



Founders Academy of Las Vegas Family/Student Handbook

August 2016

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SECTION I
SCHOOL DIRECTORY AND STAFF CONTACT INFORMATION

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SECTION II

MISSION, VISION, EDUCATIONAL PHILOSOPHY

Mission

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

Vision

Founders Academy of Las Vegas is an open enrollment, tuition free, state, public charter school providing Clark County with a traditional K-12 education program. The Academy provides students the benefit of a content-rich and academically rigorous classical liberal arts education with a strong civics component. Students are challenged to excel both in academics and in moral discipline. Students are learning reading, math, and science through time-tested methods. History is based on the reading of primary source documents. The Academy's aim is to develop the academic potential and personal character of each of its students, regardless of background, socio-economic status, or ability, and to graduate them fully prepared to participate as intelligent, responsible, active members of their community.

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

Philosophy

The educational philosophy of Founders Academy is best described as Classical Education. Classical Education values knowledge for its own sake; upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts; demands moral virtue of its adherents; and prepares human beings to assume their places as responsible citizens in the political order. Also, it is the obligation of schools to instill in students positive attitudes toward learning and leadership, as well as ensure their full intellectual and moral development. A coherent and unified philosophy is one of the key areas of a stable school, and will drive everything from assessment to hiring to discipline to textbook selection.

Classical education feeds, directs, and strengthens students' mental abilities in the same way sports exercises their physical abilities. The mind, like the body, atrophies when not well-trained. The emphasis on rigorous mental training is an important difference between classical and modern progressive education. Classical education puts young minds to work leading young people to understand themselves and the world around them by acquiring concrete skills and gaining knowledge in identified disciplines, enabling them to participate fully and effectively in the community in which they live. The Core Knowledge* Sequence for grades K-6 is based on E.D. Hirsch's idea of "cultural literacy." For people to communicate effectively, according to Hirsch, they must not only use the same language, they must possess a reservoir of common facts, ideas, and references known to all in the culture.

*Core Knowledge is not "common core". See www.coreknowledge.org for more information.

Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his ideas.

“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.”

Lincoln’s audience at Gettysburg instantly knew what he referred to in “proposition” in the Declaration of Independence. For this reason, Lincoln did not have to retell the history of the Revolution. His fellow Americans already knew it.

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

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

The danger we presently face as a nation is that, in the words of Hirsch, “many young people today strikingly lack the information that writers of American books and newspapers have traditionally taken for granted among their readers from all generations.” Employers are constantly amazed at what their employees do not know and therefore cannot do. Rather, cultural literacy is essential to a nation and its citizens. A culturally illiterate America cannot live up to the demands placed upon us by history and the present condition of the world. A culturally illiterate individual cannot comprehend vast areas of human knowledge necessary for political, economic, social, and moral well-being. A culturally literate person is able to draw conclusions and form individual opinions based on the study of history.

Moral Virtue

Moral Virtue is an ageless topic that continues in today’s education. Schools must maintain an atmosphere of order and decorum for learning to take place. We insist students be attentive and polite, demonstrating respect and courtesy to teachers and other students. Through narratives found in history and literature, we discuss consequences for behaviors that show there is a clear difference between right and wrong.

Upholding Standards

In addition to requiring students to know certain things, a classical education also teaches young people judgment according to certain standards. To be “classical” means to uphold a standard of excellence. The classical works of Greece and Rome are not great simply because they are old. They are great because they employ harmonious language to depict remarkable human events and to explain the transcendent ideals of human existence. Each of the liberal arts has its own standard

of correctness, logic, beauty, or importance. The student of a language offers the best example, especially since human beings live by communicating. Everyone can talk, and most everyone can read and write on a functional level.

Citizenship

We will strive to ensure that our students are prepared to become adults who are fully aware of their civic rights and responsibilities. This knowledge will be gained through a thorough study of American history and government worthy of this Nation's founding principles. FALV will ensure that our students become citizens fully cognizant of their rights and responsibilities.

The Home

Parental support is essential to the success of classical education. The faculty cannot by themselves, ensure student success in grasping the ideas put forth. Parents and teachers must work together to make education effective. To ensure learning takes place in both the home and the school, we encourage parents to:

- Demonstrate good character
- Help their children develop effective study skills
- Oversee progress in reading, writing, and math in the early grades
- Encourage students of all ages by discussing what they have learned and asking questions
- Hold high expectations for student achievement
- Support the school by getting students to school on-time and ensuring they have necessary books and supplies.
- Limit television and video games and provide a place to do homework free from distraction.
- Understand the vision and philosophy of Founders Academy of Las Vegas.
- Support student adjustment to a new style of instruction and to new surroundings.

SECTION III FRAMEWORK

Character and Citizenship

Founders Academy of Las Vegas' environment and curriculum are designed to promote and build strength of character in students. Too often, expectations of students with respect to their behavior are considered distinct from a school's curriculum. Founders Academy will inculcate good character in its students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The school will adopt a set of core virtues which will build students' moral vocabulary and point them to the character traits necessary to live a good and happy life. This will be done by introducing and promoting the Eight Pillars of Character (Citizenship, Cooperation, Courage, Honesty, Integrity, Perseverance, Respect, and Responsibility) and four classical virtues (Temperance, Courage, Justice, Prudence). Founders Academy will explain the virtues to students in detail, and will base citizenship marks, its discipline policy, and the decorum of the school on the practice of those virtues.

- The values of a democratic society will be identified and clearly taught.
- Administrators and faculty will encourage and model habits of honesty, respect, social responsibility, and self-discipline. Students will be given opportunities to practice and develop these traits.
- Outstanding people will be used as role models throughout the curriculum to teach character.

Academic Standards

Founders Academy of Las Vegas will uphold high academic standards for all students regardless of background, socio-economic status, and ability. The curriculum is content-rich, following the classical-liberal arts, traditional education model, with provisions to challenge all students to fulfill their individual academic potential.

- Objective standards are monitored and maintained as defined by the Charter School Law.
- Promotion and graduation requirements meet or exceed state requirements
- Students study the defined curriculum and must earn promotion and graduation.
- The student schedule is predominantly occupied by the defined curriculum.
- Students are assessed through class work, regular assignments, tests, and state mandated tests, the levels of which are calibrated against District, State, and National norms.

Learning Environment

Founders Academy of Las Vegas promotes a safe environment that fosters learning and character development.

- There is a defined standard of appearance and a regulated campus.
- Positive student/parent/teacher relationships are fostered.
- Extra-curricular activities are encouraged.
- Success in our rigorous academic program is dependent upon consistent student effort and completion of assignments.
- The faculty is a unified group of professionals focused on student achievement.

Study Skills

Founders Academy of Las Vegas provides the opportunity for all students to acquire the mastery of study skills, which makes learning possible and encourages self-motivation.

- Study skills (time management, research skills, note-taking) is integrated throughout the curriculum.
- Teachers evaluate the mastery of study skills.

The environment for these frameworks to take place will be created via the following protocols:

STUDENT CULTURAL PROTOCOL

The following outlines the FALV's expectation for student behavior in an effort to cultivate within the community of the school a student culture that exemplifies virtue:

-
1. When engaged in conversation, students should maintain eye contact and speak clearly.
 2. When greeting or being greeted by another, students should offer a "Hello," "Good morning/afternoon," or the like.
 3. When indoors, students should speak only at moderate volumes; when in the halls, they should speak in conversational tones.
 4. Students should never use inappropriate phrases or words.
 5. Students should not interrupt others in conversation; if necessary, students may interrupt by saying "excuse me".
 6. Students should not walk between others engaged in conversation, unless necessary, and then only by excusing themselves.
 7. Students should address adults by their titles; answer them using; Mr., Mrs., Dr., "sir" or "ma'am."
 8. Boys should hold the door for girls and ladies whenever they meet at an entry.
 9. Students should sit correctly in their seats, feet and chairs level with the floor.
 10. Students should pick up trash if they see it, even if they didn't put it there.
 11. Students should be helpful. If an adult or fellow student needs help carrying something or finding something, etc., help him or her.
 12. If a teacher needs a job done, volunteer to do it.
 13. Students are expected to maintain a proper decorum at all times and in all places.

Guidelines for Speech; before you speak, **THINK:**

T – Is it True?

H – Is it Helpful?

I – Is it Inspiring?

N – Is it Necessary?

K – Is it Kind?

SECTION IV FOUNDERS ACADEMY OF LAS VEGAS SCHOOL COMMUNITY

Board of Directors (BOD)

Founders Academy of Las Vegas is governed by its Board of Directors (the “Board” or “BOD”). The Board has entered into a Charter Agreement with the Nevada State Public Charter School Authority, as well as an agreement with the Hillsdale College Barney Charter School Initiative (BSCI) who continuously provide support with the implementation of their successful Classical Education program. As the governing body of the school, the Board is responsible for overseeing the effective, faithful execution of the mission and adherence to the approved Charter Application and Charter Agreement, State Charter School Operations Manual and BSCI contract and direction. Board members model the 8 Pillars of Character as described in section II and throughout this handbook.

The initial responsibility of the BOD was to ensure that Founders Academy of Las Vegas’ doors opened. The BOD held the vision for the school. They were highly committed individuals of various backgrounds who were willing to do what it took to establish FALV. The BOD oversees the educational and operational policies of the school to ensure continued adherence to the mission and philosophy.

The implementation of policies and procedures and daily operations are the responsibility of FALV’s administrative personnel. The Board of Directors meets regularly to discuss school operations. It is during these meetings that they examine operations, establish new policies, and review and change existing policies as needed. Requests, concerns, and information may be offered by parents, students, and teachers during the scheduled community comments time at the Board meetings. All spoken comments should be presented in writing to the Business Manager in order for them to be accurately reflected in the BOD minutes.

Board meetings are generally held at FALV, starting at 6:00 p.m., unless posted otherwise. All meetings are open to the public, and your attendance is not only welcome, but encouraged. Meeting agendas are posted at least 3 business days in advance on the 4025 N. Rancho, front office door. The lengthy documents regarding the curriculum and operation of the school are on our website and are available in the office for perusal.

Specifically, the Board will also:

- a. Provide oversight, planning, direction, and overall governance to the school’s administration.
- b. Oversee budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the mission.
- c. Serve as ambassadors for the school by clearly protecting and articulating the school’s mission and by garnering support of the community.
- d. Provide input and feedback to the school leader on campus-specific issues and concerns (e.g. school culture, discipline policy, student recruitment, etc.)
- e. Serve as the grievance board for parent and staff concerns that are unable to be resolved by the school leader.

In summary, the Board is accountable for the academic, financial, legal, and operational performance of the school. The Board places responsibility for implementing its policies on the Principal, but the Board remains accountable.

Principal

The Principal is accountable to the BOD of the school as the authority in charge of (1) implementing the mission and philosophy of the school, (2) maintaining the academic integrity of the school, (3) managing the school and faculty, and (4) supervising the students.

- a. The Principal is the academic leader of the school with a philosophical understanding of classical/liberal education.
- b. The Principal implements curriculum as defined by the classical-liberal arts tradition.
- c. The Principal makes final decisions on curriculum, accountable to the Board of Directors.
- d. The Principal, while chiefly the academic leader is also responsible for the discipline, staff selection, moral culture, and financial priorities of the school.

Education

- a. Our educational philosophy and vision challenges students to excel in academics and moral discipline through time-tested instructional methods in reading, math, and science, as well as an account of history based on primary source documents. The Academy's aim is to develop the academic potential and personal character of each of its students.
- b. Student services and special education provide services for students with academic and behavioral needs. Interventions utilized to achieve FALV's expectations are targeted and specific to each individual.
- c. FALV resists grade inflation and social promotion. Mastery of core subjects always takes priority. Successful completion of a senior thesis is a requirement for graduation.
- d. Latin is a key element of our classical academic model. Latin is introduced in the upper elementary grades, taught explicitly in grades six through nine, and offered to students in grades ten through twelve.
- e. Students will be academically prepared to pursue multiple post-secondary options. Students who do not intend to attend college will always be welcome at FALV
- f. Literacy is taught through an explicit phonics program. Math curriculum is concept based, while simultaneously establishing math facts.
- g. Standardized tests do not drive our curriculum.

Teachers

Teachers are the heart of the school. Without dedicated, competent teachers, the best educational practices will never come to fruition in the classroom. FALV's teachers are expected to implement FALV's academic mission. In the classroom the teacher is in charge. Outside of the classroom, teachers receive professional guidance with respect to specific goals and objectives from the Board of Directors through the Principal.

Teachers are professional. Professionalism refers to conducting oneself with the dignity and *gravitas* that befit the activity of learning. Professionalism among teachers also entails continued studies both in one's area of expertise and in the liberal arts and sciences generally. Every teacher should be the master of his own academic discipline and of the art of teaching. As such, an experienced teacher should be able to convey the best methods of teaching his subject to junior members of the profession.

Teachers have different styles of teaching. Socrates asked questions. Aristotle delivered lectures. The teacher's style sets the intellectual tone for the class. Teachers may enlist parental support. Indeed, teachers are encouraged to incorporate volunteer efforts in the classroom. Nonetheless, teachers have the ultimate responsibility over the direction and scope of the class. All teachers accept the responsibility for teaching the entire curriculum, both content and skills, in a way congenial to the school's philosophy.

- a. The Principal employs teachers based on their mastery of academic discipline, their ability to convey knowledge to young people, their capacity to maintain order and decorum in the classroom and having outstanding character and integrity, which provides an excellent role model. Licensure is a condition of employment.
- b. FALV teachers are treated as professionals. Their professional development includes an extensive training prior to the start of the school year, to be coordinated by the Principal.

Parents

At FALV, parents are an important part of the educational effort. Parents' support of the school's academic and moral mission is essential. Parents are encouraged to learn more about the school's philosophy and curriculum in order to help support and guide their students.

Parents are expected to:

- a. Model good character
- b. Help their children develop effective study skills
- c. Oversee regular reading and writing and mathematics skill development
- d. Stimulate discussion and exploration of ideas and events with students, and
- e. Support the school goals through familiarity with the Handbook and Charter, through homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success
- f. FALV classrooms are open for observation

Students

Student self-esteem and belonging develop from practice and accomplishment, from consistent expectations in the school climate and culture, and from achieving good character and citizenship.

The aim of FALV is to teach students. "Student" derives from the Latin word *studere*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, are by definition diligent in, attached to, zealous for their studies. We simply expect students to live up to their name. The teachers of FALV will work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education FALV offers them.

Students are expected to:

- a. Be polite and attentive in class and have a strong work ethic and willingness to learn. (See Student Cultural Protocols listed above)
- b. Strive to understand and embody the Four Classical Virtues: Temperance, Courage, Justice, Prudence) and the Eight Pillars of Character: Citizenship, Cooperation, Courage, Honesty, Integrity, Perseverance, Respect, and Responsibility.

Community Involvement

We have received much support from individuals and businesses within our local community. Community relations will continue to be important to us, and we are all good-will ambassadors for FALV. We hope to create partnerships with local businesses and pursue grant opportunities. Any information or expertise staff or parents can offer in this area is greatly appreciated. FALV may recruit individuals from the community to provide supplementary educational experiences for the students.

