell and use these new vocabulary words in their own writing. Students will continue to learn grammar using the Well-Ordered Language series while also learning to write a variety of essays. Students will continue to highlight and annotate their novels and begin to learn how to take notes in outline form.
- In 7<sup>th</sup> and 8<sup>th</sup> grade, students continue to study grammar using Get Smart: Grammar through Sentence Diagramming and the Stay Smart Workbook: 188 Advanced Sentence Diagramming Exercises. Students also continue to work on the writing and editing process in their literature and/or their composition class. Students will continue to highlight and annotate their novels while taking notes in outline form.
- In 6<sup>th</sup> and 7<sup>th</sup> grade, students continue working from Singapore math studying the necessary skills to master Algebra I in 8<sup>th</sup> grade.
- FCALV has created a Study Skills class in middle school to assist our students with organization and test taking skills. During this class, students will continue to utilize the Lumos Learning computer program to assist them in further developing their academic weaknesses. This class also assists students with learning to manage the demands of many teachers and how to organize their assignments.
- In middle school students have option of taking a variety of electives. FCALV offers art, choir, and band as electives. These electives continue through high school.
- Latin I was originally designed to begin in 6<sup>th</sup> grade; however, FCALV students were struggling significantly with writing and extra time had to be carved out of the 6<sup>th</sup> grade curriculum to accommodate our school's need. Latin I and II are currently being studied in 7<sup>th</sup> and 8<sup>th</sup> grade. FCALV is hoping to put Latin I back in 6<sup>th</sup> grade.

All other parts of the curriculum and related resources are the recommendation of Hillsdale College faculty, BCSI personnel, and veteran BCSI school leaders and teachers (Edited from Barney Charter School Initiative K-12 Program Guide, 2019).

## Founders Classical Academy of Las Vegas -- 3(A)

Our High School curriculum is all taken from the BCSI Program Guide.

Our high school students have a robust schedule which includes many demanding classes. They are engaged in Socratic discussions and continue to learn how to write and speak effectively in all content areas. FCALV found it necessary to create Freshman, Sophomore, Junior, and Senior Studies classes to assist students with the academic demands of our school. These classes offer students extra time to work on assignments.

In Literature, our students read and study many of the great books.

- 9<sup>th</sup> grade Classical Literature
- 10<sup>th</sup> grade British Literature
- 11<sup>th</sup> grade American Literature
- 12<sup>th</sup> grade Modern Literature  
Senior Capstone

In history, our students continue to study the story of us as Americans through source documents and textbooks.

- 9<sup>th</sup> grade Western Civilization I
- 10<sup>th</sup> grade Western Civilization II
- 11<sup>th</sup> grade American History to 1900
- 11<sup>th</sup> grade American Government/Economics
- 12<sup>th</sup> grade Modern European History
- 12<sup>th</sup> grade 20<sup>th</sup> Century American History/Moral Philosophy

In math, our students continue to challenge themselves. FCALV requires our students to take four credits of math.

- 9<sup>th</sup> grade Geometry
- 10<sup>th</sup> grade Algebra II
- 11<sup>th</sup> grade Pre-Calculus
- 12<sup>th</sup> grade Calculus

FCALV offers Latin and Spanish as foreign languages.

In science, our students study the following courses and perform labs to enhance their understanding of the topics studied. Students are expected to write and present their findings.

- 9<sup>th</sup> grade Biology
- 10<sup>th</sup> grade Chemistry
- 11<sup>th</sup> grade Physics
- 12<sup>th</sup> grade Anatomy and Physiology

High school students continue to choose from one of our electives.

- Choir
- Band
- Art

## **Founders Classical Academy of Las Vegas -- 3(A)**

FCALV requires 12<sup>th</sup> grade students complete and present a senior thesis – a capstone project.

All other parts of the curriculum and related resources are the recommendation of Hillsdale College faculty, BCSI personnel, and veteran BCSI school leaders and teachers (Edited from Barney Charter School Initiative K-12 Program Guide, 2019).

### **Special Education and Section 504:**

Founders Academy of Las Vegas (FALV) Special Education Department offers academic and related services to students who are found to have one or more specific disabilities referenced in the federal law, IDEA, to ensure they are receiving an appropriate education, also known as FAPE. When students are struggling academically, they are referred to the RTI committee, and monitored through three levels of intervention known as “Tiers.” If a student fails to respond to interventions, then the next step is a referral to the school psychologist for an evaluation. If a student is found eligible to receive services then the team develops the Individualized Education Plan (IEP) that describes the services, instruction, supports, and accommodations that the student needs. FALV students who receive special education services or related services such as speech and language services, or occupational therapy are provided with accommodations in the classroom, resource room assistance, and modifications to assignments when needed to show mastery. The FALV curriculum is not modified for Special Education Students and FALV does not offer an alternative high school diploma.

Special Education department also works with students beginning at age 14 in developing postsecondary transition goals, and when a student turns 16 the Special Education department collaborates with Nevada Bureau of Vocational Rehabilitation to provide services to students with disabilities to help facilitate career and college counseling, job placement, work-based learning experiences, and self-advocacy skills.

### **English Language Learners:**

If a student is identified as an English Language Learner upon entering kindergarten, he/she is given the WAPT test. The test is administered by the ELL Coordinator within the first 30 days of school. If the student passes the test, he/she does not enter the ELL program. If the student does not pass the test, he/she enters the ELL program. The ELL Coordinator sends a letter home in the parent’s native language notifying the parents that the student will be monitored throughout the year.

Students who come to FCALV and are already in the ELL program will continue to be monitored at FCALV. Each Spring the WIDA test is administered to every student in the ELL program. Scores are sent to FCALV and the ELL Coordinator checks to see which students successfully tested out of the program. The coordinator mails home a letter with each child’s test scores as well as information regarding what the scores mean in the parent’s native language. If the student tested out of the program, the parents receive a letter with that information. If the student does not test out, parents receive a letter with tips to help their child increase his/her English language fluency. Once a student tests out of the ELL program, he/she is monitored for four years.

The ELL Coordinator performs quarterly grade checks for students who are being monitored as well as students who are in the ELL program. If a student is getting below a C- in any subject, that teacher fills out a form regarding the student’s strengths and weaknesses. The teacher and ELL Coordinator

## Founders Classical Academy of Las Vegas -- 3(A)

determine whether the student’s deficits are due to English language learning or an unrelated academic issue. The ELL Coordinator works with the teacher, student and parents to help the student succeed.

FCALV offers a course called “Reading Lab” which is designed to help ELL students in 7-9<sup>th</sup> grade. The instructor works with the students on improving grammar, reading comprehension and general language skills.

### Graduation Requirements:

FCALV has unique graduation requirements, offering either a minimum Nevada State Diploma or a Founders Advanced Diploma. The Founders Advanced Diploma is more rigorous and reflective of a high-quality classical education.

To receive a State of Nevada high school diploma, each student must complete twenty-two and one-half (22.5) units (credits) of approved course work. To receive an Advanced State of Nevada diploma, each student must complete 24 units (credits) of approved coursework and graduate with a minimum 3.25 GPA. The Founders Advanced High School diploma requires 27.5 units (credits) for the graduating classes of 2019 and 2020. Beginning with the class of 2021, the Advanced Founders High School diploma requires 28.5 units of approved course work. The class of 2020 and beyond are required to complete thirty hours of service to the school each semester in both the junior and senior years.

<b>Subject</b>	<b>Standard Diploma</b>	<b>Advanced Diploma</b>	<b>FALV Advanced Diploma</b>
Literature (English)	4	4	4
Composition		1	
Math: Must include Alg I and Geom	3	4 (Must include Alg II)	4
Science	2	3	4
History	2 (1 World & 1 US History)	2 (1 World & 1 US History)	4.5
U.S. Gov & Economics	1	1	1
Latin & World Language		3	
Physical Education	2	2	2
Moral Philosophy		.5	
Health Education	.5	.5	.5
Senior Thesis		1	
21st Century Learning (Computers)	.5	.5	.5
Fine Arts (Including Art/Music Appreciation & History)**		2	
*College & Career Flex		*2	
Social Studies, Arts & Humanities or Occupational Education Elective		1	
Electives	7.5 *6	6	.5
<b>Total Credits Required</b>	<b>22.5 *23</b>	<b>24</b>	<b>27.5 **28.5</b>

\*Starting with the class of 2022 and beyond the standard diploma will require 2 College & Career Flex credits. These credits can include: an additional year of math, science, social studies or a third or fourth year of a Career and Technical Education Program.

\*\*Art & Music Appreciation and History is required for the class of 2021 and beyond, bringing the credit requirement for an Advanced Founders Diploma to 28.5

## Founders Classical Academy of Las Vegas -- 3(A)

\*\*\*To be eligible for an Advanced Diploma or an Advanced Founders Diploma, the student **must** graduate with a minimum GPA of 3.25

- A passing grade in any course for one semester earns 0.5 credit. A full year course passed earns 1.0 credit.
- Testing Requirements for Graduation: All students must take End of Course Exams as mandated by the State of Nevada: two in English, two in mathematics and an exam in Science.
- All students are required to take the ACT with Writing during their Junior year.
- Service Requirement: Juniors and Seniors beginning with the class of 2020 are required to fulfill thirty hours of service to the school in each of their four upper class semesters.

### 4.0 GRADING POLICY

Grading is not the be-all and end-all of education. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular skill or course. Therefore, grades will be assigned in all subjects. FALV will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged. In this scheme, the following letter grades have these meanings:

A – Mastery

B – Proficiency

C – Sufficiency (Competence)

D – Insufficiency

F – Failing

In addition to these general parameters, we will be using a 4.0 grading scale. The letter and numerical grades for this system are listed below:

A	94-100%	4.0	C	74-76	2.0
A-	90-93%	3.7	C-	70-73	1.7
B+	87-89	3.3	D+	67-69	1.3
B	84-86	3.0	D	64-66	1.0
B-	80-83	2.7	D-	60-63	0.7
C+	77-79	2.3	F	0-59	0.0

The grading scale as defined above is utilized for all students with the exception of kindergarten and first grade, where the scale will reflect A, B, C, and Needs Improvement. Incompletes will only be given under special circumstances as determined by the Principal. Parents and students should always be informed of the student's progress. To be in good academic standing, the student must maintain a 2.0 GPA.

### Academic Goals:

FCALV implements annual academic goals and implementation monitoring and timelines to ensure student growth. While growth is important, FCALV also acknowledges that growth without

### **Founders Classical Academy of Las Vegas -- 3(A)**

proficiency is unacceptable in a rigorous classical school. Therefore, FCALV's goals are always formulated in terms of percent proficient as measured by valid and reliable state assessments.

FCALV academic goals are tied to state assessments that may change during the term of the charter.

- 1) FCALV will annually increase by 10% the student proficiency status in Reading in grades K-3 as measured by the state assessment (MAP).
- 2) FCALV will annually increase by 10% the student proficiency status in Math and ELA in grades 3-5 as measured by the state assessment (SBAC).
- 3) FCALV will annually increase by 10% the student proficiency status in Science in grade 5 as measured by the state assessment (SBAC).
- 4) FCALV will annually increase by 10% the student proficiency status in Math and ELA in grades 6-8 as measured by the state assessment (SBAC).
- 5) FCALV will annually increase by 10% the student proficiency status in Science in grade 5 as measured by the state assessment (SBAC).
- 6) FCALV will annually increase by 10% its schoolwide composite score in grade 11 as measured by the state assessment (ACT).

FCALV is committed to a high-quality classical education that focuses on NCS and related state assessments.

## **Founders Academy**

### **Charter Renewal Application 2019**

#### **Section 4.A.: Organizational Viability and Plans for the Proposed Charter Term**

##### **Introduction**

When Founders Academy of Las Vegas (“FALV”) first applied for its charter, it was little more than a dream of a local businessman, Rick Moreno, to offer a high-quality classical education for all of Las Vegas’ young people free of charge. Since its beginnings, the people associated with FALV, from the parents, teachers, staff and Board of Directors have shared this dream and worked hard to make the dream a reality. We cannot tell you that the path has been without some bumps along the way. However, as with most things in life, we learn from our mistakes. Along the way, the FALV constituents, with the help of the Barney Charter School Initiative (BCSI), have remained true to our original mission. As a result, FALV is no longer a fledgling operation and is maturing as an institution. In the meantime, FALV’s enrollment has grown because parents and students recognize the value of a classical education.

##### **Governing Board’s Capacity, Skills, and Qualifications**

The FALV Board of Directors (the “BOD”) are a dedicated group of individuals that offer their time to the service of FALV. The BOD, for its part, maintains its focus on governance and allows the principal to focus on the management of FALV.

Pursuant to the requirements of NRS 388A.240, a charter school is to include the following categories:

- 1) a licensed or retired teacher;
- 2) a second licensed teacher or administrator;
- 3) a parent who is not a teacher or employee of the charter school; and
- 4) at least two members who possess knowledge and expertise in accounting, financial services, law, or human resources.
- 5) members of the general public, representatives of nonprofit organizations and businesses, and representatives of NSHE may join the board.
- 6) a majority of the members of the board must reside in Nevada.

The present Board of FALV is a diverse group that meets the requirements as set forth in the statute. Specifically, the Board includes:

- President - Michael R. Brooks - Attorney (Cat. 4), parent (Cat. 3), and Nevada resident (Cat. 6)
- Vice-President - Kelly Heide - Parent (Cat. 3) with business administration background, and Nevada resident (Cat. 6)

- Secretary - Danielle Butler - Parent (Cat. 3) with counseling background, and Nevada resident (Cat. 6)
- Treasurer - Steven Trupp - Parent (Cat.3) with Financial Services expertise (Cat. 4), and Nevada resident (Cat. 6)
- Henry Barnard - Telecommunications and Information Technology expert (Cat. 5) and Nevada resident (Cat. 6)
- Ramir Hernandez - Attorney (Cat. 4) and Nevada resident (Cat. 6)
- Jesus Marquez - Political strategist and consultant (Cat. 5) and Nevada resident (Cat. 6)
- Beth Waite - Retired teacher (Cat. 1) and Nevada resident (Cat. 6)

The Board currently consists of eight members and plans to fill its ninth vacancy with a retired school administrator at the 10/22/19 regular board meeting, in compliance with the provisions of NRS 388A.240.

The Board's diversity is its strength. The wide variety of backgrounds allows the Board to adequately provide for FALV's governance. As with any charter school, the Board's job is to ensure the school is meeting outcomes within the parameters of our charter. This includes ensuring the school is adequately funded and is provided the resources needed for its continued operation. As noted above, there are individuals on the Board who have expertise or experience with technology, finance, the law, public communications, counseling, K-12 education, higher education, and business administration. There are also several parents who serve on the Board. Thus, the Board is able to provide for the needs of the school with a unique concern for the outcome of not only the students but also FALV's financial well-being.

### **Organizational Improvements Implemented or to be Implemented**

To fulfill its mission, the BOD has focused on three primary objectives:

- 1) training of its individual members on the role of the governance role of the BOD;
- 2) the creation of committees to review the activities of FALV management; and
- 3) guidance for, and evaluation of, the principal.

#### **Training**

Early on, the BOD experienced some identity issues related to the involvement of some members in the day-to-day activities of FALV. These issues created tensions between the principal and the BOD, and was quite dysfunctional. The issues were identified, and, with the help of BCSI, a board governance expert was brought in to train the members on their proper role. This expert, Dr. Brian Carpenter, made regular visits to the campus for BOD meetings beginning in approximately August 2018. The members received "micro-trainings" during Board meetings and also attended an all-day Saturday workshop to receive extensive training on the proper role of the members.

The particular emphasis of the training was to stress the role of the BOD as a governance board and not a manager of FALV. Importantly, members were trained on how to identify the differences between governance and management.

Dr. Carpenter assisted in the development of a Strategic Oversight Calendar to keep track of all the Board's annual duties, including budgeting, Epicenter calendar submissions and staff evaluations. This will serve as a tool for management evaluation and board self-evaluation, but it also ensures that we meet all of our obligations in a timely manner. The use of this calendar has helped ensure that the Board's meeting agendas are accurate, effective and pertinent. This also assists and ensures that the agendas are posted within the open meeting law timeline.

Dr. Carpenter helped identify weaknesses in the relationship between the School Leader and the Board and helped us to understand the importance of having a single point of delegation, the dangers of a co-management model, and the importance of the Board operating as a single unit. Our Board has adopted the philosophy of "speaking with one voice" when it comes to all matters of the school. All of this ensures that the Principal can effectively manage the school on a day-to-day basis without interference from well-intentioned but misguided board members.

All of this training has provided the Board with the knowledge that we need for our school to be successful and we are excited to have our newest members gain this insight as well.

In addition to the training that has been conducted, Founders offers future training opportunities for all new board members, through the Barney Charter School Initiative out of Hillsdale College in Hillsdale, Michigan. Funding will be provided for all new Board members to attend this training.

Dr. Carpenter no longer travels to FALV for the BOD meetings. However, the BOD recognizes the value of the training and is committed to ensuring that all future Board members are trained, and that the current members continue to have their training refreshed. Specifically, with regard to training new members, FALV has allocated funds to cover the cost of all new members traveling to Michigan to receive trainings conducted by Dr. Carpenter. Subjects featured in this training will include Board Management Fundamentals, Principles and Structures, Governance vs. Management, Financial Management vs. the Oversight of Financial Management, Media Relations, Branding the School Image, and Working with Your School Leader. The training, hotel stay, and food expenses are covered by BCSI, leaving FALV only to cover the cost of airfare. All Board members will continue to have access to training from the Barney Charter School Initiative on a semi-annual basis.

All members of the BOD have been provided with online resources including videos produced by Dr. Brian Carpenter that outline issues that the BOD may face. In particular, Dr. Carpenter regularly updates the materials to address incidents that occur across the country to ensure that the same mistakes are not repeated at FALV.

In our proper governance role, the BOD feels that it is able to support our principal in his management role. He is given the freedom to exercise his authority so that he can utilize his expertise in education to make the school the best it can be.

### Committees

Committees are a tool that the BOD has begun to utilize regularly to assist in the governance of the school. At the direction of Dr. Carpenter, the BOD has created committees within the Board to address specific concerns that it faces. There is currently an Audit Committee and a Governance Committee, and most recently added, a Risk Management Committee.

