

River Mountain Academy
922 Anchor Drive
Henderson, NV 89015
December 17, 2014

Patrick Gavin
Director
Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, NV 89706

Dear Patrick Gavin and Members of the SPCSA Staff:

Please accept this as an official resubmit charter application from the Committee to Form River Mountain Academy.

Thank you in advance for the time and energy you commit to ensuring multiple educational opportunities for the students of Nevada.

In our previous meetings, the SPCSA staff asked us to view them as venture capitalists which would be investing in our school. Keeping with that same thought process we would invite you to invest in us, the Committee to Form with the vision which produced the document you are about to read. While there may be some minor details that need to be refined, we feel as though we have come such a long way in such a short amount of time. We approached this process with a positive open mind and a passion for education that we want our school to share within our community. We recognize our ideals, mission, vision, and determination for this program cannot come to fruition without the investment we ask you to make in us.

We thank you for your consideration, time, and feedback.

Sincerely,

Sarah Ter Avest Jennifer Snider Jessica Peterson Jeremy Howard Darci Jacobs

River Mountain Academy

Nevada Charter School Application Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

River Mountain Academy

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

Sarah Ter Avest

Mailing Address of Liaison

922 Anchor Drive
Henderson, NV 89015

Telephone for Liaison

702-327-4324

Email Address for Liaison

sarah.teravest@gmail.com

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

Not applicable

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

Not applicable

Physical Address of School (If Known)

Unknown

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

River Mountain Academy is looking to primarily serve students residing in the zip codes 89015, 89011, 89002, and 89122 with the school being centrally located in the 89015 area.

School District in Which the School Would Be Located. If a distance education school, provide the county in which the administrative office of the school would be located.

Clark County School District

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

Fall 2015

Proposed Sponsor

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

Indicate which District or College/University below, if applicable:

Not Applicable

Enrollment Projections

School Year 1

Grade Levels Served

K-5

Projected Enrollment per grade

80

School Year 2

Grade Levels Served

K-5

Projected Enrollment per grade

80

School Year 3

Grade Levels Served

K-6

Projected Enrollment per grade

80

School Year 4

Grade Levels Served

K-6

Projected Enrollment per grade

80

School Year 5

Grade Levels Served

K-6

Projected Enrollment per grade

80

School Year 6

Grade Levels Served

K-6

Projected Enrollment per grade

80

Ultimately, the school expects to serve a total of _____ pupils

480 in years 1 and 2 and 560 in years 3+

In grades _____ to _____

K-5 in years 1 and 2 and K-6 in years 3+

Part 2: Program Overview Part 2 of 3

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

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

Yes

No

If yes, address Required Element A.7.6

Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(5)(p))?

- Yes
 No

If yes, address Required Element A.7.7

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

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

- Yes
 No

If yes, respond to A.10, Career Education

Distance education status

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

- Yes
 No

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

Private school closure/reopening as a charter school

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

- Yes
 No

If yes attach the Private School Conversion Assurances found at:

http://charterschools.nv.gov/OpenASchool/Application_Resources/

Limiting Enrollment

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

- Yes
 No

If yes, what is that number or ratio?

1:20

If yes, state your plan in Required Element B.3.9

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

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

River Mountain Academy

Grades: K-5

Mission: River Mountain Academy instills high standards for academic excellence, healthy living choices, responsible citizenship, and environmental concern through place based education.

Drawing upon the immediate and surrounding community in which we live, students will have the opportunity to learn about and help solve the environmental and social concerns that impact them most. Teachers will utilize the local community as a resource for learning that supplements the traditional curriculum and allows for unique learning opportunities. Students will be grounded in the history, culture, and ecology of their surrounding environment before moving on to broader subjects. This type of real world learning not only allows students a deeper connection with the community around them but also ensures engagement, promotes intrinsic motivation, leads to greater comprehension, and allows students to demonstrate learning in multiple ways.

Application Certification

Signature of Liaison

Date

12/16/2014

Printed Name

Sarah Ter Avest

Narrative for resubmit changes

Pg. 3 - Narrative A.2.1, Assurance regarding performance frameworks: Goal 1: has been revised for clarity as discussed during our interview.

Pg. 3 - Narrative A.2.2, Assessment tools/data/artifacts, if applicable: provides a clearer description of the school's plan to meet goal 2.

Pg. 4 - Narrative A.2.3, Reasonableness of goals, if applicable: expanded to reference weekly team meetings to review data and implement instructional change.

Pg. 4 - Narrative A.3.1, Curriculum Model: Includes more detailed information about place based education, local community resources that support the curriculum model and research based text. Descriptions are provided about selected curriculum.

Pg. 10 - Narrative A.3.10 Transfer of Credit: The reference to Clark County School District was taken out. The school will send completed student credits when transferring schools or at the request of the Sponsor.

Pg. 10 - Narrative A.3.12, Instructional Strategies: simplified this section to focus on three highly effective instructional strategies that teachers will use and review weekly. We have referenced how teachers will receive support to successfully implement strategies for their success as well as student success. It also explains how curriculum will be used and adapted as needed.

Pg. 15 - Narrative A.3.13, Professional Development: changes have been made to reflect a very specific plan for professional development that will be offered.

Pg. 20 - Narrative A.4.2, Use of student Data: includes a clear plan for collecting data points using Study Island assessments. This data will be reviewed and used to drive and differentiate instruction. It will also be used to identify students in need of Rtl.

Pg. 22- Narrative A.4.3, Use of Longitudinal Data: has been expanded to reflect additions to the data plan. Also can found in Attachment 7.

Pg. 22 - Narrative A.4.4, Data Management Plan: updated to reflect weekly team meetings, and school wide data planning time.

Pg. 24 - Narrative A.6.2 Student behavior policy: added to student expectations.

Pg. 25 - Narrative A.6.5, Absence policy: School registrar was changed to school's operations leader.

Pg. 30 - Narrative A.7.4 Alignment of school plan with target population: Narrative added to include community partners.

Pg. 31 - Narrative A.8.1 Identification for ELL: We originally stated that students whose home language survey indicated another language spoken in the home or routinely used in another setting would not be automatically considered ELL. That was not an accurate statement and has been revised to reflect the definition of an English language learner according to NAC 388.610. We have also changed the screening of all ELL students to 30 days of start of school. We have clearly identified the different instruments to be used for initial and annual screenings.

Pg. 34 - Narrative A.8.6 Identification for Special Education: reference to weekly PLC meetings, reference to data obtained from Study Island benchmark assessments.

Pg. 38 - Narrative A.8.6 Identification for Special Education--Transportation: The school will not provide transportation

Pg. 39 - Narrative A.8.9 Special Ed. Continuum of Service: We mistakenly added this as an attachment the first time we submitted and we have now added it in as a narrative. We have also fixed the original discrepancies that identified RMA as a school that provides a full continuum of services, which will not be the case.

Pg. 41- Narrative A.9.1 Pupil Records: Reference to the Clark County School District was removed. RMA will comply with NRS.386.650 to install and use all hardware, software, and telecommunications compatible with the Sponsor and local school district.

Pg. 44 - Narrative B.1.5, Governance Structure and Composition: The composition of the board was changed from 5 to 7 members. 2 additional members are outlined in the narrative requiring members that have strong community ties that support the mission and the vision of the school. It states that there are still currently 5 members on the governing board. We have yet to fill the other two positions, but are working diligently to find people who fit the mold.

Pg. 46 - Narrative B.1.7 Recruitment of Board Members: The narrative explains the intentions of the Committee to Form to diversify the board capacity and outlines that while previous board experience is preferred, it is not required.

Pg. 48 - Narrative B.3.1 Organizational Structure: The business leader was removed from the organizational structure. The Operations Leader will fulfill both roles.

Pg. 50- Narrative B.4.1 Staffing Plan: References to Clark County School District have been taken out. Job postings will occur on educational websites such as teacher-teachers.com.

Pg. 57 - Narrative B.4.7 Employing Administrators: References to Clark County School District have been taken out. Job postings will occur on educational websites such as teacher-teachers.com.

Pg. 59 - Narrative C.1.6 Contingency plan for financial challenges: added to this part

Pg. 62 - Narratives C.2.5, Fees, Charges: narrative was adjusted to match the current budget.

Pg. 65 - Narrative C.4.2 Health Services: References to the Clark County School District have been taken out. A school nurse will be contracted from the Sponsor or the Health District.

Attachments

Pg. 1 - Attachment 1 A.3.2 Schedule of courses: Health and Computer Technology was added to stay in compliance with NAC 389.195. Also Pre-kindergarten and preschool was removed as this program is solely dependent on whether or not the grant is obtained. Daily allotted minutes and the school day hours were changed to comply with NAC 387.131. This was a concern that we feel is connected to the calendar.

Pg. 31- Attachment 2 A.3.3 Course descriptions and Alignment with standards. The course descriptions have been revised so that they are fully aligned with the Nevada Academic Content Standards and the Next Generation Science Standards. We had a hard time finding Computer Technology Standards. We have aligned the courses to the Nevada Computer and Technology Standards 2010. They have also been listed in the correct format as provided by the Public Charter School Authority website. Alignment Assurance (**Page 44**) has been included and signed by a member of the Committee to form.

Pg. 45 - Attachment 3 A.3.4 Typical daily schedule. Changes were made to the sample schedule to comply with NAC 387.131. The instructional day begins at 8:15 am and ends at 2:45pm. This allows for 360 instructional minutes and a 30 minute lunch period. This attachment was changed in order to comply with the concerns from the Calendar.

Pg. 49- Attachment 6 A.3.11, Textbooks. Textbook selection has been modified to include content that is based on compelling, research-based evidence. An explanation of content selection is included.

Pg. 54 - Attachment 7 A.4.1 Assessment plan and instruments: We have identified the exact assessment tools we will use to measure student growth, a description of why those tools were selected, and a timeline of when assessments will take place.

Pg. 58 - Attachment 8 A.5.1, Calendar: The calendar has been put into the correct format found from the Public Charter School Authority Website. It includes 185 instructional days meeting the requirements from NAC 387.120 and no more than 20 days per month are allotted. It also includes an explanation of daily operational hours, school hours, and time allotted for core instruction. **The narrative explanation starts on page 62 and the updated calendar can be found on page 64.**

Pg. 65 - Attachment 9 A.6.3, Discipline policy/code of conduct: included a clear plan of action for students committing a serious or harmful act, carried out by the leader of the school and in accordance with state and federal laws.

Pg. 68 - Attachment 10 A.6.4, Truancy policy: included a clear plan of action the school will take for students with trancies and students deemed as habitual truants, plan meets state statutes regarding trancies. It no longer refers to CCSD school police.

Pg. 73 - Attachment 13 A.8.2, ELL Program: RMA stands by the Content-Based approach for ESL instruction as described in the charter and not what was conveyed during our board interview. This approach is a well researched, comprehensive plan for educating ESL students. Made changes to reflect correct definition of ELL students and added ELL professional development (which can also be referenced back to the professional development section).

Pg. 76 - Attachment 14 A.8.3, Plan to evaluate ELL Program: added in WIDA MODEL annual assessment to progress monitor student progress as it relates to evaluating the program outlined by the school.

Pg. 77- Attachment 15 A.8.4, Plan to monitor ELL students: changed from ESL teacher to ESL program liaison because the enrollment of identified ELL students in unknown at this time. We expect that the Spanish teacher will be the program liaison and all teachers with identified ELL students will participate in the training outlined in the Professional Development section.

Pg. 84 - Attachment 19 A.8.12 GT Continuum of Services Flowchart: has been corrected to align with the school's plan. The original Attachment 19 A.8.9, Special Ed. Continuum of service was initially an attachment, but has been corrected and is now part of the narrative section.

Pg. 110 Attachment 25 B.2.2 Committee Members Response to Questionnaire: Jessica Petersen's missing questionnaire was added.

Pg. 113 Attachment 25 B.2.2 Committee Members Response to Questionnaire: Clarification is written regarding Jessica Petersen's response to providing pro bono legal counsel.

Pg. 119- Attachment 25 B.2.2.Committee Members Response to Questionnaire:

Clarification is written under Jeremy Howard's Questionnaire about his active role within the Board.

Pg. 131 - Attachment 27 B.3.3 Organizational Chart: The original narrative provided was correct. The Principal will oversee all staff. We have included a new organizational chart which shows the Principal overseeing all staff. The Operations Leader will report to the Principal, not the board directly.

Pg. 133 - Attachment 30 C.1.2 Budget Narrative: addressed special education, ELL, and GATE programs

Pg. 135 - Attachment 32 C.1.5 Pre-opening budget: added that we are working with 4th Sector Solutions

Pg. 137- Attachment 33 C.2.8, Minimum number of pupils necessary: The minimum number of students the school needs to operate has been changed to reflect an updated budget.

Curriculum Alignment to Nevada Academic Content Standards

The Charter School governing board attests that River Mountain Academy is:

(Name of charter School)

- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in English Language Art (K-12).
- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in Mathematics (K-8) and working toward full implementation for grades 9-11 by 2014.
- Ready for the implementation of the Smarter Balanced Assessment Program.
- Moving toward full alignment to the new Nevada Academic Content Standards in Science (New Generation Science Standards).
- Currently fully aligned to the Nevada Academic Content Standards in Social Studies.

If you are unable to attest to these five things, please explain where in the process the school is currently, how full alignment will be obtained, and when full alignment will be completed.

The charter school governing board furthermore understands that changes to the curriculum that are of such a nature to cause the curriculum within the Charter Application to cease to be in operation are a material amendment. Material amendments require Authority approval. Pursuant to NRS 386.527(6) any material amendment to the Charter Contract or Written Charter will be effective only if approved in writing by the Authority. The proposed amendment must be submitted in a manner consistent with applicable law and regulation and defined in the Operations Manual. A material amendment shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.

Charter School
Name: _____

Sarah Ter Avest

Date 8/29/2014

Board President Signature

Date: _____

School Administrator

August 27, 2014

Director State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, NV 89706

Re: Review of River Mountain Academy Bylaws

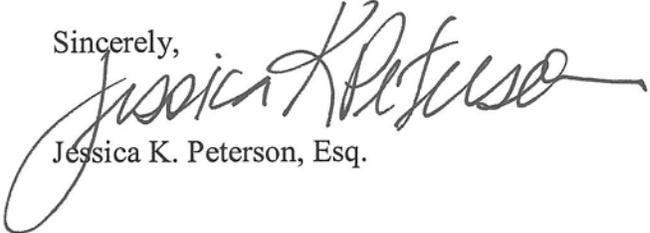
To whom it may concern:

Please be advised that Sarah Ter Avest, Liaison for the Committee to Form River Mountain Academy requested that I as an attorney and a Member of the Committee to Form review the proposed Bylaws for River Mountain Academy to assure that they comply with the suggested model bylaws, the "Applicant Instructions", the statutory requirements for Charter Schools, Nevada's Open Meeting Law, and that they are legally sufficient as to form and content.

After reviewing the proposed Bylaws I can state that the proposed Bylaws do in fact comply with the model Bylaws, the Applicant Instructions, the statutory requirements for Charter Schools, Nevada's Open Meeting Law, and that they are legally sufficient as to form and content. As requested each of the provisions 1-17 in the Charter School Application Manual are addressed. Specifically, the proposed Bylaws do not contain any references to incorporation of the charter school or the school's governing body. A specific number of governing body members is identified in ¶ 3.2. There are no "ex officio" members in the proposed Bylaws. The types of training is outlined in ¶ 3.5 (d). The types of expertise is outlined in ¶ 3.2. Assurances regarding utilization of Robert's Rules of Order is stated in ¶ 3.8(b). A description of how the Committee to Form will transition into the Governing Body is outlined in ¶ 3.1. The identification of staggered terms for the Members is outlined in ¶ 3.5(b). The term of Office for each Member and Officer is listed in ¶¶ 3.5(b) and 4.2. The method of selecting, nominating, and electing Members is delineated in ¶ 3.5(a). The section regarding utilizing only Nevada Financial Institutions is handled in ¶ 6.4. The section regarding amendment of the Bylaws and requirement that the sponsor must approve the amendment before it takes effect is stated in ¶ 9.1. The section regarding no action taking place without the required membership is handled in ¶ 3.8(j) regarding the necessity for a Quorum. Compliance with NAC 386.345 which restricts membership on the Governing Board is handled by ¶ 3.3. The section regarding hiring a diverse Governing Board I believe is handled adequately with reference to the Non-Discrimination ¶ 2.1 section. The proposed Bylaws specifically reference that the Open Meetings will be recorded in section 3.8 (i) in compliance with the Open Meeting Law. Lastly, in ¶ 2 the Mission Statement is included, which matches the other mission statement contained in the school's charter.