SECTION V FOUNDERS ACADEMY OF LAS VEGAS IS A CHARTER SCHOOL

Charter schools are:

- **Publicly funded schools of choice.** FALV is a public charter school in Las Vegas and is authorized by the State of Nevada. FALV is funded on a per pupil basis. There are several official count days that occur throughout the school year. It is very important that students are accounted during these periods of time, as specified by the state.
- **Usually established by a group of founders.** FALV's Founding Committee was comprised of Las Vegas area community members who were interested in a quality classical liberal arts education for students in Las Vegas. The lack of availability for students in the community to access this education became the driving force in the decision to pursue a charter application.
- **Authorized in the state of Nevada.** The State of Nevada is FALV's authorizing agent. The Nevada State Public Charter School Authority oversees and supports the efforts and establishment of FALV.
- **Site-based managed.** The governance of FALV is directed by a Board of Directors.
- **Highly accountable to their students, parents, and communities.** Our school administration reviews our Charter Document and contract to ensure our compliance, advises the Board of Directors on said compliance, reviews student test data, administers required parent and teacher surveys, and aids in the maintenance of accountability.
- **Focused on one specific philosophy.** Every charter school has its own mission and philosophy. FALV's mission and philosophy are described previously.
- **Created for a very defined purpose.** FALV desires to educate all students who enter our school, expecting nothing less than the best from each one.
- **For parents and students who wish to make a definite educational choice.** Those students who thrive at FALV are the ones who understand and whose parents understand the effort necessary to attain a classical education. Parents and students not in agreement with the mission, philosophy, and policies of the school may not be able to adhere to the stated policies of the school. In such cases, a different educational opportunity may be more appropriate for the parent and the student.

Benefits of Attending Founders Academy of Las Vegas Classical Charter School

Charter schools have been defined as “independent public schools of choice, freed from rules but accountable for results.” Charter schools are independent in the sense that they do not report to school boards in matters of hiring, curriculum, administration, or governance. In fact, charter schools do interact with their state's/district's state reports when due or standardized tests are being administered. Though mostly autonomous, charter schools are nonetheless public because their revenue comes from public taxes and they are open to the public. Charter schools are more open to the public than “neighborhood schools” since a student's ability to attend a charter school does not depend on his parents' residency. Whereas regular public schools adhere to strict neighborhood boundaries, charter schools admit students regardless of where they live.

The term “choice” is one heard often in connection with charter schools. Indeed, it is the charter-school movement's watchword. Choice refers to the fact that charter schools give parents a choice in schools, especially in the type of school, where none existed before. Choice also means that no one is forced to attend. Parents and students have to choose a charter; no one assumes they will. Charter schools are also more accountable for their results than are regular public schools. Charter schools are accountable principally in two ways. First, they are required to give the same standardized tests that all other public schools must give. Insofar as publication of the results of

these tests has become extremely visible throughout the nation, charter schools become known by their performance from the first year of operation, often a very difficult year given all the hurdles involved in setting up a new school. Charter schools must take state standardized tests so that parents may make informed decisions about whether to send their children to such schools. The element of choice also makes charter schools more accountable. If parents do not like the education their children are getting, they are free to take their children out of the school. In fact, they are free to leave for any reason, at any time.

In addition to being “independent public schools of choice,” another element often characterizes charter schools. They are, or ought to be, *mission-driven*.

SECTION VI ACADEMIC INFORMATION

Founders Academy of Las Vegas Philosophy of Standardized Testing in Conjunction with Dr. Terrance Moore's Philosophy in Curriculum and Testing

Or "We don't sweat the CRTs, or whatever is presented to us"

Although a rather complicated topic, here is a brief explanation of FALV's philosophy of standardized testing. Our basic outlook is threefold. First, we do not "teach to the test." Second, we expect the tests to reveal much of what we already know. Third, since the tests themselves are rather limited, we must keep in mind what real assessments exist from which we can learn more about the effectiveness of our school.

We do not teach to the test for one basic reason. The "test" is much less rigorous than our curriculum. The Core knowledge curriculum, supplemented by our various other elementary programs, is much harder than any question you will find on a state required test, at least in the reading and writing sections, simply because the tests are unconcerned with curriculum. By the time you get to high school, the difference is obvious.

Despite this basic discrepancy, there are a couple of facts that we must be up-front about; insofar as the results of the standardized tests do not always suggest that the test is easy for everyone. First, the early elementary grades could get a bump out of their scores from some prep. The most conspicuous area would be writing.

Math is a more complicated subject. The math sections of the state required tests, insofar as they do require mastery of a particular subject, are usually superior to the reading and writing tests. Yet these tests are geared toward particular grade levels. Fourth-graders take the fourth-grade math test. Our philosophy is that students should be placed in the class that reflects their math abilities rather than kept down or pushed forward. The reason is very straightforward. We do not want some of our students to be bored and not properly challenged while others are required to perform above their current abilities or level of knowledge. In the long run this approach will be to the advantage of the students who are behind as much as those who are ahead. In this country, students crumble in math when they get to anything that is beyond arithmetic and is more theoretical math. The first breakdown occurs with fractions; the more serious deficiency is seen in algebra. Our philosophy is similar in math as it is in other subjects: we need our students to build on a strong foundation in order to excel later. Laying the groundwork for real mathematical thinking cannot be done overnight and we will always sacrifice immediate gratification; i.e., high scores, for long-term success. Our program, by the way, is modeled on a very successful teaching paradigm from Singapore, a country that has consistently ranked among the top in the world in terms of teaching high-level mathematical thinking. As always, we try to emulate what has been proven to work, and Singapore's focus on fewer topics with greater comprehension is actually very similar to what we do in other subjects.

The second part of the state required tests is that they are a somewhat useful tool to learn what we already know. We will learn virtually nothing about our higher achieving students since the tests typically do not challenge them extensively. We do, however, often confirm what we already know about our weaker students. These students, by and large, fall into two basic categories: new students and students who are in Student Services (though not necessarily on an IEP).

The other main group of students who do not perform well on state required tests is in Student Services. We work with those students as much as possible to bring them up to grade level. Our hope is that they will improve at a minimum of a grade and half every year and that in time they will not need an IEP or even special tutoring.

We, as a school and community, should always put the required state tests in perspective. While they certainly count for something, they are not the be-all and end-all of our existence. The ultimate test for our students is whether they will be able to make their way in the world as thinking and moral human beings. How they live in the world will depend on their own level of responsibility; our job is to provide the training they deserve that will prepare them to live well. In most cases, our students will go to college for further intellectual training. Their moral training comes more from their parents than from us. Nonetheless, the sound education we provide will manifest itself in very tangible ways. The first way will be college entrance exams.

Graduation Requirements

(Revised 2/19/15)

Graduation Requirements Beginning with the Class of 2019

SUBJECT	Diploma Requirements
Math *In addition to meeting the credit requirements, students must successfully complete Algebra I, Geometry, and Algebra II or equivalent courses in order to graduate.	4
English	4
Composition I (9th or 10th grade)	.5
Science	4
History	4
Latin	1
Foreign Language *Students planning to attend college should earn 2 credits of the same foreign language at the high school level.	2
Moral Philosophy	.5
American Government	1
Technology *Competency is goal	0
Health *Recommend on-line or summer school	.5
Physical Education 1 credit each of PE I and PE II *PE II or PEII Waiver. Recommend summer school or on-line.	2
Electives *To meet the Humanities requirement, students must earn credits from among music, performing arts, visual arts, or foreign language and .5 credit in Moral Philosophy.	2
TOTAL	25.5**

**At the discretion of the Principal, a student may be required to complete remedial courses in order to graduate. The Principal has the right to waive any graduation requirements except those meeting district/state requirements.

Once enrolled full-time at FALV, a student will not receive credit from any other institution without the prior approval of the Principal.

Students in grades 9-12 will meet annually with the counselor to review their credits for graduation. The Principal, or a designee, will review the transcripts of students transferring to FALV's high school to determine which requirements have been met and what further courses are needed to graduate.

The academic year at FALV's high school will consist of two semesters. Completion of one semester of each course with a passing grade will earn .5 credit. A full load of courses in an academic year is seven credits (*six credits in the 2014-2015 year for both 9th and 10th grades).

All coursework completed in 9th through 12th grades will appear on the student's high school transcript and will be used to calculate the student's grade point average. A passing grade in a course signifies completion of the content standards delineated for that course. In order to participate in the graduation ceremony, the required credits must be satisfactorily completed before the date of graduation. The diploma will be that of Founders Academy of Las Vegas.

At FALV, the majority of student coursework will be in required subjects that will develop a core knowledge of the liberal arts and sciences. FALV will, however, offer a variety of electives so that students can direct their learning into areas of individual interest and personal development.

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	D – Insufficiency
B – Proficiency	F – Failing
C – Sufficiency (Competence)	

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.

Adjusted GPA

A decision regarding weighted grades will be made by the Principal and Board of Directors.

Class Rank, Valedictorian, Salutatorian

In determining class rank for graduating seniors, there is obviously a difficulty. Some students will have attended FALV full time all four years of high school, whereas others will have attended only for one year. The question is which manner of ranking students is the most just if, as we believe; standards at FALV are much higher than in other schools. It would seem that a system by which students are ranked “head to head” is the most appropriate. To this end, final class rank for seniors will be based solely on the classes taken at FALV by full-time students. Only students who have attended FALV for at least the complete junior and senior years will be given a class rank. Students who come just for the senior year may graduate but will not be ranked. The system of ranking students who have attended for different numbers of years will be as follows:

- The students who attend full time for four years will all have their cumulative grade-point averages compared.
- The students who attend full time for three years will have their cumulative grade-point averages compared to the three-year averages (sophomore-senior) of the above students.
- The students who attend full time for two years will have their cumulative grade-point averages compared to the two-year averages (junior-senior) of the above students.
- The students who attend full time for only one year will not be ranked. Nonetheless, in writing letters of recommendation to colleges, the college counselor or principal will inform admissions officers of what the student would be ranked in his or her graduating class.

The purpose of this policy is to keep FALV’s four-year students from being penalized for what sometimes is a relatively difficult freshman year. At the same time, students who come to FALV in their last two or three years of high school will be ranked according to how they do at this school.

The selection of valedictorian and salutatorian is based upon final grade point averages and upon good standing in terms of character. Students found guilty of academic dishonesty or similar offenses will not be ranked and therefore cannot be Salutatorian or Valedictorian. In line with the process detailed above, both the Valedictorian and the Salutatorian must have attended FALV full time for two complete years upon graduation.

The final class rank will be determined after the first semester of the senior year. It is important to make the cutoff at that point since colleges will wish to know the final rankings as soon as possible, and the Valedictorian and Salutatorian should be afforded the opportunity of including their honors on their graduation invitations. All students must nonetheless complete all graduation requirements in the last semester in order to graduate.

In the unlikely event of a tie for a certain place, two or more people may hold the same class rank. The subsequent place in rank will not be skipped. For example, if two students tie for third place, the next student in rank will be fourth.

Students who attain a 3.0 grade point average or above while at FALV will graduate with honors. Students who attain a 3.5 grade-point average or above will graduate with high honors.

Repeating Classes

Students who repeat a class to raise a grade are not eligible for Valedictorian or Salutatorian, even if the GPA is high enough with the repeated class.

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares students for high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and personal organizational skills. Homework's immediate educational purpose is:

- To reinforce skills and concepts learned in class
- To develop study skills and habits
- To practice skills and knowledge in ways that are not readily accomplished in the classroom
- To inform parents of what is being taught in the classroom

In addition to regular classroom assignments, we would like each young child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone, but becoming a life-long learner should be if one hopes to remain competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good student and the first step to being able to explore the world. By reading to your child you encourage your child's growth and strengthen family ties. By making sure your child is reading at home you are directly contributing to his education. By reading in front of your children, you model good habits and reinforce your expectations.

The expected homework time allotment for each grade is as follows:

Kindergarten:	10 minutes + family reading time
Grade 1	10 minutes + family reading time
Grade 2	20 minutes plus reading time
Grade 3	30 minutes plus reading time
Grade 4	40 minutes plus reading time
Grade 5	50 minutes plus reading time
Grade 6	60 minutes plus reading time
Grade 7	70 minutes plus reading time
Grade 8	80 minutes plus reading time
Grade 9-12	2 hours plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time.

For poor or incomplete work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher.

Homework is an essential part of education. The majority of class time should be spent in instruction and dialogue. Homework is reserved mainly for reading and meaningful independent activities that provide for practice of content learned in class, preparation for upcoming lessons, or work on long-term assignments such as essays, reports, presentations, etc. Students at Founders Academy of Las Vegas will be assigned homework on a regular basis. It is an integral part of the school program and aids students in advancing their studies. We ask parents to help communicate

to students the importance of establishing a silent and distraction-free environment, free from intrusion of family members and media for completing all homework.

Students are expected to complete the homework assigned and parents are expected to monitor their child's homework activity. All assignments must be turned in on time. Half credit will be given for assignments that are one day late. No credit will be given for work turned in more than one day late. Most importantly, the learning process will be hindered when homework is not turned in on time or on a consistent basis. Homework will always be expected to be completed and turned in even if no credit is given.

Parents will be required to meet with the teacher and Principal if a student is consistently failing to complete assigned homework.

Make-Up Work

It is the responsibility of the student to make up missed classwork and homework after any absence, planned or due to illness, in a timely manner. A student, or parent in the case of young children, may contact the teacher, or contact a classmate. Do not contact the school office. It is wise for students to coordinate with a friend (perhaps one who lives close by) early on in the year so homework might also be collected for the absent student. If a student is unable to coordinate with another student, it is the student's responsibility to seek the guidance of teachers regarding missed work as soon as he/she returns, so as to be ready for upcoming assessments.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

Missed work due to absence must be made up within the same number of days missed, not to exceed 5 days. For example, if a student is absent 1 day, then he or she has 1 school day in which to make up the work; a two (2) day absence would mean two (2) school days in which to make up the work, etc.*

*Refer to Attendance Policies for additional information.

An absence on the due date of a major assignment (essay, lab report, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make-up the exam on the day of his or her return. Absences during the preparation time of a major assignment may not extend the due date.

Assignments taken home before or during a prearranged absence are due the day the student returns to class.

Study Hall

It is the goal of Founders Academy for 7th -12th grade students to have a study hall period. No credit will be awarded for study hall. Some leadership and club opportunities may be scheduled during the study hall period and will meet periodically as determined by the teacher/advisor.

Reporting Student Progress

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their student's academic progress:

1. After the third full week of school, teachers will send home progress reports.
2. If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
3. Quarterly and semester report cards will be mailed or sent home with students.
4. Parents will have the ability to review student progress via the parent portal in Infinite Campus.
5. Parents may request a Progress Report be hand-carried by students weekly, provided a formal parent/teacher conference has been held.

Grades will be posted within 7 business days after the due date unless otherwise notified by the teacher on the syllabus. Missing assignments can be monitored by parents. Parents are encouraged to notify the teacher and the Principal if there is no assignment/grade information for a particular academic subject or course.

Report Cards: Student report cards are completed at the end of each quarter and given to students to take home. Final report cards will be given to elementary students on the last day of school. Secondary students' report cards will be mailed approximately one week after the end of the school year.

