



APPLICATION FOR NEW CHARTER SCHOOL

Submitted by:
Sterling Charter High School

To the Nevada Department of Education
State Public Charter School Authority
August 29, 2014

Nevada Charter School Application Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

Sterling Charter High School

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

Harry Williams

Mailing Address of Liaison

Harry Williams
2560 Business Parkway, Ste A
Minden, NV 89423

Telephone for Liaison

702.812.2560

Email Address for Liaison

hwilliams@lasvegasnevada.gov

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

Rite of Passage, Inc.

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

NA

Physical Address of School (If Known)

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

Clark County, Nevada

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 - -)

August 24, 2015

Proposed Sponsor

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

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

Enrollment Projections

School Year 1

Grade Levels Served

9-12

Projected Enrollment per grade

200 total - approximately 50 per grade level

School Year 2

Grade Levels Served

9-12

Projected Enrollment per grade

350 total - approximately 88 per grade level

School Year 3

Grade Levels Served

9-12

Projected Enrollment per grade

400 Total - approximately 100 per grade level

School Year 4

Grade Levels Served

9-12

Projected Enrollment per grade

400 Total - approximately 100 per grade level

School Year 5

Grade Levels Served

9-12

Projected Enrollment per grade

400 Total - approximately 100 per grade level

School Year 6

Grade Levels Served

9-12

Projected Enrollment per grade

400 Total - approximately 100 per grade level

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

400

In grades ____ to ____

9-12

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?

Limit enrollment to 200 first year; ratio of 1:25

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.

Sterling Charter High School will serve students in grades 9-12 with a mission of improving academic achievement by providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within their community.

The school will target students who are disadvantaged and at-risk of academic failure due to academic, social, or economic factors. At the core of Sterling's educational philosophy is the believe that all students have strengths. All students are capable learners and capable of succeeding in school and becoming positive, contributing members of their communities.

With Sterling's primary focus on academic achievement, or philosophical approach also considers the needs of the whole child. We believe integrating education with social skills and interpersonal skills empowers each student to fulfill his or her potential and fosters success in school and in other areas of the student's life.

Application Certification

Signature of Liaison



Date

Aug 22, 2014

Printed Name

Harry Williams



TABLE OF CONTENTS

Sterling Charter High School

A.1 Mission, Vision, and Educational Philosophy

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

A.2 School Specific Goals and Objectives

- Narrative A.2.1, Assurance regarding performance frameworks 3
- Narrative A.2.2, Assessment tools/data/artifacts 3
- Narrative A.2.3, Reasonableness of goals 3

A.3 Curriculum and Instruction

- Narrative A.3.1, Curriculum model 4
- Narrative A.3.7, Policy for pupil promotion 4
- Narrative A.3.10, Transfer of credit 6
- Narrative A.3.12, Instructional strategies 6
- Narrative A.3.13, Professional development 8

Attachments to A.3

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

A.4 Assessment and Accountability

- Narrative A.4.2, Use of student data 10
- Narrative A.4.3, Use of longitudinal data..... 10
- Narrative A.4.4, Data management plan 11

Attachment to A.4

- Attachment A.4.1, Assessment plan and instruments

A.5 Tentative School Calendar and Daily Schedule

- Narrative A.5.2, Enrollment dates..... 12

Attachment to A.5

- Attachment A.5.1, Calendar

A.6 School Climate and Discipline

- Narrative A.6.1, Climate/discipline support educational goals 13
- Narrative A.6.2, Student behavior philosophy 13
- Narrative A.6.6, Involving families..... 14

Attachments to A.6

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

A.7 Target Population

- Narrative A.7.1, School location 16
- Narrative A.7.2, Target population 16
- Narrative A.7.4, Alignment of school plan with target population 18
- Narrative A.7.6, Serving at-risk students 19
- Narrative A.7.7, Favoring at-risk students in the enrollment 19

Attachments to A.7

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

A.8 Special Student Populations

- Narrative A.8.1, Identification, etc., for ELL..... 20
- Narrative A.8.2, ELL program 20
- Narrative A.8.3, Plan to evaluate ELL program..... 21
- Narrative A.8.4, Plan to monitor ELL program 21
- Narrative A.8.6, Identification, etc., for Special Ed..... 21
- Narrative A.8.9, Special education continuum..... 24
- Narrative A.8.10, Identification, etc., for gifted and talented..... 25
- Narrative A.8.11, Gifted and talented continuum of services 25