The Audit Committee has existed for approximately one year. The Audit Committee regularly reviews the school's bank statements and credit card statements for greater financial oversight and reports its findings to the Board during all regular meetings. To be clear, the BOD trusts the management of FALV implicitly. However, the BOD recognizes that it has an obligation to verify that no fraud, waste, or abuse is occurring. Secondly, knowledge that the BOD is auditing the financial documents is a significant deterrent to any potential bad actor. Moreover, the Board has adopted Financial Policies and Procedures (adopted fall 2019), which will provide clarity and guidance to both the school's staff and the Audit Committee regarding the expectations of the Board. The Audit Committee is also responsible for investigating whistleblower accusations and evaluating how well financial controls are being followed.

The Governance Committee, established in August 2019, identifies, screens and interviews prospective board members and is in charge of orienting these new board members by providing a welcome packet (to be developed) and initial training. The initial training will include Open Meeting Law, overview of how FALV is organized, explanation of FALV's relationship with Hillsdale College, how to read and understand the monthly presentation of FALV's financials, and the difference between governance and management. The governance committee also organizes ongoing professional development for the entire Board. This ongoing professional development will include micro-trainings at a minimum of 4 board meetings per year (one per quarter), videos sent to Directors for their individual viewing, recommended readings, and any news articles the committee finds relevant for the Board's edification.

Lastly, a Risk Management Committee was formed (established fall 2019) to ensure that insurance coverage stays current, to review emergency response plans, and to formulate policy recommendations intended to manage risks to property, people, and the school itself. This committee works alongside our Assistant Principal and FALV's Safety Committee Team.

## Evaluation

One area of focus recently for the BOD was creating a list of goals for the principal to ensure that he has a clear understanding of what is expected from that role. The BOD recognizes that the goals may evolve from year to year and has adopted a policy to set forth goals for its principal. To this end, the BOD has consulted with BCSI to find an evaluation that will both support the goals of BCSI, which will ensure the classical model is being adhered to, as well as those that meet the requirements of the State of Nevada.

There are some goals that were included in our original application for charter that were lofty; some might even argue that they were impossible to meet. With the understanding that goals sometimes must change to accommodate real life, including evolving legislation and acknowledgement of students' limitations, to measure growth instead of simply reaching for the stars without regard for reality, and to make procedural corrections in order to abide by mandated regulations, some of these goals are being modified at the time of this renewal application. From this point forward, the de facto regulations and policies will be those contained within the Student/Parent Handbook and the Staff Handbook, which must be approved annually by the BOD. The policies and goals set forth in these documents will supersede any previous goals set forth in the original charter application.

With the new, clear goals that have been set forth and by incorporating the NEPF Evaluation tool with that provided by BCSI, we are confident that we will be able to provide our principal with the feedback he needs to continue to grow. Mr. Fick consistently makes himself available to discuss any questions or suggestions that the members may have. This collaboration ensures the school's success by keeping an open dialogue between principal and BOD.

## **Growth Plan for Adding/Replacing Members that Support the School's Success**

The Board has recently added four members for the 2019-20 school year. As noted above, this group consists of individuals from a wide variety of backgrounds. To ensure that membership remains consistent, the Board will revise their bylaws to include staggered terms of three classes beginning with the 2020-21 school year. Under this proposal, the board will elect or retain three board members each year. This will ensure that the board has at least two-thirds of its membership with prior experience on the board in any given year.

Each current board member was personally recruited by an existing board member to serve. Board members are acutely aware of what it takes to serve on the Board and therefore can use their own personal sphere to make wise selections of future members. In addition to recruitment in this fashion, the Board uses the school newsletter to circulate the opening in search of prospective candidates. The governance committee will ensure that this opportunity is properly circulated inside of the school and to the outside community to find the best candidates.

With the adoption of new onboarding policies and training opportunities through the formation of our governance committee, in cooperation with the Barney Charter School Initiative out of Hillsdale College, new Board members will feel confident in their roles so that they can serve effectively.

## **Conclusion**

With the Board now well-versed in its role, the open communication between Board and principal, and the outstanding academic achievement of FALV's students noted in the past year, the renewal of our charter will allow us to continue moving forward, giving parents in Las Vegas a very unique option for their children's education.

The FALV Board is looking forward to its role in helping maintain and improve the quality of the school. Through its membership, it is well-situated to provide for the needs of the school and the students it serves.

	<b>Address</b>	<b>Phone</b>	<b>Email</b>
Henry Barnard	2236 Dogwood Ranch Ave, Henderson, NV 89052	702-449-2714	<a href="mailto:barnard.hank@gmail.com">barnard.hank@gmail.com</a>
Michael Brooks		702-533-4550	<a href="mailto:mbrooks@klnevada.com">mbrooks@klnevada.com</a>
Danielle Butler	5510 Black Sea Ct, N. Las Vegas, NV 89031	702-815-3593	<a href="mailto:daniellepb7@gmail.com">daniellepb7@gmail.com</a>
Kelly Heide	99 Urbana Dr, Henderson, NV 89074	702-287-9672	<a href="mailto:kellyheide@gmail.com">kellyheide@gmail.com</a>
Ramir Hernandez	3166 Pradera Cir, Las Vegas, NV 89121	818-606-6791	<a href="mailto:deb8er1@gmail.com">deb8er1@gmail.com</a>
Jesus Marquez	7016 Overhill Ave, Las Vegas, NV 89129	702-275-7083	<a href="mailto:marquez_jesse@hotmail.com">marquez_jesse@hotmail.com</a>
Steven Trupp	1017 Equator Ave, N. Las Vegas, NV 89108	702-275-7083	<a href="mailto:trupp22s@embarqmail.com">trupp22s@embarqmail.com</a>
Beth Waite	5159 Caliente St #163, Las Vegas, NV 89119	702-592-6497	<a href="mailto:bhwaite@gmail.com">bhwaite@gmail.com</a>
(VACANT)			

<b>Officers</b>	<b>Current Term (each term 2 years)</b>	<b>Qualifications/Expertise</b>	<b>Residence in Clark County</b>	<b>Parent of Enrolled Student</b>	<b>Fingerprinting Completed</b>	<b>Training with Dr. Carpenter</b>
	1 (1st year)	IT/telecommunications	X			
Chair	1 (2nd year)	law	X	X	X	X
Secretary	1 (2nd year)	counseling	X	X	X	X
Vice-Chair	2 (2nd year)	business administration	X	X	X	X
	1 (1st year)	law	X			
	1 (1st year)	political strategist/consultant	X			
Treasurer	1 (2nd year)	financial services	X	X	X	X
	1 (1st year)	retired teacher	X		X	
		retired administrator/teacher				

<b>Audit Committee</b>	<b>Governance Committee</b>	<b>Risk Mgmt Committee</b>
	X	
X		
		X
X		
	X	

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## **Telecommunication / Information Technology Professional**

- ❖ Over 25 years experience in information technology, telecommunications, and network development
  - ❖ Over 20 years engineering experience for the U.S. military, Verizon Wireless, and Frontier Telecommunications spanning multi-facet responsibilities to include facility design, network development, system installation, 10,000 Amp DC Power Systems, cable and infrastructure.
  - ❖ Over 25 years experience in cost analysis, project management, government and industry policy enforcement, solution development, procedural documentation and training
  - ❖ Over 25 years experience developing technical education courses and literature for adult career development
- 

### **Summary**

Veteran Telecommunication & Information Technology professional with over 25 years experience Utilize extensive professional and academic knowledge, skills, and abilities to design, develop, engineer and implement diverse IT systems; while, educate and mentor those in the field of Information Technology.

### **Certifications & Skills**

- Certified Cisco Optical Networks/Metro Ethernet Solutions
- Certified Ciena Optical Transport Networks
- Certified Ciena Carrier Class Ethernet Networks
- Certified GE DC Power Systems Engineering
- Certified Lucent Optical Networks/Digital Cross-Connect Systems
- Certified Nortel Optical Networks
- Install, test, troubleshoot, and maintain software/hardware on digital and analog systems
- COMSEC and TEMPEST Program Manager
- Data networking - Cisco IP Telephony, IP routing, optical Ethernet, BGP, EBGp, and OSPF
- Optical networking - calculate db loss, repeaters, fiber mileage, and fiber quality
- Cisco SONET, Cisco data, Lucent SONET, Lucent DACS, Tellabs SONET, Tellabs DACS, Tellabs data, Nortel SONET, Adtran SONET, Adtran IAD Solutions, Fujitsu SONET
- IEEE hardware protocols RS-449, 530, V.35, 432, 422, 232, 232C, and 232D
- Nortel OC-48/192 systems, Cerent OC-48, Lucent OC-48, Lucent DACS IV, SLC-2000, Connect Reach, Theory of Electronic, Installation Practices, Inside Plant Electronics, Fiber Optic splicing (fusion and mechanical), connector terminations and computer mainframe maintenance
- DWDM, CWDM, FICON, ESCON, fiber channel, Channel Banks, OC-3 – OC-192 multiplexes, routers, Ethernet, various network designs, X.25, 802.3, FDDI, frame relay, CPU equipment, modems, ATM and TCP/IP, testing and theories of DS0 – OC-192, Bit Error Rate Testing, Optical Time Domain Reflectometer testing and transmissions testing

### **Volunteer Activities**

- Mentor for Engineering Summer Intern Program for JT4, Las Vegas, NV
- Outreach and fundraising coordinator for S.A.F.E. House, Henderson, NV
- Assistant Scout Master, Boy Scouts of America, Henderson, NV
- Little League, Baseball Coach, Henderson, NV
- Cub Master, Boy Scouts of America, Pavilion, NY
- Cal Ripken, Baseball Coach, Pavilion, NY
- Youth Soccer Coach, Pavilion, NY
- New York Youth Wrestling Association Coach, Pavilion, NY

## **HENRY W. BARNARD**

2236 Dogwood Ranch Ave.  
Henderson, NV 89052  
(C) 702-449-2714

### **Professional Experience**

#### **JT4 LLC**

**Microwave Engineer**, Las Vegas, Nevada, 2010 – Present

Engineer of Optical Transport Network Dense Wave Division Multiplex systems of western U.S. Air Force and Navy Test Ranges. Engineer communications networks and systems for the transmission of low speed serial data to high speed Ethernet Optical Packet data. Project Manager of several technical implementation projects for large multi-year projects. Perform Cost Benefit Analyses for engineering solutions to provide justification. Perform technical solution analysis for equipment selection, design, and implementation proposals. Engineer networks, systems, services, and infrastructure with budgetary proposals and implementation timelines for all aspects of communication requirements. Utilize local, regional, industry, and government regulations for all engineering development. Develop technical education courses and literature for adult career development on new Metro Ethernet Network solutions, new vendor equipment implementation, and standardized configuration on all new vendor selected equipment. Established summer intern mentoring program for engineering and technical students.

#### **Verizon Wireless Communications**

**Network Engineer**, Rochester, New York, 2006 - 2010

Network Engineer voice and data services for the Upstate New York. Designed, developed, and implemented optical network services to the cell utilizing DWDM technology on a multi frequency system. Deploy corporate initiatives for the region as outlined and within the budget scope per project basis. Reviewed and awarded contracts for equipment and infrastructure installation. Calculate space and power needs and trend out for future support. Engineer 10,000 Amp DC power plants for the entire Upstate New York Mobile Switching Centers (MSC) to support network growth and equipment needs. Initiate processes for installation and turn-up of Power Plant, DACS, Echo Cancellers, and infrastructural equipment. Project Manager of multi-vendor work implementation adhering to corporate timelines, industry standards, and government guidelines ensuring 100% compliance. Project Manager of all co-location installations for each MSC in the Upstate New York markets. Project Manage installation services to include HVAC, AC and DC Power, Network Equipment (5E, DCS, Echo Cans, Date Switches and Routers), structure and wiring.

#### **Frontier-Citizen Communications**

**Network Engineer**, Rochester, New York, 2000 – 2006

Engineer optical transmission systems to service corporate and customer needs. Perform cost analysis to meet customer requests and identify optimal return for the company. Design the installation and layout of equipment racks, overhead cable rack, and fiber distribution frame. Implement DS0/DS1/DS3/OC-N Digital Cross Connect System – expanding its capacity and upgrading its capabilities. Lead Engineer for the Metro Ethernet solution. Led numerous system rollouts to include medium size T1 access for both multi-tenant and cell site locations, FICON needs, mid-span optical meets, Ethernet over SONET and native Metro Ethernet solutions. Lead engineer for Large Account Customers, and support engineer for many other accounts. Develop course of study and Personal Development Learning Plans for career specific requirements in the areas of network communication installation, turn-up, and testing. Prepare detailed circuit orders to improve technician proficiency in provision optical network systems for T1, T3, OC-N, and Multi-Rate Ethernet circuits in response to service requests. Provide technical support for sales, operations, and maintenance groups on network services. Perform field surveys and coordinate service readiness with the customers. Evaluate new system provider technologies for deployment and network enhancements.

#### **Time Warner Telecom**

**Central Office Technician**, Rochester, New York, 1999 – 2000

Engineer central office and field equipment installations. Designed circuit provisioning of Optical Rings and customer locations. Support operations of DS0 – OC-N circuits and systems. Assist in the technical training of newly hired personnel. Perform circuit provisioning through D4 channel banks, Integrated Access Devices, Acculinks, OC3 – OC48 multiplexes, fiber distribution frames, Lucent Digital Access Cross Connect System (DACs) IV and II. Operate troubleshooting software for test and maintenance of systems. Manage and distribute workflow to field technicians.

## **HENRY W. BARNARD**

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### **IXC Communications**

**Network Technician**, Rochester, New York, 1998 – 1999

Manage and maintain SONET based networks and installation of new company and customer circuits from Ohio to Upstate New York. Network provision, test and implement Northern Telecommunications OC-48/192 software/hardware circuit connections between network elements for internal and external customers. Perform routine network preventive maintenance and security inspections. Perform emergency fiber optic repair, testing, protection switching and traffic routing. Support all DC Power plants and distribution per Hub location.

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### **Military Experience**

#### **United States Air Force**

**Information Systems Maintenance Support**, Edwards AFB, California, 1997 –1998

Directed base-wide information systems maintenance operations. Coordinated customers, suppliers, and technicians on extensive information system projects. Implemented all planning, scheduling, and documenting of maintenance actions to ensure they stay on schedule and within budget. Manager of \$95M in resources, personnel, and facilities. Performed multi-source operations and budget administration for divisional functions, providing true cost and value assessment of products and services being received by customers.

**Assistant Manager, Secure Communication Systems Maintenance**, 1995 – 1997

Scheduled, planned, maintained, installed, tested, modified, inspected, and analyzed Type 1 Encryption systems for US and NATO surveillance systems. Solely responsible for the software/hardware maintenance and repair of test and training range for US Air Force. Supervisor of technicians in the maintenance and installation of information systems and equipment. Office communication security manager and Telecommunications Electronic Material Emanation Transmission Program Manager. Managed emanation and communication security programs for base system installations. Network manager for Edwards AFB secure wide area network support Jet Propulsion Laboratory and NASA shuttle landings.

**Secure Communication Systems Maintenance**, Ramstein AFB, Germany, 1991 – 1995

Performed support on Secure Radar, Radio, Telephony, and Video systems. Maintenance Manager of \$42M encryption equipment and networks. Manager of communication support during various mission critical operations. Engineer for new Network Control Center Headquarters of Europe US Air Force. Designed and implemented first ever base optical network and Real-time mission surveillance system support Denied Flight (Iraq), Provide Promise and Provide Hope (Bosnia) Missions. Project Engineer for 175 systems and over 2000 network devices. Designed system to include circuit schematics and system diagrams for every installation. Installed, inspected, maintained, modified, and analyzed information systems. Maintenance manager for Nation Alliance Treaty Organization (NATO) mainframe computer System.

### **Education**

#### **Capella University,**

Master of Science in Information Systems Technology Management, April 2019

#### **University of Phoenix,**

Bachelor of Science in Business/Information Systems Management, December 1998

#### **Community College of the Air Force,**

Associates in Applied Science in Electronic Systems Technology, May 1997

### **References**

- Available on request

Michael M. Brooks, Esq.  
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Las Vegas, Nevada 89145  
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Michael R. Brooks graduated from the University of Southern California Law Center in 1993 where he externed for the Honorable John E. Ryan, United States Bankruptcy Court, Central District of California. In 1990, Mr. Brooks received a B.A., cum laude, in Economics from California State University, Long Beach.

After graduation from law school, Mr. Brooks began representing creditors in California. Mr. Brooks' practice over the years focused on creditor's rights and covers a broad range of matters from complex litigation to bankruptcy related matters. Mr. Brooks has been licensed in California since 1993. After obtaining his Nevada law license in 2000, Mr. Brooks moved his practice to Las Vegas, Nevada and continues to maintain a California license. Mr. Brooks is active in the mortgage servicing industry and is a past member of the Board of Directors for the United Trustees Association (UTA). Mr. Brooks is the Nevada foreclosure certification instructor for the UTA. Further, Mr. Brooks is a frequent speaker at industry conferences and events including the California Mortgage Bankers Association and has been a guest instructor for Lorman Education.

**Professional or Trade Affiliations:**

- State Bar of California 1993
- State Bar of Nevada 2000
- Board Member Nevada Mortgage Lenders Association
- Formerly Board of Directors Member for the United Trustees Association (UTA)
  - UTA is an industry organization dedicated to representing the interests of foreclosure trustees, including advocacy, education, and information resources for multiple jurisdictions including Nevada. For more information see, [Unitedtrustees.com](http://Unitedtrustees.com)
- Formerly Board of Directors American Legal Financial Network (ALFN)
  - ALFN is a nationwide industry organization dedicated to servicing the needs of lenders, mortgage servicers and the vendors that represent them. The services provided by the ALFN include advocacy on both the Federal and State levels, training and education, and industry resources. For more information, see, [ALFN.org](http://ALFN.org)
- Member, (2004 to present), Nevada American Inns of Court, Howard D. McKibben Chapter, Master of Law.