As such, the proposed Governing Body Bylaws are legally sufficient as to form and content and meet all of the required stipulations as required for the Charter Application.

Sincerely,


Jessica K. Peterson, Esq.

A.7 Target Population

Required Element 3a.

Community demographic information

There is a large number of school-aged children residing in the City of Henderson. According to the 2010 US Census 22.6% of Henderson's 257,729 residents are under the age of 18. That means that 58,246 children are either currently of school age or approaching school age and are in need of quality early childhood education. There are 26 elementary schools currently in Henderson. These schools served approximately 18,728 students in 2012-2013. With only 3 charter schools serving elementary aged students, families in Henderson have very limited choices in their community.

Required Element 3c

Enrollment data from schools currently operating in community

School Name	School ID	Students Enrolled	% NOT highly qualified teachers	# PreK students	% Am Indian/ AK Native	% Asian	% Hispanic	% Black	% White	% Pac. Islander	% Multi Race	% IEP	% FRL	Elementary Classification
Bartlett	02137	687	9.4	6	0	7.4	20.6	3.4	57.7	1.7	8.4	7.5	26	Adequate Yearly Progress
Cox, D	02126	619	6.7	2	0	7.7	20.8	7.2	52.1	0	10.3	5.4	33	Adequate Yearly Progress
Dooley	02111	444	8.3	8	0	2.4	15.9	3.1	72.5	0	5.1	11.8	36	Did Not Make Adequate Yearly Progress
Galloway	02276	633	3.4	8	0	1.7	19.1	2.2	69.5	0	5.8	11.4	43	Did Not Make Adequate Yearly Progress
Gibson	02120	528	0	1	0	3.9	28.6	5.3	50.3	2.6	8.3	8.6	39	Adequate Yearly Progress
Hinman	02297	604	9.1	6	0	5.7	42.0	8.6	30.9	3.1	9.1	11.8	77	Did Not Make Adequate Yearly Progress
Kesterson	02169	657	3.3	12	0	6.2	28.0	4.8	51.1	1.6	7.9	10.8	34	Did Not Make Adequate Yearly Progress
Lamping	02166	773	0	21	0	6.0	15.6	4.4	63.2	0	9.7	9.7	12	Adequate Yearly Progress
Mack	02277	628	3.1	15	0	4.1	24.0	8.6	50.6	2.2	9.5	11.5	45	Did Not Make Adequate Yearly Progress
McCaw	02249	554	3.6	43	0	0	30.1	4.5	55.7	0	6.3	14.3	65	Did Not Make Adequate Yearly Progress
McDoniel	02298	602	3.6	22	0	3.8	32.8	5.1	50	2.4	4.6	11.9	49	Adequate Yearly Progress
Morrow	02162	695	8.8	22	0	1.8	22.4	1.4	64.7	2.1	7.0	13.1	35	Adequate Yearly Progress

Newton	02146	705	8.8	18	0	3.4	24.8	2.8	57.3	0	9.9	9.3	35	Did Not Make Adequate Yearly Progress
Roberts	02150	778	2.7	28	1.4	4.6	26.8	7.8	48.8	2.8	7.5	13.5	36	Did Not Make Adequate Yearly Progress
Schorr	02099	900	2.5	27	N/A	12.4	26.7	6.7	35	6.7	12.2	9.3	42	Did Not Make Adequate Yearly Progress
Sewel	02251	711	8.3	16	0	2.9	24.6	11.6	50.3	0	8.3	16.1	71	Adequate Yearly Progress
Smalley	02090	843	2.7	20	0	2.8	11.7	2.6	75.3	0	6.4	8.6	19	Adequate Yearly Progress
Taylor, G	02230	900	2.4	11	0	9.6	14.5	4.7	61.2	3.5	11.5	6.8	26	Adequate Yearly Progress
Taylor, R	02254	517	3.4	11	0	0	38.6	13.9	35.5	0	9	19.3	86	Did Not Make Adequate Yearly Progress
Thorpe	02139	792	5.7	34	0	8.7	38.7	9.6	29.2	2.6	10.2	12.3	55	Did Not Make Adequate Yearly Progress
Treem	02127	803	5.4	2	0	7.3	35.4	11.2	34.9	1.6	8.5	8	58	Adequate Yearly Progress
Twitchell	02176	974	2.3	8	0	8.9	15.7	4.1	62.4	0	7.4	8.9	21	Adequate Yearly Progress
Vanderburg	02154	806	5.4	17	0	7.5	14.6	3.2	64.2	0	8.8	9.3	14	Adequate Yearly Progress
Walker	02183	736	2.7	11	0	2.8	25.8	2.7	58.4	0	9.3	8.2	25	Adequate Yearly Progress
Wallin	02077	877	5.4	14	0	7.3	12.6	2.6	64.4	1.4	11.2	8.4	12	Adequate Yearly Progress
Wolff	02287	962	0	14	0	9.6	18.7	4.5	55.6	1.3	9.9	9.5	19	Adequate Yearly Progress

Sources:

Nevada Report Card 2011-2012, 2012-2013

CCD Public school data 2011-2012

CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are then **SUBMITTED** by the Charter School Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Counsel Bureau and the Charter School sponsor.

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.

The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School - fill in the name of your school".
- 2 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 10.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 10.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the tentative budget.
- 6 Fill in the "Scheduled Public Hearing:" information at the bottom of the page for the tentative budget.
- 7 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 8 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

- 1 Enter data in the yellow cells only.
- 2 Enter the enrollments for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for categories #1-5, 7-8.
- 3 Enter the enrollments for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 4 Enter the Hold Harmless amount in #10. You will be eligible to receive the Hold Harmless enrollments:
 - a. IF: enrollment decreases less than 5%, use highest enrollment of current or prior year.
 - b. IF: enrollment decreases more than 5%, use highest enrollment of current or either of the two prior consecutive years.
 - c. IF: the Charter School is multidistrict, Hold Harmless is based on the TOTAL Statewide enrollment.
 - d. New Charter Schools are not eligible for Hold Harmless.
- 5 Enter the WEIGHTED student enrollments based on School District of residence in #11. If the pupils only reside in one School District, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 6 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference point for you.
- 7 #13 will calculate based on the numbers you have provided for #1-12.
- 8 Enter the estimated number of Special Education units. One or two Charter Schools will be awarded one unit, but you are not likely to receive any of these units. Check your awards from the prior year. The Units are legislatively determined to provide supplemental funding for special education staff.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited information.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 7-10, from your audited information. Do not forget to include sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 7-10, from your current year estimates. Do not forget to include sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 7-10, based on anticipated expenditures for the school year to begin July 1 for the tentative budget. Do not forget to include sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 7-10, based on the approved and adopted budget for the school year to begin July 1 for the final budget. Do not forget to include sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 10.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 10. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made, and approved by, the Deputy Superintendent of Administrative and Fiscal Services (NDE) and your sponsor.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

- 1 Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
- 2 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 3 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 4 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 5 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.

- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 9 Fill in the expenditure amounts, per function, in column (1) from your audited information.
- 10 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 11 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 12 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 13 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

- 1 Form 7 is only filled out if you currently have or anticipate loans.
- 2 Enter the fund which includes the indebtedness in column (1).
- 3 List each loan in column (1) under the appropriate fund.
- 4 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 5 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 6 Enter the original amount of the loan (issue) in column (4).
- 7 Enter date of issue in column (5).
- 8 Enter date of final payment in column (6).
- 9 Enter the interest rate of the loan in column (7).
- 10 Enter the outstanding balance at the beginning of the current year in column (8).
- 11 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 12 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 13 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

- 1 FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.
- 2 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue. Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

- 1 FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
- 2 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 3 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 4 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 5 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 6 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.

- 7 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 8 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 9 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 10 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSE

- 1 Form 10 is only filled out if you anticipate lobby expenses.
- 2 Item #1, enter the lobbying activity.
- 3 Item #2, enter the source of the funding.
- 4 Item #3, enter the anticipated costs for transportation.
- 5 Item #4, enter the anticipated costs for lodging and meals.
- 6 Item #5, enter the anticipated costs for salaries and wages.
- 7 Item #6, enter the anticipated costs for compensation to lobbyists.
- 8 Item #7, enter the anticipated costs for entertainment.
- 9 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 10 The total anticipated expenditures will calculate.
- 11 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget".
The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget".
The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

ocial Education).

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement



Las Vegas, Nevada 89183
(702) 486 6458
Fax: (702)486 6450
http://teachers.nv.gov

JULIA TESKA
Deputy Superintendent
Business and Support Services

DENA DURISH
Deputy Superintendent
Educator Effectiveness

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101
http://www.doc.nv.gov

Charter School - River Mountain Academy herewith submits the TENTATIVE budget for the fiscal year ending June 30, 2015

This budget contains 1 governmental fund types with estimated expenditures of \$ 2,678,983 proprietary funds with estimated expenses of \$.

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

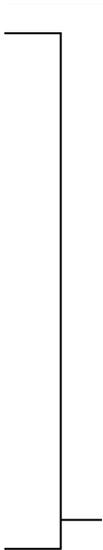
Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____



and



ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/13		WEIGHTED ACTUAL CURRENT YEAR ENDING 06/30/14	
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 =	<u>0.0</u>	<u> </u> x .6 =	<u>0.0</u>
2. Kindergarten	<u> </u> x .6 =	<u>0.0</u>	<u> </u> x .6 =	<u>0.0</u>
3. Elementary	<u> </u>		<u> </u>	
4. Secondary	<u> </u>		<u> </u>	
5. Ungraded	<u> </u>		<u> </u>	
6. Subtotal		<u>0.0</u>		<u>0.0</u>
7. Students transported into Nevada from out-of-state	<u> </u>		<u> </u>	
8. Students transported to another state	<u> </u>		<u> </u>	
9. Total WEIGHTED enrollment		<u>0.0</u>		<u>0.0</u>
10. Hold Harmless				

11. Basic support per pupil amount, Year Ending 06/30/15		<u>5,544</u>	
Estimated per SB522 77th session			
Fill in information for each district:			Use rates below:
	2014-2015	WEIGHTED 2014-2015 Enrollment	Subtotal
<u>School District</u>	<u>Rate revised 5/24/2013</u>		
Carson City	\$ 6,643	0.0	\$0
Churchill	\$ 6,629	0.0	\$0
Clark	\$ 5,544	448.0	\$2,483,712
Douglas	\$ 5,998	0.0	\$0
Elko	\$ 6,692	0.0	\$0
Esmeralda	\$ 15,798	0.0	\$0
Eureka	\$ 100	0.0	\$0
Humboldt	\$ 5,409	0.0	\$0
Lander	\$ 385	0.0	\$0
Lincoln	\$ 10,500	0.0	\$0
Lyon	\$ 7,186	0.0	\$0
Mineral	\$ 9,622	0.0	\$0
Nye	\$ 7,085	0.0	\$0
Pershing	\$ 8,738	0.0	\$0
Storey	\$ 8,455	0.0	\$0
Washoe	\$ 5,585	0.0	\$0
White Pine	\$ 7,315	0.0	\$0
Multidistrict		448.0	\$2,483,712
			<u>5,544</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil			<u>\$997</u>
This is the per pupil share of local taxes, etc, from the district.			
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 <u>\$ 2,930,368.00</u>
14. Estimated number of special education program units			
	<u>39,768</u>	(Should be 0 or 2 maximum - see prior year all amount per unit	<u>\$0</u>

15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)

Total Weighted
\$ 2,930,368.00

Fiscal Year 2014-2015 Charter School Charter School - River Mountain Academy

Form 2 Enrollment - DSA

WEIGHTED
ESTIMATED
YEAR
ENDING 06/30/15

0.0
48.0
400
448.0
448.0

Balance amounts for #12
re: "Outside Revenue"

\$	1,086
\$	1,069
\$	997
\$	2,386
\$	1,113
\$	8,308
\$	43,870
\$	2,047
\$	9,884
\$	1,295
\$	922
\$	1,683
\$	1,368
\$	2,272
\$	6,494
\$	1,138
\$	1,902

Hold Harmless-#10
\$ -

Statement)

Hold Harmless

\$ -

3/5/2014

Form 3	(1)	(2)	(3)	(4)	(4)
Charter School - River Mountain Academy REVENUE	PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
Revenue from Local Govmt Units other than School Districts					
1200 Tuition			135,000		
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities			4,800		
1900 Other Revenues			4,800		
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	144,600	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)					
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	0	0	0

Charter School - River Mountain Academy

Budget Fiscal Year 2014-2015

Form 3 Revenues	(1)	(2)	(3)	(4)	(4)
REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed Restricted Grants-in-Aid Fed Govmt pass-thru the State					
4500 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4700 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE					
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	144,600	0	0

Charter School - River Mountain Academy

Budget Fiscal Year 2014-2015

Charter School - River Mountain Academy Form 4	(1)	(2)	(3)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET TENTATIVE APPROVED
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries			1,526,000
200 Benefits			297,000
300/400/500 Purchased Services			556,975
600 Supplies			82,250
700 Property			5,000
800 Other			43,955
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
100 TOTAL REGULAR PROGRAMS	0	0	2,511,180
140 Summer School for Reg Programs			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			

2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
140 TOTAL Summer School - Reg Prog	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

Charter School - River Mountain Academy PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
200 SPECIAL PROGRAMS	0	0	0

240 Summer School for Special Programs			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
240 TOTAL Summer School - Spec Prog	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
270 Gifted and Talented Programs			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			

100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2700	Student Transportation			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
270	TOTAL Gifted & Talented Programs	0	0	0
300	Vocational & Technical Programs			
1000	Instruction			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2100-2600, 2900	Other Support Services			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2700	Student Transportation			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
300	Total Vocational & Technical Prog	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
340 Summer School for Voc & Tech			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
340 Total Summer School for Voc & Tech	0	0	0
420 English for Speakers of Other Lang			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			

800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
420 Total Speakers of Other Lang	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET TENTATIVE APPROVED
440 Summer School for Other Inst Prog			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			

440	Total English - Summer School for Other Ins	0	0	0
490	Other Instructional Programs			
1000	Instruction			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2100-2600, 2900	Other Support Services			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2700	Student Transportation			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
490	Total Other Instructional Programs	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
800 Community Services Programs			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
800 Total Community Services Programs	0	0	0
900 Co-curricular & Extra-Curricular			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			

800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
900 Co-curricular & Extra-Curricular	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Support Services-Students			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100 SUBTOTAL	0	0	0
2200 Support Services-Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2200 SUBTOTAL	0	0	0
2300 Support Services-Gen Admin			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2300 SUBTOTAL	0	0	0
2400 Support Serv-School Admin			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2400 SUBTOTAL	0	0	0
2500 Central Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			

700 Property			
800 Other			
2500 SUBTOTAL	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2600 SUBTOTAL	0	0	0
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 SUBTOTAL	0	0	0
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2900 SUBTOTAL	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0
3100 Food Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
3100 TOTAL FOOD SERVICES	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4100 SUBTOTAL	0	0	0
4200 Land Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4200 SUBTOTAL	0	0	0
4300 Architecture/Engineering			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4300 SUBTOTAL	0	0	0
4400 Educational Specifications Dev			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4400 SUBTOTAL	0	0	0
4500 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			

700 Property			
800 Other			
4500 SUBTOTAL	0	0	0
4600 Site Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4600 SUBTOTAL	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
4700 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4700 SUBTOTAL	0	0	0
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4900 SUBTOTAL	0	0	0
4000s CONSTRUCTION	0	0	0
5000 Debt Service			
000 EXPENDITURES	0	0	0
TOTAL ALL EXPENDITURES	0	0	2,511,180

6300	XXXXXXXXXXXXXX		
Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX		
	XXXXXXXXXXXXXX		
8000 ENDING FUND BALANCE			
Reserved Ending Balance			
Unreserved Ending Balance			
TOTAL ENDING FUND BALANCE	0	0	0
TOTAL APPLICATIONS	0	0	2,511,180

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	0	75,335
	Calculated Total Ending Fund Balance:	0	0	(2,366,580)