Attachments to A.8

- Attachment A.8.5, Title III assurance
- Attachment A.8.7, Special education policy assurance
- Attachment A.8.8, RtI referral packet/flowchart
- Attachment A.8.12, GT continuum of service flowchart

A.9 Records

- Narrative A.9.1, Pupil records..... 27

Attachment to A.9

- Attachment A.9.2, Pupil record retention policy

A.10 Career Education (Not Applicable)

B.1 Governing Body

- Narrative B.1.4, Governance philosophy 28
- Narrative B.1.5, Governance structure and composition 28
- Narrative B.1.6, Increasing board capacity 29
- Narrative B.1.7, Recruitment of board members 29

Attachments to B.1

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

B.2 Composition of the Committee to Form the School

- Narrative B.2.3, Members’ association with other charter schools..... 31

Attachments to B.2

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

B.3 Management and Operations

- Narrative B.3.1, Organizational structure..... 32
- Narrative B.3.2, Key management positions..... 32
- Narrative B.3.4, How to carry out laws..... 35
- Narrative B.3.5, Kind of school 36
- Narrative B.3.7, Outside help with application 36
- Narrative B.3.8, Limiting enrollment..... 36

Attachments to B.3.3

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

B.3.1 Educational Management Organization

Attachments to B.3.1

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

B.3.2 Distance Education (not applicable)

B.4 Staffing and Human Resources

- Narrative B.4.1, Staffing plan 38
- Narrative B.4.2, Employment contract negotiation..... 39
- Narrative B.4.3, Instructor qualifications..... 39
- Narrative B.4.4, Teacher evaluations 40
- Narrative B.4.5, Administrator information 40
- Narrative B.4.6, Administrator position description 41
- Narrative B.4.7, Employing administrators..... 41
- Narrative B.4.8, Employing instructors/others..... 41
- Narrative B.4.9, Licensed and non-licensed staff..... 42

C.1 Budget

- Narrative C.1.4, Chart of accounts assurance..... 43
- Narrative C.1.6, Contingency plan..... 43
- Narrative C.1.7, Budget plan for special populations 44

Attachments for C.1

- Attachment C.1.1, Budget
- Attachment C.1.2, Budget narrative
- Attachment C.1.3, Cash flow statement
- Attachment C.1.5, Pre-opening budget
- Attachment C.1.8, Special populations budget

C.2 Financial Management

- Narrative C.2.1, Financial responsibility..... 45
- Narrative C.2.2, Closing procedures 45
- Narrative C.2.3, Audit firm 46
- Narrative C.2.4, Nevada bank 46
- Narrative C.2.5, Fees, charges..... 46
- Narrative C.2.6, Person to draw orders for payment of school’s money 46
- Narrative C.2.7, Approving payments of money 47

Attachments for C.2

- Attachment C.2.8, Minimum number of pupils necessary

C.3 Facilities

- Narrative C.3.1, Facilities..... 48

Attachment to C.3

- Attachment C.3.2, Insurance

C.4 Transportation, Health and Emergency Services

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

Attachment

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

A.1 MISSION, VISION AND EDUCATIONAL PHILOSOPHY

Narrative A.1.1, *Purpose.* Sterling Charter High School was established for the purpose of improving the academic achievement of Nevada’s at-risk students through use of effective and innovative teaching methods that are based on research and best practices.

Narrative A.1.2, *Mission.* The mission of Sterling Charter High School is to improve academic achievement by providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within their community.

Aligned with Sterling’s mission, the school will target students who are disadvantaged and at-risk of academic failure due to academic, social, or economic factors. We will also work with youth referred to Sterling because of disciplinary issues, such as school expulsions, and will work with students who have dropped out of high school.

Narrative A.1.3, *Vision.* Our vision for accomplishing this mission represents our values and what our school hopes to become. Sterling Charter High School will utilize small learning communities that will provide individualized instruction, goal setting, and explicit teaching in social skills and leadership. Our school will facilitate community collaboration and parent engagement thereby providing opportunities and supports for students to develop into responsible citizens.