## **Speeches, Presentations & Publications**

UTA Annual Conference 2015, Nevada Foreclosure Litigation Update

UTA, Suzanne Kelly New Member of the Year Award in 2005

UTA, Nevada Foreclosure Mediation Update, July 2017

American Legal Financial Network, ALFN Answers 2015

## **Education:**

University of Southern California Law Center (Juris Doctor) 1993

California State University, Long Beach (Bachelor of Science in Economics, cum laude) 1990

## **Community Involvement:**

Board Member, Living Grace Home, Las Vegas, Nevada

## **Career Highlights:**

- Shareholder, Kolesar & Leatham, Chtd.
- Managing Member, Brooks Hubley, LLP (2009 – 2017)
- United Trustees Association, Board of Directors (2005 – 2013)
- United Trustees Association, Speaker, Annual Conference (Multiple occasions)
- American Legal Financial Network, Board of Directors (2013 - 2015)
- California Mortgage Bankers Association, Speaker, Annual Conference (2003-2004)
- Lorman Education Services, Speaker on Nevada Foreclosure, (2003)
- Lorman Education Services, Speaker on Nevada Zombie Foreclosure (2018)
- Registered Lobbyist, State of Nevada (2015)

# Danielle Butler

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## PROFILE

As a strong believer in the classical model of education and observing the current landscape of the American education system has fostered my love and support for what Founders Academy is accomplishing here in Las Vegas. My two oldest boys attend Founders Academy (4th grade & 2nd grade) and our experience has been positive. Yet, with the long term goals and vision of Founders in mind, I have the ability to look beyond the needs of my children only and support the needs of the school as a whole. I would love the opportunity to be on the school board in order to serve our school community and maintain the standards that Founders Academy has set out to uphold.

## EXPERIENCE

### **Gospel Care Counselor, Grace Point Church; North Las Vegas, NV 2015 Present**

- Leading an extensive 16-week addiction recovery program
- Providing individual and couples counseling & guidance

### **Homemaker; North Las Vegas, NV 2008 Present**

- Caring for four children ages 10-1
- Managing family finances & financial planning, scheduling, home care, shopping, meal planning, scheduling, cooking, etc.

### **Guest Services & Starbucks Team Lead, Target; Colorado Springs, CO 2006 2008**

- Lead trainer & supervisor for 25 team members
- Drove sales by overseeing guest service & inventory management of two departments
- Assisted with recruiting, hiring & training new team members

### **Assistant Store Manager, American Eagle; Colorado Springs, CO 2004-2008**

- Recruited, hired & trained sales floor associates
- Implemented daily policies, procedures & standards of operations
- Met sales goals & tracked store financial earnings

## EDUCATION

American Public University — Psychology, In Progress  
Pikes Peak & Arapahoe Community College — 2006-2008  
University of Wisconsin, Whitewater — 2005-2006  
University of Central Oklahoma — 2003-2004

## REFERENCES

Tim Frasier — Pastor, Grace Point Church

(702) 277-8955 [tim@gracepointvegas.com](mailto:tim@gracepointvegas.com)

Morgan Burns — Teacher, Founders Academy

(702) 301-7951 [morgan.burns@foundersacademylv.com](mailto:morgan.burns@foundersacademylv.com)

Kelly Heide — Board Member, Founders Academy

(702) 287-9672 [kellyheide@gmail.com](mailto:kellyheide@gmail.com)

# Kelly Heide

99 Urbana Drive  
Henderson, NV 89074  
702-287-9672  
kellyheide@gmail.com

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## OBJECTIVE

To do all that I can to support Founders Academy of Las Vegas and to ensure that my children are receiving the best possible education.

## PROFESSIONAL EXPERIENCE

### Medical Transcriptionist

*Self-Employed – 2003 to present*

Transcribe documents from dictated files

- Complete work in a timely manner
- Type and edit to ensure complete accuracy
- Work with clients to provide a successful end product

### Administrative Assistant

*Prism Magnetics (Fullerton, CA) – 1998-2004*

Complete a variety of tasks to help the office run smoothly and efficiently

- Accounts payable
- Maintain customer database
- Fulfill orders and interact with customers to resolve issues
- Work with VP of Sales to create and edit literature including catalogs and price lists, attend trade shows, photograph products, etc.

## EDUCATION

### Bachelor of Arts in Business Administration, Management Science

*California State University, Fullerton*

1998-2001

## VOLUNTEER EXPERIENCE

- FALV Board of Directors, 2017-present
- PTO Vice President of Fundraising, Founders Academy of Las Vegas, 2016-17
- Cub Scout Pack 930 Committee Treasurer, 2015-2018
- PTA Vice President of Fundraising, Aggie Roberts Elementary School, 2014-15
- Children's Ministries Volunteer, The Crossing Christian Church, 2010-2019
- Guest Services Volunteer, The Crossing Christian Church, 2019

**RAMIR M. HERNANDEZ, ESQ.**  
3166 Pradera Circle, Las Vegas, NV 89121  
W: (702) 983-5142; C: (818) 606-6791; deb8er1@gmail.com

## **WORK EXPERIENCE**

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**WRIGHT FINLAY & ZAK, LLP**, Las Vegas, Nevada  
*Associate Attorney*

2017-present

- Represent clients in a variety of practice areas such as litigation, real estate, bankruptcy, consumer disputes, loan servicing, foreclosures, and legislative advocacy
- Represent clients before the Nevada Supreme Court, U.S. Court of Appeals for the Ninth Circuit, and the Bankruptcy Court
- Manage all foreclosure mediation and eviction files for the Nevada office
- Prepare all needed legal writing for all aspects of litigation and appeals
- Conduct discovery through all stages of litigation, including taking and defending depositions in all jurisdictions of practice
- Continued trial experience, including trial preparation for bankruptcy court

**BROOKS HUBLEY, LLP**, Las Vegas, Nevada  
*Associate Attorney and Summer Law Clerk*

2012, 2014-2017

- Represent clients in a variety of practice areas such as real estate, commercial litigation, family law, consumer disputes, loan servicing, probate, personal injury, medical malpractice, and legislative advocacy
- Represent clients before the Nevada Supreme Court and the U.S. Court of Appeals for the Ninth Circuit
- Prepare all needed legal writing for all aspects of litigation and appeals
- Draft transactional legal documents including business contracts, leases, and settlement agreements
- Conduct discovery through all stages of litigation, including taking over 30 depositions
- Extensive trial experience, including sitting second chair to three civil trials

**COLLEGE OF SOUTHERN NEVADA**, Las Vegas, NV  
*Part-time Professor of English*

2011- Present

- Teaching English 102: Rhetorical Writing

**CANON LAW SERVICES**, Las Vegas, Nevada  
*Associate Attorney*

2013-2014

- Represented clients in a variety of practice areas such as foreclosure litigation, commercial litigation, landlord/tenant disputes, family law, consumer disputes, criminal, and personal injury
- Prepared all needed legal writing for all aspects of litigation and appeals
- Drafted transactional legal documents including business contracts, leases, wills, trusts, and settlement agreements
- Conducted discovery through all stages of litigation, including taking depositions
- Wrote portions of judicial decisions for annulment petitions for various U.S. Catholic dioceses

- Prepared appellate advocacy briefs sent to the Vatican for canon law clients

## EDUCATION

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- **William S. Boyd School of Law, University of Nevada, Las Vegas**  
Juris Doctor: 2013, graduated in top half of class  
Deans' Award Recipient at Graduation  
Junior and Senior Staff Member, Nevada Law Review: 2011-13
- **California State University, Long Beach**  
Master of Arts in English: 2009  
18<sup>th</sup>-Century Scholarship Essay Award Winner: 2009
- **California State University, Fullerton**  
Bachelor of Arts in English/Minor in Speech Communication: 2000  
Speech and Debate Competitor, Member of the English Honors Society, Co-founder of the Southern California Urban Debate League  
National Debate Tournament, Competitor: 1998

## ADDITIONAL SKILLS AND INTERESTS

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- Licensed to practice law in Nevada, the United States District Court of Nevada, and the Ninth Circuit Court of Appeals
- Board Member of Las Vegas Lawyers' Chapter of the Federalist Society
- Member of the St. Thomas Aquinas Newman Center Advisory Board
- Member of the Shade Tree Legal Skills Outreach Project
- Fluent in Spanish
- High School English Teacher and Speech and Debate Coach in California and Arizona: 2002-2008
- Published articles in November 2005, March 2007, and February 2009 issues of *The Rostrum*
- Golfing, Opera, Literature, Hiking, Cinema, Swimming

## Jesus Marquez

7016 Overhill Ave Las Vegas Nv 89129 702-466-8582

[marquez\\_jesse@hotmail.com](mailto:marquez_jesse@hotmail.com)

**Objective:** To acquire a position as member of the board of directors for the Founders Academy Las Vegas.

### Skills:

Skilled in grassroots movements and advocacy.

Skilled in Government affairs and political strategies.

Skilled in building and maintaining local networks and alliances with an emphasis in the faith community.

Skilled in systems, language and modus operandi of the different type of churches from all denominations.

Skilled in managing campaign resources – financial, material, human resources.

Skilled in public relations and communications.

I am detail oriented and I multi-task while having the ability to work under pressure.

Skilled in event planning and logistics.

Fluent in English and Spanish.

### Experience:

**02/2015 to Present: MG Strategies**

- **President and Founder.**

I am a consultant in political campaigns as well as in non-partisan organizations (C-3)

I do advocacy and faith community engagement.

I am responsible for the daily operations.

I am responsible for creating a strategy to be utilized in political and/or advocacy campaigns.

I am responsible for building new relationships and forming alliances in the faith community for my clients.

I am responsible for leading the MG Strategies team in all these areas.

**02/2016 to 12/2018: Nevada School Choice Coalition (Under American Children Federation)**

- **Faith Engagement and Grassroots Director.**

I was responsible for creating new relationships with Christian Churches.

I was responsible for organizing events with pastors and maintaining a strong relationship with leaders of faith.

I was responsible for organizing policy educational townhall meetings in churches speaking directly to the congregation.

I was responsible for collecting and maintaining all data collected.

I was responsible for organizing calls-for-action within the communities we engaged, including the congregations.

I was responsible for creating strategies to engage with all churches in the State (Black, White and Hispanic).

**02/2015 to 02/2016: The Libre Initiative**

- **Event Organizer and Coordinator.**

I was responsible for producing, organizing and coordinating all outreach events for Libre in Southern Nevada.

I was responsible for the outreach events.

I helped in the Faith engagement for Nevada, including organizing Christian worship concerts for community engagement.

**2011 to Present: El Concilio Hispano Media Group**

- **Talk Radio Show Producer, Political Radio Commentator/ Political Outreach**

I am responsible for producing a weekly political radio show designed to target the Hispanic community (Bilingual).

I am responsible for organizing and coordinating remote radio events and town-hall meetings with in the Hispanic community.

**2015 to 2016: The Leukemia and Lymphoma Society of Las Vegas**

- **Board member of the Leukemia and Lymphoma Society of Las Vegas**

### Education:

6/2005 Associates Degree in Computer Science Las Vegas Nv

6/1993 High School Graduate Zacatecas Mex

# Steven P. Trupp

Address..... 1017 Equator Ave  
N. Las Vegas, NV 89108

Cell..... 702-275-7083  
Email..... trupp22s@embarqmail.com

## \*Education

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**2017 CFA Institute Investment Foundations Certificate**

**1996 - 2001 Business courses  
Community College of Southern Nevada, Las Vegas, NV**

Courses include: accounting, marketing, business management, statistics, macro- and micro-economics.

**1991 - 1995 High School Diploma  
Cheyenne High School, Las Vegas, NV**

## \*Work Experience

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**March 2003 – Current Nevada State Bank**

- FSS II / Asst. Branch Manager/ Branch Customer Service Mgr. II, January 2009 - current

- Coach Professional Bankers to meet and exceed minimum sales standards.
- Ensure the operational integrity of the office through training of staff and auditing of branch logs and reports.
- Facilitate weekly sales meetings.
- Contribute to the development of staff via training, coaching and regular one-on-ones.
- Work with the Branch Manager to meet and exceed sales and service goals.
- Identify and mitigate areas of excessive or un-necessary risk.
- Assist clients within the various facets of their financial needs, referring them to business partners as necessary.

### **Green Valley Office**

- Branch Service Manager July, 2007 - January 2009

- Managed 7 employees
- Increased deposits through effective client contact and marketing
- Maintained customer service scores above standard

### **Charleston/Hualapai Office and Rhodes Ranch Office**

- Financial Service Supervisor II, August 2004 – July 2007

- Ensured proper staffing levels through pro-active scheduling
- Improved staff skill levels by implementing development plans and training

- Maintained and improved operational performance as evidenced by superior audits and certifications.

#### **Sahara/Durango Office**

- Financial Service Representative, March 2003 – August 2004
  - Provided client service, primarily at the new accounts desk
  - Served as a lead employee in the absence of management, primarily in a closing role.
  - Facilitated the loan process for the branch and processed numerous loans from application through funding.

#### **Sep. 2001 – Sep. 2002      US Bank**

- Personal Banker
  - Served as primary new accounts banker for an in-store office
  - Opened a majority of new accounts for the branch
  - Completed loans for the branch from application through funding
  - Operated as a paying and receiving teller as dictated by staffing levels.

**Other Non-Related work experience can be provided upon request.**

#### **\*Community Involvement**

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President: Northstar Estates Homeowners Association Board of Directors

Usher: Calvary Chapel Lone Mountain

Coach: Silver State Soccer League (Currently U12 Girls)

Beth H Waite  
5159 Caliente St #163  
Las Vegas, NV 89119

Ronald Fick, Principal

Dear Mr. Fick,

Quality educational programs need to be thoughtfully prepared with appropriate research and attention to detail. Those who attend such programs deserve outstanding opportunities to learn.

The classic education philosophy and conservative values of Founders Academy offer just such outstanding opportunities for the students and families involved.

I believe that my Master of Arts in Teaching; formal course development training and experience; extensive training in writing and research through doctoral studies in Learning Sciences provide a valuable foundation as a member of the Board of Directors. In addition, classroom experience with CCSD and one charter organization and several project cohorts with the Curriculum and Professional Development and Equity and Diversity Departments with CCSD allow me to view education and school structures from multiple directions.

As a 36-year resident of the State of Nevada, I am invested in the success of education in our state. I believe charter schools offer important opportunities to students and families. I am delighted to be considered for leadership in your organization.

Sincerely,

Beth H. Waite

## Beth H Waite

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5159 Caliente St #163.  
Las Vegas, NV 89119  
Mobile: 702-592-6497  
BHWaite@gmail.com

## Founder's Academy

### Professional Experience

- ◆ **Task Force Participant and Professional Development Trainer**
  - Educational curriculum development based on Nevada State Academic Standards; course development and training; programs developed and presented to small group and large audience venues.
  - Professional and public outreach for Division and State training programs
- ◆ **Instructor/Instructional Development and Consulting**
  - Classroom instruction K-12 students in public and public charter environments. Continual updating of pedagogical skills based on research and best practices.
  - Customized coaching and technology training for individuals and small teams targeting client goals, customer service, and skills development.
  - Equity, Diversity, and Multi-cultural instruction and activities for site based liaisons, administrators, and other educational personnel
  - Instructional implementation of adult learning styles incorporating activities for all types of learners. Continual adjustments as required by changes to laws and regulations.

### Education, Credentials and Certification

- ◆ **PhD Scholar** - University of Nevada, Las Vegas, College of Education, Department of Educational Psychology, Learning and Technology Strand (2015 – present)
  - Excellent organizational and writing skills; extensive experience managing competing priorities and deadlines
  - Course work includes Educational Psychology, Cognition and Learning, Cognitive Development, Inferential Statistics, Qualitative Statistics, Rational Thinking and Decision Making, Academic Software development, Human Computer Interaction and Design, Instructional Design, and Human Measurement and Test Development, Advanced Evaluation Theory & Application, Conceptual Change.
- ◆ LearnLab Summer School– Carnegie Mellon University: 2016—computer supported collaborative learning (CSCL); 2017—Open Learning Initiative (OLI); 2019 – Cognitive Tutor Development
- ◆ RPDP and CPD/IDPLD Training Development and Delivery – Clark County School District
  - Diversity Training, Technology Training, Concept-specific Presentation Skills, Test Writing Skills and best practices.