Mid-Term Reports: Mid-term reports are sent home to students with a "C-" grade or lower in any subject.

Promotion

FALV follows the NRS 386.583 Guidelines for promotion and retention.

K-5 Students

Our primary goal at the elementary levels is solid literacy. A child cannot go on to more complex studies if he or she does not have adequate reading skills.

A student may pass to the next grade if he reads just above grade level. For example, first graders must read at a minimum of a 2.0 instructional level to pass to second grade; second graders must read at a minimum of a 3.0 instructional level to pass to third grade; third graders must read at a minimum of a 4.0 instructional level to pass to fourth grade (2.0 means 2nd year 0 months).

To avoid loss of reading skills over the summer, a vacation reading program will be instituted.

In addition to literacy, K-5 students must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year and attained at least a C average. Competence is attained by not only knowing the material but by completing assignment work. Completion of work demonstrates not only the ability of the student in the various subjects but also the mastery of study skills necessary for academic and personal achievement. Students whose grades or skills fall below the requirements of their grade level will be retained. "Borderline" cases will be decided by the teacher and the Principal.

In addition, students in grades K-2 must achieve mastery of the phonograms at the following minimum levels:

Kindergarten:	50% of phonograms taught at the kindergarten level
First grade:	80% of phonograms taught at the first grade level
Second grade:	100% of phonograms taught at the second grade level.

Age is the second criterion for placement in a grade level at FALV. A student must fall within state guidelines to enter a grade. A child must be five years old by September 30 of the school year to begin school that year.

The upper age limit for 9th-12th graders will be determined by FALV's administration in accordance with Nevada law.

Middle and High School Students (grades 6-12)

It is our goal for parents, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses. A student must attain a 1.7 GPA in core courses (English, history, math, science) to pass to the next grade level. Students who earned a grade of 70-79% in a single class may re-take that class with the approval of the Principal. Students who earned a grade of 60-69% in a single class may earn a passing grade and may be awarded credit at the discretion of the teacher and Principal. The student may be required to retake the class based on the recommendation of the teacher and Principal. Failing a core course will require the student to re-take the class. A student who fails an elective course may retake that course with the approval of the Principal.

School Program Policies

The Curriculum

The BOD desires that all students receive a classical, liberal arts education. To this end, the BOD has determined the following educational priorities:

1. Basic cognitive skills: reading/writing/mathematics.
2. Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics.
3. Other classical subjects: music; art; Latin.
4. Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences.
5. Extracurricular activities of any type as defined by the Principal.

K-8: The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, the school will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The BOD and Principal will determine these instances. All skill areas in the K-8 Core Knowledge Sequence will be taught at some point in grades K-8.

9-12: The high school will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial "covering." The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses, priority will be given to original sources and great works as opposed to textbooks. Mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. *In all subjects textbooks will be used as a resource, not as the basis of the curriculum.* The curriculum will exceed the State and District Model Content Standards. Teachers must develop a curriculum under the direction of the Principal who is accountable to the BOD.

Academic Textbooks, Supplies, and Book Fees

FALV desires the best in learning materials for its students. Materials that are loaned or given to students are to be treated appropriately. Students are responsible for these materials. If materials given to a student are lost, the student must pay for any needed replacement. If loaned materials are damaged, the student must also pay for its replacement.

In the case that reimbursement has not been made to FALV for lost or damaged materials, no further materials will be purchased or issued to that student until the past due fees are paid. All fines or fees must be resolved before a student is allowed to participate in graduation and receive a diploma.

Book fees are charged for the 3rd-12th graders. Literature books are given to students when the course work is finished. Students are expected to make notations in their books during instruction. 3rd-6th grade fees are \$40.00 and 7th -12th grade fees are \$60.00, annually. Fees need to be paid before school starts in August. Book fees are non-refundable.

FALV Student Planners/Agendas are required for all students and are \$5.00 each. Agendas need to be paid for before school starts in August.

Human Sexuality

We believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also includes morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with respect and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to have their questions answered in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents.

We refer parents to chapters 1 and 3 of *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick as a supporting reference for our philosophy on teaching human sexuality.

Teaching Human Sexuality

We will teach the Core Knowledge Sequence in the fifth grade, which includes a discussion on the reproductive organs and reproduction. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading on which the discussion is based. Parents will have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the middle/high school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *the Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will adhere to the school philosophy as best seen in the relevant chapters of Kilpatrick's *Why Johnny Can't Tell Right from Wrong*. Teachers will engage the material in a serious way. The purpose will not be to claim that "Hester Prynne could be just as happy as a single mother," or that "Greek culture proves that homosexuality is an

appropriate sexual preference,” or any other such highly contestable claims that violate our policies. When in doubt over the teaching of an issue, the teacher should always consult the Principal.

In the higher grades, students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Principal or a faculty member who has the full confidence of the Board of Directors in these matters. Moreover, parents will always be notified of these discussions before they take place in case parents wish their children to opt out. In addition, as mandated by the state, sex education must be taught in the high school in the context of human health. Just as in the elementary school, sex education will be taught in a gender-separated environment. Sexuality will be taught as an aspect of a monogamous marriage, and the moral and physical consequences of promiscuous sex will be made plain.

Character education is part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Principles to be communicated

Sexuality in practice is best accompanied by marital commitment and fidelity.

Premarital abstinence is a positive, practical, achievable lifestyle that promotes self-control, self-respect, respect for others, responsibility, maturity, and good health.

Abstinence prior to marriage is the only 100% safe approach to sex physically, emotionally, morally, and spiritually.

The sex education program in the high school will include discussion on sexually transmitted diseases (including AIDS), condoms (only with respect to their limited effectiveness in prevention of sexually transmitted diseases) and fetal development.

Teaching Evolution

Much of modern biology rests on the theory of evolution. The Core Knowledge Sequence introduces the theory of evolution in the seventh grade. FALV will adhere to the Core Knowledge Sequence. The theory of evolution in relation to human origins will not be taught at this time. In the high school biology class the evolutionary theories of human development will be canvassed. The teaching of evolution is not intended to exclude other theories of human origins and development, such as Creation. Nevertheless, we will not teach these theories but refer students back to their parents.

Teaching Controversial Issues

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are differences of opinion and passions run high. Controversial issues will only be explored when emanating from some part of the high school curriculum. When these subjects come up, teachers will present an impartial view of both sides without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the CK sequence, without Principal approval.

Video Viewing Policy

From time to time videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal in order to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate. A *Video Viewing Permission Slip* is to be distributed to parents by each teacher who intends to show a video, and teachers are to abide by the choice of the parents.

Schedule Changes

There will be no schedule changes during the semester unless it is deemed in the best interest of the student by the school. Approval signatures must be obtained from the student's present teacher, the new teacher, the Principal, and a parent.

Official Transcripts for Seniors and Alumni

Requests for transcripts may be made by completing the Request for Transcript form in the Registrar's Office. Be sure to include the complete address to which the transcript should be mailed. Allow at least two weeks from the time you request the transcript until it is received by the institution. Requests will not be processed unless accompanied by payment per transcript. Payment may be made by cash, check, or money order. Documents mailed to overseas locations requiring extra postage shall be held until requester has paid the complete postage cost. Standard fee for transcript is \$3.

SECTION VII SCHOOL ENVIRONMENT POLICIES

Student Leadership

Any student leader must demonstrate high moral character and be in good academic standing.

School Calendar

The BOD and administration will determine the school calendar and submit to the Department of Education and State Charter Authority for approval. It will be presented to parents, students, and employees of FALV prior to the beginning of the school year. The current school year calendar is available on the school website www.foundersacademylv.com.

FALV School Cancellation Policy

FALV administrators will determine when to cancel school. The final determination will be up to the principal. If classes are to be cancelled for the full day due to warrantable reasons, notification will be provided on the website by 6 a.m. in the morning, and notification will be sent to the parent community via their preferred method(s) of contact (e.g. telephone, e-mail, etc.) shortly thereafter. If school is cancelled part way through the day, parents will be notified as soon as a decision is made with instructions for how pickup should proceed.

Student Publications Policy

Student publications must uphold FALV's mission, philosophy, character pillars, and board policies. The purpose of such publications is to inform the FALV community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted in the student newspaper subject to prior review of the Principal. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

Special Events – Parties

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Any special event or party must be requested on a *Special Event Form* and approved by the Principal a minimum of 2 weeks prior to it being scheduled on the calendar. Approval for one year does not carry over to the next.

Special Events – Guest Speakers

Guest speakers utilized during the school day must speak on topics covered in the course or grade. If possible, the students should be in the process of studying the topic to be presented.

Guest speakers must be approved by the Principal prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

Guest speakers who cover controversial topics must be screened by the Principal. The screening may include an interview of the guest by the Principal or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the Core Knowledge Sequence. Parents may have students excused from such presentations and understand that the student will be supervised in a study hall. Teachers will provide permission slips to parents

as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for student to be excused.

Special Events- Utilization of the Facility

- Must be for school sponsored event
- Must have an Employee or BOD sponsor present who is familiar with the school emergency plan and security procedures.

Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Principal or designee two weeks prior to planning. The field trip planner will work with the Assistant Principal to ensure that all procedures are followed.

Extended Field Trips

All extended field trips require individual Board approval a minimum of 90 days (180 days outside US) prior to the trip. All students attending the extended field trip must have unanimous approval of the administrators of FALV. For MS/HS students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework, as well as their behavior on the trip. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by trip participants. All adults attending the field trip will be responsible for their own expenses, and are required to be a current FALV staff member or registered volunteer. The field trip planner will work with the administrator to insure that all procedures are followed.

Extracurricular Eligibility (K-12)

Students are ineligible for extracurricular activities if they have two (2) or more grades below 70% or one (1) grade of below 60% in any subject(s). Academic eligibility will be determined with the quarter ending grades. Ineligible students will remain ineligible for the remainder of the following quarter. Two disciplinary referrals in one quarter or three in one semester will render a student ineligible for any extracurricular activities for the remainder of that quarter. Four disciplinary referrals will render a student ineligible for all extracurricular activities and functions for the remainder of the school year. The principal may deem a student ineligible for off-campus field trips based on repeated misconduct.

Off-site Extra-curricular Activities

Any and all FALV off-site extra-curricular activities must be approved by Administration. All adults present at these activities must be volunteers and at least one staff member.

A list of all sanctioned FALV off-site extra-curricular activities will be maintained and updated by Administration and copies will be made available for FALV parents.

Student Social Activities

All FALV social functions will have at least one faculty or staff sponsor, as well as parental adult chaperones. Please refer to section, Special Events for additional information.

There will be no FALV event outside the preceding guidelines.

Prom and Other Similar Events

Prom is a much-anticipated event for high-school students. Since FALV has small enrollment, it is important that the prom be an event that is best enjoyed by our attending students, and we hope it will become an event that is remembered by the exiting senior class. With that in mind, FALV will not have an official “prom” until we have graduated a senior class. However, we will have school dances beginning the first year. The following school dance guidelines are set forth to protect the school and its students.

- **Non-High School Guests:** Only high school students may ask a guest who is not a FALV student. This guest must be under 18 and the FALV student inviting this guest must get a parent permission form signed, as well as a waiver that the parent(s) accepts full financial liability in the event of damage or an accident related to the attendance of the guest of their student.
- Such guests must abide by all rules, guidelines, policies, procedures, and requests of FALV, the chaperone of this event.
- **Students Under Disciplinary Referral:** No student who has been suspended from school during the school year and the suspension is unresolved, will be allowed to attend prom or other dances.
- **Adult Chaperones:** Adult chaperones are required to arrive early, dress appropriately, and stay in the student area in order to be available to effectively monitor student behavior. Chaperones may not drink any alcoholic beverages during the designated hours of the event. Student Council will cover any cost of the event for chaperones asked to attend by the adult coordinator/sponsor as approved by the principal.
- **Dress Code:** Dress codes will be announced prior to the events. Other aspects of the standard of appearance will be followed for events.
- All other policies related to student behavior and attendance at events is considered a part of this policy.

Attendance at FALV Events by Alumni and Former Students

FALV Alumni:

- FALV Alumni are welcome at any “public” or “all-school” events.
- Alumni may attend specific clubs, events, etc. if a minimum of 1 week prior to the event he/she is invited by the event sponsor and approved by the Principal.
- Alumni may not attend dances (prom is an exception), or other social events unless a specific need/duty (chaperoning if over age 21) is determined, or at the discretion of the Principal. There also must be prior approval following the guidelines outlined above.

FALV Former Students (non-alumni)

- Former students are welcome at any “public” (plays, concerts, FALV graduations, student-faculty game) events.
- Former students may not attend “all-school” events, i.e., family picnics, back-to-school events, dances (prom is an exception), or other special events.
- Former students may not attend specific clubs, or club events, etc.
- The Principal retains full discretion to modify, change, or cancel any part of this policy on a case-by-case basis.

REGULATIONS REGARDING STUDENT USE OF VEHICLES

Founders Academy emphasizes **it is a privilege, not a right, to drive and park on school grounds**. Traffic safety is expected at all times. Drivers and passengers must always use seat belts. Students are expected to drive carefully and obey posted signs. Violations of guidelines will result in suspension of driving privileges and/or towing at owner's expense. Parking regulations are strictly enforced.

Registration of Vehicles

- Only students of legal driving age with a valid Nevada Driver's License are eligible to drive and park on campus.
- Students are required to complete a *STUDENT USE OF VEHICLE CONTRACT* available in the Main Office. **Student and parent signatures are required on the contract.** The Student Contract can also be found in the appendices of this handbook.
- Only Vehicles registered with the state and belonging to the student or a family member may be registered at the high school.
- Student must have a valid driver's license.
- Upon completion of the registration process a parking sticker will be issued.
- The sticker must be properly displayed on the registered vehicle as evidence the registration process has been completed.

Operation of Vehicles

- All students are expected to be in school on time.
- The student driver will be held responsible for any passenger(s) he/she may choose to allow in their vehicle.
- Vehicles at all times must be operated in a manner that adheres to all the rules and regulations of proper and safe driving as defined by Nevada traffic laws.
- The speed limit on school property is 15 mph.
- Vehicles parked in the student area may not be moved during the school day without administrative permission.
- Students may not return to vehicles at any time during the school day without administrative permission.
- Using a vehicle as a place to eat or drink is prohibited at any time.

Disciplinary Action Students may lose their driving privileges if:

- There is a pattern of unauthorized tardiness, unauthorized absence, poor academic performance (as determined by parent, teacher, and/or administration), and/or multiple discipline referrals.
- Students park in areas other than student parking.
- Students violate the traffic regulations on campus (i.e. drive over the speed limit, drive aggressively, or without proper safety).

Consequences outlined in the discipline section may also apply if students violate the traffic rules.

SECTION VIII
ENROLLMENT, RE-ENROLLMENT

Enrollment and Re-Enrollment

Per the Admissions Process defined in our charter application, FALV will not make any distinction on account of the disability, race, creed color, gender, national origin, religion, or ancestry of any student who seeks admission. Enrollment is open to anyone who chooses to attend. We encourage parents to review carefully the Founders Academy Charter School Handbook and Curriculum, and to enroll their children if they value the school's philosophy and educational offering.