Narrative A.1.4, *Philosophy.* At the core of Sterling’s educational philosophy is the belief that all students have strengths. All students are capable learners and capable of succeeding in school and becoming positive, contributing members of their communities. With Sterling’s primary focus on academic achievement, our philosophic approach also considers the needs of the whole child. We believe integrating education with social skills and interpersonal skills empowers each student to fulfill his or her potential and fosters success in school and in other areas of the student’s life.

This philosophy will guide our school and our program of instruction which are based on five principles and concepts. These principles are also based on research and best practices in education:

- 1. A rigorous, relevant curriculum and appropriate instructional support are essential to high academic achievement.** A thoughtful implementation of Response to Intervention (RtI) in addition to staff training in research-based instructional practices, culturally relevant pedagogy and Sheltered Instruction Observation Protocol (SIOP) will result in effective individualization and differentiation of instruction that will make learning and achievement possible for all students.
- 2. School culture and climate are as important to academic success as the quality of the instructional program.** Our culture and climate will be built around cognitive behavioral therapeutic practices, clear standards of conduct and Positive Behavioral Interventions and Supports (PBIS) within the RtI framework. Sterling will operate within the theoretical framework of Positive Youth Development (PYD) which is a strengths-based way of viewing adolescents. PYD emphasizes the development of skills and competencies as well as safe, positive group interactions.
- 3. To develop internal standards for judging behavior, pro-social skills and academic performance, students need to begin by receiving a lot of feedback in a short period of time.** Staff will provide positive feedback at a 5 to 1 ratio of positive feedback to constructive feedback, as well as provide instruction in pro-social communication and character development.
- 4. Small, intimate learning communities provide the structure and personal attention that encourage learning and promote academic success.** Sterling will create focused learning communities where students get support and build relationships with Teachers, Behavioral Mentors, and Administrators.
- 5. Fostering connections with the family and community is essential for providing the broad spectrum of opportunities and supports adolescents need for development and learning.** Sterling will promote parent involvement through the formation of the Parent Leadership Council, a school advisory board consisting of parents, teachers and administrators. Sterling will also provide community outreach projects and meet with families at least twice a year to discuss academic performance, classroom behavior and the student's long-term goals.

A.2 SCHOOL-SPECIFIC GOALS AND OBJECTIVES

Narrative A.2.1, Assurance regarding performance frameworks. Sterling Charter High School will demonstrate academic achievement based on the Academic Performance Framework, pursuant to NRS 386.527. In addition, Sterling will establish a series of “mission-specific” goals, as stated in the sections below.

Narrative A.2.2, Assessment tools/data/artifacts. The following goals and objectives are related to organizational and management performance:

Goal 1: Demonstration of Positive Behavior. 80% of students will demonstrate “Satisfactory” or “Outstanding” behavior based on behavioral reports and definitions outlined in the Sterling Student Handbook.

Goal 2: Parent Satisfaction. Sterling will demonstrate an 80% overall satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school during each academic year.

Goal 3: Professional Development. All Sterling teachers will demonstrate the skills necessary to implement a classical education, as documented through formal evaluations. All Teachers will maintain Professional Development Portfolios with review during formal Teacher Evaluation.

Narrative A.2.3, Reasonableness of goals. Sterling Charter High School will be managed by an Educational Management Organization (EMO), which has 30 years of experience with the education of at-risk youth within year-round residential programs. Based on this experience and the EMO’s data and outcomes, the Sterling Charter High School goals are not only reasonable, but will push the target population and the teachers to continuous achievement. In addition, the goals were formulated based on our knowledge of the target population, and similar schools. Similar goals were established for the newest school presently operated by our EMO in New Orleans and Phoenix.

A.3 CURRICULUM AND INSTRUCTION

Narrative A.3.1, *Curriculum model.* Sterling Charter High School will utilize Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics adopted by the Nevada Department of Education. We will also utilize curriculum that aligns with Nevada State Standards in Science and Social Studies, Physical Education, and Health. To meet the learning needs of English Language Learners, the English Language Development courses will combine the Nevada ESL English Language Proficiency Standards for 9th through 12th Grades with the ELA Common Core State Standards. Guided by the work of Heidi Hayes Jacobs, Teachers and Administrators will then design curriculum maps using the state standards and assessment information (i.e., assessment blueprints/Smarter Balanced test frameworks, testing dates). Content Area Teachers will embed applicable standards within their content area curriculum maps. The curriculum maps will have the following components: Dates (of instruction), Essential Questions, Content, Levels of Understanding, Activities, Assessment and Modifications/Accommodations. Available instructional materials will include new content area textbooks and Teacher materials from Pearson. Through the curriculum mapping process, Teachers are given the opportunities to analyze their curricula, and make informed decisions regarding scope and sequence. The maps become tools for implementing school-wide instructional initiatives and improvements and for identifying cross-curricular connections.