- Blended Learning Certification training completed
- ◆ Silver State AP Institute
- ◆ CUE Conference
  - CUE Rockstar Teacher Conference Summer 2014
  - Palm Springs Regional Conference March 2011
- ◆ Course Development Workshop - Nevada Real Estate Division May 2007
- ◆ Instructor and Education Director Summit - WAAR April 2007
- ◆ Course Development Workshop - REEA June 2006
- ◆ Instructor Training Institute (ITI) GLVAR 2006
- ◆ Related training and coaching:
  - Jack Canfield: Principles of Success Coaching
- ◆ **MAT – Sierra Nevada College Henderson, NV**
- ◆ **BA-Allegheny College Meadville, PA**

**Professional Affiliations:**

- ◆ International Society for Learning Sciences (ISLS)
- ◆ International Society for Technology in Education (ISTE)
- ◆ American Educational Research Association (AERA)
- ◆ Association for Supervision and Curriculum Development (ASCD)
- ◆ National Council of Teachers of Mathematics (NCTM)
- ◆ Computer Using Educators (CUE)
- ◆ Computer Using Educators of Southern Nevada (CUE-SN)
- ◆ Nevada Math Council
- ◆ Southern Nevada Math Council

***Employment History:***

- ◆ **State of Nevada Division of Mortgage Lending 2018 – present.**
- ◆ **Clark County School District 2017 - 2018**
- ◆ **Doral Academy of Nevada 2016 – 2017**
- ◆ **Clark County School District 2008 - 2016**
- ◆ **Real Estate Licensee and Instructor 1997-2008**

**Civic Affiliations:**

Southern Nevada Musical Arts Society – Choral performances  
 Alpha Chi Omega – Kappa Tau Kappa Alumnae Chapter

**Founders Academy of Las Vegas  
Multi-Year Projection Budget Detail**

**# of Students**

	Fund	Project	Revenue	Program	Function	Object
1 DSA	100	201	3110			
2 SPED Funds from DSA	250	205	3115			
3 Nationally Certified School Counselors & School Psychologists	240	230	3200			
4 SB178- New NV Education Funding	240	280	3200			
5 Full Day Kindergarten	240	295	3200			
6 Teacher Supply Reimbursement Grant	240	325	3200			
7 Museums and History	240	331	3200			
8 AB309 (2019) Block Grant	240	390	3200			
9 <b>Revenue Limit</b>						
10 SPED- IDEA Part B	280	639	4500			
11 Early Childhood	280	665	4500			
12 Title II	280	709	4500			
13 E-Rate Funds	280	000	4703			
14 <b>Federal Revenue</b>						
15 Interest Income	100	000	1510			
16 OTHER ACTIVITY FEES	100	000	1790			
17 Before/After School Program	100	001	1790			
18 Other Revenue	100	000	1900			
19 Rental Income	100	000	1910			
20 GIFTS & DONATIONS FROM LOCAL COMMUNITY	260	000	1920			
21 Textbook Sales & Rentals	100	000	1940			
22 Refund of Prior Year's Expenses	100	000	1980			
23 Student Generated Funds (SGF)	900	000	6000			
24 <b>Local Revenue</b>						
25 <b>Total Revenues</b>						
26 Salaries- Instruction						0101
27 Salaries- Teacher- Substitutes						0103
28 Salaries- Licensed Admin						0104
29 Salaries- Other Licensed Teachers						0106
30 <b>Certified</b>						
31 Salaries- Para-Professional						0102
32 Salaries- Non-Licensed Admin						0105
33 Salaries- Classified/Support Staff						0107
34 <b>Classified</b>						
35 <b>Total Salaries</b>						
36 Group Insurance						0210
37 FICA						0220
38 PERS						0230
39 Medicare						0240
40 Staff Tuition Reimbursement						0250
41 Unemployment						0260
42 Worker's Comp						0270
43 Health Benefits						0280
44 Other Benefits						0290
45 <b>Total Benefits</b>						
46 <b>Total Personnel Expenses</b>						

47	<b>Classroom (1000)</b>					
48	Professional Educational Services -Classroom	100	000		100	1000 0320
49	Employee Training and Development Services -Classroom	100	000		100	1000 0330
50	Travel -Classroom	100	000		100	1000 0580
51	<b>Support Services- Students (2100)</b>					
52	Professional Educational Services -Student Services	100	000		100	2100 0320
53	Employee Training and Development Services -Student Services	100	000		100	2100 0330
54	Other Professional Services -Nurse	100	000		100	2100 0340
55	<b>Support Services- General Administration (2300)</b>					
56	Official/Administrative Services -General Admin	100	000		100	2300 0310
57	Other Professional Services (Legal Services)	100	000		100	2300 0340
58	Sponsorship Fee 1.5%	100	201		100	2300 0591
59	<b>Support Services- School Administration (2400)</b>					
60	Professional Educational Services -School Admin	100	000		100	2400 0320
61	Travel- Principal	100	000		100	2400 0580
62	<b>Central Services (2500)</b>					
63	Official/Administrative Services -Central Services	100	000		100	2500 0310
64	Employee Training and Development Services -Central Services	100	000		100	2500 0330
65	Purchased Finacial Services (CSMC)	100	000		100	2500 0340
66	Marketing Services- Website	100	000		100	2500 0345
67	Technical Services	100	000		100	2500 0350
68	Other Specialized Services -Payroll Services	100	000		100	2500 0360
69	Other Specialized Services -Payroll Services	100	000		100	2570 0360
70	Rental of Equipment -Central Services	100	000		100	2500 0442
71	Communications (do not use)	100	000		100	2500 0530
72	Postage	100	000		100	2500 0531
73	Telephone - Land line	100	000		100	2500 0533
74	Telephone - Cellular Phone	100	000		100	2500 0534
75	Data Communications - Internet	100	000		100	2500 0535
76	Advertising	100	000		100	2500 0540
77	Printing & Binding -Central Services	100	000		100	2500 0550
78	Travel- Central Services	100	000		100	2500 0580
79	<b>Operation and Maintenance of Plant (2600)</b>					
80	Professional Educational Services -Operations & Maintenance of Plant	100	000		100	2600 0320
81	Other Specialized Services	100	000		100	2600 0360
82	Utilities (Water/Sewer)	100	000		100	2600 0410
83	Janitorial	100	000		100	2600 0420
84	Waste Disposal Service	100	000		100	2600 0421
85	Non-Technology-Related Repairs and Maintenance -Building	100	000		100	2600 0430
86	Security/Alarm	100	000		100	2600 0431
87	Building Lease	100	000		100	2600 0441
88	Insurance (Other than Employee) -Operations & Maintenance	100	000		100	2600 0520
89	<b>Transportation</b>					
90	Transportation	100	000		100	2700 0510
91	Transportation	240	331		100	2700 0510
92	<b>Natl Certified Counsellor/Psych</b>					
93	Professional Educational Services -Natl Certified Counsellor/Psych	240	230		100	1000 0320
94	<b>SB178- New NV Education Funding</b>					
95	Professional Educational Services -SB178	240	280		100	1000 0320
96	Employee Training and Development Services -SB178	240	280		100	1000 0330
97	<b>Read by Grade 3</b>					
98	Employee Training and Development Services -RBG3	240	282		100	1000 0330
99	<b>Special Education</b>					
100	Professional Educational Services -SPED- FEL SPED	250	000		200	1000 0320
101	Professional Educational Services -SPED- Nurse	250	000		200	2100 0320

102	Travel- SPED	250	000		200	1000	0580
103	Employee Training and Development Services -SPED	250	000		200	2100	0340
104	<b>SPED- IDEA Part B</b>						
105	Professional Educational Services -SPED- Speech Pathology/Psychologist/OT	280	639		200	1000	0320
106	Professional Educational Services -SPED- Nurse	280	639		200	2100	0320
107	Employee Training and Development Services -SPED IDEA	280	639		200	2100	0330
108	<b>E-Rate Funds</b>						
109	Purchased Educational Services	280	000		100	1000	0320
110	Data Communications - Internet	280	000		100	2500	0535
111	<b>Title II</b>						
112	Professional Educational Services -Title II	280	709		100	1000	0320
113	Employee Training and Development Services -Title II	280	709		100	1000	0330
114	Travel -Title II	280	709		100	2500	0580
115	<b>Total Purchased Services</b>						
116	<b>Classroom (1000)</b>						
117	General Supplies -Classroom	100	000		100	1000	0610
118	Books & Periodicals -Classroom	100	000		100	1000	0640
119	Textbook & Curriculum -Classroom	100	000		100	1000	0641
120	Supplies-Technology-Software -Classroom	100	000		100	1000	0651
121	Supplies/Equip-Info Tech Related- Classroom	100	000		100	1000	0652
122	Web-Based Curriculum -Classroom	100	000		100	1000	0653
123	<b>Support Services- Students (2100)</b>						
124	General Supplies -Student Support Services	100	000		100	2100	0610
125	<b>Support Services- Instruction (2200)</b>						
126	General Supplies -Instruction Support Services	100	000		100	2200	0610
127	<b>Support Services- School Administration (2400)</b>						
128	General Supplies -School Admin	100	000		100	2400	0610
129	Supplies/Equip-Info Tech- School Admin	100	000		100	2400	0652
130	<b>Central Services (2500)</b>						
131	General Supplies - Central Services	100	000		100	2500	0610
132	Supplies-Technology-Software -Central Services	100	000		100	2500	0651
133	Supplies/Equip-Info Tech- Central	100	000		100	2500	0652
134	<b>Operation and Maintenance of Plant (2600)</b>						
135	General Supplies -Operational	100	000		100	2600	0610
136	Supplies/Equipment - Non-information Technology	100	000		100	2600	0612
137	Electricity	100	000		100	2600	0622
138	<b>SB178- New NV Education Funding</b>						
139	Supplies-Technology-Software -SB178	240	280		100	1000	0651
140	<b>Teacher Reimbursement Grant</b>						
141	General Supplies -Teacher Reimbursement Grant	240	325		100	1000	0610
142	<b>Special Education</b>						
143	General Supplies -SPED	250	000		200	1000	0610
144	Books & Periodicals -SPED	250	000		200	1000	0640
145	<b>Total Books &amp; Supplies</b>						
146	Depreciation	100	000		100	2500	0790
147	Savings (3% of DSA)						
148	<b>Capital Outlay</b>						
149	Dues & Fees -Classroom	100	000		100	1000	0810
150	Dues & Fees -Student Support Services	100	000		100	2100	0810
151	Dues & Fees -General Admin	100	000		100	2400	0810
152	Bank Service Fees	100	000		100	2500	0800
153	Dues & Fees -Central Services	100	000		100	2500	0810
154	Judgments Against the School	100	000		100	2500	0820
155	Dues & Fees -Operations & Maintenance	100	000		100	2600	0810
156	Miscellaneous Expense -School Admin	100	000		100	2400	0890

157	Miscellaneous Expense -School Admin	100	000		100	2500	0890
158	Penalties and Interest	100	000		100	2500	0892
159	<b>Student Generated Funds (SGF)</b>						
160	General Supplies -SGF	900	000		100	6000	0610
161	<b>Total Other Outgo</b>						
162	<b>Total Expenditures</b>						
163	<b>Net Income</b>						

<b>779</b>	<b>785</b>
5/28/2019	Forecast
<b>Final FY1920</b>	<b>FY2021</b>
5,292,206.00	5,665,345.00
165,085.00	165,085.00
-	-
-	-
-	-
-	-
-	-
-	-
<b>5,457,291.00</b>	<b>5,830,430.00</b>
61,010.00	61,010.00
-	-
-	-
-	-
<b>61,010.00</b>	<b>61,010.00</b>
1,200.00	1,200.00
55,500.00	-
-	-
-	-
-	-
-	-
-	-
183,535.00	183,535.00
<b>240,235.00</b>	<b>184,735.00</b>
<b>5,758,536.00</b>	<b>6,076,175.00</b>
1,736,938.00	1,681,313.00
43,105.00	47,008.00
118,873.00	121,845.00
174,963.00	179,332.00
<b>2,073,879.00</b>	<b>2,029,498.00</b>
110,265.00	108,257.00
39,768.00	46,176.00
277,475.00	280,507.00
<b>427,508.00</b>	<b>434,940.00</b>
<b>2,501,387.00</b>	<b>2,464,438.00</b>
228,243.00	186,588.00
4,803.00	6,091.00
455,829.00	441,147.00
36,270.00	35,734.00
-	-
17,510.00	14,787.00
9,755.00	23,219.00
-	-
-	-
<b>752,410.00</b>	<b>707,566.00</b>
<b>3,253,797.00</b>	<b>3,172,004.00</b>

97,676.00	<b>148,717.00</b>
12,890.00	12,890.00
12,000.00	12,000.00
-	-
180.00	180.00
13,416.64	13,416.64
198.00	198.00
20,000.00	20,000.00
79,383.00	<b>84,980.00</b>
-	-
3,260.00	3,260.00
17,200.00	17,200.00
-	-
116,800.00	117,510.00
3,600.00	3,600.00
3,000.00	3,000.00
-	-
14,000.00	14,000.00
18,823.80	18,823.80
940.00	940.00
4,350.00	4,350.00
125.00	125.00
1,866.00	1,866.00
1,000.00	1,000.00
4,600.00	4,600.00
-	-
21,052.00	<b>21,989.00</b>
-	-
59,160.00	59,160.00
-	-
13,185.00	13,185.00
41,962.00	41,962.00
52.50	52.50
1,165,963.00	1,166,852.00
41,168.00	41,168.00
-	-
-	-
-	-
-	-
-	-
-	-
61,302.00	<b>61,347.00</b>
-	-

-	
60,483.00	69,916.00
-	-
-	-
-	
-	
-	
-	-
-	-
-	
<b>1,889,635.94</b>	<b>1,958,287.94</b>
44,441.00	44,404.00
-	-
25,836.00	26,601.00
18,410.00	18,410.00
5,563.00	5,563.00
219.00	219.00
-	-
10,000.00	10,000.00
-	-
10,000.00	10,000.00
-	-
1,872.00	1,872.00
2,174.00	2,174.00
-	-
6,078.00	6,078.00
20,149.00	20,149.00
-	-
37,101.00	37,101.00
-	-
62,000.00	62,000.00
-	-
-	-
-	-
-	-
<b>233,843.00</b>	<b>244,571.00</b>
60,000.00	60,000.00
-	283,267.00
<b>60,000.00</b>	<b>343,267.00</b>
3,000.00	3,000.00
-	-
-	-
162.00	162.00
2,000.00	2,000.00
-	-
39,525.00	39,525.00
-	-

-	-
-	-
183,535.00	183,535.00
<b>228,222.00</b>	<b>228,222.00</b>
5,665,497.94	5,946,351.94
<b>93,038.06</b>	<b>129,823.06</b>



**Founders Academy**

# **FINANCIAL POLICIES & PROCEDURES**

Adopted by the Board of Directors on: September 25, 2019

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## School Budget

The principal will submit an annual budget to the board of directors for its approval, adhering to timeframe and content requirements as specified in applicable statutory and regulatory references.

In addition to developing estimates for all expenditures and revenues, the principal will submit to the board, at a minimum, a written list of assumptions around projected enrollment, state and federal funding, and staffing configuration.

Any full-year or part-year budget submitted for board approval must forecast a minimum 3% annual net income (before depreciation).

The Principal is responsible for leading the budget process, developing budget assumptions, timely submission, and accuracy of content.

END OF POLICY

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Statutory and regulatory references:

## Budget Calendar

The Board of Directors will adopt and comply with a budget calendar which identifies dates and deadlines required for the legal presentation and adoption of the budget as determined by the Nevada Department of Education. The budget calendar will be prepared on an annual basis. The Principal is responsible for preparing and recommending a proposed calendar for Board of Directors approval.

The calendar will identify dates and activities to include those needed to comply with state law.

END OF POLICY

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Statutory and regulatory references:

NAC 387.720 Tentative budget: Preparation and submission; notice and public hearing. (NRS 388A.110, 388C.060)

1. The person designated by the governing body of a charter school pursuant to NRS 388A.420 or by the governing body of a university school for profoundly gifted pupils pursuant to NRS 388C.270, as applicable, shall prepare or the governing body shall cause to be prepared, on appropriate forms prescribed by the Department of Taxation for the use of local governments, a tentative budget for the ensuing fiscal year.
2. On or before April 15, a tentative budget for the following fiscal year must be submitted to the clerk or the secretary of the governing body of the charter school or university school for profoundly gifted pupils, as applicable, and a copy of the tentative budget must be submitted to the Department of Education.
3. At the time of submission of the tentative budget, the governing body of the charter school or university school for profoundly gifted pupils, as applicable, shall give notice of the time and place of a public hearing on the tentative budget. The notice of the public hearing must state:
  - (a) The time and place of the public hearing;
  - (b) That a tentative budget has been prepared in such detail as prescribed by the Department of Education on forms prescribed by the Department of Taxation; and
  - (c) The places where copies of the tentative budget are on file and available for public inspection.
4. Budget hearings must be held during the second or third week in May.
5. At the time and place advertised for public hearing, or at any time and place to which the public hearing is from time to time adjourned, the governing body of the charter school or university school for profoundly gifted pupils, as applicable, shall hold a public hearing on the tentative budget, at which time interested persons must be given an opportunity to be heard.
6. At the public hearing, the governing body of the charter school or university school for profoundly gifted pupils, as applicable, shall indicate changes, if any, to be made in the tentative budget.

(Added to NAC by Bd. of Education by R026-09, eff. 10-27-2009)

## Fund Balance

The board of directors will establish a reserve fund balance at a financial institution of its choosing. Once funds are placed into reserve, they may not be encumbered or expended without an affirmative vote by a majority of the board. At a minimum, the reserve balance must meet the requirements for unrestricted days of cash on hand as specified by applicable statutory and regulatory references.

END OF POLICY

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Statutory and regulatory references:

NRS 388A

NAC 386

Nevada State Financial Performance Framework

## Budget Hearing

The school will adhere to all applicable statutory and regulatory provisions regarding budget hearings. At present, the following is required by Nevada Administrative Code, 387.720, 387.725, and 387.730:

### **NAC 387.720 Tentative budget: Preparation and submission; notice and public hearing. (NRS 388A.110, 388C.060)**

1. The person designated by the Board of Directors of a charter school pursuant to [NRS 388A.420](#) ... shall prepare or the Board of Directors shall cause to be prepared, on appropriate forms prescribed by the Department of Taxation for the use of local governments, a tentative budget for the ensuing fiscal year.
  2. On or before April 15, a tentative budget for the following fiscal year must be submitted to the clerk or the secretary of the Board of Directors of the charter school ... and a copy of the tentative budget must be submitted to the Department of Education.
  3. At the time of submission of the tentative budget, the Board of Directors of the charter school ... shall give notice of the time and place of a public hearing on the tentative budget. The notice of the public hearing must state:
    - (a) The time and place of the public hearing;
    - (b) That a tentative budget has been prepared in such detail as prescribed by the Department of Education on forms prescribed by the Department of Taxation; and
    - (c) The places where copies of the tentative budget are on file and available for public inspection.
  4. Budget hearings must be held during the second or third week in May.
  5. At the time and place advertised for public hearing, or at any time and place to which the public hearing is from time to time adjourned, the Board of Directors of the charter school ... shall hold a public hearing on the tentative budget, at which time interested persons must be given an opportunity to be heard.
  6. At the public hearing, the Board of Directors of the charter school ... shall indicate changes, if any, to be made in the tentative budget.
- (Added to NAC by Bd. of Education by R026-09, eff. 10-27-2009)

### **NAC 387.725 Final budget: Adoption and submission. (NRS 386.540, 392A.060)**

1. Not later than June 8 of each year, the Board of Directors of each charter school ... at a public meeting, adopt its final budget for the ensuing fiscal year by the favorable votes of a majority of the members of the Board of Directors.
  2. The Board of Directors shall submit copies of the final budget to:
    - (a) The Department;
    - (b) The Legislative Counsel Bureau; and
    - (c) If the school is a charter school, the sponsor of the charter school.
- (Added to NAC by Bd. of Education by R026-09, eff. 10-27-2009; A by Dep't of Education by R035-14, 12-22-2014)

### **NAC 387.730 Final budget: Amounts appropriated for proposed expenditures; limitations. (NRS 386.540, 392A.060)**

1. Upon the adoption of the final budget pursuant to [NAC 387.725](#) or the amendment of the budget pursuant to [NAC 387.735](#), the several amounts stated in it as proposed expenditures are appropriated for the purposes indicated in the budget.