Vacancies exist whenever the number of students enrolled in a class is below the class's capacity. As vacancies occur, those vacancies will be filled using a lottery system. The following lottery enrollment procedure will be implemented:

- 1) Parents of potential new students must complete the application form, at which time their child's name will be added to the appropriate grade-level lottery list. Potential students may be added to the lottery list at any time during the year.
- 2) To be included in the lottery list for the upcoming year, parents must complete the application before the enrollment period begins. The first lottery drawing will be held before spring break. This lottery will determine the initial enrollment for the upcoming year.
- 3) Enrollment priority is given to the following students:
 - a) Students currently enrolled who choose to remain at FALV will not be part of the lottery.
 - b) Children of FALV Board of Directors
 - c) Children and grandchildren of teachers, administrative staff, and full time employees of FALV
 - d) Siblings of enrolled student(s)
 - e) Children and grandchildren of formerly employed teachers, administrative staff, and full-time employees of FALV, in good standing, and employed for a minimum of 2 years.

As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school shall enroll pupils in the order in which applications are received. If more pupils apply for enrollment than the number of spaces which are available, the school shall use a lottery to determine who will be enrolled.

- a. As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.
- b. Our school will establish and advertise an enrollment window during which it will accept applications for annual enrollment in our school's lowest grade.
- c. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
- d. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
- e. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.

- f. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
- g. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
- h. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
- i. As space becomes available, pupils from the waiting list will be enrolled in the school.
- j. The waiting list enrollment order will be determined by lottery.
- k. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
- l. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
- m. Our school will not "close enrollment" except as described in NAC 386.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
- n. When we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

Enrollment for Kindergarten students is dependent upon the age criteria for placement as determined by Nevada law.

Enrollment for 7th-12th grade students requires a copy of the enrollee's past two semester report cards and a transcript for 9th-12th graders. If upon receipt of the official records, the initial information is found to be in error, the student will be required to take classes for which they have not yet received credit.

Completed paperwork must be received by the front office staff by the date agreed upon or the student may lose placement in the school. Any dishonest representation of grades or transcripts may also result in the student losing placement. Completed application forms must be received prior to attendance. All new students in grades 7-12 must also submit either a final report card or a complete transcript prior to attendance. New students in grades 1-5 must submit a final report card.

If FALV receives a records request from another school for a current FALV student – signed by the student's parents – FALV will vacate the student's seat. If FALV receives such a request without a parent's signature, FALV will contact the parent before vacating the student's seat.

Grade Level Placement of Newly Enrolled Students

The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. All students will be evaluated and grade placement will be determined on a case-by-case basis.

Enrollment of Expelled Students

Students expelled from another school for drugs or violence will not be admitted to FALV during the time of their expulsion. All other expelled students will be evaluated on a case-by-case basis. The Administrator and BOD will participate in the decision.

Re-Admittance

Students who have left FALV and later choose to re-enroll, will be considered for enrollment based on the criteria of a new student.

Re-Enrollment of Students Expelled from Founders Academy

Founders Academy is under no obligation to consider re-enrollment of a student expelled from Founders Academy.

The process for a student who has been expelled from Founders Academy and seeks re-enrollment is as follows:

1. Student will contact the school and make a request to return. Prior to a meeting being scheduled, the student will be required to write a paper which includes the following:
 - A. A clear explanation and understanding of what occurred that resulted in the expulsion.
 - B. Why it was wrong.
 - C. How the student's actions violated the Founders Code.
 - D. How the student's decision impacted them.
 - E. Others who were impacted and how they were affected.
 - F. Why the student wants to come back to Founders.
 - G. Why Founders should allow the student to return.
 - H. What is/will be different about the student's attitude and actions that will show this type of thing will not happen again.
 - I. What, how, and why will the student's returning to Founders, make Founders better.
2. When this has been received it will be determined if a meeting will need to be scheduled.
3. If a meeting is granted, it will then be determined if the student will have the opportunity to present to a panel of administration and faculty.
4. A final decision would then be forthcoming.

Please understand, this process will have several steps and beginning the process does not guarantee re-enrollment.

Re-Enrollment

Re-enrollment for the next school year will usually begin in December of the current school year. Parents will be notified to complete an *Intent to Return Form* for those students planning to return

for the next school year. The *Intent to Return Form* will usually be due mid-January to guarantee students currently enrolled a seat for the next school year.

Classroom Placement

The classroom placement policy is designed to promote educational excellence and fairness by optimizing the learning environment at each grade level while meeting special needs of individual students.

Parents may provide a written request to the Principal/Assistant Principal for a specific classroom environment for their child. However, such requests are not guaranteed because they can lead to imbalances in the classroom. Prior and future teachers at each grade level will provide information to the administration regarding classroom dynamics, special needs, balance of boys and girls, friendships, availability of volunteers, diversity of student achievement, etc., to assist in determining classroom assignments in order to provide a fair and common education for all students. Classroom assignments must be approved by the Principal.

Registration for Classes

Students in grades 7th–12th grades who have re-enrolled will receive a course description guide in the spring, for the next school year.

Open Enrollment

Open enrollment for students not currently enrolled, will usually begin in January of the current school year. In the event that the number of student applicants exceed the number of seats available in any particular grade level, a random selection process (lottery) will be utilized to determine which applicants will be enrolled. If necessary, a lottery will be conducted immediately after the close of the enrollment window.

Withdrawal of a Student

Please contact the Registrar prior to the requested withdrawal date. A Release and Transfer Form is required. All books must be returned or paid for and any outstanding fees or fines must be made current to process any records.

SECTION IX
ATTENDANCE AND TARDINESS

Attendance

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments made during school hours. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

**School starts promptly at 7:30 a.m. and ends at 2:30 p.m., Monday-Friday.
Students should be in their seats ready to learn by 7:25 a.m.**

This policy is applicable to students participating in a program of special education or a Section 504 Plan resulting from a student's disability, but subject to the student's "individualized Education Plan" or "504 Plan" and in accordance with the Individuals with Disabilities Education Act.

Who must attend school?

Pursuant to Nevada Revised Statute (NRS) 392.040, students between the ages of 7 and 18 years of age must enroll and attend school for the entire time the school is in session. Students who are 6 years of age must attend school, if enrolled, for the entire time the class in which they are enrolled is in session. ALL students enrolled must follow the Attendance/Truancy Policy.

Absences-

To evaluate the proper classification of an absence, the Principal, Counselor or Attendance Clerk may reasonably inquire, investigate and/or request further documentation from the parent/guardian.

Absences for a student's participation in a sanctioned activity, a student's suspension or required parent conference will not be counted as absences for the purpose of attendance enforcement.

To Report an Absence:

If your child is absent because of illness or an appointment for which we have not been notified previously, please send a note of explanation to the Attendance Clerk on arrival, the day following the absence.

Students or parents/guardians are allowed three school days after the return from a student's absence to request homework. A minimum of three school days will be allowed for the assignments to be completed and submitted.

Failure of the student to make up missed work from an excused absence will result in an unexcused absence counting toward the limitation of absences.

Students who have been absent must provide **notice from the parent/guardian** to the school explaining the reason for the absence **within three (3) school days after their return** from the absence. Parent/Guardian explanations should include the following information:

1. The first and last name of the student;
2. The date(s) the student was absent; and
3. The reason the student was physically or mentally unable to attend, how the absence was related to the student's disability, or the nature of the emergency.

The following will be considered excused:

- Medical Reasons
- Mental or emotional disabilities
- Pre-Arranged* absences approved by the Principal
- Attendance at any school-sponsored activity
- Required court appearance
- Religious holiday
- Bereavement (notify the school if absence will extend beyond three days)

* Some pre-arranged absences may not be recorded as excused.

If an acceptable explanation of the absence is not provided within three school days, the absence is unexcused and, in accordance with NRS 392.130, is deemed a truancy.

Students in grades K-6 are recorded absent for half the day if more than one hour and fifty five minutes or for the entire day if more than three hours and forty five minutes of the instructional day are missed.

Students in grades 7-12 are recorded absent for the entire day if the student is absent every class period. A student who is absent less than a full day shall be marked absent only in those classes from which the student was absent. Students arriving for class more than 30 minutes late are considered absent for that period only.

Unexcused Absence

An unexcused absence is defined as an absence that is not covered by one of the previous exceptions or a student failed or refused to attend school. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school. Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

In the event of an unapproved absence, the Principal, Counselor or Attendance Clerk will deliver or cause to be delivered a written notice of truth to the parent or legal guardian (NRS 392.130[4])

Pre-Arranged Absence

Pre-arranged absences for acute/chronic illness/injury, terminal illness in immediate family, death, or unavoidable time away from home must be arranged and approved through the Principal, by the parent/guardian. The Board, administration, and faculty discourage vacations, trips, and other non-illness related absences when school is in session. It is in the best interest of the students to be in class taking advantage of instruction in a very rigorous and content-rich curriculum.

Parents/Guardians must submit a written request to the school **prior to** the absence(s). The maximum number of arranged absences is **10 per school year**. Forms to request an arranged absence are available at each school.

Limitation of absences

The limitation of absences for elementary students is twenty (20) total absences per year. The limitation of absences for secondary students is ten (10) total absences per semester. Arranged

absences in excess of 10 during the school year and any arranged absences for which the makeup work was not completed and submitted, as required by the teacher, count toward the limitation of absences.

A student's medical illnesses or condition's may prevent a student from meeting the above goal, and absences which are due to the student's physical or mental inability to attend school, if properly documented and submitted to the school within the timelines defined by this policy will not be included in the determination of a student's denial of credit or retention if the student has completed course-work requirements.

Parents/legal guardians will be notified upon each unverified absence.

Consequences for exceeding the limitation of absences

Elementary students may be retained in the current grade. Secondary students will receive a denial of credit for any course in which the limitation of absences has been exceeded. Students in grades 9-12 who fail three or more courses may be retained and/or referred to an alternative program. Secondary schools are required to provide written documentation to students and parents/guardians regarding options for making up deficient credits.

Appeal process to address possible retention and denial of credit

If a parent/guardian believes that extenuating circumstances, issues that may have led to the excessive absence and/or mistakes in the record have been made, the parent may appeal to the principal/designee. The established final level of appeal is the Founders Academy of Las Vegas Board.

When an absence is considered truancy

When a student is absent for one or more class periods or the equivalent of one or more class periods during a school day shall be deemed a truancy (NRS 392.130[2]) or does not have a valid excuse, did not secure prior permission for the absence or did not make up the class work for an excused absence, the absence is unexcused. In addition, failure to provide an excuse within three (3) school days will result in an unexcused absence. In accordance with NRS 392.130[2], an unexcused absence is deemed truancy.

When a student continues to be truant

When a student has three (3) unexcused absences (truancies), the student is declared a habitual truant, and the student will be reported to the local law enforcement agency for investigation of habitual truancy and issuance of citation, if warranted, in accordance with NRS 392.149 (NRS 392.144) and in accordance with NRS 392.144, the school shall conduct an investigation, set a hearing date, and provide a written notice of the hearing to the parent or legal guardian of the student. If the student remains a habitual truant following the investigation and hearing, the school may issue an order imposing administrative sanctions. Including the suspension of the driver's license or prohibiting obtainment of a driver's license of a habitual truant student for thirty (30) days for the first offense. The second offense and any subsequent offenses will result in the suspension /obtainment for sixty (60) days.

The Nevada Revised Statutes do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian.

Any student who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without a valid excuse may again be declared habitual truant.

Consequences for being cited as a habitual truant

Elementary school truancy violations will be referred to Child Protective Services (CPS) for

investigation. The possible consequences that may be imposed for secondary student violators are as follows: first offense-supervision by a probation officer or warning; second offense- court appearance, eight to sixteen hours of community service at the school of attendance, suspension of the student's driver's license for 30 days-6 months or a delay of 30 days from the date a student can apply for a first-time license and a \$100 fine. The consequences for a secondary school student who is issued a misdemeanor truancy citation cannot be appealed through the school.

In addition, students who exceed the limitation of absences are subject to the consequences as set forth in Founders Academy of Las Vegas Regulations 5113 and 5123.

What happens if the habitually truant student is cited again for truancy?

Another misdemeanor citation is issued to the secondary school student. The consequences for subsequent citations- assigned additional hours of community service, court assigned curfew and/or house arrest, 60 days-1 year suspension of driving privileges, suspension of work permit and \$200 fine. In addition, if the parent/guardian, to whom notice of the habitual truancy has been given, fails to prevent the child's subsequent truancy within that school year, the parent/ guardian is guilty of a misdemeanor.

Parents/Guardians of habitually truant elementary students who do not attempt to insure their children's regular attendance at school will be referred to Child Protective Services for investigation of educational neglect or to law enforcement for possible issuance of a misdemeanor citation.

Before a student is denied promotion to the next higher grade, denied credit or ordered imposing administrative sanctions for failure to comply within the attendance requirements prescribed, the Principal shall provide written notice of the intended denial to the parent/guardian of the student including a statement that the student and parent/guardian may request a review of absences of the student and a statement of the procedure for requesting such review. Upon the request for review by the parent/guardian, the Principal shall review the reason for each absence of the student upon which the intended denial of promotion is based. After the review, the Principal shall grant credit towards the required days of attendance each day of absence for days there is evidence submitted by the parent/guardian that the student was physically or mentally unable to attend school on the day of the absence; and the pupil has completed course work requirements. If the parent/guardian disagrees with the decision of the principal or designee that the standard under NRS 392.122 3 (a) and (b) has not been met, the parent may appeal to the Founders Academy of Las Vegas Board. The decision of the FALV Board is final.

Late-Arrival/Tardiness

Tardiness is a form of absence and interferes with student learning. Disruption and loss of instruction time result when students are not in their classrooms ready to begin learning on time. ***Classes begin promptly at 7:30 a.m.*** Parents are expected to have their students at school a minimum of 5 minutes prior to the start of classes, ***therefore students are considered tardy for class at 7:25 a.m.*** Tardy students must be checked in at the office by their parent or guardian before going to class. Habitual tardiness will result in a disciplinary action.

Founders Academy does not distinguish between tardiness resulting from the actions of the student or that of the parents or legal guardian.

Lower School

Students in grades K-6 are marked tardy if they are not physically present in the classroom at 7:25 a.m. ready for the start of the instructional day that begins at 7:30 a.m. After three tardies, a letter will be sent home to inform the parent(s). Any tardies thereafter will have a consequence that may include detention. Three tardies equal one unexcused absence. Habitual tardiness will result in a disciplinary action.

Upper School

Students in grades 7-12 must be in class by 7:25 a.m. ready for the instructional day to begin. At 7:30 a.m. doors to classrooms are closed and the academic day begins. Students will not be admitted to class without a pass from the office. After three (3) tardies, a letter will be sent home to inform the parent(s). Any tardies thereafter will have a consequence of detention. Three tardies equal one unexcused absence. Habitual tardiness will result in a disciplinary action. Students who miss more than 30 minutes of any class period are counted absent for that period only.