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

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject.
An average of 70 or higher shall be considered a passing grade.

- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grade-level advancement for students shall be earned by course credits. In order to advance from grade 9 to grade 10, a student must have earned a minimum of six (6) credits. A minimum of twelve (12) credits is required to reach grade 11, and at least eighteen (18) credits must be earned for a student to be assigned to grade 12. To graduate, students must complete 22.5 credits in accordance with specific course requirements. Although students may meet the credit requirements for graduation prior to the last semester of their senior year, they are still required to take a full course load of seven periods each day. Students at Sterling will not be eligible for early release.

Graduation credits and specific course requirements are as follows:

Content Area Courses	Required Credits
English Composition and Literature I (2 semesters), Composition and Literature II (2 semesters), Composition and Literature III (2 semesters), Composition and Literature IV (2 semesters)	4
Math Algebra I (2 semesters), Geometry (2 semesters), and Algebra II (2 semesters).	3
Science Earth Science (2 semesters), Biology (2 semesters).	2
Social Studies American History I (1 semester), American History II (1 semester), American Government and Economics I (1 semester), American Government and Economics II (1 semester)	2
CTE/Humanities	1
Physical Education (PE)	2
Health (taken in grade 9) (.5 credit earned)	.5
Computers (taken in grade 9) (.5 credit earned)	.5
Electives	7.5
Total	22.5 credits

Narrative A.3.10, *Transfer of credit.* Sterling Charter High School will comply with NRS 386.582 and Nevada Administrative Codes NAC 386.150(8), by transferring credits from any successfully completed courses. The credits will be transferred via an official transcript or any records deemed necessary. Sterling will receive transfer credits from other public, private, and charter schools in Nevada and other accredited schools. Transcripts from the locations will be required to determine graduation requirements.

Narrative A.3.12, *Instructional strategies.* To promote academic achievement, the instructional strategies will emphasize a rigorous curriculum with extensive instructional support and consideration for the needs of the whole child. Strategies will include:

- 1. Response to Intervention (RtI) Model.** This will be a school-wide initiative that will utilize all available resources for students in need of academic and/or additional behavioral support. RtI provides students the opportunity to make significant progress whether they are at-risk for failure or are not meeting their full potential. Although the Individuals with Disabilities Education Act (IDEA) encourages utilizing the RtI process as an alternative approach for the identification of students for special education services, the intent of the process at Sterling Charter High School will be geared to identifying effective avenues for all students' success and for maximizing their potential. Tier 2 and Tier 3 targeted interventions will include cognitive behavioral strategies, which have been vital, effective components of all Rite of Passage programs. These interventions will be provided by the Student Advisor and school administrators.
- 2. Reinforcing efforts and providing recognition.** As explained by Walberg (1984), positive reinforcement of student effort influences student achievement, and it is best to recognize students for specific examples of an accomplishment (Marzano, 2003). Praise should not be overly general. We will encourage staff and Teachers to utilize a 5 to 1 positive feedback to constructive correction/feedback ratio when communicating with students.
- 3. Setting objectives and providing feedback.** When Teachers communicate what is to be learned, students usually expend more effort and consequently increase their learning, especially if they know

why it is important to them (Hunter, 1982). Effective standards-based instruction is dependent upon the Teacher's ability to communicate the objective and learning criteria as part of the lesson (Jamentz, 2002). In addition, the single most effective instructional modification that enhances achievement is feedback (Hattie, 1992). To accurately assess student performance and provide effective feedback, Sterling Charter High School will issue regular academic grades and detailed performance feedback in each class on a weekly basis. Teachers will receive staff development to remain informed about how to ensure feedback is criterion-referenced, timely and specific. According to research, effective feedback explains what students are doing correctly, provides an explanation of what students are doing incorrectly and helps them learn how they may correct it (Marzano, 2003). Additional strategies will be studied throughout the year through a professional book study of *Classroom Instruction That Works*.