Charter School - River Mountain Academy

Form 4 Expenditures

0	0

Budget Fiscal Year 2014-2015

3/5/2014

0	0

Budget Fiscal Year 2014-2015

3/5/2014

(4) FISCAL YEAR ENDING 06/30/15 FINAL APPROVED	(5) AMENDED FINAL APPROVED
0	0
0	0
0	0
0	0
0	0

Budget Fiscal Year 2014-2015

3/5/2014

0	0
0	0

Budget Fiscal Year 2014-2015

3/5/2014

(4) FISCAL YEAR ENDING 06/30/15 FINAL APPROVED	(5) AMENDED FINAL APPROVED
0	0
0	0
0	0
0	0
0	0

0	0
0	0

0	0
0	0

Budget Fiscal Year 2014-2015

3/5/2014

TENTATIVE BUDGET 2014-2015				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	1,526,000	297,000	688,180	2,511,180
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	1,526,000	297,000	688,180	2,511,180
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	1,526,000	297,000	688,180	2,511,180
FINAL BUDGET 2014-2015				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

FINAL AMENDED BUDGET - Estimated	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL FINAL AMENDED BUDGET	0	0	0	0

Charter School - River Mountain Academy

Budget Fiscal Year 2014-2015

TOTAL ALL RESOURCES	0	0	0
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Charter School - River Mountain Academy

Budget Fiscal Ye

Form 6 Proprietary/Enterprise

Page 1 of 2

Form 6 Proprietary/Enterprise FUNCTION / OBJECT	(1)	(2) ESTIMATED	(3) BUDGET YEAR
	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	TENTATIVE APPROVED
EXPENSES			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0
2000 Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
SUBTOTAL SUPPORT EXPENSES:	0	0	0
3100 Food Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0
4000 Facilities Acquisition & Construction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0
5000 Debt Service			
6000 Miscellaneous			
SUBTOTAL OTHER SERVICES	0	0	0

TOTAL EXPENSES	0	0	0
8000 ENDING FUND BALANCE			
Reserved Ending Balance			
Unreserved Ending Balance			
TOTAL ENDING FUND BALANCE	0	0	0
TOTAL APPLICATIONS	0	0	0

Charter School - River Mountain Academy

Budget Fiscal Ye

Form 6 Proprietary/Enterprise

Page 2 of 2

(4)
ENDING 06/30/15

FINAL
APPROVED

0

0

0

0

0

0

Year 2014-2015

3/5/2014

(4)

ENDING 06/30/10

FINAL
APPROVED

0

0

0

0

0

0
0
0

ar 2014-2015

3/5/2014

Charter School - River Mountain Academy

ALL EXISTING OR PROPOSED

- * - Type - use codes 1-11
 1 - General Obligation Bc
 2 - G. O. Revenue Suppc
 3 - G. O. Special Assessr
 4 - Revenue Bonds
 5 - Medium-Term Financi

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE
FUND:						
TOTAL ALL DEBT SERVICE			\$0			

Charter School - River Mountain Academy

Form 7 INDEBTEDNESS

Charter School - River Mountain Academy

REPORT FOR ALL FUNDS		2014-2015		FROM DISTRICTS WITHIN NEVADA	
				(1) TUITION	(2) TRANSPORTATION
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist		
Nevada Individuals	1310/1410				
Nevada School Districts	1321/1421				
Out-of-state Individuals	1310/1410				
Out-of-State School Districts	1331/1431				
				\$0	\$0

		TO DISTRICTS WITHIN NEVADA	
		Object Codes	
EXPENDITURES		561	511
100 - Regular Programs			
200 - Special Programs			
300 - Vocational Programs			
400 - Other PK-12 Programs			
500 - Nonpublic Programs			
600 - Adult Programs			
TOTALS		\$0	\$0

Charter School - River Mountain Academy

FORM 8 - TUITION and TRANSPORTATION

FROM DISTRICTS OUTSIDE NEVADA	
(3) TUITION	(4) TRANSPORTATION
1310 Out-of-state Ind	1410 Out-of-state Ind
1331 Out-of-state SD	1431 Out-of-state SD
\$0	\$0

TO DISTRICTS OUTSIDE NEVADA	
562	512
\$0	\$0

Budget Fiscal Year 2014-2015

Charter School - River Mountain Academy

FUND TRANSFERS 2014-2015 (1) FUND TYPE	T R A N S F E R S I N	
	(2) FROM FUND	(3) AMOUNT
GENERAL FUND		
SUBTOTAL	0	0
SPECIAL REVENUE FUNDS		
SUBTOTAL	0	0
TOTAL TRANSFERS	0	0

Charter School - River Mountain Academy

FORM 9 FUND TRANSFERS

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____K-5_____

FISCAL YEAR: _____2016-2017_____

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				
	Administration	Yes	1	\$81,000.00	\$81,000.00
	Instructional Coach	Yes	1	\$47,000.00	\$47,000.00
	Teachers/Operations leader	Yes	33	\$38,000.00	\$1,254,000.00
	Office Staff	No	1	\$16,000.00	\$16,000.00
	Teaching Assistant	No	5	\$16,000.00	\$80,000.00
	School Nurse/Custodial Staff	No	3	\$16,000.00	\$48,000.00
NARRATIVE					
For year two we anticipate being able to give all staff a raise. The raise is an estimate and is contingent upon level of performance, experience, and education. The administrator will decide upon the amount of the raise for all staff members. The board will decide upon the amount of the raise for the administrator.					
				TOTAL	\$1,526,000.00
200	BENEFITS				
	Total Benefits	Yes	35	\$8,400.00	\$297,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
As salaries increase, so will the amount of the PERS contribution by the employer.					
				TOTAL	\$297,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5 _____

FISCAL YEAR: _____2016-2017_____

300	PURCHASED PROFESSIONAL				\$56,000.00
	Technology Services				\$50,000.00
	Operational Expenses				\$63,975.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE-					
<p>We anticipate the cost of Professional Services and Operational Expenses for year two to remain similar to year one as our enrollment is not expected to grow. This would still include: related services for SpEd., accounting/audit, legal expenses, and a school food program for students who qualify for FRL, utilities, office supplies, printing/copying, staff & student recruitment, payroll processing, bank charges, travel & professional development costs for staff and board members. The cost of Technology Services for year two will decrease. The remaining cost includes server, wifi, networking, and website maintenance.</p>					
				TOTAL	\$169,975.00
400	PURCHASED PROPERTY SERVICES				\$360,000.00
					\$27,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE-					

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: _____2016-2017_____

	<p>The lease amount will remain the same in year two. The school will continue to pay for maintenance/cleaning costs.</p>				
				TOTAL	\$387,000.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
600	Classroom Supplies				\$82,250.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE-				
	<p>For year two we will need to purchase new sets of consumables for the curriculum. The Study Island 1 year subscription will be renewed. The budget for year two still includes money for classroom supplies, library books, art supplies, music supplies, PE supplies, WIDA MODEL assessment materials, ELL & GATE supplemental materials, and a \$30 per student/per year field trip allocation.</p>				

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: _____2016-2017_____

				TOTAL		\$82,250.00
800	DEBT SERVICE AND MISCELLANEOUS					\$0.00
						\$0.00
	Administrative fee for Sponsor					\$43,955.00
						\$0.00
						\$0.00
						\$0.00
	NARRATIVE- This estimate is based off a 1.5% administrative fee for 480 students. We do not anticipate an increase in enrollment for year two.					
				TOTAL		\$43,955.00
Subtotal Objects 100-600 & 800						\$2,506,180.00
Approved Indirect Cost Rate:		0.00%	X Subtotal			\$0.00
700	Furniture Expenses					\$5,000.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
	NARRATIVE					

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: _____2016-2017_____

	Classroom and office furniture was purchased in year one. We will allocate some funds for additional furniture and/or furniture repairs.	
	TOTAL	\$5,000.00
GRAND TOTAL		\$2,511,180.00

Posted 8/26/2009

CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are then **SUBMITTED** by the Charter School Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Counsel Bureau and the Charter School sponsor.

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.

The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School - fill in the name of your school".
- 2 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special).
- 3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 10.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 10.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the tentative budget.
- 6 Fill in the "Scheduled Public Hearing:" information at the bottom of the page for the tentative budget.
- 7 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 8 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

- 1 Enter data in the yellow cells only.
- 2 Enter the enrollments for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for categories #1-5, 7-8.
- 3 Enter the enrollments for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 4 Enter the Hold Harmless amount in #10. You will be eligible to receive the Hold Harmless enrollments:
 - a. IF: enrollment decreases less than 5%, use highest enrollment of current or prior year.
 - b. IF: enrollment decreases more than 5%, use highest enrollment of current or either of the two prior consecutive years.
 - c. IF: the Charter School is multidistrict, Hold Harmless is based on the TOTAL Statewide enrollment.
 - d. New Charter Schools are not eligible for Hold Harmless.
- 5 Enter the WEIGHTED student enrollments based on School District of residence in #11. If the pupils only reside in one School District, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 6 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference point for you.
- 7 #13 will calculate based on the numbers you have provided for #1-12.
- 8 Enter the estimated number of Special Education units. One or two Charter Schools will be awarded one unit, but you are not likely to receive any of these units. Check your awards from the prior year. The Units are legislatively determined to provide supplemental funding for special education staff.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited information.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 7-10, from your audited information. Do not forget to include sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 7-10, from your current year estimates. Do not forget to include sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 7-10, based on anticipated expenditures for the school year to begin July 1 for the tentative budget. Do not forget to include sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 7-10, based on the approved and adopted budget for the school year to begin July 1 for the final budget. Do not forget to include sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 10.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 10. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made, and approved by, the Deputy Superintendent of Administrative and Fiscal Services (NDE) and your sponsor.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

- 1 Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
- 2 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 3 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 4 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 5 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.

- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 9 Fill in the expenditure amounts, per function, in column (1) from your audited information.
- 10 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 11 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 12 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 13 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

- 1 Form 7 is only filled out if you currently have or anticipate loans.
- 2 Enter the fund which includes the indebtedness in column (1).
- 3 List each loan in column (1) under the appropriate fund.
- 4 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 5 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 6 Enter the original amount of the loan (issue) in column (4).
- 7 Enter date of issue in column (5).
- 8 Enter date of final payment in column (6).
- 9 Enter the interest rate of the loan in column (7).
- 10 Enter the outstanding balance at the beginning of the current year in column (8).
- 11 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 12 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 13 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

- 1 FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.
- 2 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue. Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

- 1 FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
- 2 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 3 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 4 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 5 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 6 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.

- 7 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 8 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 9 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 10 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSE

- 1 Form 10 is only filled out if you anticipate lobby expenses.
- 2 Item #1, enter the lobbying activity.
- 3 Item #2, enter the source of the funding.
- 4 Item #3, enter the anticipated costs for transportation.
- 5 Item #4, enter the anticipated costs for lodging and meals.
- 6 Item #5, enter the anticipated costs for salaries and wages.
- 7 Item #6, enter the anticipated costs for compensation to lobbyists.
- 8 Item #7, enter the anticipated costs for entertainment.
- 9 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 10 The total anticipated expenditures will calculate.
- 11 Enter the Entity involved in the lobbying effort.

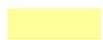
Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget".
The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget".
The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

ocial Education).



and



ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/13		WEIGHTED ACTUAL CURRENT YEAR ENDING 06/30/14	
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 =	<u>0.0</u>	<u> </u> x .6 =	<u>0.0</u>
2. Kindergarten	<u> </u> x .6 =	<u>0.0</u>	<u> </u> x .6 =	<u>0.0</u>
3. Elementary	<u> </u>		<u> </u>	
4. Secondary	<u> </u>		<u> </u>	
5. Ungraded	<u> </u>		<u> </u>	
6. Subtotal		<u>0.0</u>		<u>0.0</u>
7. Students transported into Nevada from out-of-state	<u> </u>		<u> </u>	
8. Students transported to another state	<u> </u>		<u> </u>	
9. Total WEIGHTED enrollment		<u>0.0</u>		<u>0.0</u>
10. Hold Harmless				

11. Basic support per pupil amount, Year Ending 06/30/15		<u>5,544</u>	
Estimated per SB522 77th session			Use rates below:
Fill in information for each district:			Refer
	2014-2015	WEIGHTED 2014-2015 Enrollment	Subtotal
<u>School District</u>	<u>Rate revised 5/24/2013</u>		
Carson City	\$ 6,643	0.0	\$0
Churchill	\$ 6,629	0.0	\$0
Clark	\$ 5,544	384.0	\$2,128,896
Douglas	\$ 5,998	0.0	\$0
Elko	\$ 6,692	0.0	\$0
Esmeralda	\$ 15,798	0.0	\$0
Eureka	\$ 100	0.0	\$0
Humboldt	\$ 5,409	0.0	\$0
Lander	\$ 385	0.0	\$0
Lincoln	\$ 10,500	0.0	\$0
Lyon	\$ 7,186	0.0	\$0
Mineral	\$ 9,622	0.0	\$0
Nye	\$ 7,085	0.0	\$0
Pershing	\$ 8,738	0.0	\$0
Storey	\$ 8,455	0.0	\$0
Washoe	\$ 5,585	0.0	\$0
White Pine	\$ 7,315	0.0	\$0
Multidistrict		384.0	\$2,128,896
			<u>5,544</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil			<u>\$997</u>
This is the per pupil share of local taxes, etc, from the district.			
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 <u>\$ 2,511,744.00</u>
14. Estimated number of special education program units	<u> </u>	(Should be 0 or 2 maximum - see prior year all	
	X <u>39,768</u>	amount per unit	<u>\$0</u>

15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)

Total Weighted
\$ 2,511,744.00

Fiscal Year 2014-2015 Charter School Charter School - River Mountain Academy

Form 2 Enrollment - DSA

WEIGHTED
ESTIMATED
YEAR
ENDING 06/30/15

0.0
24.0
360
384.0
384.0

ence amounts for #12

e: "Outside Revenue"

\$	1,086
\$	1,069
\$	997
\$	2,386
\$	1,113
\$	8,308
\$	43,870
\$	2,047
\$	9,884
\$	1,295
\$	922
\$	1,683
\$	1,368
\$	2,272
\$	6,494
\$	1,138
\$	1,902

Hold Harmless-#10
\$ -

otment)

Hold Harmless

\$ -

3/5/2014

Form 3	(1)	(2)	(3)	(4)	(4)
Charter School - River Mountain Academy REVENUE	PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
Revenue from Local Govmt Units other than School Districts					
1200 Tuition			67,500		
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities			4,000		
1900 Other Revenues			4,000		
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	75,500	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)					
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	0	0	0

Charter School - River Mountain Academy

Budget Fiscal Year 2014-2015

Form 3 Revenues	(1)	(2)	(3)	(4)	(4)
REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4500 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4700 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE					
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
Premium of Discount on the Issuance of Bonds					
5120 Fund Transfers In					
5200 Proceeds from the Disposal of Real or Personal Property					
5300 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
Amortization of Premium on Issuance of Bonds					
6200 Special Items					
6300 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	75,500	0	0

Charter School - River Mountain Academy

Budget Fiscal Year 2014-2015

Charter School - River Mountain Academy Form 4 PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries			1,305,500
200 Benefits			260,400
300/400/500 Purchased Services			612,000
600 Supplies			133,200
700 Property			35,000
800 Other			37,676
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
100 TOTAL REGULAR PROGRAMS	0	0	2,383,776
140 Summer School for Reg Programs			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			

2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
140 TOTAL Summer School - Reg Prog	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

Charter School - River Mountain Academy PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
200 SPECIAL PROGRAMS	0	0	0

240 Summer School for Special Programs			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
240 TOTAL Summer School - Spec Prog	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
270 Gifted and Talented Programs			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			

100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2700	Student Transportation			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
270	TOTAL Gifted & Talented Programs	0	0	0
300	Vocational & Technical Programs			
1000	Instruction			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2100-2600, 2900	Other Support Services			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2700	Student Transportation			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
300	Total Vocational & Technical Prog	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
340 Summer School for Voc & Tech			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
340 Total Summer School for Voc & Tech	0	0	0
420 English for Speakers of Other Lang			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			

800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
420 Total Speakers of Other Lang	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
440 Summer School for Other Inst Prog			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			

440	Total English - Summer School for Other Ins	0	0	0
490	Other Instructional Programs			
1000	Instruction			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2100-2600, 2900	Other Support Services			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
2700	Student Transportation			
100	Salaries			
200	Benefits			
300/400/500	Purchased Services			
600	Supplies			
700	Property			
800	Other			
490	Total Other Instructional Programs	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
800 Community Services Programs			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
800 Total Community Services Programs	0	0	0
900 Co-curricular & Extra-Curricular			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100-2600, 2900 Other Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			

800 Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
900 Co-curricular & Extra-Curricular	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Support Services-Students			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2100 SUBTOTAL	0	0	0
2200 Support Services-Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2200 SUBTOTAL	0	0	0
2300 Support Services-Gen Admin			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2300 SUBTOTAL	0	0	0
2400 Support Serv-School Admin			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2400 SUBTOTAL	0	0	0
2500 Central Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			