Excessive Tardy Discipline

Any student who arrives after 7:25 a.m. will:

1. Be considered tardy and must report to the appropriate school office (main or 300 building) where they will sign in and get a tardy notice to take to their teacher. Parents must escort any child who is tardy to the office and sign them into school. Tardy students will not be allowed into class without a tardy slip.
2. A school attendance official will record the tardy students' names. Every tardy is recorded.

Excessive Tardies to class – Upper School

1. Upper School (Grades 7-12) students are allowed five minutes between class periods. At the beginning of each period students are expected to be seated at their desks; with the necessary materials (pencil, book, binder); in school uniform (shirt tucked in, etc.).
2. Students who are not present and prepared at the beginning of class will be marked tardy for that class.
3. Tardies for class, as well as, those due to being late for school are deemed the same and will follow the same disciplinary action.

The following is the list of disciplinary consequences for excessive tardiness for all students:
(Administration has the right to choose/change the outcome as deemed necessary)

Tardy

1st and 2nd tardy
3rd tardy
4th and 5th tardy
6th tardy
7th tardy
8th tardy
9th tardy

Consequence

No action taken
Warning Letter
30 minute detention after school (2:30 – 3:00 p.m.)
Required Parent Conference (RPC)
Student attends Saturday School (see below)
Suspension 1-3 days
Hearing with Principal

Saturday School

Due to excessive tardiness a student may need to attend Saturday School:

1. Saturday School will be assigned to students by an administrator or clerk.
2. Unless otherwise stated, it will be held Saturday mornings from 8am to 11am.

3. No students will be admitted late to attendance school. If a student is tardy or does not show for an assigned Attendance School they will be suspended.
4. During Saturday School, students must wear full uniform and must work quietly or read. If a student is talking or sleeping, they will be excused and they must attend another day. No electronics are allowed in attendance school.

Student Check-Out

Students may NOT be taken from the school or playground unless parents have signed them out in the office. School-sponsored activities require a teacher or sponsor to be responsible for the students. Therefore, if a parent desires to take his/her student at the completion of an activity, written notification must be given to the teacher or sponsor. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

Students that are not participating in a scheduled after-school event or activity are not allowed to be in the building or on school property.

Students who have not been picked up by 2:45 p.m. will be placed in the after-school care program after a call has been placed to the parent or guardian. Students whose parents call notifying the office that they will be later than 2:45 p.m. will also be placed in the after-school care program. There will be a charge for students who are placed in the after school program.

SECTION X
PICK-UP AND DROP -OFF

Founders Academy of Las Vegas
Drop-Off and Pick-Up Procedures

PLEASE KNOW THAT THESE PROCEDURES ARE DESIGNED FOR YOUR CHILD'S
SAFETY AND SECURITY

Volunteers and staff will supervise the drop off & pick-up areas.
(Please follow signs and directions given by FALV staff members or volunteers.)

In this effort to create a safe, orderly, and time efficient process for our drop-off and pick-up, please read through and become familiar with the following:

Drop-off

All students will be able to enter the building and go to their classrooms at 7:15

DO NOT LEAVE STUDENTS UNATTENDED ON CAMPUS BEFORE 7:15AM.

Students who have classes in the 100 building (K-1st)

Enter through the east end entrance and go directly to their classroom.
Kindergarten may enter through Mrs. Kubala's door.

Students who have classes in the 200 building (1st-6th and some upper school students)

These students may either:

- Enter through the east end entrance of the 100 building and go directly to their classroom.
- Enter through the hallway doors on the north side of the 200 building
- Enter directly into your classroom if there is an exterior entrance. You do not need to line up as the doors will open at 7:15am. Go directly into your classroom.

Students who have classes in the 300 building (7th-12th Graders)

Enter through the main door and go directly to your classroom.

****STUDENTS - PLEASE USE THE DESIGNATED CROSSWALKS WHEN CROSSING**
THE STREET**

******DRIVERS - Please use your blinkers to enable those directing traffic to help you get through smoothly and safely******

IMPORANT:

- **Parents, please allow your students to enter the building unescorted.**
Please do not walk your student inside the building as there will be staff to greet them.
- **All doors will close at 7:25am and students will be tardy.**
Students who are tardy will need to be escorted to the front desk and signed in by parents. Student will need a tardy pass to go to class. This will create a classroom that is ready to begin promptly at 7:30am to get the maximum use of instruction time.
- **Please be on time.**

Students arriving late disrupt the entire class. Please respect the fact that all students deserve quality instruction with minimum distractions.

- **Please do not use the main front door unless you are tardy.**
Please walk your students into the front office if you arrive after 7:25am.
(*WE WILL NOT BE COUNTING TARDIES THE FIRST WEEK OF SCHOOL SO STUDENTS NEED TO GO DIRECTLY TO THEIR CLASSROOM.*)
- **Tardies will count beginning MONDAY AUGUST 22nd.**

Pick-Up

Time is precious and teachers will teach to the end of the day in order to provide a full day's instruction. School ends at 2:30pm. Students will not be released until after 2:30pm.

****PLEASE USE THE DESIGNATED CROSSWALKS WHEN CROSSING THE STREET****

******DRIVERS - Please use your blinkers to enable those directing traffic to help you get through smoothly and safely******

PLEASE BE ON TIME

Students must be picked up by 3:00pm.

- Students picked up late more than three times in a four week grading period will need to enroll in the after school program.
- Parents will be required to meet with the principal if a student is chronically picked up late and not enrolled in the after school program.

PICKING UP YOUR CHILD EARLY

In order for a student to leave school during normal school hours (7:30 a.m. to 2:30 p.m.), a parent must sign the child out in the school office. The school secretary or aide will go to the classroom to get the student and take him or her to the parent in the school office. To minimize classroom distractions no child will be released to any adult at the classroom door other than a school designated employee or school appointed volunteer.

Since classes do not end until 2:30pm, students leaving early disrupt the entire class. Please respect the fact that all students deserve quality instruction with minimum distractions by not picking students up early unless it is absolutely necessary.

We ask that you refrain from picking up your child before the end of the school day (2:30 p.m.) when possible. If you arrive early to pick up your child, please wait for the children to be brought outside. We understand that from time to time it may be necessary for families to leave early for an out-of-town trip or for another important reason. In those cases the office must have a written note by 10:00 a.m. letting the office know he or she will be leaving early. Please schedule your doctor, dentist or any other appointments before or after school or on a scheduled day off. If this is not possible, the office must have a written note by 10:00 a.m. letting the office know your student will be leaving early. Students will not be permitted to be picked up before the end of the school day if the office has not been notified in writing that the student has an appointment. Faxed or emailed notes will not be accepted after 10:00 a.m. Please know, our goal is to maximize valuable instruction time throughout the day. **NOTE: Students who do leave early are still responsible for any work due upon their return.**

If a parent or guardian comes to the office to pick up a student before the end of that student's school day and the office has not been notified of an appointment, those seeking to pick up the student will be asked to wait until students are released.

Planned absences will be excused only if arrangements are made at least a week in advance with the teacher(s) and the principal. The decision to excuse the absence will be made by the principal. When the absence is planned, all work will be expected to be completed and turned in the same day the student returns to school. Please complete a "Pre-Arranged Absence Notice" (See Make-up Work Policy).

THANK YOU FOR YOUR HELP AND COOPERATION!

SECTION XI
FOUNDERS ACADEMY OF LAS VEGAS PHILOSOPHY OF DISCIPLINE

FALV is committed to optimizing learning for all students. FALV students are expected to be well-behaved at all times, to respect themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-discipline. In *The Schools We Need and Why We Don't Have Them*, E.D. Hirsch, Jr. says, "Reduction of truancy and misbehavior is just one advantage that accrues when all students are made ready to learn. More positively, giving young children enabling knowledge is inherently motivational; it liberates their natural eagerness to learn." Rules for behavior and punishment are in accordance with NRS 386.585.

The goals of discipline at FALV are:

1. To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
2. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual Character Education and lessons.
3. To reinforce FALV's commitment to treating all students with fairness, respect, and equality.
4. Develop self-discipline and self-government.
5. Cultivate wisdom, virtue, temperance, and prudence.

Administration's Role in Discipline

The goal of any meeting between a student and the Administrator is that of a learning opportunity for the student in order to implement a positive change in behavior. The process will involve a discussion of the Pillars of Character. In most instances parents will be notified of the student's visit to the Administrator's office. The primary goal of the choice of consequences by the Administrator is to require the student to take responsibility for their actions.

The included goals of a parent conference with the Administrator are:

1. To exchange accurate information about the student.
2. To determine how the parent-school partnership can best work together to lead the student to reform his behavior.

The Administrator will preserve the integrity of the disciplinary process at FALV. By modeling the VIII Pillars of Character Development and consistently treating students and their families with respect and professionalism, the Administrator is an extremely valuable and accessible part of a student's character development and education at FALV. FALV's goal is to create a safe, respectful, and responsible environment where learning takes place.

Teacher's Role in Discipline

Teachers will have the authority to implement discipline in their classrooms that is consistent with the FALV discipline goals. Teachers will utilize the Administration to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve the other designated FALV staff besides those mentioned.

FALV's Student Guidelines for Behavior

Students will:

1. Be polite and attentive.
2. Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
3. Follow directions when they are given.
4. Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, security and any other people working in the school. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.
5. Follow lunchroom, playground, field-trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
6. Adhere to the dress code.
7. Not use threats, intimidation, or bullying against any other person.
8. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
9. Be dismissed by the teacher, not the bell or the clock.
10. Not leave school or the playground without signing out in the main office.
11. Students will not bring anything to school that could be used to harm another or that is illegal.
12. Public Displays of Affection - Being overly affectionate in school creates an environment that is not conducive to concentration and learning, therefore students should refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are expected to show good taste and conduct themselves respectfully at all times in accordance with Founders Student Protocols and the Founders Code. Inappropriate public displays of affection will not be tolerated. This behavior will result in a parent meeting and possible suspension if inappropriate behavior continues after being warned. The expression of feelings of affection toward others is a personal concern between two individuals and not of others surrounding them. Therefore, good taste and respect for others is the guideline for appropriate behavior.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students, and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

FALV is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the Code of Conduct and character Pillars as they have agreed to. If a student does misbehave, the consequences for the infraction will be immediate, relevant, and effectual. In evaluating

consequences, teachers and Principals will determine if the act is a “first time,” a “repeated” or a “habitual” offense.

In accordance with this policy, FALV has adopted the following procedure for disruptive behavior that requires an office referral. The teacher issues the student a *Discipline Referral* form, and the student is required to visit the Administrator. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year.

1. Student removed from class, sees administrator
2. Student removed from class, sees administrator, calls home.
3. Student removed from class, sees administrator, calls home, suspended immediately and may not return without parent attending school with the student for the entire day. Return day is determined by Administrator and parent.
4. Student removed from class, sees administrator, calls home, must attend Saturday School.
5. If inappropriate conduct continues, student can be suspended.

Suspended students will not be on the honor roll for that quarter. Such suspensions may render a student ineligible for field trips and other activities.

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

At no time will a student’s disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in attempt to discern truth through investigation.

FALV desires to educate all students who enter our school, expecting nothing less than the best from each one.

What happens after three and four referrals?

FALV cannot and does not tolerate students who disrupt class. FALV requires all students to be “polite and attentive.” All other behavior is disruptive. Please make yourselves familiar with FALV’s policies concerning discipline and suspension.

Students who disrupt class are sent to the office with a disciplinary referral. If students have not corrected their behavior even after the third or fourth disciplinary referral, the following additional action will be taken when students go beyond their fourth disciplinary referral.

- Any student who receives four or more disciplinary referrals will not be allowed to attend any field trips or attend classroom parties without a parent accompanying them for the day. These students can also be suspended from all school activities.

Founders Code (Anti-Bullying Policy)

Students following the Founders Code; Honor, Respect, Service, Excellence, and Perseverance, will be conducting themselves in an appropriate manner and be directly involved in creating an environment of encouragement and edification. Bullying is prohibited against any student for any reason. Bullying means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. Bullying is prohibited on school property, at school-sanctioned events, when students are being transported to or from school or a school-sanctioned event, and off-campus when it is reasonably foreseeable that the bullying conduct may cause a substantial disruption in the educational mission of the school or interfere with the ability of other school

students to learn or be secure. Founders Academy will focus on promoting the virtuous habits delineated in The Founders Code in order to guide students in developing right actions and attitudes toward one another.

Cell Phone/Electronic Devices Policy

There are no cell phones or electronic devices allowed on campus. Cell phones/devices will be confiscated if seen or heard at any time during the school day. Cell phones/devices may not be used during school hours, even during lunch times. This includes text messaging. A parent will be required to retrieve the cell phone from administration. Founders Academy is not responsible for lost cell phones, games, or other electronic devices. Students who need to contact parents during the school day can get permission to use a school phone. Parents wanting to contact students during the school day can call the school and a message can be delivered to the student or arrangements to have a phone conversation can be made.

- If a student is seen with a cell phone or electronic device, or the phone/device is heard, the phone/device will be taken, and the device will be given to the Principal. It will be the student's responsibility to let their parent or guardian know that the device will need to be picked up by the parent or guardian from the Principal, at the Principal's convenience. A \$25.00 fee will apply.
- A second offense will result in a \$50.00 fee and a parent conference will be required to regain possession of the phone/device and possible suspension from school.
- A third offense will result in permanent loss of the phone/device and possible suspension from school.
- Any student refusing to give the phone/device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

Valuables on Campus

It is not recommended that students or staff bring valuables onto the school campus. Founders Academy cannot be responsible for damage to or loss of valuable items. Electronic games and devices are not allowed on campus at Founders Academy. Games found on campus may be confiscated and may be held by administration until the end of the school year.

Student Network Acceptable Use Policy

FALV recognizes the importance of the network and Internet access as a valuable resource in the educating of today's youth. We also recognize the need of supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. It is understood that this access is a privilege, not a right, and all students and staff are expected to practice proper and ethical use of these systems. The use of these systems is monitored and subject to administrative review at any time and *Network Access Agreements* must be signed by students prior to using FALV computers. It is intended that these resources will be used to pursue intellectual activities in support of research and education. FALV does not assume responsibility for system failures that could result in the loss of data.

User Accounts

Access to the network requires the granting of a user account. The following criteria will govern the granting of an account:

- No user accounts will be granted to K-4th grade students.
- User accounts for the Internet for grades 5-12 students may be granted for classroom or research purposes only.

Electronic Mail

Students are not allowed unsupervised access to or use of personal electronic mail resources.

“Netiquette”

During supervised classroom activities on the network, such as “*Pen Pals Abroad*,” students are expected to observe the same standards of behavior as they do in the classroom.

- Be polite and courteous
- Never reveal any personal information about yourself. This includes addresses, phone numbers, and credit card numbers
- Do not reveal addresses or phone numbers of any other student or member of the staff.

Network Security

Periodically you may be allowed to access other networks and/or computer systems. These are to be used for research purposes only. Do not make copies of copyrighted materials.