4. Culturally-Relevant Pedagogy. Darling-Hammond (2005) states that race is one of the predominant issues in our society and suggests that Teachers cannot pretend to be colorblind. Teachers must understand that learning may differ across cultures. As defined by Gay (2000), culturally responsive teaching involves “using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.” This philosophy of instruction calls for Teachers to avoid cultural stereotypes and become thoroughly informed of the various cultures within their classrooms. Teachers must have deep knowledge of their content in order to deliver subject matter in various ways, in representations that connect to students' everyday lived experiences at home, within their communities, and in global settings.

5. SIOP Pedagogy for English Language Learners (ELL). The English Language Development (ELD) Program provides students with an equal opportunity to complete an academically rigorous high school program with challenging, yet comprehensive, instruction in all content areas. Student diversity is addressed through a variety of services including Sheltered English Immersion (SEI)

instruction and mainstream content classes. The ELL program at Sterling will allow ELL students to achieve English proficiency in a supportive environment that will emphasize learning English in context rather than in isolation. Sterling Charter High School's administrative staff and Teachers will be trained in Sheltered Instruction Observation Protocol (SIOP), a set of research-based strategies to assist in planning and delivering effective lessons for English language learners. Students with a home language other than English will be assessed for proficiency in oral language, reading, comprehension and written communication through the Nevada English Language Proficiency Assessment. Based on the results of this assessment, students may be placed in the English Language Development (ELD) program designed to aid them in acquiring English. Students will be required to take a mainstream English course, an ELD core course and an ELD Elective course each semester.

Narrative A.3.13, *Professional Development.* At Sterling Charter High School, professional development will embody the following principles:

- In addition to formal evaluation measures, professional development will include coaching that taps into the ways adults learn.
- It will encourage teacher reflection and ownership of professional learning through Professional Development Portfolios, which each teacher will maintain to record professional goals and document professional development workshops, job-embedded coaching sessions, certificates awarded for recertification hours, and "reflection" notes for each professional development experience.
- Feedback will be embedded in practice, as administrators as well as Teachers carry out informal classroom observations and job-embedded coaching sessions.
- Professional development will include observational protocols and lesson plan rubrics for quantitatively measuring implementation of new instructional strategies and qualitatively documenting effectiveness.
- Sterling will create a Professional Learning Community (PLC) where administrators and Teachers meet for learning, support and inspiration. The primary focus will be on student learning goals

documented in the school management plan. The PLC's agendas will be guided by the following questions: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?

In addition to the PLC, Teachers and administrators will meet every third Friday afternoon for professional development workshops/sessions. Staff development will center on the Sterling Charter High School's mission, vision, curriculum and instruction initiatives, and school goals and objectives. Every professional development topic will tie directly to a curriculum and instruction initiative.

A.4 ASSESSMENT AND ACCOUNTABILITY

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

Narrative A.4.3, *Use of longitudinal data.* Sterling Charter High School will use longitudinal data, through its Key Performance Indicators and PowerSchool database as a means to address questions about student growth; school, teacher, or program effectiveness; and whether students are “on track” for success. Sterling will also use Measures of Academic Progress (MAP) as a measure of longitudinal growth through comparisons on a tri-annual and annual basis. MAP longitudinal growth data will provide information about student learning and supply baseline data about student performance. More than 20 years after it was first implemented, the MAP scores (RIT) mean the same thing. As a result, educators can confidently measure growth over many years. To share this performance data with the school board and the public, the Principal will write a yearly report entitled *Sterling Charter High School's Curriculum, Assessment Results and Analysis*, which will be presented to the Board every June and made available to the public on the school website and in the school administrative office.