700 Property			
800 Other			
2500 SUBTOTAL	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2600 SUBTOTAL	0	0	0
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2700 SUBTOTAL	0	0	0
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
2900 SUBTOTAL	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0
3100 Food Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
3100 TOTAL FOOD SERVICES	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4100 SUBTOTAL	0	0	0
4200 Land Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4200 SUBTOTAL	0	0	0
4300 Architecture/Engineering			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4300 SUBTOTAL	0	0	0
4400 Educational Specifications Dev			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4400 SUBTOTAL	0	0	0
4500 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			

700 Property			
800 Other			
4500 SUBTOTAL	0	0	0
4600 Site Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4600 SUBTOTAL	0	0	0

Charter School - River Mountain Academy

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET TENTATIVE APPROVED
4700 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4700 SUBTOTAL	0	0	0
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
4900 SUBTOTAL	0	0	0
4000s CONSTRUCTION	0	0	0
5000 Debt Service			
000 EXPENDITURES	0	0	0
TOTAL ALL EXPENDITURES	0	0	2,383,776

6300	XXXXXXXXXXXXXX		
Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX		
	XXXXXXXXXXXXXX		
8000 ENDING FUND BALANCE			
Reserved Ending Balance			
Unreserved Ending Balance			
TOTAL ENDING FUND BALANCE	0	0	0
TOTAL APPLICATIONS	0	0	2,383,776

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	0	71,513
	Calculated Total Ending Fund Balance:	0	0	(2,308,276)

Charter School - River Mountain Academy

Form 4 Expenditures

0	0

Budget Fiscal Year 2014-2015

3/5/2014

0	0

Budget Fiscal Year 2014-2015

3/5/2014

(4) FISCAL YEAR ENDING 06/30/15 FINAL APPROVED	(5) AMENDED FINAL APPROVED
0	0
0	0
0	0
0	0
0	0

Budget Fiscal Year 2014-2015

3/5/2014

0	0
0	0

Budget Fiscal Year 2014-2015

3/5/2014

(4) FISCAL YEAR ENDING 06/30/15 FINAL APPROVED	(5) AMENDED FINAL APPROVED
0	0
0	0
0	0
0	0
0	0

0	0
0	0

0	0
0	0

Budget Fiscal Year 2014-2015

3/5/2014

TENTATIVE BUDGET 2014-2015		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	1,305,500	260,400	817,876	2,383,776
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		1,305,500	260,400	817,876	2,383,776
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS TENTATIVE		1,305,500	260,400	817,876	2,383,776
FINAL BUDGET 2014-2015		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0

UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Charter School - River Mountain Academy

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

Page 1 of 1

3/5/2014

FINAL AMENDED BUDGET - Estimated	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL FINAL AMENDED BUDGET	0	0	0	0

Charter School - River Mountain Academy

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

Page 2 of 2

3/5/2014

TOTAL ALL RESOURCES	0	0	0
----------------------------	---	---	---

Charter School - River Mountain Academy

Budget Fiscal Ye

Form 6 Proprietary/Enterprise

Page 1 of 2

Form 6 Proprietary/Enterprise FUNCTION / OBJECT	(1)	(2) ESTIMATED	(3) BUDGET YEAR
	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	TENTATIVE APPROVED
EXPENSES			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0
2000 Support Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
SUBTOTAL SUPPORT EXPENSES:	0	0	0
3100 Food Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0
4000 Facilities Acquisition & Construction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800 Other			
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0
5000 Debt Service			
6000 Miscellaneous			
SUBTOTAL OTHER SERVICES	0	0	0

TOTAL EXPENSES	0	0	0
8000 ENDING FUND BALANCE			
Reserved Ending Balance			
Unreserved Ending Balance			
TOTAL ENDING FUND BALANCE	0	0	0
TOTAL APPLICATIONS	0	0	0

Charter School - River Mountain Academy

Budget Fiscal Ye

Form 6 Proprietary/Enterprise

Page 2 of 2

(4)
ENDING 06/30/15

FINAL
APPROVED

0

0

0

0

0

0

Year 2014-2015

3/5/2014

(4)

ENDING 06/30/10

FINAL
APPROVED

0

0

0

0

0

0
0
0

ar 2014-2015

3/5/2014

Charter School - River Mountain Academy

ALL EXISTING OR PROPOSED

- * - Type - use codes 1-11
 1 - General Obligation Bc
 2 - G. O. Revenue Suppc
 3 - G. O. Special Assessr
 4 - Revenue Bonds
 5 - Medium-Term Financi

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE
FUND:						
TOTAL ALL DEBT SERVICE			\$0			

Charter School - River Mountain Academy

Form 7 INDEBTEDNESS

Charter School - River Mountain Academy

REPORT FOR ALL FUNDS		2014-2015		FROM DISTRICTS WITHIN NEVADA	
				(1) TUITION	(2) TRANSPORTATION
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist		
Nevada Individuals	1310/1410				
Nevada School Districts	1321/1421				
Out-of-state Individuals	1310/1410				
Out-of-State School Districts	1331/1431				
				\$0	\$0

		TO DISTRICTS WITHIN NEVADA	
EXPENDITURES	Object Codes	561	511
100 - Regular Programs			
200 - Special Programs			
300 - Vocational Programs			
400 - Other PK-12 Programs			
500 - Nonpublic Programs			
600 - Adult Programs			
TOTALS		\$0	\$0

Charter School - River Mountain Academy

FORM 8 - TUITION and TRANSPORTATION

FROM DISTRICTS OUTSIDE NEVADA	
(3)	(4)
TUITION	TRANSPORTATION
1310 Out-of-state Ind	1410 Out-of-state Ind
1331 Out-of-state SD	1431 Out-of-state SD
\$0	\$0

TO DISTRICTS OUTSIDE NEVADA	
562	512
\$0	\$0

Budget Fiscal Year 2014-2015

Charter School - River Mountain Academy

FUND TRANSFERS 2014-2015 (1) FUND TYPE	T R A N S F E R S I N	
	(2) FROM FUND	(3) AMOUNT
GENERAL FUND		
SUBTOTAL	0	0
SPECIAL REVENUE FUNDS		
SUBTOTAL	0	0
TOTAL TRANSFERS	0	0

Charter School - River Mountain Academy

FORM 9 FUND TRANSFERS

River Mountain Academy School Calendar for 2015-2016 School Year

Start Date:

Type of calendar	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days	Days NT	Total Days	School Month			
August 2015	10	11	12	13	14	1	1	1	1			
September 2015	17	18	19	20	21	1	1	1	1			
September 2015	24	25	26	27	28	1	1	1	1			
September 2015	31	1	2	3	PD 4	1	1	1	0			
September 2015									19	1	19	
October 2015	DH 7	8	9	10	11	0	1	1	1			
October 2015	14	15	16	17	18	1	1	1	1			
October 2015	21	22	23	24	25	1	1	1	1			
October 2015	28	29	30	1	2	1	1	1	1			
October 2015									19	1	38	
November 2015	5	6	7	8	9	1	1	1	1			
November 2015	12	13	14	15	16	1	1	1	1			
November 2015	19	20	21	22	23	1	1	1	1			
November 2015	26	27	28	29	DH 30	1	1	1	0			
November 2015									19	1	57	
December 2015	PD 2	3	4	5	6	0	1	1	1			
December 2015	9	10	DH 11	12	13	1	1	0	1			
December 2015	16	17	18	19	20	1	1	1	1			
December 2015	23	24	25	DH 26	DH 27	1	1	1	0			
December 2015									16	4	73	
January 2016	30	1	2	3	4	1	1	1	1			
January 2016	7	8	9	10	11	1	1	1	1			
January 2016	14	15	16	17	18	1	1	1	1			
January 2016	WB 21	WB 22	WB 23	WB 24	WB 25	0	0	0	0			
January 2016	WB 28	WB 29	WB 30	WB 31	WB 1	0	0	0	0			
January 2016	4	5	6	7	8	1	1	1	1			
January 2016									20	0	93	
February 2016	11	12	13	14	PD 15	1	1	1	0			
February 2016	DH 18	19	20	21	22	0	1	1	1			
February 2016	25	26	27	28	29	1	1	1	1			
February 2016	1	2	3	4	5	1	1	1	1			
February 2016									18	2	111	
March 2016	8	9	10	11	PD 12	1	1	1	0			
March 2016	DH 15	16	17	18	19	0	1	1	1			
March 2016	22	23	24	25	26	1	1	1	1			
March 2016	29	1	2	3	4	1	1	1	1			
March 2016									18	2	129	
April 2016	7	8	9	10	11	1	1	1	1			
April 2016	14	15	16	17	18	1	1	1	1			
April 2016	SB 21	SB 22	SB 23	SB 24	SB 25	0	0	0	0			
April 2016	28	29	30	31	1	1	1	1	1			
April 2016	4	5	6	7	8	1	1	1	1			
April 2016									20	0	149	
May 2016	11	12	13	14	PD 15	1	1	1	0			
May 2016	18	19	20	21	22	1	1	1	1			
May 2016	25	26	27	28	29	1	1	1	1			
May 2016	2	3	4	5	6	1	1	1	1			
May 2016									19	1	168	
June 2016	9	10	11	12	13	1	1	1	1			
June 2016	16	17	18	19	20	1	1	1	1			
June 2016	23	24	25	26	27	1	1	1	1			
June 2016	DH 30	31	1	CD 2	CD 3	0	1	1	0			
June 2016	CD 6									0	0	0
June 2016									17	3	185	
Totals						185	15	185				

PD Professional Development for all teachers
 WB Winter Break
 SB Spring Break
 CD Contingency day
 DH District Holiday

Scheduled Professional Development Days:
 According to NAC 387.120 no more than 5 days may be taken per school year.
 9/4/2015
 11/2/2015
 1/15/2016
 2/12/2016
 4/15/2016

River Mountain Academy
2015-2016
Emergency Management Plan

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Emergency Management Plan

Overview

In January 2001 the Nevada Legislature passed SB 289 with subsequent passing of NRS 392.600 which mandates all Nevada schools have a School Emergency Management Team Plan in place.

The principal of River Mountain Academy will create a committee to develop the plan and update the plan yearly. This committee will be called the Emergency Management Development Team. As mandated by NRS 392.616(2), the implementation team must include the following individuals:

- A governing board member
- The principal of the school
- One licensed teacher of the school
- One employee of the school who is not a licensed employee and who is not responsible for the administration of the school
- One school police officer, if the school has school police officers
- One representative of a local law enforcement agency in Clark County
- One parent or legal guardian of a pupil who is enrolled in the school

Membership of the development team may also include any other person whom the principal of the school deems appropriate, including, without limitation:

- A counselor of the school
- A psychologist of the school
- A licensed social worker of the school
- A pupil in grade 10 or higher from the school, if the school includes grades 10 or higher

In creating the School Emergency Management Plan, NRS 392.620 mandates that the following components are outlined within the plan:

- Procedure for assisting persons within the school to communicate with each other
- Procedure for assisting persons within the school to communicate with persons outside the schools.
- Procedure for immediate management of the crisis
- Procedure for management after the crisis
- Procedure for safely moving pupils and employees within and away from the school
- Procedure for enforcing discipline and obtaining and maintaining a safe and orderly environment within a school during a crisis

Prevention of crisis situations can be handled through:

- Encouraging positive / constructive staff and student relationships
- Proper monitoring and maintenance of school facilities
- Preparation for natural disasters
- Proper registration and monitoring of visitors in the school

Preparation: Planning Before a School Crisis Event Occurs

Taking steps to prepare for school crisis situations are essential. In addition to creating a team to implement and update the School Emergency Management Plan for the school, following is a list of actions the school administration will take at the start of each school year.

- A. Follow the School Emergency Management Plan and all mandates set in place
- B. Identify key staff members to serve as the actual School Emergency Management Team, and assign team members specific roles within the school Emergency Management plan. In addition to the principal, key staff members could include:
 - 1. Assistant principal(s)
 - 2. Dean(s)
 - 3. Counselor(s)
 - 4. Office manager, administrative secretary or other office staff
 - 5. Nurse / Safety Aide
 - 6. Custodian(s) Any other school staff member
 - 7. Any other school staff member
- C. Develop, review and revise internal school procedures (i.e.: fire drill, shelter-in-place, earthquake, what to do if a crisis occurs just before or after school or during lunch, etc.)
- D. Inform staff members about the School Emergency Management Plan and introduce the School Emergency Management Team.
- E. Review with staff:
 - 1. The School Emergency Management Plan
 - 2. What would designate a school crisis situation
 - 3. The content and use of the School Emergency Management Plan kit
 - 4. How teachers, staff and students will be informed of a school crisis situation
 - 5. Expectations of staff during a school crisis situation
 - 6. Services available during and after a school crisis situation
 - 7. How parents will be informed of a school crisis situation
 - 8. How to work with the Communications Office to utilize and/or respond to the media
- F. The school will practice the lock down, shelter-in-place and evacuation procedures at least two times per year

School Emergency Management Team
General Responsibilities of the School Emergency Management Team
During an Emergency

1. When the School Emergency Management Administrator activates the School Emergency Management Team, all team members begin their roles within the School Emergency Management Plan
2. The School Emergency Management Administrator will determine whether to implement shelter-in-place or lock down procedures or evacuate the school (find the specific page in this plan that relates to situation)
3. School Emergency Management Team members take charge of the situation until assistance arrives. Follow the plan
4. School Emergency Management Administrator, or designee, to notify proper authority immediately:
 - a. Fire/Police: 911
 - b. Henderson Police Dept: (702) 267-5000 (non-emergency)
 - c. Henderson Fire Dept: (702) 267-2222 (non-emergency)
 - d. School Security: TBD
 - e. Board Of Directors: TBD
5. Maintain order and calm by modeling appropriate behavior. Student and staff safety are the first priority!
6. School Emergency Management Administrator will announce, over the intercom system, the appropriate school Management action and if there are any changes to the appropriate action plan
7. Remind teachers that they are responsible for their students at all times and must take their School Emergency Management Kits with them, if evacuating the building
8. Keep the School Emergency Management Team together, if possible
9. Work cooperatively with emergency personnel (fire, police)
10. Refer media questions to the school administration
11. Refer parents to the designated evacuation reunification area for picking up children, if necessary or to the appropriate spokesperson for information

2015-2016 EMERGENCY MANAGEMENT TEAM QUICK REFERENCE
PAGE

School Name River Mountain Academy

Location Henderson, NV

Emergency Management Team (CRT) Member	Position at the Site	Emergency Management Team Role
TBD	Principal	CRT Administrator
TBD	TBD	CRT Assistant Administrator
TBD	TBD	Evacuation-Reunification Coordinator
TBD	TBD	Shelter-in-Place Coordinator
TBD	Office Manager	Incident Reporter
TBD	School Nurse / FASA	Nursing Services Coordinator
TBD	Office Manager	Communication Liaison
TBD	TBD	Safety Coordinator
TBD	TBD	Student Coordinator
TBD	Principal	Staff Coordinator
TBD	TBD	Parent Coordinator
TBD	TBD	Supply Coordinator
TBD	School Psychologist & Counselors	Psychological Services Coordinator

2015-2016 School Emergency Management Team and Specific Duties

School Name River Mountain Academy

Location Henderson, NV

The School Emergency Management Team will perform the following duties during an emergency.

Please note: One person may perform multiple duties.