Penalties for Inappropriate Actions: (See discipline policy)

All students will sign a Network Access Agreement

Academic Dishonesty

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. Students progress academically only by receiving comments and corrections on work they turn in and by taking these comments and corrections to heart in order to improve their performance. The entire system of assessment rests on the assumption that the work a student turns in is his own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others’ ideas and labor. Plagiarism is defined as the appropriation of another’s ideas or words in order to present them as one’s own. An instance of plagiarism can be as long as a term paper, or as short as a sentence. Simply rephrasing an author’s words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment. Whenever a student has been caught plagiarizing, the following process will be followed:

1. The teacher will keep a copy of the student’s assignment and, whenever possible, a copy of the plagiarized work. The teacher will also write a brief description of the instance of the plagiarism. These materials will be placed in the student’s permanent record.
2. The teacher will inform the Principal of the plagiarism.
3. Either the teacher or the Principal will inform the student’s parent of the plagiarism.
4. The student will receive an F on the assignment if it is the first offense.
5. For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.

A disciplinary referral will be issued if plagiarism has occurred. High school students found guilty of academic dishonesty or similar serious offenses will not be ranked, and therefore cannot be Salutatorian or Valedictorian.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. Whenever a teacher suspects two students of cheating, he should confront the students individually before speaking to them together. Otherwise, the same process outlined for plagiarism should be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion.

A disciplinary referral will be issued if cheating has occurred. High school students found guilty of academic dishonesty or similar serious offenses will not be ranked, and therefore cannot be Salutatorian or Valedictorian.

Suspension

A Principal or designee has the authority to suspend students as appropriate.

Suspensions last from one to ten days depending on the severity of the infraction. All suspensions will require a parent-principal conference. A remedial student discipline plan will be created during this conference. The conference will occur before the student is readmitted to class. The Administrator may require the parent to attend a full day of class with the student upon return.

Students can be suspended for the following reasons:

- Continual, willful disobedience or open and persistent defiance of proper authority.
- Willful destruction or defacing of school property.
- Behavior on or off school property, which is detrimental to the welfare or safety of other students or of school personnel
- Serious violations in a school building or on school property
- Repeated interference with a school's ability to provide educational opportunities to other students
- Other grounds relative to student behavior.

Expulsion from FALV will be mandatory for the following violations:

Weapons and dangerous substances are not allowed on the premises. Possession of any of the following items may be grounds for immediate expulsion:

Sale, distribution or consumption of;

- Controlled substances, narcotics, prescription medications
- Tobacco, cigarettes, e-cigarettes, and other electronic smoking devices,
- Alcohol

Carrying, bringing, using, or possessing a dangerous weapon.

- Weapons, including real weapons or look-alike weapons
- Toy guns (Nerf, Rubberband Shooters, Airsoft, etc.)

- Any explosive, noxious, or flammable material (including aerosol cans, such as deodorant sprays)
- Matches or lighters
- Bullets
- Knives or other cutting tools (other than school scissors)
- Sexually explicit material – written, pictorial, or electronic including nude depictions of either gender in a sexual context.

Or

The commission of an act which, if committed by an adult, would be robbery or assault other than third-degree assault.

Expulsion is also mandatory if a student is declared habitually disruptive.

SECTION XII
FOUNDERS ACADEMY DRESS CODE- 2016-2017

The purpose of a dress code is to prevent unnecessary distractions in the classroom and create a positive learning environment. FALV has given considerable thought to the relationship between how a student is dressed and how a student learns. For the outsider, this probably seems fussy and insignificant. For the insider, the relationship is anything but. There is great truth to the old English saying that the “suit makes the man.” Too much might easily be made of these words, but there is no denying that we take on the mantle of the clothes we wear. Children, even very young children, change their demeanor when they don fancy dress—they become the characters they wish to emulate, and these characters are often nobler than their real selves. It is not, however, entirely a matter of affectation. There is something to the idea that manners are the beginnings of morality, and with regards to our attire it means that caring for how we present ourselves, like punctuality, is a signal of our respect for others. We want our students to present well. This doubtlessly reflects well on the school, but there is something more important at stake. In dressing well, they take themselves more seriously and treat their time with us and with their studies more seriously. Importantly, they also begin to see the relationship between how they are perceived and how they are received.

It is with all of these considerations in mind that FALV has selected a student uniform. The vendor that has been selected is Dennis Uniform. Dennis Uniform was selected because of the durability, style, and color selection of their clothing. Uniforms may be purchased in the store or on-line at www.dennisuniform.com, using the School code, JFA. Uniform bottoms may also be purchased from other stores as long as they are khaki or navy in the Dickie brand only. The style must be "standard" and not "skinny" pants. The school has adopted the following uniform policy for students:

Students should arrive at school each day wearing official Founders Academy of Las Vegas uniforms with the school logo. The dress code is listed below. As stated previously, classroom time should be directed to instruction and not to correcting student dress. Our intent is that the uniform and dress code will alleviate the ill-will that can come from feelings of uneven enforcement from students, parents, and staff.

Special note about dress code violations: Students must be strictly in adherence with the dress code to attend class. Dress code violations will be determined by any FALV staff member. Parents will be called and expected to bring acceptable attire.

Teachers are expected to enforce the dress code.

Students not in compliance with the dress code will receive a minor violation notice that specifies the infraction. This notice must be signed by the parent/guardian and returned the next day to the office. A student will receive no more than one violation per day, per offence. Repeated dress code violations can result in detention and/or suspension.

All final decisions regarding dress code and dress code compliance will reside with the Administration.

Girls

Shirts: Navy, Red or White knit shirts* with the official school logo are required. Shirts must be buttoned, such that only the uppermost button remains undone. Shirts must always be tucked in. A solid red, white or navy blue undershirt may be worn.

High School Girls (grades 9-12) may wear either long or short sleeve, light blue or white oxford button down with logo.

*Grades 7-12 may also choose light blue shirts.

Shorts: Navy or Khaki uniform shorts (pleated or flat front, NO cargo or carpenter styles with large outer pockets) may be worn. The shorts must be no shorter than 3 inches above the knee when standing. Shorts must be worn at the waist and may not be overly tight or baggy.

Skirts, Skorts or Jumpers: Navy, Khaki or Liberty Plaid skirts or jumpers. Skirts must be worn with a logo knit shirt or blouse. Jumpers with the school logo may be worn with a plain knit shirt, or blouse. The hem must be no shorter than 3 inches above the knee when standing.

Pants: Uniform-type slacks (no denim or corduroy) purchased from Dennis or the appropriate Dickies brand. Belted, pleated or flat front, long enough to cover top of shoe, short enough to stay off of floor when worn with shoes, worn no more than 2” below waist, no cargo pants or outside pockets (patch pockets). No tight-fitting slacks (**must be able to pinch one inch of fabric in front and back**). Slacks may NOT be tapered. **They may not be skinnier at the ankle than at the knee.**

Socks/Leggings: Solid color socks, knee socks (not over the knee), or slim cut leggings that are White, Navy Blue, Red, or Black with NO logos or lettering may be worn. These must be worn under a dress code compliant skirt or jumper. Patterned hosiery is not allowed.

Sweaters/V-Neck Vest: Navy cardigan sweaters and V-Neck sweater vests with school logo may be worn. Knit shirts or turtlenecks (Navy, Red or White) can be worn underneath.

Jackets/Coats: All outerwear worn to school, whether outside, in the classroom, or anywhere on campus, students must have an approved jacket or coat with FALV logo. The approved jackets & coats are the following:

Fleece or microfiber jackets or cardigan sweaters from Dennis Uniforms, with the school logo

OR

Port Authority, Core softshell navy jackets with FALV logo from American Stitch

(3211 N. Tenaya Way Suite #103, Las Vegas, NV 89129

702-233-8567 orders@americanstitchlv.com)

Shoes: White, black, dark or navy blue, brown and gray Flat heeled, leather, loafer style shoes may be worn (no more than 1 inch heel). Solid neutral colored athletic shoes with minimal logo design (i.e. Nike-swoosh, Adidas-3 lines) are also allowed. Neon colors are not permitted anywhere on the shoe or laces) Shoes with wheels, boots, sandals or other “open” style shoes may NOT be worn. NO crocs allowed. NO shoes with graphics, glitter, sparkles or flashing lights. Shoes must have closed toes and closed heels.

Belts: A solid black, brown, navy or Liberty Plaid belt ***is required*** with pants and shorts that have belt loops.

Hair: Hair should be clean, and hairstyles must be appropriate. Hair and jewelry should be worn so as not to distract from the general learning environment. Hair should be of natural color and out of the eyes. Hair should never be distraction to the teacher or student and should not require constant “brushing aside” from the face when loose or down.

– No extreme styles or colors, words, symbols, or designs shaved in hair (including eyebrows) are allowed.

Accessories: Headbands that are a solid color (White, Black, Red, Navy) or Liberty Plaid. Headbands may not display logos or lettering. Hats, scarves, bandanas, hair coverings, sweatbands or hair feathers are not allowed except for religious reasons with permission from the Principal. Only clear or light colored nail polish may be worn. Only small post earrings (maximum of two) and small, simple necklaces, and bracelets may be worn (maximum of two each). Necklaces may not be worn on the outside of clothing. Chains, handcuffs or jewelry that suggests weaponry are not allowed. Tattoos, body piercing, or body art should be covered. Drawing on one’s self is not allowed. Makeup must look natural.

Boys

Shirts: Navy, Red or White knit shirts* with the official school logo, are required. Shirts must be buttoned, such that only the uppermost button remains undone. Shirts must always be tucked in. A solid red, white or navy blue undershirt may be worn.

High School Boys (grades 9-12) may wear either long or short sleeve, light blue or white oxford button down with logo.

*Grades 7-12 may also choose light blue shirts.

Shorts: Navy or Khaki uniform shorts (pleated or flat front, NO cargo or carpenter styles with large outer pockets) may be worn. The shorts must be no shorter than 3 inches above the knee when standing. Shorts must be worn at the waist and may not be overly tight or baggy.

Pants: Uniform-type slacks (no denim or corduroy) purchased from Dennis or the appropriate Dickies brand. Belted, pleated or flat front, long enough to cover top of shoe, short enough to stay off of floor when worn with shoes, worn no more than 2” below waist, no cargo pants or outside pockets (patch pockets). No tight-fitting slacks (**must be able to pinch one inch of fabric in front and back**). Slacks may NOT be tapered. **They may not be skinnier at the ankle than at the knee.**

Socks: Must be worn. Solid color that are: White, Black, Navy Blue or Red with NO logos or lettering.

Sweaters/V-Neck Vests: Navy cardigan sweaters and V-neck sweater-vests with school logo may be worn. Knit shirts or turtlenecks (Navy, Red or White) can be worn underneath.

Jackets/Coats: All outerwear worn to school, whether outside, in the classroom, or anywhere on campus, students must have an approved jacket or coat with FALV logo. The approved jackets & coats are the following:

Fleece or microfiber jackets or cardigan sweaters from Dennis Uniforms, with the school logo
OR

Port Authority, Core softshell navy jackets with FALV logo from American Stitch
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702-233-8567 orders@americanstitchlv.com)

Shoes: White, black, dark or navy blue, brown and gray Flat heeled, leather, loafer style shoes may be worn (no more than 1 inch heel). Solid neutral colored athletic shoes with minimal logo design (i.e. Nike-swoosh, Adidas-3 lines) are also allowed. Neon colors are not permitted anywhere on the shoe or laces) Shoes with wheels, boots, sandals or other “open” style shoes may NOT be worn. NO crocs allowed. NO shoes with graphics, glitter, sparkles or flashing lights. Shoes must have closed toes and closed heels.

Belts: A solid black, brown, or navy belt ***is required*** with pants and shorts that have belt loops.

Hair: Hair should be clean and hairstyles must be neat, appropriate and be of natural color. Boys’ hair must be trimmed above the eyebrows and above the collar when laying freely without the use of bands, ties or other restraints. No extreme colors or styles (i.e. faux-hawks, mohawks, spiked hair, man-buns pony-tails, etc.). Words, symbols, or designs shaved in hair (including facial hair and eyebrows) are not allowed. Hair should never be distraction to the teacher or student and should not require constant “brushing aside” from the face when loose or down.

Accessories: Hats, scarves, bandanas, hair coverings, sweatbands or hair feathers are not allowed except for religious reasons with permission from the Principal. Tattoos, body piercings, earrings, or body art should be covered. Small, simple necklaces, and bracelets may be worn (maximum of 2 each). Necklaces may not be worn on the outside of clothing. Chains, handcuffs, jewelry that suggests weaponry or drawing on one’s self is not allowed. Males must be clean shaven-no facial hair is permitted. Sideburns may not be lower than the earlobes.

For all students:

All clothing must be in good condition, pressed, clean, without holes and tears, appropriately sized and not excessively tight. No logos, pictures, or text on any clothing is allowed except uniform logos.

Founders School Spirit Days: Every Friday throughout the school year Founders Academy celebrates school spirit by allowing students to wear Founders Spirit clothing that may consist of: Founders Spirit shirts (may be purchased at front office), shirts from officially sponsored Founders Academy events, clubs or activities (i.e. Fun runs, science club, St. Baldrick’s event) Official uniform bottoms must be adhered to. (Except on First Fridays...see below for exception)

First Fridays: On the first Friday of each month students are allowed to wear blue-jeans after a dollar donation is made to the school. Students may visit the office to make the donation and receive a blue-jeans day ticket allowing them to wear jeans for that day. Students must have the receipt on their person throughout the day as proof they are officially participating. Blue-jeans must be neat and clean in appearance and may not have any rips, holes, wording (other than tags), or excessive “bling”. They must fit the student comfortable and not be too loose (baggy or sagging) or too tight.

If the following does not explicitly state a student may wear something, then he or she may not (e.g. hats, sunglasses, denim, scarves, bandanas).

Trends: Each year there are a few new trends that show up at school. These, of course, cannot be listed nor a regulation devised to specifically cover them. When a new trend interferes with the appropriate learning atmosphere, becomes a nuisance, or violates the spirit of the dress code, then it will not be permitted. The Principal will make this decision.

Quality: Torn, cut, ripped, or excessively worn clothing or shoes may not be worn.

Expense: The purpose of the dress code is to create and maintain an orderly, positive learning environment. The dress code requirements should not keep your student from attending Founders Academy of Las Vegas. Uniform assistance may be available to qualifying families. Please inquire with the school for more information.

ADDITIONAL CLOTHING FOR K AND 1st GRADE STUDENTS

All FALV Kindergarten and 1st grade students are required to have an extra change of clothing at school (this does not have to be a school uniform, but it is recommended). Please include socks and underwear.

All students of FALV must be independent in toileting. On occasion students may have “accidents.” When an “accident” occurs, it is the responsibility of the parent to assist the child and to provide clean clothing. If there are repeated “accidents,” a meeting with the parents, administrator, and school nurse will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

SECTION XIII GENERAL INFORMATION

School Health Services

Children perform better in school when they are well-rested, eat a healthy breakfast, exercise regularly and are neat and clean. Growing children need at least 8-10 hours of sleep each night. Young children may need your help or supervision with bedtime, bathing, hand washing and blowing their noses. These little things help children learn to take care of themselves and develop self-confidence. As children mature, good hygiene and clean clothing are important for self-esteem and acceptance by their classmates. It is required that the school office staff has **current working phone numbers** for parent/guardians and emergency contact persons. This information can be updated using the Infinite Campus portal or going to your child's school with the information.