Narrative A.4.4, Data management plan. Sterling has created a site management plan to guide the work of the school and monitor student learning and school effectiveness. At the end of the school year, evaluation of the plan effectiveness will be based on an analysis of assessment data in addition to other pertinent data sources; therefore, Sterling Charter High School has created a data management plan for collecting and storing all data. This data management plan is as follows:

Sterling Charter High School Management Plan strategies	Data to Monitor Effectiveness of Strategies	Person Responsible for Data Collection
Strategy 1: Provide and implement a curriculum that improves student achievement	<ul style="list-style-type: none"> • End-of-unit and quarterly summative assessment results stored in PowerSchool • Curriculum Map Rubric Self-Evaluations from Principal and Teacher Self-Assessments stored in Instruction Leader’s files and Teachers’ Professional Development Portfolios • Curriculum Map Rubric Scores from EMO’s educators from other schools, collected during CQI process stored in Instruction Leader’s files • PLC notes and agendas stored in PLC master binder in Principal’s office 	Principal, Instructional Leader, Teachers
Strategy 2: Develop and implement a plan for monitoring and documenting student proficiency	<ul style="list-style-type: none"> • School assessment data: MAP, end-of-unit and quarterly summative assessments stored in PowerSchool • State assessment data: HSPE, etc. stored in Infinite Campus • Data from observational protocols in teacher evaluation files and Teachers’ Professional Development Portfolios • Formal staff evaluation results on file • Monthly “Data in a Day” results stored in files in Principal’s office 	Principal, Instructional Leader, Student Advisor, Teachers

A.5 TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

Narrative A.5.2, *Enrollment dates.* With Sterling Charter High School following a 180-school day schedule, and beginning on August 24, 2015, we will have an established timeframe to ensure a timely and structured application process:

- May 4, 2015: Enrollment forms accepted, pursuant to NAC 386.135.
- June 26, 2015: Deadline for submission of enrollment packets. Note that enrollment packets will ask for basic student and parent information, including whether or not the student has an Individual Education Plan (IEP), and include documents required by the Nevada Department of Education. However, this information will not be used to determine eligibility or priority for admission.
- July 10, 2015: Letters sent to students and parents informing them of their admission status: eligible for admission or waitlist.
- July 10 to August 10, 2015: For accepted students with disabilities, Sterling obtains a copy of the student's (IEP). The special education staff are convened to determine whether Sterling is an appropriate placement for the student, and if so, what services must be provided by Sterling and what program accommodations/modifications must be made by Sterling in order to provide the student equal education opportunities.
- August 3, 2015: Last day for students and parents to turn in enrollment forms; professional development for teachers/staff begins.
- August 7, 2015: Students admitted from waiting list to fill vacancies.
- August 24, 2015: First day of school.

Sterling Charter High School will provide 180 days of instruction; therefore, **Attachment A.5.3** is not applicable.

A.6 SCHOOL CLIMATE AND DISCIPLINE

Narrative A.6.1, *Climate/discipline policies support educational goals.* Sterling Charter High School will promote a strengths-based, normalized environment with positive staff/student interactions rich in rituals and traditions that support the school's philosophy and mission. The school's culture and climate will be built around positive reinforcement for pro-social behavior, clear standards of conduct and Positive Behavioral Interventions and Supports (PBIS) within the RtI framework.

The positive relationships that students develop with staff and with each other will be an important avenue through which we direct, teach skills, role play and reinforce students in achieving their educational goals and behavioral expectations. Developing these relationships with teachers, administrators and the community is a fundamental aspect of our school climate. Traditional lines will be blurred between teachers, administrators, advisors and the community – which results in a blended and multi-disciplinary approach to working with, and teaching the students. As a result, safety is everyone's responsibility, pro-social behavior becomes everyone's responsibility, and education and learning will never rest on the teachers alone.

Students will be expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents and the community, we will develop students who choose to exercise maturity and respect for each other. To support this, Sterling has created policies that reinforce positive behavior as well as disciplinary policies and a code of conduct to guide and direct students. All students will understand the school rules as well as consequences for not meeting them. To support this, our staff will provide explicit instruction in communication skills, social skills, moral reasoning and anger management skills.

Narrative A.6.2, *Student behavior philosophy.* Providing education in a safe environment is one of our primary objectives at Sterling. We will develop a pro-social academic climate where student motivation and positive reinforcement thrives and learning is a source of pride. To ensure these objectives are met,

Sterling has developed a student behavior philosophy that fits within our mission and our core values and beliefs.

As stated previously, the goal of our education program is to assist youth to succeed in life – and to be contributing members of their community. Therefore, the primary focus of student behavior is not on short-term compliance but rather on life-long change that will help the student across a number of environments in addition to the school system (e.g. home and legal system).