2. No Board of Directors may adopt any budget which appropriates for any fund any amount in excess of the budget resources of that fund.

(Added to NAC by Bd. of Education by R026-09, eff. 10-27-2009)

END OF POLICY

---

Statutory and regulatory references:

NAC 387.720

NAC 387.725

NAC 387.730

## Procedures and Requirements for Augmenting or Amending Budget

If anticipated resources available during a budget period exceed those estimated, a local government may augment a budget in the following manner:

1. If it is desired to augment the budget of any fund, the Board of Directors shall adopt, by majority vote of all members of the Board of Directors, a resolution providing therefor at a regular meeting of the body.
2. A budget augmentation becomes effective upon delivery to the sponsor and Department of Education of an executed copy of the resolution providing therefor.
3. Nothing in NRS 354.470 to 354.626, inclusive, precludes the amendment of a budget by increasing the total appropriation for any fiscal year to include a grant-in-aid, gift or bequest to a local unit of government which is required to be used for a specific purpose as a condition of the grant. Acceptance of such a grant and agreement to the terms imposed by the granting agency or person constitutes an appropriation to the purpose specified.
4. Budget appropriations may be transferred between functions, funds or contingency accounts in the following manner, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with other statutory provisions:
  - a. The person designated to administer the budget for a local government may transfer appropriations within any function.
  - b. The person designated to administer the budget may transfer appropriations between functions or programs within a fund, if:
    - i. The Board of Directors is advised of the action at the next regular meeting; and
    - ii. The action is recorded in the official minutes of the meeting.
  - c. Upon recommendation of the person designated to administer the budget, the Board of Directors may authorize the transfer of appropriations between funds or from the contingency account, if:
    - i. The Board of Directors announces the transfer of appropriations at a regularly scheduled meeting and sets forth the exact amounts to be transferred and the accounts, functions, programs and funds affected;
    - ii. The Board of Directors sets forth its reasons for the transfer; and
    - iii. The action is recorded in the official minutes of the meeting.
5. In any year in which the Legislature by law increases or decreases the revenues of a local government, and that increase or decrease was not included or anticipated in the local government's final budget as adopted pursuant to NRS 354.598, the Board of Directors of any such local government may, within 30 days of adjournment of the legislative session, file an amended budget with the sponsor and Department of Education increasing or decreasing its anticipated revenues and expenditures from

that contained in its final budget to the extent of the actual increase or decrease of revenues resulting from the legislative action.

6. In any year in which the Legislature enacts a law requiring an increase or decrease in expenditures of a local government, which was not anticipated or included in its final budget as adopted pursuant to NRS 354.598, the Board of Directors of any such local government may, within 30 days of adjournment of the legislative session, file an amended budget with the sponsor and Department of Education providing for an increase or decrease in expenditures from that contained in its final budget to the extent of the actual amount made necessary by the legislative action.
7. An amended budget, as approved by the sponsor and Department of Education, is the budget of the local government for the current fiscal year.
8. On or before January 1 of each school year, each school shall adopt an amendment to its final budget after the average daily enrollment of pupils is reported for the preceding quarter pursuant to subsection 1 of NRS 387.1223. The amendment must reflect any adjustments necessary as a result of the report.

END OF POLICY

---

Statutory and regulatory references:

NRS 354.598 Final budget: Adoption; budget by default; certification; appropriations; limitations; changes.

NRS 354.598005 Procedures and requirements for augmenting or amending budget.

NRS 387.1223 Quarterly reports of average daily enrollment; calculation of basic support; effect of declining enrollment; consequences for school district or charter school that deliberately causes decline in enrollment.

NAC 354.100 Budget forms.

NAC 354.400 Purpose (Budget Augmentation)

## Budget Implementation

The budget, as adopted by the Board of Directors, becomes the financial plan of the school for the ensuing fiscal year.

The Principal is authorized to make expenditures and commitments in accordance with the policies of the Board of Directors and the approved budget.

The Principal will make the Board of Directors aware of any substantial changes in expected revenues or unusual expenditures to the Board of Directors by January 1st and the end of the fiscal year.

END OF POLICY

---

Statutory and regulatory references:

## Budget Transfer Authority

The adopted budget is a financial plan which may be subject to change as a result of circumstances or events occurring during the ensuing budget period. All appropriation transfers shall be made using the guidelines in NAC Chapter 354 and NAC Chapter 387.735 excluding fund reserve balance.

Budget appropriations may be transferred between functions, funds or contingency accounts in the following manner, excluding fund reserve balance, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with other statutory provisions:

- a) The Principal may transfer appropriations within any function.
- b) The Principal may transfer appropriations between functions or programs within a fund, if:
  - 1) The Board of Directors is advised of the action at the next regular meeting; and
  - 2) The action is recorded in the official minutes of the meeting.
- c) Upon recommendation of the Principal, the Board of Directors may authorize the transfer of appropriations between funds or from the contingency account, if:
  - 1) The Board of Directors announces the transfer of appropriations at a regularly scheduled meeting and sets forth the exact amounts to be transferred and the accounts, functions, programs and funds affected;
  - 2) The Board of Directors sets forth its reasons for the transfer; and
  - 3) The action is recorded in the official minutes of the meeting.

END OF POLICY

---

Statutory and regulatory references:

NAC Chapter 354

NAC Chapter 387.735

## Funding Proposals and Applications

The school shall pursue federal, state, private grants, or other such funds that will assist it in meeting adopted Board of Directors and school goals.

Proposals for external funds will be submitted to the Board of Directors for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board of Directors, the Principal is authorized to use his/her judgment in approving it for submission. The Principal will review the proposal with the Board of Directors at its next regular meeting. The Board of Directors reserves the right to reject funds associated with any grant which has been approved.

The Board of Directors shall, before an acceptance of such funds, consider the school's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

---

Statutory and regulatory references:

## Revenues from Private, State and Federal Sources

The Board of Directors may authorize, accept and use private, state or federal funds available to the school to carry out school educational programs. The school will comply with all regulations and procedures required for receiving and using such funds.

END OF POLICY

---

Statutory and regulatory references:

NRS 388A

## Founders Education Legacy

The Board of Directors authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the school for special and general purposes. The purposes of funds administered by the foundation may include scholarship, student aid, capital improvement projects, improvement and extension of programs and other activities of benefit to the school and its students. Both the school's Board of Directors and the foundation Board of Directors of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under Nevada Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.

END OF POLICY

---

Statutory and regulatory references:

## Investment of Funds

The Board of Directors retains exclusive authority for the investment or reinvestment of funds which are not immediately needed for operation of the school. Such investments will comply with state law and Nevada Administrative Code.

END OF POLICY

---

Statutory and regulatory references:  
NRS 388A

## Guidance for Investment of Funds

These regulations are issued for the guidance of the portfolio manager in the day-to-day operation of the investment program.

These regulations apply to activities of the portfolio manager with regard to investing the financial assets of all excess funds of the school including the General Fund, Special Revenue Funds, Capital Project Funds, Internal Services Funds and any and all Trust and Agency Funds under the control and direction of the school.

The portfolio manager will routinely and actively monitor the contents of the investment portfolio, the available markets and the relative values of competing investments and will adjust the portfolio accordingly. The portfolio manager, acting in accordance with these procedures and exercising due diligence, shall not be held personally responsible for a specific security's credit risk or market price changes, provided that these deviations are reported as soon as practical and that appropriate action is taken to control adverse developments.

All investments will be carried at cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities may be amortized over the life of the security.

### Diversification of Maturity

1. The school shall attempt, to the maximum extent possible, to match investment maturity schedules with anticipated cash flow requirements. In no event, unless specifically matched to specific requirements such as bond sinking funds or reserves, will the school invest in securities having a maturity more than 18 months from the date of purchase.
2. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.
3. In determining the amount of excess funds available for investment purposes, the portfolio manager will maintain cash flow projections and schedules as well as a historical record of expenditures and receipts. These forecasts and schedules will be reviewed and updated as required to reflect actual conditions as they exist.

### Qualified Institutions for Investment Purchases

1. The portfolio manager shall evaluate each financial institution (as used herein, the term is meant to include brokers/dealers) from whom it purchases investments as to financial soundness at least once annually. Investigation may include review of the most recent Consolidated Report of Condition ("call" report), rating reports, financial statements as well as analysis of the particular institution's management, profitability, capitalization and asset quality.

2. Any financial institution with whom the school wishes to do business shall provide financial data at the request of the portfolio manager. The information will be reviewed by the portfolio manager who will decide on the soundness of the institution before adding that institution to those that are on the approved qualified institution list for the school. The school reserves the right to be selective and to add or delete institutions from the approved list at will.
3. The portfolio manager will maintain a qualified institution list. A financial institution must be on this approved list prior to transacting any business with the school. A basic requirement for inclusion on the approved listing is a capital adequacy ratio in excess of [120 percent (1.2 to 1)].
4. All approved financial institutions must be chartered in Nevada and insured by either the FDIC or FSLIC.
5. Brokers or dealers not affiliated with a bank shall have offices located in Nevada, be classified as reporting dealers affiliated with the New York Federal Reserve Bank as primary dealers or be required to meet capital adequacy requirements.

#### Diversification of Instrument of Investment

1. The portfolio manager will diversify the investment portfolio to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual institutions or maturities.
2. Time certificates of deposit: In purchasing a time certificate of deposit (TCD), the portfolio manager will not invest an amount which is more than 10 percent of the total deposits of any single institution. As required by Nevada Revised Statutes, the portfolio manager will be responsible to ensure that a Certificate of Participation has been presented by the issuing institution to cover any outstanding TCD above the statutory level of insurance provided by FDIC/FSLIC. The school will always require full collateralization on all TCD investments.
3. Banker's acceptances: All banker's acceptances (BA's) will be purchased from a Nevada chartered financial institution.
4. Repurchase Agreements: All repurchase agreements will be collateralized [110 percent] by U.S. Government or Agency obligations. All collateral will be held by third party safekeeping. A signed repurchase agreement will be obtained from the issuing institution.
5. U.S. Treasury Obligations: No limits on purchase.
6. U.S. Government Agency Securities: No limits on purchases other than limit on concentration of [25 percent] in any one type issue.

7. Local Government Investment Pool: The LGIP limits investment to two accounts of [\$30,630,000] each. Other than this limitation, there is no limit to the amount that can be invested in the pool, although the pool does not collateralize or deliver investment instruments.

8. Diversification Guidelines:

<i>Diversification by Instrument</i>	<i>Percent of Portfolio</i>
(The charter school will consult ORS 294.035 when establishing limitations.)	
U.S. Treasury Obligations (Bills, Notes, Bonds)	100
U.S. Government Agencies	100
Banker's Acceptances qualified institution)	25 (of surplus in any single
Time Certificates of Deposit	[50]* (of surplus funds in the aggregate)
Repurchase Agreements	[ 75]*
State and Local Government Securities	[25]* (of operations surplus funds)
Local Government Investment Pool	[100]* (of capital funds surplus funds)
	[ 25]*
	100

\*Suggested maximums. Limit not set in statute.

## Income from Program-Related Sales and Services

It is the responsibility of the CEO to approve/disapprove the student generated fund.

Funds will be collected through the Student Information System.

How is to be spent (and by whom)?

When will the activities be reported out to the board?

Who will have access to the funds in this particular account?

Certain activities allow students to charge the public for goods and services. These activities are designed for educational purposes and not to compete with community businesses.

Charges for work performed and goods sold through these activities will be kept current with costs for the service or item.

Money collected will be deposited in the student body fund account in accordance with the school student activity account handbook.

END OF POLICY

---

Statutory and regulatory references:

## Authorized Signatures

The Board of Directors will, at least annually or at other times deemed necessary by the Board of Directors, designate and authorize check signers on all school checks. The Board of Directors may require more than one signer on all checks:

Check signers shall be:

1. The Principal
2. A member of Administrative Staff selected by the principal
3. At least two members of the Board of Directors

Checks signers shall not include:

1. A person who has not passed a criminal history background check within the most recent 12 months
2. A member of the board's audit committee

All check signers must pass a criminal history background check prior to be granted signing authority.

No check signer has the authority to bypass the board's internal controls (e.g., a board member may not request a blank check from the school).

END OF POLICY

---

Statutory and regulatory references:

## Deposits

All cash received is to be properly receipted. Money received shall be deposited in a financial institution selected by the board on the same day it is received or as soon thereafter as is practically possible.

### **Deposit of Public Revenues**

Procedures for Depositing State appropriations and Federal Funds:

Nevada state appropriations are referred to as the state's Distributive School Account (DSA) funds and federal funds, which flow through the Nevada Department of Education or the State Public Charter School Authority, are automatically deposited into the school's general bank account. These deposits can be reconciled against monthly bank reconciliations.

### **Procedures for Depositing non-public revenues:**

Revenues which are determined to be other than public funds (DSA, State/Federal grants or pass through funds), may be deposited into the general account or the school's generated funds account, as determined by the Principal.

### **Deposit into Banking Account:**

Upon receipt of non-public revenues, the Principal and Business Coordinator consult to determine whether the revenue should be deposited into the DSA (general) account or the school's generated funds account. Upon determination, the Business Coordinator will annotate the check with the proper account coding information and prepare the deposit slip for the Principal's approval. Someone other than the person who prepared the deposit ticket will be tasked with making the actual deposit. After the funds are deposited, the Principal will compare a copy of the deposit ticket with the bank receipt. The Business Coordinator will forward a copy of the deposit receipt to the school's accounting service provider. Business Office will attach the bank deposit receipt to the copy of the deposit slip and check to maintain in the accounting record.

The Business Coordinator maintains a budget/ledger of sub-accounts related to the School Generated Funds account. This account is reconciled to the bank statement on a monthly basis. The reconciliation is completed by the back-office service provider.

The Principal shall be the lawful custodial officer of all school funds and shall demand receipt for, and safely keep according to law, all bonds, mortgages, notes, moneys, effects, books and papers belonging to the school. Funds may be commingled to the extent that such a practice meets with the board-appointed external auditor's approval and that they are properly reflected within the school's accounting system and financial reports.

END OF POLICY

---

Statutory and regulatory references:

## Financial Reports and Statements

At every regular board meeting (and at any special meeting as may be directed by the board), the Principal will submit a current income statement, balance sheet, and cashflow projection. Supplementary reports on other funds or accounts may be furnished at the direction of the board.

The principal will see to it that an employee of the CMO will be available at any Board of Directors meeting, upon the Board of Director's request, to respond to questions and to present current financial information. The Principal in will notify the Board of Directors at any time of substantial deviations in anticipated revenues and/or expenditures.

END OF POLICY

---

Statutory and regulatory references:  
NRS 386.600

## Property Inventory and Capitalization

The school will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than \$200 (even though such supplies and equipment may not be capitalized). This inventory will be updated as necessary or as directed by school Principal. The Board of Directors may authorize the employment of an appraisal company to assist with the inventory procedure.

The school will maintain an inventory of all capital assets in accordance with governmental accounting standards. The school will conduct an annual inventory of all property and assets and prepare a report that will be provided to the board. The inventory must be conducted by someone who does not control the inventory on a day-to-day basis or ordinarily have direct access to it. All decisions to write-off (i.e., remove) inventory must be made by the Principal and properly documented as part of the report to the board.

Capital assets includes all school-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than \$5,000.

END OF POLICY

---

Statutory and regulatory references:

### **NAC 388A.515 Equipment and supplies: Removal from premises; disposition upon closure. (NRS 388A.110)**

1. If a charter school uses money received from the sponsor of the charter school, this State or the Federal Government to purchase equipment or supplies, the equipment and supplies:

(a) Must remain on the premises of the charter school, unless the charter school is directed otherwise by the sponsor of the charter school, the State or the Federal Government, as applicable; and

(b) May be removed from the premises of the charter school only by the sponsor of the charter school, the State or the Federal Government, as applicable.

2. Equipment and supplies obtained by a charter school from sources other than the sponsor of the charter school, the State or the Federal Government may be removed from the premises of the charter school, subject to any applicable conditions, terms and limitations imposed upon a grant or donation used to purchase the equipment and supplies, if applicable.

3. If a charter school uses money received from this State to purchase property or equipment and the charter school subsequently closes or its operation is otherwise terminated, the governing body of the charter school shall ensure that the property and equipment are transferred to the sponsor of the charter school for appropriate accounting and disposition.

(Added to NAC by Dep't of Education by R057-04, eff. 8-25-2004; A by R035-14, 12-22-2014) — (Substituted in revision for NAC 386.342)

## Capital Expenditure Policy

The school defines a capital expenditure as any purchase over \$5,000 to acquire or upgrade assets necessary to carry out the school's purpose *and* that has a useful life of more than one year. \*

Capital expenditures are generally made to purchase furniture or fixtures, computers, programming equipment or upgrades, machinery, equipment, leasehold improvements, building improvements, land improvements or automobiles. Capitalized costs include the cost of transportation of the asset, installation and any other cost associated with readying the asset for use. In total, these costs must exceed \$5,000 and have a useful life greater than one year to be treated as a capital asset.

The procedure to request the purchase of a capital asset is detailed in a nearby policy titled, "Capital Expenditure Procedure"

\*The school does not define purchases below \$5,000 for any one item and/or with a useful life of less than one year to be capital expenditures. Asset purchases below the \$5,000 limit are expensed in the appropriate account in the general ledger as they are transacted.

END OF POLICY

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Statutory and regulatory references:

## Capital Expenditure Procedure

- I. Capital Expenditure Requests
  - A. The principal is to prepare an annual capital budget prior to February 1<sup>st</sup> to be approved by the Board.
  - B. All proposed expenditures for capital assets must be requested using the school's Capital Expenditure Request (CER) form. (See nearby page.)
    1. Three bids must be obtained, and all supporting documentation is to be submitted with the CER.
    2. If an item is to be disposed of in conjunction with the purchase of the new asset (trade in or scrap), supporting documentation must also be submitted.
  - C. The Principal will review the completed CER. If he approves it, it will be submitted to the board for approval.
  - D. All transactions must include appropriately detailed receipts or invoices for submission to Business Office for review, payment and recording.
- II. Cost Overruns
  - A. In the event the capital purchase exceeds the original approved amount, any additional amount must be approved by the Board prior to making the purchase. Funds may be allocated at the board's discretion from another approved capital expense, the operating budget, or the school's fund reserves.