School Emergency Management Administrator (Principal) Responsibilities:

- Leads members of the School Emergency **Management** Team
- Directs members of the School Emergency **Management** Team
- Decides if the school should be evacuated or if shelter-in-place or lock down procedures should begin, depending on the type of situation
- Makes the announcement over the intercom system regarding the appropriate School Emergency **Management** Action and if there are any changes to the appropriate action or plan

School Emergency Management Assistant Administrator Responsibilities:

- In charge when the School Emergency **Management** Administrator is not available
- Other duties as assigned by the School Emergency **Management** Administrator

Evacuation Reunification Coordinator Responsibilities:

- Works with the School Emergency **Management** Administrator to create an evacuation plan
- As soon as the School Emergency **Management** Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Emergency **Management** Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Emergency **Management** Administrator

Shelter-in-Place Coordinator Responsibilities:

- Responsible for checking the classroom and School Emergency **Management** Kits to make sure the proper supplies are available and useable (tape is not dried out, enough plastic sheeting, etc.). Supplies should be checked annually.
- Prior to a crisis, works with the School Emergency **Management** Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be taken during a school shelter-in-place
- Other duties as assigned by the School Emergency Management Administrator

Incident Reporter Responsibilities:

- Stays with the School Emergency Management Administrator throughout the crisis
- Documents all aspects of the crisis and what action the school has taken during the crisis

- Responsible for making sure he/she has ample access to materials such as pens, pencils and notebooks during a crisis
- Provides updated online information if necessary
- Other duties as assigned by the School Emergency Management Administrator

Nursing Station Coordinator Responsibilities:

- Responsible for updating and executing the Health Services Emergency Management Plan for medically fragile students
- If food, water and/or ice are needed for medically fragile students, calls 911.
- Prior to a crisis, responsible for working with the School Emergency Management Administrator and Evacuation Reunification Coordinator to determine where medically fragile students will be transported when the school is evacuated
- Prior to an emergency, responsible for working with the School Emergency Management Administrator and Shelter-in-Place Coordinator to determine where medically fragile students can be taken during a school shelter-in-place
- Responsible for keeping the school's first aid kit stocked with fresh supplies; kit must be checked at least annually
- Other duties as assigned by the School Emergency Management Administrator

Communication Liaison Responsibilities:

- Main person to answer school phone during a crisis
- Contacts Principal if the media calls the school or comes to the school's campus during a crisis
- Other duties as assigned by the School Emergency Management Administrator

Safety Coordinator Responsibilities:

- In cooperation with the School Emergency Management Administrator, makes sure all students and staff have left the building during an evacuation/fire drill
- If needed, works with police and fire units to determine if all students have left the building during an evacuation of the school
- In cooperation with the School Emergency Management Administrator, makes sure all classroom and department doors are properly taped off during a shelter-in-place drill
- If needed, works with police and fire units to determine if all classroom and department doors are properly taped off during a shelter-in-place, and if necessary, ensures the HVAC system and exhaust fans have been shut down
- Other duties as assigned by the School Emergency Management Administrator

Student Coordinator Responsibilities:

- Assists teachers in ensuring students stay in the appropriate location during an evacuation of the school
- Assists teachers in providing answers to students' questions about the crisis
- Other duties as assigned by the School Emergency Management Administrator

Staff Coordinator Responsibilities:

- Point-of-contact for staff members; answers staff questions during the time of a crisis
- Assists staff members where necessary

- Other duties as assigned by the School Emergency Management Administrator

Parent Coordinator Responsibilities:

- Point-of-contact for parents at the evacuation reunification site
- Assists parents during a crisis situation when necessary
- Other duties as assigned by the School Emergency Management Administrator

Volunteer Coordinator (OPTIONAL) Responsibilities:

- Responsible for creating and maintaining a school volunteer database
- Responsible for calling volunteers into action during a crisis situation, must have approval from the School Emergency Management Administrator to call volunteers into action
- Other duties as assigned by the School Emergency Management Administrator

Supply Coordinator Responsibilities:

- Checks all school and department School Crisis Evacuation Kits to ensure they are up-to-date and have fresh supplies; kits must be checked at least annually
- Responsible for maintaining communication instruments (batteries for radios, bullhorn, etc.)
- Other duties as assigned by the School Emergency Management Administrator

Psychological Services Coordinator Responsibilities:

- Secures counselor visits to the school after a crisis situation
- Works with administrator in Emergency Management
- Other duties as assigned by the School Emergency Management Administrator

Emergency Actions

To become consistent, emergency actions have been created to alert administration and staff as to what type of crisis is currently taking place.

The following actions must be used by the Emergency Management Plan Administrator when announcing an emergency; actions will be announced over the school intercom and radio system as well as to the school staff through the use of Interact, when necessary:

Lock down: RIVER MOUNTAIN ACADEMY will now begin a school-wide lock down. Teachers and staff follow lock down procedures and wait for further instructions.”

Shelter-in-place: RIVER MOUNTAIN ACADEMY will now begin shelter-in-place procedures. Teachers and staff begin shelter-in-place procedures and wait for further instructions.”

Evacuations will not be announced via intercom, radio system or on Interact, but must be conveyed to school staff and students by bell or alarm:

Evacuation:

- A. Activate fire alarm
- B. Execute fire drill procedures
- C. School staff and students follow fire drill procedures
- D. School staff and students wait for further instructions

The Emergency Management Plan Administrator must identify and develop procedures for lock down, shelter-in-place and evacuation for the locations within their school that are not accessible by school intercom, radio system or Interact (i.e., portables, or other remote locations).

For communication of student and staff safety and needs, in crisis situations, a color-coding system must be implemented:

RED: Missing Students, Injuries, Need Help

GREEN: All Students Accounted

Use of posters or signs for using this code system will be developed at the school site and integrated into the Crisis Plan.

Communication Procedures for Areas without Communication Access

The Emergency Management Team will develop a plan in case the school has lost communication capabilities (intercom, two-way radio system or e-mail) in certain areas of the building.

Please list your plan below:

Communication will be established by sending campus security monitors, or other members of the Management Team, to the classrooms of each department chairperson. Depending on the situation, the chairperson will deliver information to members of their department or members of their department will meet at the chairperson's room.

In large open settings, such as the multi-purpose room, cafeteria, parking lot, or playing field, a bullhorn is available for use.

2015-2016 Radio Frequency List

School Name River Mountain Academy

Location Henderson, NV

ALL RADIO FREQUENCY NUMBERS USED BY AMINISTRATORS FOR COMMUNICATION PURPOSES

Example: Frequency #464.5000

(If unsure of frequencies and your two-way radios were purchased from McIntosh Communications call 596-6838)

Make of Radio:

Freq #1 _____

Freq #2 _____

Freq #3 _____

Make of Radio:

Freq #1 _____

Freq #2 _____

Freq #3 _____



Location has no radios.

Evacuation Kits

Kit One-Main Office Evacuation Kit

The main office must have one of the following:

- Student information cards – where available
- Master list of student information
- Electronic device with student information

Other items to be kept by the main office (Note: Some items are suggested)

- Cell phone (**Do not use cell phones during a bomb threat.**)
- Palm pilot (suggested)
- Credit card / purchase card (suggested)
- Extra set of keys to give to police or fire units, when necessary
- Student sign-out log or sign-out sheets and writing instruments
- Notebook / blank paper (suggested)
- Most recent yearbook
- Battery powered AM/FM radio (suggested)
- Two-way portable radios
- Bullhorn

Kit Two-Health Evacuation Kit

(see **Appendices for Emergency Health Plan for Medically Fragile Students**)

- Disability Notebook (with names and plans for students with medical issues)
- Emergency Medical Supplies
- Water, food and medications, as needed

Kit Three-Classroom Evacuation Kit*

Items to be kept by each teacher (Note: Some items are suggested)

- Gradebook
- Class roster, including student information (i.e.: parent names, phone numbers, etc.)
- Notebook / blank paper (suggested)
- Writing instruments
- Fire drill procedures / map with exits clearly marked

*** Substitute teachers must be able to easily locate these items within the classroom for which they are the substitute. A procedure to review evacuation and reunification must be in place for substitutes and volunteers. A documented process should be in place for a review of the site's Emergency Management Plan and daily checkout and check-in prior to their entry into the classroom.**

**Substitute/Volunteer Verification
Emergency Management Plan Review**

School/Site: River Mountain Academy

I have reviewed the Emergency Management Plan as presented to me in the substitute/volunteer folder. I am aware of the procedures for emergencies and procedures for fire, shelter-in-place and lockdown. I have also reviewed the evacuation routes specific to the classroom and Parent-Student Reunification sites.

When evacuating the school, I know that I must have the Classroom Evacuation Kit and follow directions. In the event of an emergency, I must account for all students and follow these procedures to keep students safe.

Print Name _____

Signature _____

Date _____

(Your signature certifies that you have reviewed and understand the Emergency Management Plan procedures specific to this school site.)

Tools to Use during an Emergency Management Plan Situation

Following is a list of possible internal and external communication tools, as well as other related items, that can be used during a school crisis situation.

1. Communication – Internal
 - a. Bullhorn
 - b. Two-way portable radio

- c. Intercom
 - d. Phone (designate one line for public and the rest for emergency units)
 - e. Alarm system
 - f. School bells
 - g. Palm pilot
 - h. Computer with internet
 - i. Cell phone (**Do not use cell phones during a bomb threat.**)
 - j. Intrusion-detection equipment
 - k. Staff courier
 - l. Spare batteries
2. Communication – External
- a. Phone
 - b. Computer with internet
 - c. Palm pilot
 - d. Cell phone (**Do not use cell phones during a bomb threat.**)
 - e. Bullhorn
 - f. Flag pole
 - g. Alarm system
 - h. School bells
 - i. Intrusion-detection equipment
3. Lighting
- a. Emergency lights
 - b. Battery operated room lights (room without windows)
 - c. Battery operated hand-held flashlights
4. Emergency Medical Treatment
- a. First aid supplies
5. Transportation / Site Security / Field Couriers
- a. School security monitors
 - b. Transportation supervisors
 - c. Hall monitors
6. Fire / Shelter
- a. Fire extinguishers and hoses
 - b. Shelter-in-place masking tape and plastic sheeting

2015-2016 Shut Down/Off Procedures for HVAC Systems & Locations

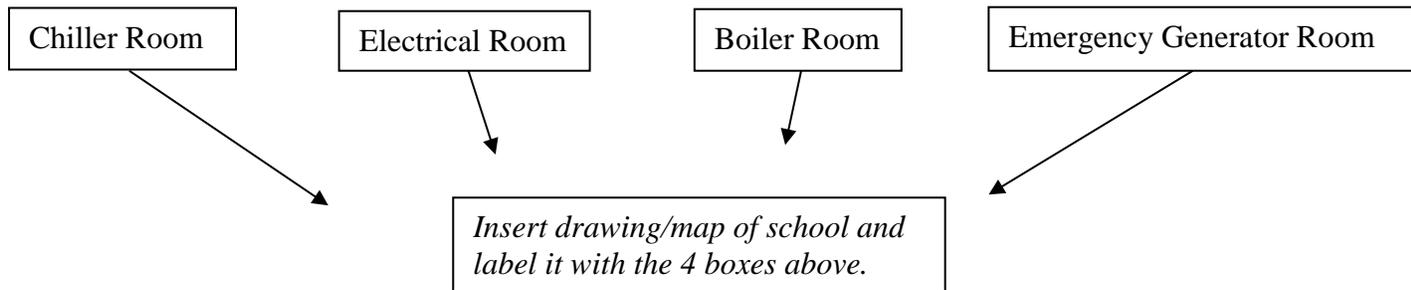
During a lock down or shelter-in-place, it may become necessary to shut down the HVAC, cooling systems, and/or exhaust fans of the school. To complete this section, the Safety Coordinator, or other school personnel (such as head custodian and/or building engineer) as assigned by the Emergency Management Administrator, must create a one-page, easy-to-follow set of directions on how these systems can be shut down.

- The Head Custodian for River Mountain Academy (school) is: _____ . His/her phone number is: (cell) .

Basic HVAC system and exhaust fans shut-down procedures:

- Custodian, building engineer or other designated employee turn off air and exhaust fan switches at the electrical panel.

The chiller and boiler rooms are located _____. The switch used to shut off the air handlers, labeled “Shelter-in-Place Switch,” is located _____.



2015-2016 HVAC AND SHUT-OFF DIRECTIONS

Chillers – Entering the room, the main panel is located _____. The “OFF” switch will deactivate the entire unit and system.

The switch used to shut off only the air handlers, labeled “Shelter-in-Place Switch,” is located _____.

Boilers -- Entering the room, the gas shut-off is located _____. Two big red valves on the gas pipes connected to the main unit are turned. To deactivate the circulating pumps, the power switches are located on each pump.

Guidelines for Shelter-in-Place

Administration:

1. Make the determination for Shelter-in-Place quickly when Evacuation is not practical.
2. Make announcement over the intercom to activate the Shelter-in-Place protocol. Make sure all outside personnel move into the main building and lock exterior doors.
3. Activate the appropriate Emergency Management Team members, if needed.
4. Contact 911
5. Ensure HVAC system is turned off.
6. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
7. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
8. Ensure Staff and Student Accounting Protocol is completed.
9. Check to see that all staff members have sealed off windows and doors from outside airflow.
10. Monitor the situation through radio or television. Attempt to calm staff and students and keep staff updated about the situation as facts present themselves.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the Emergency Management Team, law enforcement or other emergency personnel.
2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
3. Once inside, lock doors and windows and seal the seams of the doors and windows with the plastic and tape provided.
4. Follow Staff and Student Accounting protocol.
5. Place red card from Classroom Evacuation Kit in the window or on the outside of the door if you need assistance or have any missing or extra students. Place green card in the window or on the door if you need no assistance and have no missing or extra students.
6. Remain calm and assure students that they are safe.
7. Monitor student behavior enforcing the Student Code of Conduct.
8. Remain with students at all times
9. **Do not use cell phones during an emergency situation.***
10. Do not dismiss students until the official word from administration has been given.
11. Disregard bells or normal time schedule until instructed differently.
12. Take notes, names and descriptions – document any unusual events that occur.

13. Within the classroom, teaching should resume as normal.
14. Wait for instructions from Site Administrator on how to proceed.

***Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.**

Guidelines for Lockdown

Administration:

1. Lock all exterior doors. Do not open these doors to anyone.
2. Alert on site security. Call 911 if situation warrants.
3. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
4. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
5. Ensure Staff and Student Accounting Protocol is completed.
6. Within the classroom, teaching should resume as normal.
7. Site Administrator will brief staff via telephone, email, or intercom to explain the situation as facts present themselves. Lockdown procedures can be modified as knowledge of the situation is updated.
8. If the situation becomes unstable and/or has moved into the building, move to “Hard Lockdown” procedures.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the Emergency Management Team, law enforcement or other emergency personnel.
2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
3. Follow Staff and Student Accounting Protocol.
4. Lock all exterior doors. Do not open these doors to anyone.
5. If you are not in a location with a lockable door, move students to an area where they can be secure with a locked door.
6. Continue instruction as usual. Notify the administration of any unusual or suspicious activity.
7. If situation calls for a “Hard Lockdown” (intruder is physically in the building) proceed with the following steps:
8. Students should be out of the line of view from the window, crouched with their hands protecting their heads (Duck and Cover).
9. Turn off the lights in the room.
10. Take evasive action (Duck and Cover or move behind bookcase, under desk, away from view, etc.)
11. Do not open the door for anyone.
12. Remain calm and encourage students to do so also.
13. Monitor student behavior enforcing the Student Code of Conduct.
14. Students must remain silent.

15. Remain in place if the fire alarm rings; Evacuation will be signaled only by intercom announcement.

Guidelines for Fire or Smoke

Administration:

1. The person discovering the fire must first act for safety. They or he/she must move students to safety, away from the fire, pull the nearest fire alarm and/or immediately alert the Site Administrator.
2. Initiate Evacuation protocol.
3. Call 911.
4. Notify other emergency services and supervisors immediately if they are required

Teachers:

1. If you discover a fire or see/smell smoke:
 - Move students away from danger.
 - Pull the nearest fire alarm or call the front office.
 - Notify Site Administrator immediately.
2. Evacuate to the designated area, taking Classroom Evacuation Kit with you if possible.
3. Assist any students with special needs.
4. Follow Staff and Student Accounting Protocol.
5. Be prepared to follow administrative direction for Family Reunification protocol.

Guidelines during an Evacuation

Administration:

1. Make the announcement and activate the School-Based Emergency Management Team Members.
2. Call 911.
3. Ensure that the Evacuation Kits are taken from the facility and transported to the Staff-Student Staging Area.
4. Ensure sweeping of the school has been initiated.
5. Ensure Staff and Student Accounting Protocol is completed.
6. Report to the Staff-Student Staging Area and appraise the situation. Brief the staff and assure both staff and students that they are safe.
7. Instruct staff to record if students leave without permission, noting the time and describing the manner in which the students left and the person(s) with whom they left.
8. Decide if Family Reunification protocol is necessary at this time. If Reunification is necessary, please see the following step.
9. Begin moving students to the designated Family Reunification Site as practiced in your drills.

10. Prepare to implement the Family Reunification protocol.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the Emergency Management Team, law enforcement or other emergency personnel
2. Once the alarm sounds, calmly instruct your students to line up in an orderly fashion and prepare to exit the building.
3. Take Classroom Evacuation Kit.
4. Before leaving the classroom, visually sweep the classroom making sure it is clear.
5. Lock the door to indicate room has been swept and is clear.
6. In an orderly fashion, make sure to direct the students to power walk safely and exit the facility with a sense of urgency. Follow fire drill procedures and wait for further instructions.
7. Ensure care for those students with special needs.
8. Follow Staff and Student Accounting Protocol.
9. Remain with the students at all times.
10. Monitor student behavior enforcing the Student Code of Conduct.
11. Remain with students at all times
- 12. Do not use cell phones during an emergency situation***
13. Do not dismiss students until the official word from administration has been given.
14. Disregard bells or normal time schedule until instructed differently.
15. Record the name and time if a student leaves.
16. Take notes, names and descriptions – document any unusual events that occur.

***Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.**

School Evacuation to Reunification Site Procedures

In the event of a school-wide evacuation to an established reunification site, the following procedures should be followed:

1. Activate the fire alarm, follow fire drill procedures
2. Once followed, the School Emergency Management Administrator will announce that the school is being evacuated to an established reunification site and/or if any changes to the plan have been made (i.e. buses in the front of the school, change in reunification site – from XYZ school to ABC church, etc.)
3. Classroom teachers will gather their School Crisis Evacuation Kits, students and head to the designated reunification site
4. If the reunification site is within walking distance, students will proceed to the area under administration and teacher guidance and supervision. Students will not run or proceed in a disorderly fashion.
5. The classroom teacher is responsible for students in his/her class. Students are to stay with that teacher until a parent or guardian signs them out with the School Emergency Management Student Coordinator or the school is allowed back into the building.

6. The main office's School Emergency Management Kit will be taken by the School Emergency Management Administrator, or designee, to the reunification location.
7. The school's first aid kit will be taken by the School Emergency Management Nursing Station Coordinator.

IN THE EVENT THAT RIVER MOUNTAIN ACADEMY IS EVACUATED, THE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

ALTERNATE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

EVACUATION MAP

River Mountain Academy of Nevada

Insert school map here.

PARENT-STUDENT REUNIFICATION MAP

From *RIVER MOUNTAIN ACADEMY* to _____

Insert location map here.

STAFF-STUDENT REUNIFICATION MAP

(Staff-student assembly location prior to movement to Parent-Student Reunification Site – ***IF NECESSARY.***)

Insert location map here.

PARENT-STUDENT REUNIFICATION SITE

Evacuation Reunification Coordinator:

Responsibilities:

- Works with the School Emergency Management Administrator to create an evacuation plan
- As soon as the School Emergency Management Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Emergency Management Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Emergency Management Administrator

Procedures for Crises during Non-Classroom Situations

1. Before School Begins - On School Grounds/Playground

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

2. Recess and/or Students Outside of Classrooms during School Time

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- Staff will write names of students in their room not normally assigned.
- Names of displaced students will be called in to attendance clerk. Teachers missing students will also report names to attendance clerk.
- Students will not be dismissed until the ALL CLEAR is given.

3. Cafeteria-Lunch

- Students will be seated at a lunch table inside cafeteria and listen for announcements over the cafeteria sound system.
- Students will be released to teacher when he/she arrives carrying name placard or when the ALL CLEAR is given.

4. Assemblies

- Students will remain seated with teacher in multi-purpose room.

- If evacuation is necessary, teachers will lead their class out the same door they entered, then proceed to the Evacuation Area

5. Passing Periods - (Middle and High Schools)

- Students should expeditiously make effort to enter the class to which they were going.
- If student can't pass safely, he/she will enter the closest room where a staff member is present.
- Staff will send e-mail message to teachers of students of whom they belong.
- Teachers will report unaccounted for students to the attendance office.

6. Release at the End of the Day

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

7. After-school events (athletics, extracurricular, etc.)

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

Basic Procedures for Crisis Situations

- 1. Assess the situation**
- 2. Call Fire/Police – 911**
- 3. Follow specific procedures outlined in Emergency Management Plan**

The next pages will outline SPECIFIC PROCEDURES for the following crisis events:

- Aircraft Accident
- Bees on Campus
- Biological Chemical Threat
- Bomb Threat
- Chemical Spill/Toxic Emissions
- Earthquake
- Fire/Explosion
- Flood
- Hostage/Barricaded Subject
- Power Outage/Heat Stress
- Shelter-in-Place/Lockdown
- Shooting on Campus

Specific Procedure - Aircraft Accident

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team, should be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, will notify proper authority immediately or call 911.
3. School Emergency Management Administrator will decide whether to evacuate the school or activate lock down procedures

After the crisis:

1. Facility must be inspected by fire/police and Inspection Services personnel before staff and students can return to the school

Specific Procedure – Bees on Campus

During the crisis:

1. If a beehive or swarm is observed on campus immediately:
 - a. Move students from the school yard and into classrooms in a quiet orderly fashion
 - b. Close all outside doors and windows
2. If an actual attack by bees occurs:
 - a. Instruct students on campus grounds to run to the nearest school building; cover their head with their shirt, jacket, etc., and do not swat at the bees
3. School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated.
4. School Emergency Management Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures.
5. Provide first aid, as necessary

After the crisis:

1. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedure – Biological Chemical Threat

A suspicious letter or package can be identified by one or more of the following characteristics:

- Has no return address or has one that cannot be verified as legitimate
- Unusual weight, given the size of the letter/package, or oddly shaped
- Marked with restricted endorsements such as “personal” or “confidential”
- Addressed to position title only or incorrect title
- Excess postage

- Mailed from a foreign country
- Has strange odor, stains, leaks or fine powder on the outside of the letter/package
- Poorly typed or written with misspelled words
- Postmark that doesn't match the return address

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team should be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
3. School Emergency Management Administrator will decide whether to evacuate the school or activate shelter-in-place procedures
4. Emergency Management Team to take control of situation until arrival of fire/police unit
 - a. Do not open the letter/package
 - b. If letter/package is open or torn do not touch, smell or taste the substance
 - c. Clear the room or office
 - d. All who came in contact with the letter/package must wash hands, arms and any exposed body parts with soap and warm water
 - e. Turn off HVAC system and any circulating fans (if appropriate)
 - f. Isolate and secure the area until police/fire units arrive

After the crisis:

1. School must be inspected by one or more of the following before students and staff can enter the building:
 - a. County Hazardous Material Department
 - b. County Health Department
 - c. District Environmental Services/Hazardous Material Section
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Bomb Threat

During the crisis:

1. If a threat is received by telephone, attempt to complete the bomb threat checklist below; pay close attention to exact wording, speech characteristics and background noises
2. If a written threat is received, turn the original over to the School Emergency Management Administrator; who will copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints
3. If a suspected item is found in the building, contact the School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin
4. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
5. School Emergency Management Administrator will decide whether to evacuate the school or activate lock down procedures
 - a. If the school is evacuated, follow the evacuation plan

- b. If the school is not evacuated take control of all school activities and wait for arrival of fire/police units. Follow instructions provided by fire/police units
- c. If lock down is established, follow the shelter-in-place plan
- d. School Emergency Management Administrator will decide whether to conduct a search, using school personnel or wait for fire/police units

DURING A BOMB THREAT SITUATION, IT IS VERY IMPORTANT THAT CELL PHONES AND RADIOS ARE NOT USED AS THEY CAN ACTIVATE OR DETONATE A BOMB.

After the crisis:

- 1. Facility must be inspected by fire/police and ~~CCSD Inspection Services~~ personnel before staff and students can return to the school
- 2. School Emergency Management Team to discuss possible dismissal of students.

BOMB THREAT CHECKLIST

CALL RECEIVED BY _____ TIME _____ DATE _____

A. ASK THESE QUESTIONS:

WHERE IS THE BOMB?

WHEN WILL IT GO OFF?

WHY ARE YOU DOING THIS?

B. EVALUATE THE VOICE OF THE CALLER AND CHECK THE APPROPRIATE SPACES:

MAN _____ INTOXICATED _____ OTHER _____

WOMAN _____ SPEECH IMPEDIMENT _____

CHILD _____ AGE (Approx.) _____

SPECIAL ETHNIC CHARACTERISTICS _____

C. LISTEN FOR ANY BACKGROUND NOISE AND CHECK THE APPROPRIATE SPACES:

MUSIC _____ BABIES OR CHILDREN _____ MACHINE NOISE _____

CONVERSATION _____ AIRPLANE _____

TYPING _____ CARS OR TRUCKS _____

OTHER _____

D. REMARKS: (Give exact wording or threat message)

Specific Procedure - Chemical Spill/Toxic Emissions

During the Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin

1. School Emergency Management Administrator will determine whether to evacuate or activate shelter-in-place procedures
2. School Emergency Management Administrator will determine whether the HVAC, power and or water should be shut down
3. Isolate the area (close doors, prevent entry) and contact the fire department

After the crisis:

1. Fire department and/or Safety and Environmental Services Hazmat section will determine when the school/surrounding area is safe for students and staff to return to the building
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
3. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedure – Earthquake

During the crisis:

1. School Emergency Management Administrator to make a school-wide announcement to tell staff and students to take the following action:
 - a. Get under desks or tables if in a classroom, library or cafeteria
 - b. Drop and tuck if in the hall, stairway or open area
 - c. Move away from windows or out from under heavy suspended light fixtures or objects.
2. School Emergency Management Administrator will determine if the School Emergency Management Team, should be activated, if so assignments begin
3. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
4. School Emergency Management Administrator will decide whether to evacuate the school or activate shelter-in-place procedures

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedure – Fire/Explosion

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team, should be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911
3. Emergency Management Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Flood

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911
3. School Emergency Management Team will take control of situation until arrival of fire/police units.

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage.
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Hostage/Barricaded Subject

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team, should be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911
3. Emergency Management Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures
4. School Emergency Management Team will take control of situation until arrival of fire/police units
 - a. Attempt to confirm whether an actual hostage or barricaded subject event exists and what weapons, if any, are present
 - b. Attempt to identify hostage(s) or barricaded subject (s)

After the crisis:

1. Facility must be completely inspected by police before staff and students can return to the school
2. School Emergency Management Administrator will contact aid in counseling students and staff
3. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Power Outage/Heat Stress

During the crisis:

1. School Emergency Management Administrator to notify Nevada Power and find out when power will be restored

2. School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin
3. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911
4. School Emergency Management Administrator to decide whether it is necessary to evacuate the school
5. School Emergency Management Administrator will take control of situation until arrival of fire/police units:
 - a. Ensure window blinds are closed and interior classroom and office doors are open
 - b. Restrict physical education activities
 - c. Ensure availability of water and utilize ice from school cafeteria, if needed
 - d. If power is to be out more than one hour, the School Emergency Management Team to discuss possible dismissal of students.

Specific Procedure – Shelter-in-Place/Lock Down

There may be times when the School Emergency Management Administrator will need to call the school into a shelter-in-place or lock down. These procedures ensure that the school is secure and people inside the school cannot leave, and people (or a foreign substance) outside cannot get in the school. **Explanation:** A **shelter-in-place** will be called when foreign substances need to be kept outside a classroom or school, and requires that the building be secured with tape and plastic sheeting. A **lock down** will be called for various reasons, such as bomb threats, civil unrest or police activity outside of the school or in the vicinity of the school, missing student(s), and does not require that a school be secured with tape and plastic sheeting.

During the crisis:

1. School Emergency Management Administrator will determine if the situation warrants a shelter-in-place or a lock down
2. If a shelter-in-place is needed, the School Emergency Management Administrator will announce that the school will activate shelter-in-place procedures. Shelter-in-place procedures are the following:
 - a. Remove students and staff from outside locations
 - b. Direct students and staff to classrooms or offices
 - c. Shut down air handling systems at the main fire alarm panel or shut down system breaker
 - d. Lock and tape/seal exterior doors (using 2” masking tape)
 - e. Tape/seal classroom doors and windows (using 2” masking tape)
 - f. Seal air supply/exhaust registers (using 2” masking tape and plastic sheeting)
3. If a lock down is necessary, the School Emergency Management Administrator will announce that the school will begin lock down procedures. Lock down procedures are the following:
 - a. Remove students and staff from outside location
 - b. Direct students and staff to classrooms or office
 - c. Lock main door and classroom or office doors

4. The School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin
5. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.

After the crisis:

1. Perimeter of school must be secured by fire/police units before shelter-in-place or lock down procedures can end
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Shooting on Campus

During the crisis:

1. School Emergency Management Administrator will activate the School Emergency Management Team, assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
3. School Emergency Management Administrator to decide whether to evacuate the school or activate lock down procedures
4. School Emergency Management Team to take control of situation until arrival of

units

a. If threat of shooting occurs:

- Move students from schoolyard to classrooms in a quiet, orderly fashion
- Lock outside corridor doors
- Lock classroom doors and instruct students to sit on the classroom floor away from doors and windows
- Do not release students for any reason unless authorized by on-site police or School Emergency Management Administrator
- Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Emergency Management Administrator

b. If actual shooting occurs:

- Immediately notify the School Emergency Management Administrator of the shooting and the location the shooting occurred
- Instruct students to lie flat on the ground or floor, covering their heads with their arms
- Instruct students not to bunch up in groups
- Instruct students not to get up and run, but wait until police respond
- Lock classroom doors and instruct students to keep away from doors and windows
- Do not release students for any reason unless authorized by on-site police or School Emergency Management Administrator
- Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Emergency Management Administrator

5. Provide first aid, as necessary

After the crisis:

1. Facility must be completely inspected by police before staff and students can return to the school
2. School Emergency Management Administrator will contact aid in counseling students and staff
3. School Emergency Management Team to discuss possible dismissal of students.

Management and Follow-Up to a Traumatic Crisis

Each crisis in the life of a child offers learning opportunities that may never come again. Instead of viewing crisis intervention as an extra school duty, it can be viewed as a special opportunity for teaching.

Crisis situations, traumatic events and sudden death are but few of the situations that increasingly need to be dealt within our schools. As these traumatic losses and events become more frequent in our society, there is a need for a written plan and procedure to guide school personnel in responding immediately and effectively when these events occur. A traumatic event can overwhelm the resources of an individual school, yet an effective management demands the collective and coordinated services of both school personnel and community resources.

Management to Traumatic Event – Day One

Once a traumatic situation occurs there are certain steps that need to be taken. The following items are important to think about during crisis situations:

1. Determine if additional assistance is needed (i.e. community agencies); the Emergency Management Team will ask for assistance from outside agencies.
2. Decide what the school actions and audience messages will be.
3. Provide information to teachers and let them know what is expected of them.
4. If needed, determine the location of a crisis center at the school; inform staff of the location of the center and how to refer students to the center.
5. Determine how students will be informed about a crisis situation, if it does not immediately affect the whole school (i.e. by school-wide announcement, courier hand deliver to classrooms, etc.).
6. Identify students and staff considered to be high risk, due to the nature of the crisis (siblings, boy or girl friends, close friends, other recent at-risk students, team members, etc.). Ask staff to assist in monitoring students.
7. Ask staff to continue monitoring all students.
8. Determine need for a parent and community meeting.
9. If appropriate, assign a school liaison to the family.
10. Determine whether counselors or Emergency Management Team members need to meet with any particular classes or groups.
11. Continue with school classes as scheduled with class procedures as normal as possible.
12. Determine if there is a need for a letter to go home informing parents of the situation.

13. Determine whether any other school may be impacted and establish contact with that school (consider siblings, boy or girl friends, those who recently attended another school, etc.).

Management Plan for Traumatic Event – Days Two through Five

1. School administration and district Emergency Management Team continues to meet and monitor staff and students.
2. Review status of day one and determine the need for follow-up.
3. Consider allowing only staff to answer the phone for at least days one through five
4. Remind staff to continue to help identify and monitor high-risk students and fellow staff members.
5. Determine whether staff or students need to be referred for professional assistance. Work with parents.
6. If step has not already been taken, re-evaluate need for evening meeting for parents and community.
7. Take requests for school assembly and/or memorials for lost students or staff members under consideration. Make no commitment.
8. Inquire about funeral arrangements or hospital visits and the family's desire for school/student involvement.
9. Inform staff that the Emergency Management Team members are available to provide consultation, direct assistance to class, and/or information and suggestions for working with students and class.
10. Continue follow-up and monitoring of student, school and community environment.

Management Plan for Traumatic Event – One to Six Weeks after the Event

1. Have counselors and/or nurses continue to monitor and/or see high-risk students.
2. Continue to ask staff for assistance in monitoring students and staff who were affected by the crisis. Determine need for developing individual student plans.
3. Maintain contact with family. Work with any outside therapists, and/or assist with outside referral.
4. Determine need for support groups and conduct as needed.
5. Develop monitoring and/or intervention plans for siblings, staff, and/or friends re-entering school.
6. Consult with Emergency Management Team Coordinator for follow-up plan to identify further needs and to evaluate effectiveness of management. Remind staff that time frame for intervention and assistance could be from a few weeks through the end of the school year.
- 7.