We also believe that our educational program cannot make the student change; they must choose to make changes. This is also consistent with our behavior management and discipline models because the emphasis is not on controlling the student (or trying to force them to change) but on helping them to make different choices.

Finally, we believe that each youth has the potential to make positive behavioral choices. This belief is supported by research (such as by Dr. Ed Latessa of the University of Cincinnati) that demonstrates that programs utilizing Evidence-Based Practices (EBP) do, in fact, lead to changes in youth behavior. Sterling proposes providing two EBP practices which include Aggression Replacement Training and Common Sense Parenting, or Active Parenting that will be introduced in the Orientation Program and utilized every day in Advisement.

Narrative A.6.6, *Involving families.* Sterling will provide policies, programs and practices to ensure parental involvement, and help strengthen family bonds by involving parents/guardians in multiple aspects of the student's education, including:

- **Admission Process:** Parents will be involved during the student's admission into Sterling. Parents will approve the student's attendance, and will receive an information packet and be invited to a tour of the school.
- **Personal Education Plan:** Each student will have a Personal Education Plan (which is different than an Individual Education Plan) which sets clear goals and actions relating to academic achievement.

The Personal Education Plan will record progress and achievements as well as identify any concerns, issues or additional needs.

- **Communication:** The Teachers will communicate with parents bi-weekly via e-mail or written reports regarding updates on the student's progress. In addition, should there be behavior reports or incidents, the parent will be notified that school day.
- **Parent Leadership Council:** We want the parents to be active participants in the student's achievement and the educational process. Through a Parent Leadership Council, two Teachers and members of the Administrative Team will meet with parents monthly with the objective to bring into closer relation the home and school so that parents and teachers may collaborate in the education of their children.
- **Parent/Teacher Conferences:** At least twice a year, Teachers will hold Parent/Teacher conferences to discuss academic progress, provide behavior reports and feedback to the parents with the intent to work with the parents as active partners in the youth's achievements.
- **Parent Skills:** Sterling will provide students and parents with skills through curriculum like Active Parenting or Common Sense Parenting. This evidence-based curriculum was developed by Girls and Boys Town USA and has proven effective, with parents of adolescents reporting a decrease of behavioral problems (as measured by the Child Behavior Checklist). Based on parent interest, Sterling staff may conduct afterschool sessions in which parents will learn and practice specific skills that address communication, discipline, relationships, self-control and school success.
- **Parent Survey:** At least once a year, Sterling staff will provide a confidential questionnaire to the parents to determine their level of satisfaction with the school. This information and feedback will be used to make improvements and modifications to the school.

A.7: TARGET POPULATION

Is this school intended to serve primarily at-risk pupils? **YES**

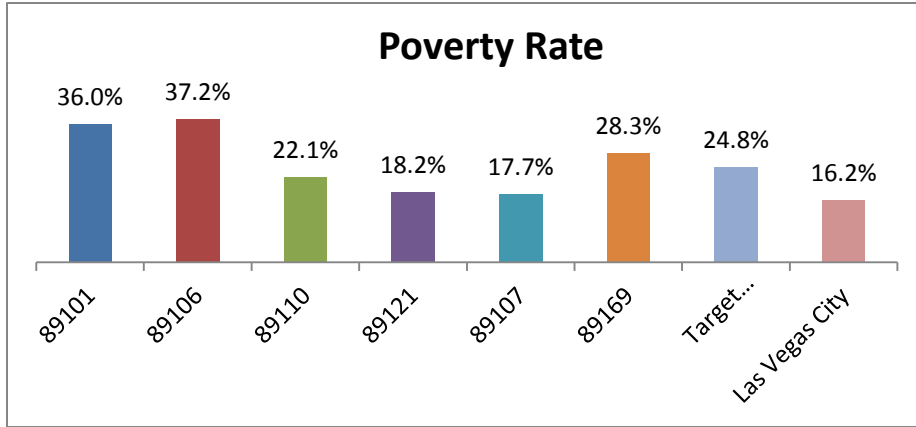
Will the proposed charter school enroll pupils who are a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school? **NO**

Narrative A.7.1, *School location.* Sterling Charter high school will be located in the central and eastern portion of Las Vegas, with particular focus on the zip code of 89101, and in the surrounding zip codes of 89106, 89110, 89121, 89107 and 89169. The geographic area in and around the zip code of 89101 area is characterized by community disadvantage and poverty, low levels of educational attainment, and a high corresponding dropout and crime rate.