Health Office Personnel

School nurses are professional Registered Nurses who hold a minimum of a Bachelor's Degree in Nursing. They are responsible for the overall school health program, including coordinating the activities of the health office. School nurses are assigned to several schools. Each health office has a full-time First Aid Safety Assistant (FASA), who is required to have a high school diploma/GED, certification in CPR/AED and basic first aid. FASAs assist students with health needs and medication administration during school hours. School administration, school nurses and FASAs work together to maintain student health and safety while at school.

Emergency at School

If a medical emergency occurs:

- Parent/guardian will be notified and is responsible for obtaining medical care.
- Activation of EMS (911) will be called.
- Student will be transported per EMS protocol.
- The expense of the ambulance transport and subsequent medical care is the responsibility of the parent/guardian.

Health Problems

Each year the parent/guardian is required to complete the Student Health Information Form. The information is important for the health office staff to meet your child's health needs during the school day.

Please include information about any health concerns, current medications and/or procedures your child currently has. If the health information is not updated, the previous school year's information will be considered current.

Information about students' health concerns will be shared with their teachers and school staff as needed. This will be done in a confidential manner.

PE Excuse/Use of Assistive Devices

If your child is unable to participate in PE or recess, is using crutches or is unable to walk without help, please notify the School Nurse/Health Aide. In order to assist the student who requires health/safety accommodations in the school setting, a licensed health care provider statement may be required.

Immunizations

Nevada State Law (NRS 392.435) states that for a student to enroll in school, the parent/guardian irresponsible to provide a certificate stating that the child has been immunized and is compliant with the schedules established by the Nevada State Health Division. Your student will be unable to enroll or attend school until proper documentation of the required vaccines is received. For further information or clinic locations, call the SNHD at 702-759-0850 or refer to <http://www.southernnevadahealthdistrict.org/>.

Medications at School

Many children take medication during school hours. For your child's safety, students in grades K-5 will have medications administered and stored in the health office. A Medication Release Form may be obtained from the health office. This release must be turned in before the medication can be given to your child. Prescription and over-the-counter (OTC) medication must be prescribed by a licensed health care provider.

Students in grades 6-12, with parent/guardian written permission, may self-medicate non-controlled substances. Prescribed medication must be in the pharmacy container, labeled with the child's name, medication, prescribing practitioner, and directions for use. Over-the-counter medication must be in the original manufacturer's container. Written permission from the parent/guardian must be carried by the student at all times.

Controlled substances, like medications prescribed for pain or ADD/ADHD, may not be carried by students and must be maintained and administered in the health office.

Students in grades K-12 may self-medicate with prescribed medication for asthma or severe allergic reactions per NRS 392.425. A Request to Authorize Student Self-Administration of Prescribed Medication for Asthma/Anaphylaxis must be completed by the parent/guardian AND licensed health care provider and returned to the health office.

Students who self-medicate are NOT monitored by the health office personnel or school nurse.

Is My Child Too Sick for School?

If any of these symptoms are present, your child should be kept home.

- **Elevated temperature (100 degrees or greater)**
- **Vomiting and/or diarrhea**
- **Persistent headache**
- **Red or sore throat**
- **Unexplained rash**
- **Wheezing**
- **Earache**
- **Severe toothache**
- **Untreated head lice**

If the symptoms continue longer than 24 hours, you may need to take your child to a licensed health care provider. Student must be fever-free for 24 hours without the use of fever reducing medication.

Food Allergies

Severe food allergies can be life-threatening. Notify your School Nurse immediately if your child has a known severe food allergy. If your child has an epi-pen or other required medication, licensed health care provider orders are required. Call your School Nurse to determine the school policy for classroom snacks and lunchroom procedures.

Stock Epinephrine

A severe allergic reaction may occur in a child who has no known allergies. To treat a severe allergic reaction, injectable epinephrine is used. According to Nevada law, all schools must maintain at least two doses of injectable epinephrine, which are readily available during regular school hours. If epinephrine is administered to your child, a parent or guardian will be notified and activation of EMS will occur. Your child may be transported to a hospital by ambulance based on EMS protocol.

Contagious Illnesses

According to the Southern Nevada Health District, students with known or suspected contagious illnesses cannot come to school. For the health of both your child and others, all children must be fever free for 24 hours without the use of fever reducing medications, like Tylenol or Motrin, before they can return to school.

Pink Eye or Conjunctivitis

Pink eye may be caused by a virus or a bacterial infection. It causes redness of the eye, with itching, burning and sometimes a discharge (mucus). Pink eye is highly contagious and **MUST** be treated by a licensed health care provider. The student can return to school 24 hours after treatment has begun or medical clearance has been obtained by licensed health care provider. Verification of treatment may be required.

Rashes

Rashes are often associated with illness or allergies; some rashes may be contagious. Students who have a rash accompanied by a fever of 100 degrees or greater will be sent home. Seek care from your licensed health care provider for diagnosis and possible treatment.

Head Lice

Lice are small insects which live in the hair and lay tiny white eggs called nits. The eggs or nits are usually found very close to the scalp, at the back of the neck and behind the ears. Itching is the most common symptom of head lice. Head lice do not jump, fly or carry disease. They can be spread by sharing hats, combs, brushes, and having head to head contact. Lice can be treated with an over-the-counter lice shampoo. Follow directions carefully. Removal of nits is important to prevent the spread of lice. Call the School Nurse for more information. Children may return to school after verification of treatment and visual inspection showing no evidence of live lice. Your child's head will be checked by health office personnel before returning to class.

Upper Respiratory Conditions

There are several upper respiratory infections, such as the common cold, acute bronchitis, strep throat and pneumonia. If your child has a sore throat, swollen glands, a fever, chest pain, or persistent cough, he or she should be kept home and seek advice from a licensed health care provider.

Influenza (Flu)

The flu is caused by a virus. A person with the flu may have the following symptoms: fever, persistent cough, sore throat, tiredness, headache, runny/stuffy nose, body aches. Vomiting and diarrhea can also occur. The student can return to school when symptoms have resolved and the child is fever-free for 24 hours as noted above. Medical clearance may be requested from a licensed health care provider.

Fungal Infections

Common fungal infections include ringworm and athlete's foot. Ringworm is a skin and scalp disease caused by several different types of fungi and is highly contagious if untreated. The student can return to school 24 hours after treatment has begun. Ringworm of the scalp requires treatment verification from a licensed health care provider.

Mononucleosis

Mononucleosis is a virus and often causes a high fever, swollen glands, and excessive fatigue. Mononucleosis or "mono" is very contagious. A student can return to school with clearance from a licensed health care provider. For participation in school sports or PE, a medical clearance may be required due an enlarged spleen. If extended absence is anticipated, please call the School Nurse for assistance.

Head/Eye Injuries

If your child has a head or eye injury, parent/guardian will be notified. Head injuries may be serious without obvious signs of injury. Injuries occurring from accidents, sports or falls can be serious. Activation of EMS will occur and your child may be transported to a hospital by ambulance based on protocol.

Specialized Health Services

According to CCSD regulation 5150, if your child requires Specialized Health Services at school such as, but not limited to, a nebulizer treatment, Epi-pen injection, blood glucose monitoring, gastrostomy tube feeding or bladder catheterization, a licensed health care provider's order is required. Parents must contact the School Nurse. No procedure will be performed by school personnel without the licensed health care provider's orders. Only those specialized procedures that are necessary during school hours will be accommodated.

Screening

Nevada state law requires school nurses to screen new-to-district students and those in certain grades to be screened for vision, hearing and scoliosis concerns. Your child's height and weight may also be measured. These screenings do not substitute for a professional exam. Problems detected in screening will be referred to the parent/guardian for follow-up. Call the School Nurse for assistance.

Communication

Mass Communication Policy

A Principal or designee must approve all internal FALV mass communication letters and bulletins, including e-mail (excluding class assignments by teachers) from teachers or parents or other interested parties. Each communication must be submitted to the office in an electronic format, print-ready, three days prior to the date it needs to be communicated. Additionally, all external (public) communications must be submitted to and approved by the Principal as well.

Dissemination of Information

Any person responsible for coordinating any special classroom event must give appropriate information to the front office in a timely manner prior to the event.

Parent Communication with Administration, Faculty and Staff

Parents may use any of the following means of communicating with administrators, faculty, and staff:

- E-mail*,
- A note dropped off to the school office,
- Telephone call/message, or
- Face-to-face meeting by submitting a completed *Pre-Conference Form*, and scheduled in advance using one of the methods above.

Guidelines regarding return communication:

- Principal– due to the large volume of day-to-day responsibilities facing them they will have to prioritize requests; you can expect to be contacted within 3 business days.
- Faculty and Counselors – will make every effort to respond within 1 full business day, and no more than 2 full business days.
- Office Staff, Registrar and Health Office – will provide a response within 1 business day.

*Please keep in mind that e-mail does not always make it to intended recipients. If you do not receive a response via e-mail please try one of the other means of communication.

Chain of Command when communicating about your student:

- Initial communication should be expressed to your child's teacher.
- If additional communication is warranted, parents should consult the Principal.
- If further communication is needed after meeting the Principal, the parents should seek a meeting with the Board of Directors.

Useful Guidelines

- Questions, concerns that do not fit a specific category should be directed to the Office Manager who will contact the appropriate staff member to respond.
- Questions and concerns regarding students' grades should be directed to the teacher.
- Please update all changes in student information immediately with the Registrar.

Use of Internet & Email, Personal Technology Hardware and Software

Board members, Chairs of BOD Committees, other committee chairs, club and activity sponsors, athletic coaches and anyone acting in a position of authority on behalf of FALV may only access and utilize the internet and email for business pertaining to FALV.

All electronic communications pertaining to FALV should be received and sent through the FALV email account.

Faculty and staff of FALV may not communicate with students on any social networking site including but not limited to: Facebook, Google+, Instagram, Twitter, texting, personal email, and chat rooms.

Student Information Release, Including FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington, D.C. 20202-8520

FALV may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Parents and eligible students may choose to not have their information included, by notifying the office in writing.

For future use as FALV expands its programs, students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent. Parents and eligible students may choose to not have their information included, by notifying the office in writing.

FALV classroom activities and events sponsored by schools occasionally are photographed or video-taped for use on television, advertising, [www.foundersacademylv.com](http://wwwFOUNDERSACADEMYLV.COM), and social media. Parents and eligible students may choose to not have their information included, by notifying the office in writing.

FALV student names will be listed with their pictures on school publications, such as yearbook, school newspaper, activity/athletic programs. Parents and eligible students may choose to not have their information included, by notifying the office in writing.

Parental Involvement and Volunteering Policy

Please see the *Founders Academy Volunteer Handbook* and *Code of Conduct* on pages 67-73.

Fundraising

Fundraising activities must not undermine the mission and philosophy of the school. All fundraising must be coordinated through the Administration. Students of FALV will not engage in door-to-door sales of any kind.

Parent Grievances

Should a parent have a grievance concerning a particular class or the administration of the school, the grievance should be resolved using the following protocols. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

1. **The Teacher:** parents should schedule a meeting with the teacher outlining the nature of the meeting in advance by completing the *Pre-Conference Form*. Depending on the seriousness of the issue, a school administrator may be present. Under no circumstances is it acceptable for a parent to confront a teacher about an issue with students present, including his own.
2. **The Principal:** If the grievance cannot be resolved with the teacher, the parent should schedule a meeting with the Principal. A completed *Pre-Conference Form* will need to be submitted prior to setting an appointment.
3. **The Board of Directors:** If the grievance cannot be resolved after meetings with the Teacher and Principal, then a parent must submit in writing, his/her grievance to the Board of Directors. The Board of Directors will review the summary and will make one of the following determinations:

- The BOD may decide to support the previous decision;
- The BOD may appoint up to two Board members to address the issue;
- The BOD may address the issue in an open Board format; or
- The BOD may address the issue in an executive session, in accordance with the Nevada Open Meeting Law.

Board of Directors Meeting: Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in writing and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained. It is recommended that the concern or grievance is addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a Board Member. Grievances regarding an administrator should be directed to the individual first, then in writing to the BOD at a meeting. All grievances must be resolved at the school.

The Board of Directors will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school.

General Concerns/Questions/Suggestions

Civil communication is expected at all times. Rude communication or behavior toward faculty or staff will not be tolerated. In the case of a grievance, face-to-face meetings may be preferable to e-mail communication.

In the unfortunate event that resolution is not achieved through the process outlined above, it is likely that Founders Academy of Las Vegas is not the best educational option for you and your child.

Chain of Command

This procedure is a companion of Parent Grievances, although it encompasses far more than grievances. This procedure refers to parents' communication of any kind that seeks or requires action on the part of the school regarding their students. FALV understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

- Our preference is that such communication be expressed initially to the teacher or teachers of the child.
- If a conference is warranted, the parent should complete and submit the Parent Conference Request Form prior to a conference being scheduled.
- If further communication is warranted after seeing the Principal, submit the Parent Conference Request Form the parent should go to the Board as needed.

The BOD is not the first point of contact and therefore will refer communications that seek response or action to the appropriate individual(s). The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can do more to remedy a situation than can a principal or board member. We understand that some parents are "conflict averse." Nonetheless, the teachers are eager to help each child in whatever way possible. Teachers do not "take it out on a child" whenever a parent has expressed a concern.

Unauthorized Entry of FALV Building

Any person or persons found IN or ON the building without documented permission will be criminally prosecuted.

Security Checks

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises.

Security of Site and Assets

Maintaining the security of FALV's buildings and vehicles is every employee's and user's responsibility. We would urge you to develop habits that ensure security as a matter of course. For example:

- Always keep cash properly secured. If you are aware that cash is insecurely stored, immediately inform the person responsible.
- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them.
- When you leave the school's premises, make sure that your door is locked. If you are the last person on the premises, make sure all entrances are properly locked and secured.

Asbestos Free Environments (AHERA)

The Asbestos Hazard Emergency Response Act (AHERA) and its regulations require public school districts and non-profit schools including charter schools and schools affiliated with religious institutions to:

- Inspect their schools for asbestos-containing building material
- Prepare management plans and to take action to prevent or reduce asbestos hazards

On May 7, 2015 both 4025 and 4035 N. Rancho had asbestos testing conducted and were found to be asbestos free environments.

4075 and 4145 N. Rancho will be tested at the completion of the remodel in Fall 2015. Results will be posted, as required.

School-wide Events

- Must be approved by BOD and Administration
- Must have sponsor who will coordinate event in its entirety

Philosophy of Athletics and Activities

Founders Academy of Las Vegas recognizes the value of athletics both to the individual participants and the school itself. During this first year, there will be no state sanctioned athletic teams. However, we will make an effort to develop an intramural program in locations off campus. For example, bowling may be implemented at a nearby bowling alley. Parents who have suggestions for intramural sports are welcome to make an appointment with the Principal for discussion.

Activities and organizations can be positive influences in social growth and development, as well as teach qualities of leadership. Therefore, Founders Academy of Las Vegas will begin to develop a quality extra-curricular program especially for our middle- and high-school students.