PARENT NOTIFICATION LETTER

School Logo

Dear Parent:

We at River Mountain Academy place a high priority on protecting the safety of our students and employees. In emergency situations, if everyone knows what to do, all involved can *Stay Calm and Stay Safe*. This letter will inform you of how you and your student can stay safe in an emergency.

The River Mountain Academy Emergency Action Plan includes the following elements.

- A detailed plan, coordinated with national, state and county emergency action plans, with detailed procedures for protecting the welfare of students during an emergency event
- School-based Crisis Team, integrated with community emergency management and mental health resources
- School Security, integrated with local police agencies
- Individual Crisis Plans, including regular drills for fire, lockdown, shelter-in-place for other potential disasters
- School-based Health Services, integrated with community health and medical resources
- A re-unification site to re-unite parents and students if off-school site evacuation is necessary. Community media outlets will communicate site of reunification immediately after confirmation of need for re-unification off-site

As the parent of a River Mountain Academy student, you are a vital part of our plans to protect your child. You can assist the various school personnel, police or fire personnel, or others engaged in the protection of your student and others by remaining calm and following the steps outlined below.

BEFORE A CRISIS

- Practice family Emergency Management at home: have a plan and supplies organized, and discuss remaining calm and asking for help when needed
- Make sure the school has updated information regarding your child, including contact names and numbers and your child's medical history
- Discuss with your child the school's rules during drills for fire and other emergencies; be sure your student understands correct procedures
- Teach your child to stay with school staff and follow their directions
- Tell your child NOT to try to contact you by cellular phone or land line until given the OK by school staff, thus allowing communication channels to remain open for emergency responders
- Tell your child that you will remain at work or home and watch for information from the school as to where and when you and your child can reunite

DURING A CRISIS

- **Stay calm and do not come to the school** so emergency responders can complete their mission
- Keep phone lines free so school personnel and community responders can communicate with each other
- Listen for information from the school over TV, radio or the Internet: this information will help you reunite with your child in an orderly and safe manner

WHEN YOU REUNITE WITH YOUR CHILD

- Be a model of Calm, Control and Comfort: let your child know you will protect them
- Listen to your child and watch for temporary changes in behavior like being clingy or angry, having trouble sleeping, acting younger or acting scared
- Seek assistance for negative behavior changes that persist after two weeks: you may need to contact your child's school, your family doctor, or community counselors/psychologists
- Keep in contact with your child's school and follow recommendations from the school and community experts

We at River Mountain Academy take pride in responding to the needs of our students and employees. Training and awareness activities continue in all areas of crisis management and school safety in an effort to stay current with national, state and county management plans. We appreciate your efforts in doing all you can to help us protect your child in an emergency.

Sincerely,

Principal

HEALTH SERVICES EMERGENCY MANAGEMENT PLAN FOR MEDICALLY FRAGILE STUDENTS

Initial Completion _____

Review dates (on or before):

September 15 _____

February 15 _____

June 15 (Year Round) _____

(Note actual date completed)

An emergency action plan is already established by the school to assist all personnel with an organizational structure for management of resources. Each individual school should also have a site based emergency protocol. It is necessary for the School Nurse and/or FASA, to plan ahead for a potential emergency to assess specific needs for medically fragile students. Attached information is to be completed by the school nurse/FASA based on the needs of the school site. Assistance from the site administrator will be required in determining responsible personnel and designated locations. This information should be completed in conjunction with the site administrator or designee and maintained with the school emergency protocol and updated as students enroll and also at designated review dates. Medically fragile students requiring special assistance should be listed in the designated area and information necessary for their management noted. A copy should be maintained in the disability notebook, provided to the site administrator or designee, and maintained with the emergency supplies.

An emergency CPR/AED plan is also recommended for the implementation and use of the AED for appropriate cardiac emergencies. If implemented, the school will have a site based emergency protocol for the use of an AED. This plan should be updated as certified CPR/AED responders are hired or transfer from the school campus, as well as on the designated review dates. A copy should be maintained in the health office and provided to the site administrator and school AED program coordinator(s).

SITE BASED SCHOOL EMERGENCY PROTOCOL:

Describe plan or location of emergency protocol(s): _____

WATER SUPPLY:

- How many medically fragile students should be supplied with water? _____
- Where is the water stored? _____
- Who will transport stored water from the health office? _____
(Each health office should maintain at least one gallon of water at all times.)

MEDICATIONS:

Consider only medications that will be required during an emergency, e.g., insulin, Epi Pens, inhalers, seizure medications, small volume nebulizers and glucagon. (Students at the secondary level carrying their own medications should be allowed to take their backpacks with them during emergencies.)

List below any students who will require medications to be available during an emergency outside of the school building:

STUDENT/ROOM #/TEACHER

MEDICATION

STUDENT/ROOM #/TEACHER

MEDICATION

Storage of the above medication should allow for easy accessibility during an emergency.

FOOD:

Identify any foods which will be available for diabetic students, e.g., hard candy, frosting, juice, crackers, etc.: _____

This should be available for students at all times during an emergency. Identify diabetic students on attached list.

SHADE LOCATIONS:

Identify locations of shade (if any) where medically fragile students could be placed during an emergency:

Identify location where students would gather if required to leave the building (obtain information from site administrator):

Maintain spray bottles with water and cold packs as methods to cool off students or staff members who display signs/symptoms of heat sensitivity.

Note: Information regarding types of students more likely to be heat sensitive is available in the school nurse handbook in the section addressing management of heat.

PERSONNEL (Obtain this information from the site administrator/designee.) For special education programs, it will usually be the teacher and/or assistant.)

Who is responsible for monitoring and moving medically fragile students if the school nurse is not present?

Who is in charge of communication? _____

How are communication lines established?

- Walkie Talkies _____
- Cellular Phones _____
- Fax Machine _____ Is it a designated line? _____
- Bull Horn _____
- AM/FM Radio available with batteries? _____

Who is responsible for turning off natural gas lines? _____

Who will notify Health Services if there is an emergency that requires the presence of a school nurse?

Identify staff members who have current CPR and/or first aid certification who could assist as needed during an emergency. Please keep in mind this list should be obtained early in the school year and maintained in an accessible location

STAFF MEMBER

LOCATION

SUPPLIES:

Refer to attached list of portable supplies needed in an emergency. Identify staff member(s) responsible for transporting the following emergency supplies and information:

- Water _____
- Medications _____
- Emergency Food _____
- Disability Notebook _____
- Portable Emergency Supplies _____

Note: Emergency supplies should be stored together for easy accessibility. Large bags, plastic bins, emergency kits or A/V carts could be utilized for transport. Practice taking supplies out during drills at least one time yearly.

**RECOMMENDED DISASTER PREPAREDNESS SUPPLIES
FOR PORTABLE EMERGENCY KIT**

DESCRIPTION	NUMBER NEEDED
Alcohol	1 bottle
Bactine	1 bottle
Bandages	
4 x 4 (sterile)	10
Triangle	1 each
Band-Aids	
Large	10
Small	50/box
Batteries	
D	2
Bottles – Spray	1
Cold packs	4
CPR Mask	1
Cups – Paper	1 tube
Flashlight	1
Gloves	
Medium	100/box
Peroxide	1
Scissors – Bandage	1
Splints	
Arm	2
Leg	2
Tape	
Bandage – ½ inch	2
Thermometer	
Digital	1 each
Sheaths	10
Water	1 gallon
Wipes – Antiseptic	30

**Department of Student Threat Evaluation and Emergency
Management
Increasing Protective Measures at School/Facility Locations
--For emergency management use only--
Restricted Use**

Be aware of.....

- Unusual or prolonged interest in security measures at school, entry points, and access controls or perimeter barriers such as fences or walls.
- Interest without reason in site plans for schools (any site plan requested by construction contractors/renovators must be authorized through Facilities Division).
- Unusual behavior such as staring at or quickly looking away from personnel or vehicles entering or leaving designated district-parking areas.
- Observation of in-house security procedures.
- Increase in anonymous telephone or e-mail threats. (May be done to observe how school responds and functions during crisis events).
- Foot surveillance involving two or three individuals working together.
- Mobile surveillance using bicycles, scooters, motorcycles, cars and/or limousines.
- Prolonged static surveillance using operatives disguised as panhandlers, shoe shiners, food vendors, etc.
- Discreet use of still cameras, video cameras or note taking in or around school locations.
- Questioning of facility personnel.
- Unexplained presence of unauthorized persons in places where they should not be.

In addition.....

At each school/site location, have two people (note taker and observer) walk around school grounds to establish a school/neighborhood **visual baseline** (point for future reference) of what is **present and observable** within the school grounds and surrounding neighborhood. Make note of any **issues of concern** as noted above while at the same time establishing a **written record** of your visual baseline so such notes can be used as a **start point reference** in identifying unusual activity around your school.

Strong consideration be given to **single access point of entry** when school is in session and **mandatory check-in** with **visitor badging**.

Increase staff vigilance at schools by:

- Walking by doorways and double-checking to ensure they are locked from the outside so no one can enter without permission.
- Being more aware of individuals who are on their campus. If they are not wearing a visitor's pass or district badge, report them immediately to the front office.
- Reinforcing the message to staff that "anything out of the ordinary" should be reported and that nothing should be overlooked.

SUBMISSION STATEMENT WITH MANDATED ASSURANCES

I, the Superintendent of the School District, or the Authorized Representative of the State Public Charter School Authority, can make the assurances and certifications found in Section II of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446. The Local Education Agency (LEA) will operate its Part B program in accordance with all of the required assurances and certifications.

SECTION I

SUBMISSION STATEMENT FOR PART B OF IDEA

The LEA provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the IDEA as found in PL 108-446, and the applicable regulations. The LEA is able to meet all assurances found in Section II of this application.

SECTION II

ASSURANCES

The LEA makes the following assurances that it has policies and procedures in place as required by Part B of the IDEA. (20 U.S.C. 1411-1419; 34 CFR 300.101 through 100.163 and 300.165 through 300.174. 34 CFR 300.201). All policies and procedures established in and administered by the LEA will be consistent with the approved state's Program Plan, Nevada Revised Statutes, and Nevada Administrative Code, Chapter 388, and all other applicable statutes, regulations, program plans, and applications.

- a. A free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 USC 1412(a)(1); 34 CFR 300.101-108.
- b. The LEA endorses the goal of providing a full educational opportunity to all children with disabilities and the state's timetable for accomplishing that goal. 20 USC 1412(a)(2); 34 CFR 300.109-110.
- c. All children with disabilities residing in the LEA, including children with disabilities who are homeless or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 USC 1412(a)(3). 34 CFR 300.111.
- d. An individualized education program that meets the requirements of 20 USC 1436(d) is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR 300.320-324, except as provided in 300.300(b)(3) and 300.300(b)(4). 20 USC 1412(a)(4); 34 CFR 300.112.
- e. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 USC 1412(a)(5)(A)-(B); 34 CFR 300.114-300.120.
- f. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR 300.500 through 300.536 and in accordance with 20 USC 1412(a)(6); 34 CFR 300.121.
- g. Children with disabilities are evaluated in accordance with 34 CFR 300.300 through 300.311. 20 USC 1412(a)(7); 34 CFR 300.122.
- h. The LEA complies with 34 CFR 300.610 through 300.626 (relating to the confidentiality of records and information). 20 USC 1412(a)(8); 34 CFR 300.123.

- i. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under Part B, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program has been developed and is being implemented for the child. The LEA will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). 20 USC 1412(a)(9); 34 CFR 300.124.
 - j. To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under Part B of IDEA by providing for such children special education and related services in accordance with the requirements found in 34 CFR 300.130 through 300.148. 20 USC 1412(a)(10); 34 CFR 300.129-300.148.
2. The LEA assures that amounts provided to it under Part B of IDEA will be expended in accordance with 20 USC 1412(a) and 34 CFR 300.202 through 300.206 and that such amounts 1) shall be used only to pay the excess costs of providing special education and related services to children with disabilities; 2) shall be used to supplement State, local, and other federal funds and not to supplant such funds; 3) shall not be used to reduce the level of expenditures for the preceding fiscal year subject to the exceptions contained in 20 USC 1413(a)(B) and (C), and 4) may be used to carry out a schoolwide program under section 1114 of the ESEA subject to the limitations and conditions in 34 CFR 300.206. 34 CFR 300.202-206.
3. The LEA ensures that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 USC 1412(a)(14)(A)-(E) and 34 CFR 300.156. 34 CFR 300.207.
4. The LEA assures that if amounts provided to it under Part B of the IDEA are used for a) services and aids that also benefit nondisabled children, b) early intervening services, c) high cost special education and related services, and/or d) administrative case management, the LEA will use such funds in compliance with the provisions contained in 34 CFR 300.208. 34 CFR 300.208.
5. The LEA assures that it complies with the requirements of 34 CFR 300.209 concerning the carrying out of Part B requirements for charter schools that are public schools of the LEA, including requirements to serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, and the requirements to provide funds under Part B of the IDEA on the same basis and at the same time as the LEA provides Part B federal funds to the LEA's other public schools. 34 CFR 300.209.
6. The LEA will coordinate with the National Instructional Materials Access Center (NIMAC). The LEA assures that each child who requires instructional materials in an alternate format will receive these in a timely manner. 34 CFR 300.210.
7. The LEA assures that it will provide the Nevada Department of Education with information necessary to enable the State to carry out its duties under Part B of the IDEA, including with respect to 34 CFR 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the IDEA. 34 CFR 300.211.
8. The LEA assures that it will make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the IDEA, including this application. 34 CFR 300.212.
9. The LEA assures that it will cooperate with the U.S. Department of Education's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. 34 CFR 300.213.
10. The LEA assures that programs assisted under P.L. 108-446 will be operated in compliance with Title 45 of the Code of Federal Regulations Part 84 (Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance).

11. The control of funds provided to the LEA under each program and title to property acquired with those funds will be in the LEA and the LEA will directly administer and supervise the administration of those funds and property.
12. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the LEA under each program.
13. None of the funds expended by the LEA under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization, representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
14. The LEA will:
 - a. Ensure that all data submitted to the Nevada Department of Education will be accurate and complete.
 - b. Make reports and provide data to the Nevada Department of Education and the U.S. Department of Education as may reasonably be necessary to enable the Nevada Department of Education and the U.S. Department of Education to perform their duties;
 - c. Maintain records--including the records required under Section 437 of GEPA--and provide access to those records as the Department or Secretary decides are necessary to perform their duties; and
 - d. Retain records for a minimum of five years after completion of the activities for which these federal funds were received.
15. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
16. In the case of any project involving construction:
 - a. The project is not inconsistent with overall state plans for the construction of school facilities; and
 - b. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
17. The LEA has a procedure for insuring that the hearing aids worn by students with hearing impairments in school are functioning properly.
18. The LEA assures that neither it nor its principals are presently debarred, suspended, proposed for debarment, or voluntarily excluded from participation in federal funding by any Federal department or agency.
19. The LEA assures that either its policies and procedures have not changed since the last State monitoring review, or if the policies and procedures have changed, the changes have been submitted to the Department of Education for review and approval prior to implementation.