# Capital Expenditure Request (CER) and Justification Form

<b>Date of Request:</b>		<b>Department:</b>		<b>CER No:</b> <i>(assigned by Accounting)</i>	
<input type="text"/>		<input type="text"/>		<input type="text"/>	
<b>Priority Rating:</b>					
1. Critical	<input type="text"/>	Prevent <b>critical</b> reduction in service, operating efficiency, economy, and/or safe protect valuable property; and/or comply with insurance or code requirements			
2. Upgrade	<input type="text"/>	Required for <b>significant upgrade</b> in service, operating efficiency, economy and/c of current operations.			
3. Desirable	<input type="text"/>	Required to introduce <b>desirable</b> , but optional new service, program, or staff, or small improvements in operating efficiency, economy and/or safety.			
<b>Type of Expenditure:</b>					
<input type="checkbox"/>	Building & Improvement	<input type="checkbox"/>	Leasehold Improvement	<input type="checkbox"/>	Machinery & Equipm
<input type="checkbox"/>	Furniture & Fixtures	<input type="checkbox"/>	Computer Equipment	<input type="checkbox"/>	Other
<b>Description and purpose of item(s) to be purchased:</b>					
A. Estimated cost <i>(3 vendor bids must be attached)</i>				§	
<i>(Include shipping, installation, consulting, training, sales tax and other direct costs)</i>					
B. Does this replace an existing asset?				Yes	No
				<input type="text"/>	<input type="text"/>
C. If yes, what is proposed disposition of old asset?				Trade	Sold
				<input type="text"/>	<input type="text"/>
<i>(Attach "asset disposition" form)</i>				Scrapped	Other
				<input type="text"/>	<input type="text"/>
<b>Justification for above request:</b>					
				<b>Board Approved:</b>	Yes
				<input type="text"/>	<input type="text"/>

## Audits

An external financial audit of all school accounts will be made annually by an approved independent auditor selected by the Board of Directors. School management shall have no role in recommending or selecting the auditor but shall work cooperatively with said auditor.

A copy of the audit report will be presented to the Board of Directors. The Principal will submit a copy of the audit report to the Nevada State Public Charter School Authority, Legislative Counsel Bureau and Department of Education.

END OF POLICY

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Statutory and regulatory references:

## Purchasing

The function of purchasing is to accomplish the outcomes for which the school was chartered by providing the necessary supplies, equipment and services.

The purchasing agent will be authorized by the School Principal. The Principal will be responsible for developing and administering the school's purchasing procedures.

No financial obligation may be encumbered by any FALV officer, director, volunteer, or employee unless that expenditure has been authorized in the budget and approved by the Principal (or by the board as applicable to purchases above \$15,000.00). With the exception of payroll, a requisition form or a purchase order must be used for all purchases above \$15,000.00.

The Principal may not authorize any purchase [with the exception of petty cash purchases and travel expenses booked on a credit card] without an approved purchase order.

The Principal is authorized to enter into and approve payment on contracts obligating school funds not to exceed \$15,000.00 for products, materials, supplies, capital outlay and services that are within current budget appropriations.

The Business Coordinator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the Principal will direct payment of the just claims against the school.

No Board of Directors member, officer, employee or agent of this school shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the Board of Directors member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the school by any Board of Directors member, officer or employee of the school is prohibited.

### **Timeline for Processing Invoices for Payment:**

The school will process invoices and print checks for payment of invoices on a weekly basis, excluding holidays. Invoices that are received will be reviewed by the business coordinator to verify compliance with existing policies, coded to the proper accounts, and approved for payment. The school will process and pay all invoices within 30 business days of receipt, with the exception of invoices that contain errors, are incomplete in detail, or lack required documentation. In the event an invoice cannot be processed/paid, the Business Coordinator will contact the vendor to obtain corrected information or documentation. A dated and detailed record of all attempts to communicate with, and to obtain requested documentation, will be attached to the invoice in question.

END OF POLICY\_\_\_\_\_

Statutory and regulatory references:

NRS Chapter 332

NRS 386.573. Orders for payment of money; limitations.

Note: NRS 388A.420 states that it was substituted in revision for NRS 396.573:

**NRS 388A.420 Orders for payment of money; limitations.**

1. The Board of Directors of a charter school shall designate a person to draw all orders for the payment of money belonging to the charter school. The orders must be listed on cumulative voucher sheets.
2. The Board of Directors of a charter school shall prescribe the procedures by which the orders must be approved, and the cumulative voucher sheets signed.
3. An order for the payment of money to a member of the Board of Directors of the charter school may only be drawn for salary, travel expenses, subsistence allowances or for services rendered by the member.
4. An action may not be maintained against any Board of Directors of a charter school or the sponsor of a charter school to collect upon any bill not presented for payment to the Board of Directors within 6 months after the bill was incurred.

(Added to NRS by 1999, 3290) — (Substituted in revision for NRS 386.573)

## Expenditure of School Funds for Meals, Refreshments and Gifts

The school recognizes there may be appropriate occasions to expend school funds in the course of conducting school business for the purpose of providing meals or refreshments. Approval for such expenditures may be authorized by the Principal or the Board.

The purchase of gifts may also be approved, in certain situations. Such occasions may include, but are not limited to, various school and building level meetings, gatherings to celebrate school successes or recognize individual achievements, contributions or outstanding service to the school and other school and school-sponsored activities. Such expenditures may be made by the Principal or the Board subject to the provisions of this administrative regulation.

The use of school funds, as used in this regulation, means the use of money in any of the general accounts of the school.

Exceptions to this policy are funds collected from staff members or others for the specific purpose of providing gifts, parties, recognition, or condolences, etc. The school may establish a specific fund for these purposes to which staff members may voluntarily contribute.

### Meals and Refreshments

School funds may be used to pay for individual or group meals only if official school business is being conducted during the time in which the meal is provided and only if the meal provides a particularly practical time or setting for the discussion, consistent with Board of Directors policy and the following:

- Meals may be provided by the school to recognize the contributions of staff, through retirement dinners or other recognition events;
- Meals may be provided by the school as a part of Board of Directors or administrative work sessions, at school or building-level committee meetings or other school approved activities.

Meals not directly business related may be provided to staff or others at the individual's expense only.

Board of Directors members or the Principal may authorize the use school funds to provide refreshments for staff, parents or others at meetings, in-service programs or other similar school or school-sponsored activities, not to exceed \$15 per participant and subject to the following additional requirements:

- The purchase of alcoholic beverages with school funds is strictly prohibited.
- The use of school funds for parties is prohibited.

## Gifts

Occasions arise whereby the Board or Principal may desire to recognize employees, i.e., Boss's Day, Secretary's Day, Classified School Employee Week, years of service, retirement, and birthdays, etc. The Board or Principal is permitted to authorize the use of school funds to purchase gifts for such as follows:

- The Principal or Board may use school funds to provide an appropriate token of appreciation on behalf of the Board of Directors. The cost to the school for any particular occasion may not exceed \$50 per person.
- Awarding cash gifts for special occasions is prohibited.
- No expenditure of school funds for gifts is permitted without prior authorization from the Board or Principal.

END OF POLICY

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Statutory and regulatory references:

## Petty Cash

To facilitate convenience when making small, incidental expenditures, a petty cash revolving fund may be maintained at the school, not exceed \$500.00 at any time. The funds will be kept under lock and key by a custodian [a specific employee who does not reconcile the account]. Expenditures from petty cash may be authorized by the Custodian or the Principal.

Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to document all money expended. Expenses paid from the fund will be assigned to the proper budget account.

Petty cash may not be used to circumvent established purchasing procedures. It may only be used to accommodate immediate acquisition of low-cost goods and services when necessary.

The Business Coordinator will reconcile the petty cash accounts on a monthly basis and report the Principal.

The Principal will periodically audit the petty cash account to ensure that proper use and accounting are being observed.

The Principal, Audit Committee, or Board may, at their discretion, call for an audit of the petty cash accounts at any time.

END OF POLICY

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Statutory and regulatory references:

OMB Circulars A-21

OMB Circulars A-122

## Petty Cash Funds Procedure

- I. Designation of a Custodian
  - A. A custodian of the fund, not the Business Coordinator, directly responsible for the safekeeping and disbursement of the cash cards must be appointed by the Principal.
  - B. The original check written to establish the fund, and checks written to replenish it, are made payable to the custodian of the fund. Written instructions detailing the procedures that must be followed in using petty cash funds should be provided to the custodian.
  
- II. Disbursements from Petty Cash
  - A. Expenses paid from a petty cash fund can only be made for the purpose(s) for small purchases/reimbursements in which the vendor does not extend credit terms or the nominal expense was not known in advance and must be supported by receipts, which should contain the following information:
    - i. Date of purchase or payment
    - ii. Name of vendor or other payee
    - iii. Positive evidence that a payment was made, i.e., a cash register receipt or a handwritten receipt on which the word "Paid" appears
    - iv. Amount paid
    - v. Description of the goods purchased (entered by the vendor if a handwritten receipt is obtained, or by the purchaser if a cash register tape is issued), or of the services provided
      1. In addition, it must be noted who the purchase benefited, i.e. student name, specific program, and if for refreshments or a meal, the names of those in attendance and business purpose
    - vi. Signature indicating receipt of purchases or services
  - B. The total receipts plus the cash on hand must equal the specified amount of the petty cash fund at all times.
  
- III. Reimbursement of Petty Cash Funds
  - A. Periodically, the custodian of the Petty Cash Fund will request replenishment of the account to bring the balance up to the established amount. The Business Coordinator will only authorize replenishment of the amount disbursed since the previous reimbursement and such requests must be supported by appropriate documentation (receipts). All requests for reimbursement must be approved by the Business Coordinator. Any discrepancies must be reconciled by the Business Coordinator prior to authorizing replenishment.
    - i. A check request will be prepared with supporting evidence described above and approved by the Business Coordinator.
    - ii. A summary of all disbursements will be maintained by the custodian of the petty cash fund. The Business Coordinator will review the summary and charge the appropriate general ledger accounts.
  - B. The Business Coordinator will periodically review all requests for reimbursement to ensure the fund is being used correctly and coding is accurate.

Once reconciled and approved, requests will be submitted to back-office service provider to process for payment.

- C. All transactions properly approved and coded will be input and posted to the general ledger by the Business Coordinator.

## Bidding Requirements

Bids or proposals shall be called for on all purchase, lease or sale of public property, public improvements or services other than agreements for purchased service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes over \$50,000.

END OF POLICY

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Statutory and regulatory references:

NRS 332.039 Advertisements or requests for bid on contract.

1. Except as otherwise provided by specific statute:

(a) A Board of Directors or its authorized representative shall advertise all contracts for which the estimated annual amount required to perform the contract exceeds \$50,000.

(b) A Board of Directors or its authorized representative may enter into a contract of any nature without advertising if the estimated annual amount required to perform the contract is \$50,000 or less.

(c) If the estimated annual amount required to perform the contract is more than \$25,000 but not more than \$50,000, requests for bids must be submitted or caused to be submitted by the Board of Directors or its authorized representative to two or more persons capable of performing the contract, if available. The Board of Directors or its authorized representative shall maintain a record of all requests for bids and all bids received for the contract for at least 7 years after the date of execution of the contract.

2. This section does not prohibit a Board of Directors or its authorized representative from advertising for or requesting bids regardless of the estimated annual amount required to perform the contract.

(Added to NRS by [1993, 2553](#); A [1999, 1682](#); [2003, 667](#); [2005, 2551](#); [2007, 496](#))

NRS 332.362 Duty of board of trustees of school district to adopt policy concerning performance contracts; requirements for policy; annual report.

1. The board of trustees of a school district shall adopt a policy setting forth the process for evaluating whether work to be performed on a building will be performed pursuant to a performance contract.

## Purchased Services and Other Contracts

Purchased services contracts, as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment.

The school may enter into a purchased services contract with a current school employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a purchased services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All purchased services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts in excess of \$15,000.00 shall require prior Board of Directors approval.

END OF POLICY

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Statutory and regulatory references:

NRS Chapter 332

NAC 386.400

NAC 386.405

NAC 386.407

## School-Issued Credit Cards

The Board of Directors authorizes the Principal to hold a school-issued credit card in the name of the school and to issue such cards, with the approval of the Board, to two other employees as he may designate. Approved card holders will have their name printed on the card and are required to maintain sole possession and security of issued cards at all times. Credit cards shall be limited to three (3) employees and shall have a maximum limit of \$20,000 per credit card.

Credit cards issued to employees may only be used to purchase items authorized by the adopted school budget when purchase orders are not practical.

Purchase slips and receipts must be turned in to the Business Office within 15 days of the transaction.

The school shall pay in full the credit card balances no later than the due date so that finance charges will not be incurred. A digital receipt may be used only in circumstances where an original is not available.

School-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on school-issued credit cards. If a personal item is inadvertently purchased on a school-issued credit card in violation of this policy, repayment by the employee must be made immediately and the Principal or Audit Committee will be informed. Failure to make the required payment will result in an automatic deduction from the individual's next payroll disbursement. Accordingly, the school will require individuals issued credit cards to sign a written authorization for payroll deduction in the event of such personal use.
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization by the Principal.
3. Leaving a gratuity that exceeds 15% is prohibited.
4. Coach class airfare for official business may be purchased with a school-issued credit card with prior Principal. If the issued credit card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized school business.
5. All credit card holders must sign the Credit Card Holder Agreement Form prior to receiving/using credit card.

Violation of the provisions of this policy may result in the revocation of the credit card and/or discipline up to and including termination of employment.

END OF POLICY

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Statutory and regulatory references:

## Vendor Relations

Authorized school personnel are empowered to purchase required products and services from external suppliers on behalf of the school. Delegated authority comes with responsibility for ensuring that their procurement-related duties are executed in an efficient, effective, professional, and ethical manner. Authorized employees are accountable for ensuring that their purchase activity is accurate, necessary, and in accordance with the school policies.

The Business Coordinator will maintain the vendor master list. No vendor may be added to it or engaged to provide goods or services to the school until the Business Coordinator has properly vetted the vendor to ensure the criteria below have been met and that no conflicts of interest with it exist with the vendor and school employees, board members or others. The Business Coordinator will ensure that the Audit Committee is provided with an updated vendor master list upon request.

When selecting a vendor, consider quality, cost, delivery, terms, past vendor performance and the following criteria:

- Vendors (and their subcontractors) that do work on campus when children are present must agree to submit to, and subsequently pass, a national registry check of sex offenders.
- Vendors must demonstrate their ability to supply goods and services on a regular and timely basis.
- Vendors must carry proper liability insurance and must be bonded.
- Vendors should be cost competitive.
- Vendors should demonstrate the ability to meet both the specification requirements and applicable industry standards.
- Vendor's financial strength and stability.
- Vendor's reputation for adhering to specifications and delivery schedules.

The Principal may allow sales representatives or agents of educational products to contact staff members at times that will not interfere with the educational program or efficient school operations.

Vendor advertising is not allowed on campus or in school publications unless it is approved by the Principal.

No school employee is permitted to receive personal compensation or gifts of any kind from any vendor for the sale of supplies or services.

END OF POLICY

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Statutory and regulatory references:

## Disbursement/Payment Policy

All claims for payment from school funds will be processed in conformity with Generally Accepted Accounting Procedures, applicable statutory and regulatory references, and school policies.

Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted requisition. Invoices must be paid within 30 days of receipt

Invoices requiring Board of Directors approval, may require an extended period for approval prior to payment. If such is the case, the Business Coordinator will advise the Principal, the Board of Directors, and the vendor of the reason for the delay, and make every effort to resolve and make payments in a timely manner.

When purchasing for FALV, staff will be diligent in taking cost saving efforts and advantage of discounts.

The Principal will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

END OF POLICY

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Statutory and regulatory references:

NRS 388A.420

NAC 387.765

## Payroll

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the school. Employee health, accident, dental and other types of insurance may be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law or court order. No other automatic deductions except those required by law will be made from an employee's pay without authorization of the Principal.

Hourly employees will submit a time sheet to their supervisor for approval each pay period.

The Principal will review all payroll data before authorizing its processing. The Principal will ensure that no ghost employees appear on the payroll and that individual pay rates were duly authorized.

The Audit Committee will review payroll reports at least once a quarter to ensure that no fraud, waste, or abuse exists within payroll. All such reviews will be conducted using source documents (i.e., payroll reports) obtained directly by it from the payroll processing company used by the school.

Regular paychecks will be issued on school-established pay date(s) twice monthly.

END OF POLICY

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Statutory and regulatory references:

NRS 388A.530 Leave of absence from school district to accept employment with charter school

NRS 388A.533 Employees deemed to be public employees; terms and conditions of employment; transfer of employment records with school district to governing body

NRS 388A.535 Reassignment of licensed employees within school district upon revocation of charter, termination of charter contract or cessation of operation; exceptions. [Effective through December 31, 2019.] Reassignment of licensed employees within school district upon termination of charter contract or cessation of operation; exceptions. [Effective January 1, 2020.]

NRS 388A.538 Governing body required to transmit employment record to school district upon request of board of trustees; investigation into misconduct during leave of absence

NRS 388A.541 Eligibility for benefits of licensed employee on leave of absence; time on leave of absence does not count toward permanent status.

NRS 388A.544 Determination of appropriate level of contribution toward retirement benefits; participation in plan of group insurance

## Expense Reimbursements

The school recognizes that certain expenses are sometimes incurred by school employees, volunteers, and members of the Board of Directors in carrying out their authorized duties. The Board of Directors approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying administrative regulation and consistent with Internal Revenue Service requirements and Nevada Administrative Codes.

All approval and reimbursement procedures must be followed prior to reimbursement. Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or mileage rate, whichever is lower.

END OF POLICY

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Statutory and regulatory references:  
NRS 388A.420

## Reimbursement of Travel Expenses

Expense reimbursement for travel expenses that incurred as a function of school business will be conducted by the following procedures.

Travel expenses may include airfare, meals and lodging and other expenses incidental to travel such as ground transportation, parking, and mileage. Only travel expenses that are ordinary and necessary<sup>1</sup> in the conduct of approved travel for school business and directly attributable to it will be reimbursed.