Extra-curricular activities this year for middle and high school include Student Council, Journalism/Publications, Art Club, Theater Club, Jr. Classical League, Chess Club, Choir and 5K Running Club. Elementary school children will also have a selection of after school activities in which to participate. These could include: Sewing club, stacking club and Leap for Fun for grades K-2.

Founders Academy of Las Vegas Volunteer Handbook

Introduction

FALV is a school of choice. When parents have the opportunity to choose the kind of education they prefer for their children, they find the necessary energy, time, and resources to devote themselves to this education. FALV anticipates that parents will be directly engaged in providing necessary and invaluable assistance with classroom and extra-curricular programs. On-site parental assistance is encouraged.

The teacher's individual teaching style sets the tone for the classroom. Volunteers who wish to volunteer in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with a volunteering style, the volunteer will need either to adjust his style or find a more compatible setting within FALV to volunteer. The teacher has primary responsibility for student learning in the classroom.

Volunteers are a valuable asset to Founders Academy of Las Vegas. Whether volunteering for the school or for a teacher or the PTO. It does not matter if you volunteer for one hour or one hundred hours over the course of the school year; any help you give is essential in enhancing the education of our students.

Some volunteers may assist in the classroom with instructional or clerical tasks. Others may help assist with lunch, or work with the PTO on fundraisers. Besides supporting the school, your volunteer efforts teach our children the joy and obligation we all have to give some of our precious time to worthwhile causes. We hope you find your volunteer experience to be a rewarding one.

To get the most from your volunteer experience, it is important to be informed. This handbook contains important information about your work at FALV; please take some time to read through it. At the end of this handbook, there is a *Volunteer Commitment Form* that you will be asked to sign & return.

Note: Volunteers may be removed for conflicts of interest or violation of confidentiality. Volunteering is a privilege. The privilege of volunteering may be removed by the Principal if it is believed to be in the best interest of the school.

Background Checks

Volunteers work under the constant supervision of an FALV staff member unless he/she completes the process to have a background check conducted which includes:

- Submitting fingerprints at B&D Fingerprinting at his/her own expense (approximately \$20.00)
- Submitting payment by cash or check for \$40.00 to Founders Academy of Las Vegas to pay for the cost of processing the fingerprinting.
- Signing a *Civil Applicant Waiver* acknowledging that fingerprints will be submitted to the State of Nevada and the FBI and that confidential results will be returned to the FALV Principal and Business Manager.

Applicants revealing any negative results on their background check will disqualify him/her from Long Term Volunteering and may result in the inability to volunteer on a short term basis.

Background checks must be submitted annually. Please allow up to 6 weeks to obtain results. Volunteers will be accompanied by a member of the FALV staff until results are received and verified.

Volunteers that have obtained successfully completed the background check procedure are issued green, volunteer badges to be easily identified as having authorization to be alone with students.

Interests and Talents

Each potential volunteer is requested to complete a *Volunteer Commitment Form* to communicate their interests and talents so they can best be matched with available opportunities. Individual classrooms, school-wide events, the lunch room, and the PTO all use volunteers extensively.

Volunteer positions are scheduled by the Volunteer Coordinator. Completing the *Volunteer Commitment Form* enables us to have you on a list to fill volunteer opportunities as they become available and to use volunteers efficiently and effectively.

Volunteers are encouraged to attend PTO meetings. Attending the meetings will allow you to be an active participant in the planning process of events that occur throughout the year.

Some examples of ways you may be able to help in the classroom include:

- Arranging bulletin board displays
- Assembling folders
- Assist with special events
- Collating and stapling papers
- Correcting papers
- Chaperoning on field trips
- Assisting during lunch
- Assisting during recess
- Assisting during car line
- Helping contact parents
- Reading with or to children
- Copying materials
- Supervising groups taking tests
- Working with a small group of students
- Sharing your special talent or interest
- Helping students who were absent catch up on missed work

How to Be a Successful Volunteer

No matter what kind of volunteer work you do, or who you do it for, there are some common qualities that will help you be a successful volunteer at FALV.

Maintain confidentiality

- Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.
- Ensure that children's work and behavior are held in confidence.
- Discuss matters relating to students behavior and performance only with appropriate school staff.
- If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty member or Principal. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

Appear Professional-

FALV staff and students follow a dress code to prevent unnecessary distractions in the classroom and create a positive learning environment. Volunteers are expected to uphold these standards that set us apart and show that we take pride in the work that we do at FALV by wearing modest, neat clothing including:

- Moderate length for skirts and shorts. No yoga pants, leggings or "skinny" jeans.
- Conservative blouses and tops. No tank tops or low cut blouses.

Have an interest in our students

- Believe that each child can learn and succeed.
- Accept children of all ages, abilities, backgrounds and personalities.
- Encourage children to do their best and offer genuine praise.
- Be friendly--learn students' names and be a good listener.

Support the staff

- Be respectful of the teachers.
- Do not publicly question or criticize the teacher or the methods used. The teacher has primary responsibility for student learning in the classroom.
- Ensure that your interpretation of rules and expectations matches that of the school or classroom.
- Involve appropriate school personnel when students disobey school or classroom rules; don't take corrective measures into your own hands.
- Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the administration. Under **NO CIRCUMSTANCE** is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.

Be committed and dependable

- Make sure you have the time to serve.
- Be prompt and reliable; people are counting on you to be there! If you are unable to come at your scheduled time or if you will be late, please call the school and leave a message. Remember that someone is counting on you.
- Set an example of professionalism and good citizenship.
- Let people know if schedule changes prevent you from making your commitment.
- Turn off cell phone ringers when in classrooms. If you sign in properly, the office staff can locate you in the event of an emergency. Personal phone calls while volunteering are discouraged.

Communicate

- Ask if you are unsure about how equipment works or how your job is supposed to get done; there are no dumb questions!
- Don't let small problems turn into big ones. Communicate any concerns or problems with the appropriate staff.
- Decline any task that for which you are unqualified or uncomfortable.
- Provide feedback.
- Remember that email & other contact information is used for SCHOOL and/or PTO INFORMATION only.
- Make sure that you and the teacher are clear on your responsibilities & expectations. Generally speaking, the real value for a teacher in having a volunteer is that it frees up the teacher to teach.
- You are not expected to know all the answers. If you are uncertain of an answer or method of instruction, ask the teacher for help.

Students

- It is not always possible or preferable for you to work with your own child. Different children react in different ways when their parents are in the classroom. Some demand more attention, while others totally ignore their parents. Be sure to discuss your role as a volunteer with your child, and explain that you might not be able to give him/her your usual

attention. If a teacher determines that you should not work with your own child, or in your child's classroom, please respect that decision.

- Remember that you are in school for a relatively short portion of the week. Therefore, your perception of something can be mistaken because you are not aware of the whole situation. If you have questions about methods or programs, ask the teacher about them directly and privately; don't speculate with friends.
- If a student is difficult to work with, ask the teacher for assistance. The teacher has responsibility for disciplining students.
- Don't favor one or two students over others, and don't compare one student to another. Within a single classroom there will be children of different backgrounds, learning levels, personalities and maturity levels. Remember that your role as a volunteer is to help all children learn and succeed and assist teacher(s).
- There may be times when you are in school volunteering in another area or visiting your child, and you want to go to the classroom to see if the teacher needs any help with anything. While the teachers always welcome your help and we do not want to discourage volunteering, safety regulations and school procedure will require that you make an appointment with the teacher(s) before going into a classroom. You may be denied access to the classroom if you do not have prior approval. So, in order to not waste your time and to avoid any uncomfortable situations, please check with the teacher prior to showing up to volunteer.

Copy Machine Use

- Because of limited planning time available, teachers have priority with the use of the copying machines.
- Please see the Office Manager if an indicator light or jam occurs during use. Office staff must change toner and clear paper jams.

Signing in and out

- All volunteers should enter through the front doors and proceed directly to the reception desk to sign in. Write your name legibly and the location where you will be working.
- Volunteer badges MUST be worn at all times when on campus.
- Sign out at the end of your assignment at the reception desk and return your Volunteer badge.

Safety

- Volunteers must use staff restrooms. Do NOT use restrooms assigned for students.
- Volunteers may never be alone with a child.

Field Trip Chaperoning

Volunteers may be called upon to provide transportation for their children and others who are participating in off-campus school sanctioned events. Field trip permits and private car permits will be required of those students who are involved. The chaperones for an event will be determined by the event sponsor with approval of the Administration. Some events may require fees. No siblings or individuals other than assigned chaperones may attend the event as part of the event or trip. All chaperones must attend to their assigned duties and must model the 8 Pillars of Character. In addition, they are bound by the Volunteer Confidentiality Policy.

Founders Academy of Las Vegas
Volunteer Code of Conduct

Our Student Motto serves as a great Volunteer Motto as well. Remember, children learn much more from what they see than what they are told. Please keep this in mind not just at school but anytime we are with or around children.

Student Motto

HONOR - I will honor those things which are good, true, and beautiful.

RESPECT - I will show respect to others at all times.

SERVICE - I will do good things for others, without being asked.

EXCELLENCE - I will strive for excellence in all things.

PERSEVERENCE - I will fulfill commitments and not give up or act on discouragement.

Some Specific Expectations:

UNDERSTAND that your role is a supportive role only. The teacher(s) and Principal are completely in charge.

RESPECT teacher(s), staff, and procedures concerning volunteers. Any concerns or problems shall be addressed in a respectful manner at an appropriate time.

REMEMBER volunteers are only permitted to work with students on school grounds and under the supervision of the school staff.

MAINTAIN student confidentiality at all times. Do not discuss any student with anyone except teachers or other staff members.

USE good judgment and avoid any compromising situations. Never be left alone with one student out of view of other people. Always keep the door open. Never leave room for speculation.

STRICTLY follow volunteer guidelines and discipline practices. Physical discipline is absolutely prohibited. Ask the teacher and coordinating staff for assistance with problematic student behavior.

TAKE PRIDE in your volunteer assignment.

MAINTAIN a constructive attitude. Don't make negative comments about the school, its personnel, or the students to other volunteers or individuals outside the school.

BE PROMPT and consistent in your attendance. Teachers depend on volunteers and plan their work accordingly. Students depend on volunteers even more.

NOTIFY your school as soon as possible if you must be late or absent.

KEEP an accurate record of your attendance by signing in each day you volunteer.

ESTABLISH and maintain good and frequent communication with your classroom teacher.

NEVER be under the influence of drugs or alcohol. Do not smoke on school grounds.

DO NOT use the Internet inappropriately by going to websites that are not conducive to a professional or educational environment.

ALERT school staff immediately if any unsafe situation arises.

DO NOT use volunteer time to have impromptu conferences with teacher(s), staff or Principal.

Follow procedure for conferences concerning your student(s).

WEAR school issued ID at all times when on school property.

ATTEND necessary meetings to be aware of pertinent information.

DO NOT bring younger siblings to classroom for volunteer time, classroom parties, class field trips or general volunteer time. Unless, you have prior consent from teacher(s) and/or Principal.

PROMOTE unity in our school community.

FOLLOW all school rules and regulations at all times. (Example: drop off times & pick up time)

RESPECT all differences in all school employees, parents and students. Regardless of race, gender, national origin, creed, marital status, religion or socioeconomic status.

School Volunteer Procedure

1. Sign the Volunteer Commitment Form and return to The Volunteer Coordinator.
2. Contact the Volunteer Coordinator and/or wait to be contacted by the Volunteer Coordinator to schedule your volunteering.
3. When arriving for volunteering, sign in with the Volunteer Coordinator and receive instructions of where to report and your volunteer badge.
4. The Volunteer Coordinator will notify the Teacher of your arrival.

Founders Academy of Las Vegas
Volunteer Commitment Form

I have read and understand the Founders Academy of Las Vegas Volunteer Handbook. I agree to follow these policies and look forward to the opportunity to help and support the staff of Founders Academy in cultivating wisdom and virtue in the next generation.

Volunteer (please print)

Email _____

Phone _____

How would you like to volunteer?

What are the best days and/or times you would like to volunteer?

Signature

Date

Please complete, sign, and return to the PTO Volunteer Coordinator

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Founders Academy
STUDENT USE OF VEHICLE CONTRACT

Once a student is on school property, he/she is our responsibility until school dismissal at 2:30, unless the student has written permission from a parent/guardian to leave early. It is our intention to keep all our students safe. Students are not allowed to leave school during lunch periods or study halls. Students need to remove all school supplies, including lunch money from his/her vehicle at the beginning of the school day. Students are not allowed to go to the student parking lot during the school day unless they have a pass from an administrator. Driving to and from school is a privilege. Unauthorized tardiness, unauthorized absences, poor academic performance (as determined by parent, teacher, and/or administration), and/or multiple disciplinary referrals may result in a suspension of your driving privileges. Students must have proper authorization for their vehicle to park in student parking. Parents please be certain your child properly displays the parking sticker on the registered vehicle. Students and parents should read the "Regulations Regarding Student Use of Vehicles".

PARENTS YOUR SUPPORT IN ALL DRIVING REGULATIONS IS NECESSARY TO ENSURE THE SAFETY OF YOUR CHILD.

We have read and understand the regulations regarding "Student Use of Vehicles" at Founders Academy. My child and I hereby agree to abide by these regulations and understand that failure to do so will result in consequences, including suspension of driving privileges.

Student and parent signatures are required on the contract.

Student Name (Printed)

Grade

Student Signature

Student Driver's License #

Parent Name (Printed)

Parent Phone#

Parent Signature

Parent email

Primary Vehicle

Make and Model of Vehicle: _____ Year: _____

Color: _____ License Plate #: _____

Secondary Vehicle (Optional)

Make and Model of Vehicle: _____ Year: _____

Color: _____ License Plate #: _____

Office Use Only

Copy of: Student License _____ Car Registration _____ Insurance Card _____

Administrator Signature _____ Date: _____

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**Founders Academy of Las Vegas
PRE-CONFERENCE FORM**

Request to meet with: Teacher Principal Board of Directors

Student's Name _____ Grade _____

Homeroom Teacher _____

Parent's Name _____

Parent's Contact Info: _____ (Best phone number) _____ (E-mail)

Please list concern(s). Be as specific as possible, giving names, dates, times, etc. as they relate to your situation.

What would you like to see happen in an effort to resolve this issue? _____

I have read the Parent Grievances Policy and understand that a Parent Conference must occur before a Principal Conference and both a Parent and a Principal Conference must occur before bringing the matter to the Board.

 Parent Signature

 Date

Administrative Use Only:

Conference Scheduled: Yes No Date/Time: _____

Previous Conferences: Date: _____

 Date: _____

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Family/Student Handbook Acknowledgement

Thank you for reading the Family/Student Handbook and discussing it as a family.

My signature indicates that I have received and read the Family/Student Handbook and I agree to abide by the Founders Academy of Las Vegas policies and procedures. I further acknowledge that I have been notified of my FERPA rights and the requirements of the Asbestos Hazard Emergency Response Act (AHERA).

_____	_____	_____	_____
Student Name	Grade Level	Student Signature	Date
_____	_____	_____	
Parent Name	Parent Signature	Date	

Thank you for allowing our staff the opportunity to partner with you in the education of your child.

Please remove/print this page, sign, and return to school.

SCHOOL COPY