Printed/Typed Name and Title of Authorized Representative of the LEA: Sarah Ter Avest	
Signature: Sarah Ter Avest	Date: 12/17/2014

Statement of Assurances

Revised December, 2012

1. The charter school herein named, River Mountain Academy,
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

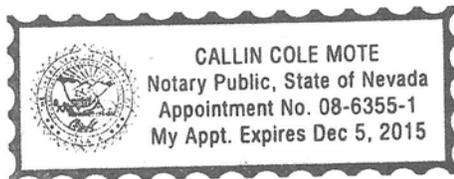
[Signature]
Signature of Certifying Charter School Official
Committee Member
Title

Sarah TerAvest
Name Printed
12/17/14
Date

Subscribed and sworn to before me

This 17 day of December, 2014
date month year

[Signature]
(Notary Public Seal)



Initial	Assurances Title III Program
	The school has processes in place to annually measure the English proficiency of English language learners.
	The school's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students. [NCLB Sec. 3116]
	The school has procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency. [NCLB Sec. 3121]
	The school has a clear process for handling complaints related to services to ELLs. [Title VI – OCR Guidelines]
	The school has documentation to support eligible immigrant students. Sec 3301(6)(A-C)
	The school will ensure that every K-12 student has completed home language surveys. [NCLB Sec. 3127 Title VI - OCR Guidelines]
	The school will ensure that all students with home or primary language other than English will be assessed for English proficiency within thirty days at the beginning of the school year or within two weeks if enrolled during the school year. [NCLB Sec. 3115]
	The school has procedures for determination of language proficiency by trained personnel. [NCLB Sec. 3122]
	The school will have an effective means of parent outreach to ELL parents. [NCLB Sec. 3302]
	The school will provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand. [NCLB Sec. 3302 (c)]
	The school will have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls regarding: 1) the reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service. [NCLB Sec. 3302 (a)]
	The school will have evidence that parents who did not wish language support signed an informed refusal of service. [NCLB Sec. 1112]
	The school will have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities. [NCLB Sec. 3116]
	The school has a program of service that provides coherent, sustained English language development based on research or accepted theories. [NCLB Sec. 3115]
	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. [NCLB Sec. 3116 (b)(2)]
	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
	The school established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency. [NCLB Sec. 3122]

Administrator/ Principal

Date _____

ELL Coordinator _____ Date _____

DARCI R. JACOBS

708 Irish Mittens Ct.
Henderson, Nevada 89011
(702)233-3228
mymylv@hotmail.com

Education

UNIVERSITY OF NEVADA, LAS VEGAS, Las Vegas, NV
Masters in Health Promotion with Concentration Counseling, May 2003

ARIZONA STATE UNIVERSITY, Tempe, AZ
Bachelor of Arts, Education, May 2001
Major: Elementary Education

Professional Experience

OFFICE MANAGER/EXECUTIVE ASSISTANT JANUARY 2007-current
FLANGAS McMILLAN LAW GROUP, INC.
LAS VEGAS, NEVADA

Responsibilities include, but not limited to

- Oversee office policies.
- Organize office operations.
- Supervise office staff
- Ensure office efficiency with staff meetings.
- Maintain filing system and other records.
- Daily Analysis of bank accounts on Quickbooks
- Monthly reconciling and AR reports of all accounts
- Monthly billing and communication with clients
- Project management
- Corporate and Transactional matters
- Rapport with the other employees so that you take up their grievances with the management
- Generates various reports internal meetings with Partners.
- Handle all personal and financial needs of Partners
- Maintain overall appearance of office and creating a positive atmosphere to work in.

EXECUTIVE ASSISTANT/LEGAL ASSISTANT SEPTEMBER 2005-JANUARY 2007
FLANGAS McMILLAN LAW GROUP, INC.
LAS VEGAS, NEVADA

Responsibilities include, but not limited to

- Maintain project files and keep all matters updated and current.
- Communicated with clients on a daily basis
- Worked independently manage timing and action plans

- Receptionist duties
- Handle all personal and financial needs of Partners
- Manage all the professional commitments of the Partners

ASSISTANT DEVELOPMENT DIRECTOR

MAY 2003-SEPTEMBER 2005

OLIVE CREST

LAS VEGAS, NEVADA

Responsibilities include, but not limited to

- Assisted with fundraising, event planning and annual campaign
- Served as point of contact with Trustees and Director
- Assisted in trustee board meetings
- Maintained spreadsheets and lists of volunteers for events
- In charge of budget and reconciliation reports
- Overall organization of the department

Skills

Microsoft Word, WordPerfect, Excel, Powerpoint, Publisher, Outlook, Westlaw, Adobe, Quickbooks, and PC Law

JENNIFER SNIDER

1157 Paradise River Rd Henderson, NV 89002
(702) 465-0787
jms4179@gmail.com

Goal

Foster the growth of the individual child and prepare them for a future as life long learners and inquisitive thinkers.

Experience

HALF DAY KINDERGARTEN TEACHER, GREEN VALLEY LUTHERAN PRECHOOL & KINDERGARTEN (GVLPK): SEPTEMBER 2002-JUNE 2005

FULL DAY KINDERGARTEN TEACHER, GVLPK: JUNE 2005-AUGUST 2012

I continuously worked with colleagues and other teaching professionals to share ideas and learn new techniques for teaching young children. I adapted and implemented concepts and ideas from my graduate studies to improve my teaching and make my classroom a nurturing place of learning for all students. I created an exceptional math and science program for our young learners, that not only challenged them, but also allowed for hands on and meaningful experiences. I encouraged literacy development through reading and writing experiences in all content areas. I redeveloped our homework system so that it reinforced concepts we learned in class while allowing families to learn together. I implemented a successful parent and family volunteerism program and created classroom newsletters to encourage stronger school to home communications.

FULL DAY KINDERGARTEN TEACHER, PINECREST ACADEMY OF NEVADA (PAN): AUGUST 2012-August 2014

I helped to open PAN and have served as the Kindergarten team lead from the beginning. I created the long range plans and the lesson plan template for our grade level. I lead weekly meetings with my team to review student progress, classroom management and behavior, lesson ideas, assessment data and any other topics pertinent to kindergarten. I have served as the mentor to three teachers new to kindergarten and I continuously help to guide and observe the kindergarten teaching assistants. I run an enrichment class for interested students and help out in various clubs and activities throughout PAN. I am currently working on an endorsement in Library Science, which has inspired me to head up four Scholastic book fairs and spearhead the work on growing a library for the school.

FULL DAY KINDERGARTEN TEACHER, CLARK COUNTY SCHOOL DISTRICT (CCSD): AUGUST 2014-PRESENT

I collaborate with other members of the Kindergarten team to prepare lessons that are engaging and developmentally appropriate. I have been trained to use the new student information system, Infinite Campus.

Education

University of Nevada, Las Vegas-Bachelor of Science Early Childhood Education: May 2003
Lesley University, Cambridge, Massachusetts-Master of Education: May 2008
University of Idaho & UNLV-Library Media Specialist Endorsement: 2010-Present

References

Dr. Francine Mayfield, Interim Principal Pinecrest Academy of Nevada, (702) 376-2389
Shawn Nielsen, Director Green Valley Lutheran Preschool & Kindergarten, (702) 454-0004
Allison Dampier, Director Advantages International School, (702) 493-0727
Nikki Gehlken, Library Media Specialist, Twitchell Elementary School, (702) 799-6860

Jeremy Howard, CPA

Profile

Jeremy Howard is a multifaceted individual who has much to offer an organization. He is looking for an inspired company eager to make a difference in the world we are living in. He is hard working and focused, and is willing to put the hard work in to help make a company succeed in today's competitive business environment.

Proficient in the Microsoft Office Suite, Prosystem, Ultratax, TValue, Xcode, Quickbooks, and a variety of both Apple and Windows based programs.

Experience

12/2004- current Prosperity Business Group, Inc. Henderson, NV
Consultant

- Worked on a variety of business entities, consulting on various financial matters.

01/2011- 04/2011 Ovist & Howard, CPA's Henderson, NV
Staff Accountant

- Prepared individual, corporate, homeowner, partnership and trust tax returns.

09/2004-06/2010 Green Valley Christian Center Henderson, NV
Associate Pastor- Youth

- Implemented a youth night on Tuesdays that included adult leaders, student leaders, and total attendance of 75 students. Leadership teams consisted of 12 adults and 13 young people.
- Preached 3 services concurrent with weekend church that included a completely autonomous teaching series.
- Responsible for planning, conducting, and fundraising for domestic and international mission trips, summer camps, youth convention trips, and other out of city trips.
- Began a ministry entitled JC Ministries that involved passing out dry goods and household items to families in need.

12/2005-5/2006 Xyience Inc. Las Vegas, NV
Controller

- Implemented new internal accounting controls within the company.
- Participated in the initial stages of a new accounting system.
- Managed A/R, A/P, and Inventory control clerks.

Education

01/1995-05/1997 University of Nevada, Las Vegas Las Vegas, NV
B.S., Accounting

- Member of Beta Alpha Psi, accounting honors fraternity.

References

References are available on request.

JESSICA KATHERINE PETERSON

7732 Catalina Harbor St.
Las Vegas, Nevada 89131
Cell: (702) 306 - 0975
Work: (702) 307-9500

BAR STATUS

Member of Michigan State Bar. Admitted to Practice September 14, 2000 (currently inactive). Member of Nevada State Bar. Admitted to Practice December 2007. Admitted US Court of Appeals Ninth Circuit 2010.

EDUCATION

THOMAS M. COOLEY SCHOOL OF LAW, Lansing, Michigan

Juris Doctor, *Cum Laude*, Litigation Concentration, Accelerated Program, January 2000

Honors: Honors Scholar – Tuition Scholarship awarded on the basis of academic merit

Activities: Grade Appeals Magistrate – *Drafted opinions regarding student grade appeals*

Student Bar Association – *Tutored second – term Property students*

Teaching Assistant - *Professor Eileen Kavanaugh*

THE EVERGREEN STATE COLLEGE, Olympia, WA

Bachelor of Arts, Emphasis in Political Science, August 1996

COMMUNITY INVOLVEMENT

Past Secretary and Current Member of the Board of Directors for the Rape Crisis Center

Member North Las Vegas Rotary

LEGAL EXPERIENCE

FLANGAS MCMILLAN LAW GROUP, Las Vegas, NV

April 2007-present

Associate

Representation of clients in general civil litigation, misdemeanor criminal, family law and probate proceedings including construction litigation, business contract disputes, kidnapping charges, custody disputes, employment disputes and will contests. Drafted various legal documents including, Complaints, Motions for Summary Disposition, Mediation Briefs, Settlement Conference Briefs, Motions in Limine, Motions to Dismiss, Answers to Complaints, Discovery Requests and Settlement Agreements. Drafted various business documents including, Operating Agreements, Contracts, HR Manuals. Argued various motions in Clark County District Court, Family and Probate Court. Second Chair in successful 6 million jury verdict trial in U.S. District Court District of Nevada. Participated as Lead attorney in Settlement Conferences in Clark County District Court and U.S. District Court. Represented Clients in Unemployment Commission Hearings.

JESSICA K. MARSH, ESQ., Petoskey, MI

July 2005 – April 2007

Solo Practitioner

Represented clients in general litigation and criminal and family law proceedings, including custody disputes, divorce cases, foreclosure suits, manufactured home breach of warranty claims, 1st and 3rd party automobile negligence suits, wrongful termination claims, contract cases, narcotics charges, driver's license restoration hearings and misdemeanor driving offenses. Represented clients in deferment hearings and commitment proceedings for Lockwood Hospital. Served as appointed counsel for the Probate Court representing juveniles in delinquency proceedings and parents in termination of parental rights cases. Worked as Staff Attorney for Debt Consolidation Company successfully negotiating client's debts to 60% of their original balance. Served as Zoning Administrator for Banks Township and the Village of Ellsworth.

HARTMAN LAW FIRM, Petoskey, MI

Contract Attorney

April 2005 – June 2005

Drafted various documents including Motions, Complaints and Appeals. Attended sentencing hearings for Mr. Hartman. Represented clients in divorce proceedings. Drafted a Motion to suppress evidence resulting in dismissal of charges in a drunk driving case. Successfully argued for the setting aside of a default judgment in a paternity suit and the upholding of a Personal Protection Order.

KITCH, DRUTCHAS, WAGNER, DENARDIS, & VALITUTTI, Detroit, MI

Senior Associate

April 2, 2001 - December 17, 2004

General litigation including asbestos, transactional, premises liability, OSHA compliance, contract and insurance coverage issues. Successfully marketed with Greg Drutchas the "Multi-Hospital Record Retention Program" which was purchased by many of the hospitals in Michigan. Drafted the reuse of single-use devices policy and the investigation policy for Michigan hospitals. Drafted various legal documents including, Complaints, Motions for Summary Disposition, Motions in Limine, Motions to Adjourn, Motions to Strike Expert Witnesses, Answers to Complaints & Interrogatories, Insurance coverage opinions, and status letters to clients. Took Depositions, participated in Mediations and Scheduling Conferences and argued numerous Motions in Wayne, Macomb, and Genesee County Circuit Courts.

Sarah J. Ter Avest

Improving Performance • Enhancing Programs • Inspiring Systemic Change

922 Anchor Drive Henderson, NV 89015

(702) 327-4324

Sarah_teravest@yahoo.com

EXPERIENCED EDUCATOR

...dedicated to guiding students to succeed while inspiring a passion for learning and reading

SUMMARY OF QUALIFICATIONS

- An enthusiastic, creative, and passionate educator, who believes that all children can learn and thrive in a learning environment that is stimulating, comforting and appropriate to their unique talents and abilities.
 - Dedicated, resourceful, and goal-driven professional educator with a solid commitment to the social and academic growth and development of every student.
 - An accommodating and versatile individual with the talent to develop inspiring hands-on lessons that will capture a child's imagination and breed success.
 - Aptitude to remain flexible, ensuring that every child's learning styles and abilities are addressed.
 - Superior interpersonal and communication skills to foster meaningful relationships with students, staff, and parents.
 - Utilize a visionary approach with consistency to help students past the threshold of *not-knowing* to *knowing* and develop to their fullest extent.
-

HIGHLIGHTED PROFESSIONAL TEACHING EXPERIENCE

CLARK COUNTY SCHOOL DISTRICT, VEGAS VERDES ELEMENTARY SCHOOL, Las Vegas, NV
August 2010 – Current

Kindergarten Teacher

- Skilled in evaluating needs and developing student-focused teaching strategies, teaching aides, materials and creating lesson plans that include the components of an effective lesson.
- Able to control a large group of young children and create an environment conducive to learning.
- Combined play and interactive activities with an increased focus on early academic learning, including letter recognition, phonics, numbers and an awareness of science and nature.
- Instruct students individually and in groups, adapting teaching methods to meet students' varying needs and interests.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Utilize multiple assessments in compliance with district and state requirements to inform instruction.

Highlighted Achievements

- Integrated technology through the development of units that included computer literacy skills; adapted activities to meet the needs of individual learners.
- Employed kinesthetic, visual, and auditory approach to make lessons interesting and interactive; utilized various mediums, modeling, and organized student-led group sharing.
- Increased parental involvement by consulting with parents regularly.
- Supported a balanced reading program through the implementation of writing and reading workshops.
- Mentored and coached students to help boost their confidence and competencies, as evidence by scores and completion of work.
- Actively engaged students in the learning process through the use of diverse manipulatives; literature, guest speakers, movies, fine arts, songs, and theatre production to encourage participation and allow students to take ownership of their learning.
- Enhanced student academic and social growth by using varied teaching strategies and techniques; included whole group, individual, small group, and teacher modeling to provide a solid academic foundation and positive attitude towards education.
- Attended explicit phonics training, and successfully implemented and aligned the content with the Common Core State Standards and the schools core reading program.
- Facilitated the Kinder/First Grade Area 3 Staff Development Day.

SCOIL CHROI IOSA PRESENTATION PRIMARY SCHOOL, Galway IRELAND

January 2010 – April 2010

Student Teacher

- Instruct 2nd through 6th grade curriculum, designing and developing programs to meet the academic, intellectual, and social needs of students.
- Utilize multiple assessments in compliance with district and country requirements to inform instruction.
- Use innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation.
- Instruct Math in Low- and Hi-level phases, Science, Social Studies, Technology, Current Events, and Character Education.

Highlighted Achievements

- Created a classroom environment that was stimulating, encouraging, and adaptive to student needs.
- Utilized after school tutoring to provide one-on-one attention, improving student performance.
- Maintained individual student portfolios including skills checklist, labeled work samples, and narrative reports on areas needing improvement.
- Designed and administered a weekly newsletter to promote further family involvement within the school community.

CLARK COUNTY SCHOOL DISTRICT, Las Vegas, NV

Dec 2009 – August 2010

Substitute Teacher

- Provided instruction, managed the classroom environment, and promoted student learning in the absence of the regular classroom teacher.

MGMMIRAGE SIEGFRIED AND ROY'S SECRET GARDEN AND DOLPHIN HABITAT,

Las Vegas, NV

June 2008 – July 2010

Educator

- Educated guests and students on marine mammals, conservation and related topics.
- Facilitated the Clark County School District field trips providing an extensive fun learning environment for students.
- Developed age appropriate lesson plans in compliance with the Curriculum Essential Framework.

CITY OF HENDERSON, Henderson, NV

May 2000 – April 2004

Water Safety Instructor

- Taught swim lessons to patrons ages eight months to sixty-five.
- Created lesson plans based on weekly on-going assessments of students.

EDUCATION

B.S., Elementary Education, University of Nevada Las Vegas, Las Vegas, NV – 2010

A.S., Elementary Education, College of Southern Nevada, Henderson, NV – 2007

ASSOCIATIONS & CERTIFICATIONS

Nevada Teacher License K-8; Elementary Education Successful
completion of CCSD CORE Collaborative Reading Academy Nevada
Substitute License K-12
Passing Praxis Scores
Passing PPST Scores