The Principal (or Board of Directors for board member travel) is required to approve all school-related travel in advance. He may do this on an individual basis or by blanket approval, whichever he deems appropriate.

This policy applies to all employees, volunteers, and members of the Board of Directors (hereafter collectively referred to as “traveler”)

### Vehicle

1. The Principal may authorize the use of a privately owned vehicle to conduct school business when a school-owned vehicle is unavailable or practical.
2. A rental car or rideshare service or taxi should be used whenever it is cheaper than mileage reimbursement, provided that such use is practical.

### Commercial Air

1. When practical and authorized by the Principal or Board of Directors, a traveler may travel on school business via commercial air in coach class.

### Meals and Meetings

1. Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for school business. Meals include amounts spent for food, beverage, taxes and related gratuities. Alcoholic beverages will not be reimbursed by the school. See Expense Reimbursement Request and Accounting Procedures on a nearby page.
2. Expenses in excess of the school’s established limit are ordinarily the responsibility of the traveler and may be reimbursed only with Principal approval. Receipts for all meal expenses must be secured and attached to the claim.

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<sup>1</sup> As used in this policy an “ordinary” expense means one that is common and accepted in the profession; a “necessary” expense means one that is essential and appropriate in order to conduct school business.

3. Meal expenses for approved school business travel purposes may be reportable as income to the traveler in accordance with IRS regulations. Generally, meal expenses incurred for approved school business purposes in which school business is conducted with at least one or more other persons or that is incurred on approved school business for a trip that is overnight, or long enough that the individual needs to stop for sleep or rest to properly perform his/her duties, as defined by the IRS, will not be reportable as income to the traveler.

## Lodging

1. When traveling out of town on approved business, the school will provide a hotel and the General Services Administration (GSA) per night hotel allowance will be provided by the school.

## Insurance Coverage

1. Insurance costs are included as part of the mileage reimbursement for travelers authorized to use a private vehicle to conduct school business. It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance.
2. The responsibility of the school for damages resulting from vehicle accidents is not the same as set forth in the school's general liability insurance policy. The traveler's insurance coverage provides primary coverage when the traveler is driving his/her own vehicle on approved school business.
3. All school travelers operating private vehicles on approved school business are required to complete and maintain on file with the school, verification of vehicle liability insurance that meets or exceeds Nevada statutory minimum limits. This verification is required annually. Travelers are required to update their verification of vehicle liability information maintained on file with the school upon any change in the traveler's vehicle insurance coverage.

## Travel Advances

A travel advance may be requested when the estimated cost for meals, lodging, etc., exceeds \$50. The travel advance is requested by completing a form provided by the school.

The cost of commercial travel tickets will not be included in a cash advance request. In the event of loss, the traveler is personally responsible for cash advances issued.

At least two working days are required for processing an advance check after the approved request is received by the Business Office. Only one cash advance may be outstanding to any employee at any time.

## Reservations

1. Travel must be conducted in the most expeditious and cost-effective manner, as determined by the school.
2. The Business Coordinator will be responsible for making travel reservations and payments for travel. A traveler may elect to make their own travel arrangements and make payments using personal funds. Reimbursement will occur when travel claim is submitted.

## Cancelled Trips

1. If a traveler cannot leave at the scheduled time, it is his/her responsibility to arrange to have the tickets cancelled or exchanged.
2. Commercial carrier reservation cancellations must be made at least 24 hours before departure time, whenever possible.
3. Lodging reservations must be cancelled by the traveler as soon as possible to avoid a cancellation charge.
4. If a trip is cancelled after an advance and/or tickets have been issued, the advance and tickets must be returned to the Business Office immediately.

## Personal Travel Combined with School Business Travel

If an individual traveling on approved school business engages in both business and personal activities, travel expenses incurred will be reimbursed only for expenses that are ordinary and necessary in the conduct of school business. Expenses incurred as a part of personal business are the sole responsibility of the traveler.

When personal travel is combined with approved school business travel and the individual is traveling by less than the most expeditious and cost-effective manner, any additional costs must be paid by the traveler.

Time away from work caused by traveling by less than the most expeditious means available for personal purposes must be charged to vacation or other appropriate leave.

Vacation or other personal leave may be taken in conjunction with approved school travel subject to the following:

1. Time delays related to approved school business are charged as working time even if no work is performed;
2. If the traveler travels by less than the most cost-effective manner, as determined by the school, for approved school business or for personal

travel combined with travel for school business purposes, he/she must pay the additional cost (e.g., increased fare, meals, lodging expenses, etc.) incurred as a result of the personal travel;

3. All subsistence and local transportation (taxi, vehicle fare, etc.) while on vacation status or other appropriate leave must be paid by the employee;
4. The traveler will not be required to pay any of the basic transportation costs incurred as a part of the approved school business, even though he/she spends a substantial part of the total time away from home on vacation or other personal leave, provided the traveler was traveling on approved school business;
5. A traveler, who decides on his/her own to conduct school business without prior approval, while on vacation or other personal leave, cannot then use this as a justification to have the school pay his/her basic transportation cost from the school to the location visited, or submit a request for other expense reimbursement.

### Expense Reimbursement Request and Accounting Procedures

Reimbursement requests detailing actual expenditures must be submitted on the school's travel expense reimbursement form and be approved by the [Principal] in writing. Receipts and supporting documentation must accompany all expense reimbursement requests. This includes, but is not limited to, receipts for transportation, lodging, meals, registration, conference and workshop fees. All requests must be submitted to the school office within [10] working days of the conclusion of the trip

If the completed travel expense report totals less than the travel advance, the difference must be returned within 5 working days to the Business Office with the report.

Reimbursement for expenditures in excess of a travel advance, or where no travel advance has been requested, will be made within 30 working days after the approved travel expense report is received by the Business Office.

Expenses which consist primarily of the cost of furnishing meals for others will be reimbursed upon submission of a travel expense report which includes:

1. Names of guests;
2. Organizations involved; and,
3. Full explanation of the school business purpose of the meeting.

In the event a vehicle was rented, a copy of the rental agreement must be attached to the

travel expense report. The rental charge should be paid from the amount advanced, as applicable. Purchase of gas and oil which have been deducted from the rental charge by the rental agency must be included.

Any claim for mileage reimbursement only may be submitted at the end of each month in which reimbursement is to be claimed. A claim must be submitted no later than 90 calendar days of incurring the expense. Reimbursement claims later than 90 calendar days of the expense will be denied.

Mileage for approved school business travel in a private vehicle will be reimbursed at the current rate per mile established by the school, collective bargaining agreement or Internal Revenue Service (IRS), as applicable. Reimbursement that exceeds the IRS rate will be included as income to the employee in accordance with IRS regulations.

In the event the total of the amount charged to, and/or received from, the school by the traveler as advances, reimbursement or otherwise, exceeds the ordinary and necessary business expenses, the excess must be reimbursed to the school within 30 days.

Gratuities must not exceed 15 percent and must be included as a part of the receipt. Gratuities in excess of 15 percent are the responsibility of the traveler and will not be reimbursed by the charter school.

Other expenses such as toll charges, parking fees, valet services, cleaning, pressing and laundry may be reimbursed if the length of the trip or circumstances demand.

Mileage reimbursement for actual miles traveled on charter school business, may be approved subject to the following limitations:

1. In-charter school mileage reimbursement will not be granted to a traveler, other than a charter school-approved tutor, for traveling from his/her residence to the place where work begins for the day or for returning home from the last place worked during the day;
2. Reimbursement will be made only for those miles actually traveled in the course of completing approved charter school business. When chauffeured, mileage for two round trips and short-term parking will be reimbursed if not greater than the cost of one round trip plus economy parking;
3. Group travel may be requested on one travel request form for a group traveling together as long as advance and reimbursement is payable to one person who has complete responsibility for reporting expenses;
4. In the event a private vehicle is approved for use from home, to or from airport or railroad station, mileage for one round trip and economy parking will be reimbursed. Parking receipts are required;
5. Individuals requesting reimbursement for use of a private vehicle on approved school business must meet state insurance requirements.

Lodging will be reimbursed at the approved GSA rate.

Local taxi, shuttle, bus fares and vehicle rentals may be reimbursed, subject to the charter school's requirement that travel selected is by the most expeditious, cost-effective manner, as determined by the charter school.

END OF POLICY

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Legal Reference(s):



Founders Academy

## Travel Advance Request Form

<b>Date Submitted</b>		<p style="text-align: center;"><b>IMPORTANT NOTICE</b></p> <p>By signing and submitting this form you agree that the requested funds will be used for the purposes stated in this form. Failure to provide an expense report with receipts within 10 days of your return date can result in a paycheck deduction to cover the amount of funds advanced to you.</p>			
<b>Traveler Name</b>					
<b>Traveler Address</b>					
<b>E-mail Alias</b>					
<b>Phone</b>					
<b>Department</b>					
<b>Destination</b>					
<b>Departure Date</b>					
<b>Return Date</b>					
<b>Purpose of Travel</b>					
<b>Total Advance Requested</b>					
<b>Approved By</b>					
<b>Approval Signature</b>				<b>Date Approved</b>	
<b>Traveler Signature</b>				<b>Date Signed</b>	
<b>Anticipated Expenses</b>					
<b>Type of Expense</b>	<b>Description of Expense</b>	<b>Daily Expenses (Except Airfare)</b>	<b># of Days</b>	<b>Total Expenses</b>	
Airfare					
Ground Transportation					
Conference/Registration Fees					
Lodging					
Meals and Tips					
Miscellaneous					
<b>Grand Total</b>					



Founders Academy

## Travel and Expense Reimbursement Report

<b>Date Submitted</b>		<div style="border: 1px solid black; padding: 5px;"> <p><b>IMPORTANT NOTICE</b></p> <p>By signing and submitting this form you agree that the requested funds will be used for the purposes stated in this form. Failure to provide an expense report with receipts within 10 days of your return date can result in a paycheck deduction to cover the amount of funds advanced to you.</p> </div>			
<b>Traveler Name</b>					
<b>Traveler Address</b>					
<b>E-mail Alias</b>					
<b>Phone</b>					
<b>Department</b>					
<b>Destination</b>					
<b>Departure Date</b>					
<b>Return Date</b>					
<b>Purpose of Travel</b>					
<b>Total Reimbursement</b>					
<b>Approved By</b>					
<b>Approval Signature</b>				<b>Date Approved</b>	
<b>Traveler Signature</b>				<b>Date Signed</b>	

Reimbursement of Expenses				
Type of Expense	Description of Expense	Daily Expenses (Except Airfare)	# of Days	Total Expenses
Airfare				
Ground Transportation				
Conference/Registration Fees				
Lodging				
Meals and Tips				
Miscellaneous				
<b>Grand Total</b>				

## Disposal of School Property

Except as stipulated in NAC 388A.515, the Board of Directors may, at any time, declare school property as surplus and authorize its disposal when such property is no longer useful to the school, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the school, the Board of Directors may dispose of them in another manner.

END OF POLICY

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Statutory and regulatory references:

**NAC 388A.515 Equipment and supplies: Removal from premises; disposition upon closure. ([NRS 388A.110](#))**

1. If a charter school uses money received from the sponsor of the charter school, this State or the Federal Government to purchase equipment or supplies, the equipment and supplies:

(a) Must remain on the premises of the charter school, unless the charter school is directed otherwise by the sponsor of the charter school, the State or the Federal Government, as applicable; and

(b) May be removed from the premises of the charter school only by the sponsor of the charter school, the State or the Federal Government, as applicable.

2. Equipment and supplies obtained by a charter school from sources other than the sponsor of the charter school, the State or the Federal Government may be removed from the premises of the charter school, subject to any applicable conditions, terms and limitations imposed upon a grant or donation used to purchase the equipment and supplies, if applicable.

3. If a charter school uses money received from this State to purchase property or equipment and the charter school subsequently closes or its operation is otherwise terminated, the governing body of the charter school shall ensure that the property and equipment are transferred to the sponsor of the charter school for appropriate accounting and disposition.

(Added to NAC by Dep't of Education by R057-04, eff. 8-25-2004; A by R035-14, 12-22-2014) — (Substituted in revision for NAC 386.342)

## Credit Card Agreement Form

1. Credit Cards are used for BUSINESS purposes ONLY.
2. ALL expenses are subject to approval.
3. The Employee will be personally responsible for ALL expenses not approved.
4. ALL receipts must be turned into accounting weekly.
5. IF NO RECEIPTS are turned in, you will be held responsible for the charges.
6. Upon termination, the card must be surrendered to Founders Academy of Las Vegas and ALL RECEIPTS MUST BE HANDED IN. If receipts are outstanding, they WILL BE DEDUCTED from the Employee's final paycheck.

*Employee hereby authorizes Founders Academy of Las Vegas to make deductions from his/her paycheck for expenses in violation of this Credit Card Agreement including, but not limited to, expenses not approved, accounted for, and/or for failure to provide a receipt.*

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Employer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Topics to include

GAO standards

<https://www.gao.gov/products/GAO-14-704G>

SGF credit card

PTO organization

    Must be recognized

    Audit in exchange your books must be available for inspection by school management

    Insurance

Board Threshold amount

Positive Pay

Fraud tip hotline or email

Whistleblower protections policies

Employee dishonesty application

Background checks every other year

Event tickets and gates

Annual fraud risk assessment

PO procedure

Ethics agreement annual

Training: importance of ethics, whistleblower, audit committee

Segregation of duties

## Founders Classical Academy of Las Vegas – 5(A)

### Fiscal Soundness and Plans for the Proposed Charter Term

The SPCSA uses a Financial Performance Framework to gauge both near-term financial health and long-term financial sustainability.

#### Near Term Measure 1: Current Ratio

The current ratio depicts the relationship between a school’s current assets and current liabilities. In addition, the current ratio is a financial ratio that measures whether a school has enough resources to pay its debts over the next 12 months. It compares a school’s current assets to its current liabilities. Founders Academy of Las Vegas did not Meet Standard in the first two years of operation. Since year three Founders Academy of Las Vegas has continued to Meets Standard.

##### Near Term Measure 1

<b>Current Ratio</b>	2015	2016	2017	2018	2019*
Total Current Assets (Operating)	\$20,859	\$429,299	\$674,369	\$982,109	\$1,265,604
Total Current Liabilities (Operating)	-	491,094	400,907	436,397	333,469
<b>Current Ratio</b>	-	0.9	1.7	2.3	3.8

#### Near Term Measure 2: Unrestricted Days of Cash-on-Hand

The unrestricted days cash-on-hand indicates how many days a school can pay its operating expenses without an inflow of cash. National standards state 60-120 days cash-on-hand is considered model practice. Founders Academy of Las Vegas did not Meet Standard in the first three years of operation. In year three Founders Academy of Las Vegas Met Standard and is anticipated to continue to do so.

##### Near Term Measure 2

<b>Unrestricted Days Cash on Hand</b>	2015	2016	2017	2018	2019*
Unrestricted Cash	\$14,763	\$240,590	\$525,748	\$871,438	\$824,873
Total Expenditures, Operating	3,215,638	3,826,512	4,832,960	4,424,188	5,012,594
Total Depreciation	253,152	59,214	59,213	57,610	19,928
Total Amortization	-	-	-	-	-
			\$4,773,74	\$4,366,57	
	\$2,962,486	\$3,767,29	7	8	\$4,992,66
Total Expenses, Net		8			6
Average Daily Expenses	\$8,116	\$10,321	\$13,079	\$11,963	\$13,679
<b>UDCOH</b>	2 Days	23 Days	40 Days	73 Days	60 Days

#### Near Term Measure 3: Enrollment Forecast Accuracy

Enrollment forecast accuracy tells sponsors whether the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. In the first two years, Founders Academy of Las Vegas Did Not Meet Standard for enrollment forecast

## Founders Classical Academy of Las Vegas – 5(A)

accuracy, though it did come very close in year two. Therefore, the school administration decided to take a more conservative approach to forecasting. The decision was made to budget for the lowest number of students necessary to sustain the school but continue to enroll students. Due to the implementation of these measures Founders Academy of Las Vegas increased their enrollment forecast accuracy since FY17.

### Near Term Measure 3

Enrollment Forecast Accuracy	2015	2016	2017	2018	2019*
Actual Enrollment	433	486	564	617	709
Projected Enrollment	489	517	548	617	680
<b>Forecast Accuracy</b>	89%	94%	103%	100%	104%

### Near Term Measure 4: Debt Default

The debt default indicator addresses whether a school is meeting its loan obligations and/or is delinquent with its debt service payments. To date Founders Academy of Las Vegas has not defaulted on any debt.

### Near Term Measure 4

Notices	2015	2016	2017	2018	2019*
<b>Debt Default</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>Facility Lease Default</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>Other Legal/Financial Notices</b>					

### Sustainability Measure 1: Total Margin

Total margin measures the deficit or surplus a school yields out of its total revenue, which indicates whether the school is operating within its available resources. The SPCSA measurement looks at the most recent 3 years. Founders Academy of Las Vegas had a negative total margin in years two and three. The school had a positive total margin in year four and is expected to have a positive total margin in year five.

### Sustainability Measure 1

Total Margin	2015	2016	2017	2018	2019*
Current Year Net Surplus	\$(241,303)	\$(164,235)	\$(488,849)	\$171,937	\$370,523
Current Year Total Revenue	2,974,335	3,662,277	4,344,111	4,596,125	5,383,117
<b>Current Year Margin</b>	(8.1) %	(4.5) %	(11.3) %	3.7%	6.9%
			3 Year	3 Year	3 Year
Surplus			\$(894,387)	\$(481,147)	\$53,611
Revenue			\$10,980,723	\$12,602,513	\$14,323,353
<b>Running 3 Year Margin</b>			(8.1) %	(3.8) %	0.4%

### Sustainability Measure 2: Debt to Asset Ratio

The debt to asset ratio measures the amount of debt a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its

## Founders Classical Academy of Las Vegas – 5(A)

operations. A debt to asset ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account. Founders Academy of Las Vegas did not Meet Standards in years one or two. However, the school did Meet Standards in years three and four and is anticipated to continue to do so.

### Sustainability Measure 2

Debt to Asset Ratio	2015	2016	2017	2018	2019*
Total Debt (Liabilities)(Operating)	-	851,310	525,907	436,397	333,469
Total Assets (Operating)	\$312,553	\$661,779	\$938,886	\$1,305,154	\$1,572,749
<b>Debt to Asset Ratio</b>	<b>0.00</b>	<b>1.29</b>	<b>0.56</b>	<b>0.33</b>	<b>0.21</b>

### Debt to Asset Ratio (w/facilities, bonds...)

Total Debt ** Total Liabilities	-	2,876,990	3,634,188	3,479,593	3,755,313
Total Assets	\$312,553	\$661,779	\$938,886	\$1,305,154	\$1,572,749
<b>Debt to Asset Ratio</b>	<b>0.00</b>	<b>4.35</b>	<b>3.87</b>	<b>2.67</b>	<b>2.39</b>

## Sustainability Measure 3: Cash Flow

The cash flow measure indicates a school's change in cash balance from one period to another. This measure includes restricted and unrestricted funds. Founders Academy of Las Vegas has continued to Meet Standard over time.

### Sustainability Measure 3

Cash Flow	2015	2016	2017	2018	2019*
Total Cash Balance	\$14,763	\$240,590	\$525,748	\$871,438	\$824,873
<b>Multi Year Cash Flow</b>			\$510,985	\$630,848	\$299,125
<b>Current Cash Flow</b>		\$225,827	\$285,158	\$345,690	\$(46,565)

## Sustainability Measure 4: Debt Service Coverage Ratio

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. In most cases this will not be applicable for charter schools that do not have an outstanding loan. This ratio measures whether a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator. Founders Academy of Las Vegas Met Standards in year four and is anticipated to Meet Standards in year five. However the school did not Meet Standards in years two and three.

Debt (or Lease) Service Coverage Ratio	2015	2016	2017	2018	2019*
Net Income (aka Net Surplus)	\$(241,303)	\$(164,235)	\$(488,849)	\$171,937	\$370,523
Depreciation	253,152	59,214	59,213	57,610	19,928

**Founders Classical Academy of Las Vegas – 5(A)**

Interest Expense	7,478	22,520	14,423	1,364	-
Capital Lease Expense	-	-	-	-	-
Operating Lease Expense	497,003	587,367	620,309	600,448	864,592
Amortization	-	-	-	-	-
NI b4 DIA	\$516,330	\$504,866	\$205,096	\$831,359	\$1,255,044
Annual Principal	\$ -	\$364,492	\$135,998	\$ -	\$ -
Interest Expense	7,478	22,520	14,423	1,364	-
Capital Lease Expense	-	-	-	-	-
Operating Lease Expense	497,003	587,367	620,309	600,448	864,592
Debt (& Lease) Service	\$504,481	\$974,379	\$770,730	\$601,812	\$864,592
<b>DSCR (Fixed Charge CR)</b>		-0.58	-1.27	1.38	1.45

To maintain financial viability, Founders Academy of Las Vegas has contracted with a back-office service provider, Charter School Management Corporation (CSMC). CSMC provides deep expertise in the following areas:

- Accounts payable
- Accounts receivable
- Payroll and accompanying reporting
- Cash flow management
- Training on tools and processes
- Budget preparation support
- Financial reports preparation (Board & Mgmt.)
- Regulatory reporting & compliance (including Title I, II, III and IV)
- Accounting Technology
- External Authorizer & Compliance Reporting
- Facilities - Acquisition, Finance, Lease, Planning
- Grant Administration

CSMC, under the direction of the Administration at Founders Academy of Las Vegas, shall develop and modify all budgets and cash flow models. All state mandated development and adoption timelines shall be incorporated into the planning process. At least one budget revision shall occur each year. Other modifications are to be performed as necessary or requested by Founders Academy of Las Vegas, including for strategic planning purposes.

## Founders Classical Academy of Las Vegas – 5(A)

### Financial Improvements

Founders Academy of Las Vegas “Did Not Meet Standard” for a majority of metrics in years one and two. There were some improvements in year three. The Founders Academy of Las Vegas governing board hired the current school administrator in FY18. This has afforded the school consistency in the financial planning. School administration decided to take a more conservative approach in enrollment forecasting and budgeting. The decision was made to budget for the lowest number of students necessary to sustain the school but continue to enroll students up to the 10% annual growth allowed under the charter contract. This combined with efforts to decrease expenses has helped the school to improve in all financial metrics.

### Background of FALV Facility Lease and RFA to Bond Finance

FALV drafted a GBOD-approved Request for Amendment (RFA) to Bond Finance its leased property and school plant on August 8, 2019. The FALV GBODs also completed a Letter of Intent online for its RFA to Bond Finance. FALV completed its application for finance that was approved unanimously by the FALV GBODs on October 10, 2019.

FALV leases its school – property and school plant – for *The Boyer Company*. *The Boyer Company* served as the developer for the school build project under the supervision of the FALV GBODs. *LM Construction* was hired by *The Boyer Group* and contracted sub-contractors.

*The Boyer Company*'s participation was led by Mr. Brent Pace (ATTACHED LETTER). The FALV participation was led by Mr. Richard Moreno, a former FALV BOD President.

The property/project lease and development activities were completed to two phases. The general agreement was signed by both parties on February 27, 2017. The 1<sup>st</sup> Lease Agreement was signed on June 12, 2017, specifically drafted early to ensure exempt status from property taxes.

Phase I was a temporary campus on the east side of the Alexander property. This temporary campus was comprised of seventeen portable buildings – classrooms, offices, multipurpose room, and restrooms on temporary generator power. FALV's temporary campus functioned for August 2017 – May 2018 as the new school plant was constructed on the west side of the property.

Phase II was the construction of the school's plant, a design-build project. This project began in August 2017 and ended with full occupancy in May 21, 2018. The current school plant is comprised of 56,017 square feet.

The school plant was completed and occupied in April 2018 with a one-year construction warranty provided to FALV. The 2<sup>nd</sup> Lease Agreement was signed as a commencement amendment granting temporary occupancy on May 7, 2018. Under that agreement, FALV exercised three-month of lease deferral – July and August of 2019.

FALV's relevant lease document signed October 23, 2018 and is defined as the Third Lease Agreement (ATTACHED).

## Founders Classical Academy of Las Vegas – 5(A)

In August 2018, the CEO/Principal determined that the school plant was a capacity at 720 students. The CEO/Principal requested and was approved to add a single, two classroom portable building from WillScot, vendor, for the 2019-2020 school year. The annual cost of this lease is \$22,314.80. FALV projects a similar need – a second single-two classroom portable building for the 20-21 school year to absorb growth through matriculation in our elementary school.

### **Bond Financing**

FALV's BOD hired Mr. John Phan of *Urban Futures* to provide professional guidance through the bond financing. During the last year, Mr. John Phan and Mr. John Solarczyk of RBC Capital Markets have worked to keep the GBODs and CEO aware of market trends and anticipated costs of bond financing. On August 8, 2019, the GBOD voted unanimously to bond finance FALV and buy-out *The Boyer Company*.

### **Rationale for Bond Financing**

As a result of a favorable bond market and FALV's positive academic and financial standing, FALV finds itself in an exceptional position to bond finance. The assessment of the advantages of bond finance over continued lease are defined by Mr. Solarczyk:

**INSERT COMPARISON FROM JS**

### **Proposed Improvements to the Existing School Plant**

In addition to a buy-out of *The Boyer Company*, FALV intends to finance improvements to the existing school plant – sound damping panels and gym bleachers. These proposed improvements are necessary to improve the existing building, providing improved usefulness and capacity of the specific areas of the building.

The sound damping panels will be installed on the ceilings of the stage, multipurpose room, stairwell, and gymnasium to significantly lower the sound decibels in those areas. All other areas of the school plant have either dropped acoustic ceilings and sound damping panels installed. The approximate cost of this improvement with materials and labor utilizing the vendor who do previous work in this area for the school will be \$XXXXXX as of 10/10/19 (ATTACHED).

The gym bleachers will be installed in a large section on the east side of the gymnasium and a small section of the west side of the gymnasium. These are electrically powered, retractable gym bleachers with adequate seating for school events and athletic contests. This item was removed from the original build through *The Boyer Company* due to funding deficiencies. The estimated cost of this improvement with materials and labor will be \$89,610.46 as of 12/12/18 (ATTACHED).

It is the position of the GBODs and CEO-Principal that the proposed improvements of the existing school plant be incorporated into the bond financing.

### **Proposed Expansion on the Current Property – Classroom Annex**

**Founders Classical Academy of Las Vegas – 5(A)**

On February 26, 2019, Mr. Greg Korte of *The Korte Company* provided *The Boyer Company* and FALV a complimentary assessment and bid to build an expansion annex of nine classrooms of 9700 square feet on the school’s existing property.

**INSERT UPDATED NUMBERS FROM KORTE**

It is the position of the GBODs and CEO-Principal that the proposed expansion of the existing school plant by incorporated into the bond financing.

**Conclusion:**

FALV respectfully requested the SPCSA accept and approve FALV’s application and RFA to both execute a bond finance of FALV at **\$15M** and include additional funds to complete improvements and expansion of the current property, pending SPCSA review and City of Las Vegas permitting.

With a robust waiting list, an anticipated four classrooms in portables, and an annual matriculation of one additional grade level per year, it is prudent to seek bond financing for both improvements and expansion. The related costs of duplicating two bond financing events – one for finance and one for improvements/expansion demonstrates a poor use of state education funds.

Therefore, FALV requests the SPCSA approval of this RFA and its application to continue to provide high-quality seats for this school in ‘good standing’ both academically and financially.

+++++

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

**Budget for the current and upcoming fiscal years (FY20 and FY21)**



7665 South Research Drive  
Tempe, AZ 85284

[advanc-ed.org](http://advanc-ed.org)  
888.41 EDNOW (888.413.3669)  
480.773.6900  
480.773.6846 fax

January 29, 2019

Dear Ronald Fick, Principal:  
Founder Academy of Las Vegas  
5730 W. Alexander Rd  
Las Vegas, NV 89130

Based on the Readiness Review on January 14, 2019, we are pleased to congratulate Founder Academy of Las Vegas as a Candidate for Accreditation with AdvancED. We congratulate your community for achieving this milestone in your journey towards accreditation!

As you continue to engage in continuous improvement and anticipate the on-site Accreditation Engagement Review Team, please carefully review the attached Readiness Review Report and the details below.

As a Candidate, you may use the following language in your publications. However, use of the AdvancED and/or NCA CASI, NWAC and SACS CASI logos is prohibited until accreditation is earned and approved by the AdvancED Global Commission.

*Founder Academy of Las Vegas is a Candidate for Accreditation with NCA CASI, NWAC, and SACS CASI.*

The [AdvancED](#) Protocol is a performance-based model that requires engagement and gathering of data. Using a set of rigorous research-based standards and evidence based criteria, AdvancED Performance Accreditation examines the whole institution – the policies, programs, practices, learning conditions and cultural context – to determine how well the parts work together to carry out the institution’s vision and meet the needs of every learner. While our expertise is grounded in more than 100 years of experience, AdvancED Performance Accreditation is not about earning a label for a one-time evaluation. Rather, it recognizes those institutions that have sustained an exemplary commitment to continuous improvement and learner outcomes.

The purpose of the Engagement Review is to provide powerful insights and feedback to enhance your institution’s improvement efforts. The Engagement Review Team will:

1. Thoroughly evaluate your institution’s adherence to the AdvancED Performance Standards and Assurances.
2. Assess the efficacy and levels of impact of your institution’s improvement process.
3. Review and evaluate data related to student performance, stakeholder perceptions and activities, and organizational effectiveness.



As you engage in your improvement journey, we encourage you to continue to take full advantage of the [AdvancED Improvement Network Resources](#), which includes a wealth of tools and resources, including accreditation guidebooks, tutorials, access to the School/System Quality Factors (SQF) Planning Tool and much more! Access to the eProve™ diagnostics allows you to review, complete and submit the SQF and Assurances. In addition, access to eProve surveys, eProve strategies and eProve eleot® are at your disposal via [eProve myJourney](#) and each will generate a wealth of data, which you may use to drive your journey.

Our office is available to assist you through the accreditation process, and we welcome you to contact us at 1.888.413.3669 ext. 6910 or by email at [lmoore@advanc-ed.org](mailto:lmoore@advanc-ed.org). We look forward to working with you and supporting you each step of the way. Congratulations!

Sincerely,

*Susie Eisa*

Susie Eisa  
Vice President, Engagement Services

Attachment: Readiness Review Report



**Founders Academy**

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**NOTICE OF GOVERNING BOARD –  
SPECIAL MEETING FOR  
FOUNDERS ACADEMY OF LAS VEGAS**

Notice is hereby given that the Governing Board of Founders Academy of Las Vegas Charter School will conduct a public, **Special Meeting, at 7:00 p.m. on Tuesday, October 10, 2019 by teleconference, call in telephone # (605) 472-5792 access code 616070\*** The public will be provided the opportunity to offer comments at the appointed times on the agenda.

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Attached is an agenda of all items scheduled to be considered. Unless otherwise stated, items might be taken out of the order presented on the agenda, combined for consideration.

Reasonable efforts will be made to assist and accommodate physically impaired persons desiring to attend the meeting. Contact Founders Academy at (702) 998-8368.

*The public is hereby noticed that the FALV Board reserves the right to take agenda items out of posted order, and items may be pulled or removed from the agenda at any time and items may be combined for consideration. A time for public comment is provided at the beginning and at the conclusion of the meeting. Individuals providing testimony should fill out a Visitor Card, which will be numbered in order received by the Board Assistant. Time limit: A time limit (three minutes) will be imposed by the FALV Chair on public testimony in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available.*

This Notice and Agenda have been posted on or before 9:00 a.m. on the third working day before the meeting at the following locations:

1. Rainbow Library, 3150 N. Buffalo Dr., Las Vegas, NV 89128
  2. Centennial Hills Library, 6711 N. Buffalo Dr., Las Vegas, NV 89131
  3. Aliante Library, 2400 Deer Springs Way, North Las Vegas, NV 89084
  4. Founders Academy of Las Vegas 5730 W. Alexander Road, Las Vegas, NV 89130
  5. Founders Academy of Las Vegas Website, [www.foundersacademylv.com](http://www.foundersacademylv.com)
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**Founders Academy**

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**FOUNDERS ACADEMY OF LAS VEGAS GOVERNING BOARD  
SPECIAL MEETING  
October 10, 2019 7:00 PM**

(Action may be taken on those items denoted “for possible action”)

1. Call to order and roll call
2. Public comment (Three-minutes maximum per person. No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)
3. Discuss and review the FALV Application for Charter renewal (Discussion and Possible Action).
4. Discuss and review the FALV Application for Finance (Discussion and Possible Action).
5. Discuss and review the FALV Application for Expansion (Discussion and Possible Action).
6. Public comment (Three minutes maximum per person. No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)
7. Next Board Meeting to be held Tuesday, October 22, 2019, 5:30 p.m. (for possible action)
8. Meeting Adjournment (for possible action)

Founders Academy of Las Vegas

**Unapproved** Special Board Meeting Minutes

October 10, 2019

	Name	Office	Present	Absent	Arrived Late: Time	Departed Early: Time
1	Michael Brooks, ESQ	President	X			
2	Kelly Heide	Vice President	X			
3	Danielle Butler	Secretary	X			
4	Steve Trupp	Treasurer	X			
5	Jesus Marquez	Director	X			
6	Rami Hernandez	Director	X			
7	Beth Waite	Director	X			
8	Hank Barnard	Director		X		

**Roll Call of FALV BOD – 4 Members for Quorum**

\_X\_ Michael Brooks, President – President

\_X\_ Kelly Heide, Vice-President

\_X\_ Danielle Butler, Secretary

\_X\_ Steve Trupp, Treasurer

\_X\_ Jesus Marquez, Director

\_X\_ Rami Hernandez, Director

\_X\_ Beth Waite, Director

\_\_\_ Hank Barnard, Director

**Attendance from FALV Staff –**

Mr. Fick, Principal

Mr. Todd Kurylowicz, Clerk

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1. President Brooks called the Special Meeting of the GBODs to order at 7:04 p.m.
2. President Brooks asked for public comment, and none was offered.
3. President Brooks and Principal Fick presented the FALV Application for Charter Renewal. Director Hernandez motioned to approve and submit a Charter Renewal application to the *State of Nevada – State Public Charter School Authority* to request charter renewal for the

FALV elementary school, middle school, and high school. Director Waite seconded. In discussion, Vice President Heide inquired as the growth plan over the charter term.

Motion passed unanimously

4. President Brooks and Principal Fick presented the FALV Application for Financing. Treasurer Trupp motioned to approve and submit a General Facility -- Request for Amendment application to the *State of Nevada – State Public Charter School Authority* specifically to acquire a facility that will not affect approved enrollment through Bond Financing of the FALV campus at 5730 W. Alexander Road, Las Vegas, NV 89130. Vice President Heide seconded. There was limited discussion on the financing process and future GBOD’s engagement with the Bond Financing representatives. Motion passed unanimously.
5. President Brooks and Principal Fick presented the FALV Application for Expansion, specifically GBOD’s approval of incorporating building improvements into bond financing as two motions. **First**, Treasurer Trupp motioned to approve and submit a General Facility -- Request for Amendment application to the *State of Nevada – State Public Charter School Authority* specifically to acquire a facility that will not affect approved enrollment through Bond Financing that *may include additional improvements* to the FALV campus at 5730 W. Alexander Road, Las Vegas, NV 89130. No discussion. Motion passed unanimously. **Second**, Director Hernandez motioned to approve and submit a General Facility -- Request for Amendment application to the *State of Nevada – State Public Charter School Authority* specifically to acquire a facility that will not affect approved enrollment through bond financing that *may include additional improvements to the FALV campus as well as a classroom annex expansion* at 5730 W. Alexander Road, Las Vegas, NV 89130. Director Waite seconded. No discussion. Motion passed unanimously.
6. Mr. Brooks asked for public comment, and none was made.
7. President Brooks indicated the next Board Meeting to be held Tuesday, October 22, 2019, 5:30 p.m.
8. President Brooks indicated the Meeting Adjournment at 7:40 p.m. (for possible action)

Approved on: \_\_\_\_\_

Drafted by Mr. Ron Fick, Principal/CEO  
Founders Academy of Las Vegas

Signed by: \_\_\_\_\_

Mrs. Danielle Butler, Secretary  
Founders Academy of Las Vegas