Narrative A.7.2, *Target population.* Aligned with Sterling’s mission, the school’s target population will be made up of students who are disadvantaged and at-risk of academic failure due to academic, social, or economic factors. We will also work with youth referred to Sterling because of school expulsions and will target students who are drop-outs, as well as adolescents transitioning from the juvenile justice system.

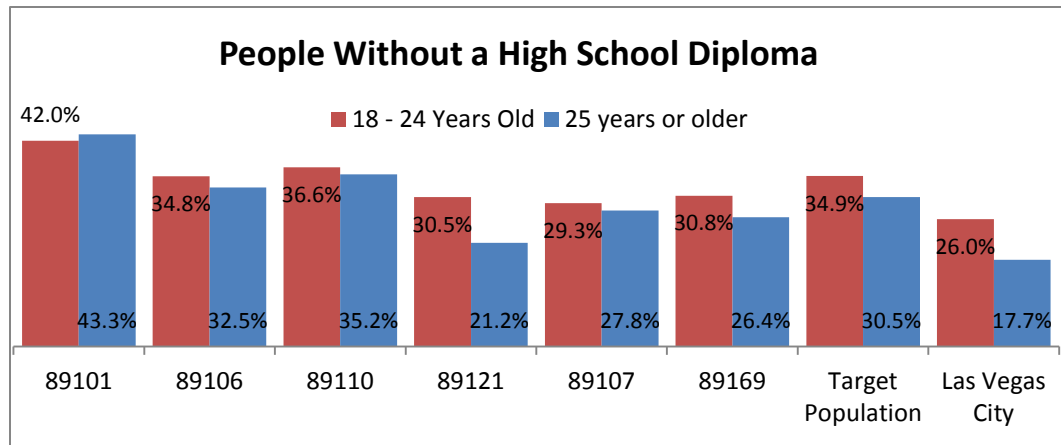
Sterling Charter High School is targeting the location for its school in a neighborhood that will fulfill its mission, while serving the needs of the student population and the community. Based on our research, we are targeting a student body of 13,062 high school students in the 89101 zip code and immediate vicinity. In addition, we are basing our enrollment projections on a large number of students who have dropped out – approximately 3,100 during the 2012/2013 school year.

Poverty and Economic Disadvantage. Based on the Department of Education’s data from the 2012-2013 school year, the percentage of high school students within the targeted zip codes receiving free and reduced price meals was as higher than 70.4%, above the Nevada average of 49.9%. The poverty rate in these targeted areas is upward of 24.8%, well over the national average of 14.9%. In certain zip codes the poverty rate is over twice the national average.



Source: 2012 American Community Survey, available through www.census.gov

School Risk Factors. While there are many factors that lead to community disadvantage, an analysis of this data reveals that in some Las Vegas neighborhoods, as many as 43% of adults failed to receive a high school diploma. Our objective is to target students in these communities to ensure the cycle of low academic achievement is not perpetuated.



Source: 2012 American Community Survey, available through www.census.gov

On May 24, 2012, the Clark County School District added rankings to its public schools. Each school was given a star rating with one star for low performing schools and five stars for high performing schools. Performance was based on academic performance, student growth and engagement. Of the 59 middle schools in Clark County, zero received 5 stars. Only seven schools received four stars, and the rest received three or fewer. As a comparison, Sterling has identified seven high schools within close proximity (four miles) to the targeted location of our campus (in or around the 89101 zip code). Their performance is evaluated using the Nevada School Performance Framework (NSPF).

See below for their latest ratings:

School	Zip Code	Enrollment (from 2012/13)	NSPF
Chaparral HS	89121	2294	★★ (Priority)
Desert Pines HS	89110	2216	★★ (Priority)
Global Community HS	89110	250	NR
Morris Sunset East HS	89110	63	NR
Rancho HS	89101	3093	★★★
Valley HS	89169	2892	★★ (Priority)
Western HS	89107	2254	★★ (Priority)
Total		13,062	

Source: Clark County School District Accountability Report, 2012-2013

Narrative A.7.4, Alignment with school plan with target population. Sterling will use the following components of our Program of Instruction to address the needs of its student population, while fulfilling its mission providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within the community.

Targeted Needs	Program of Instruction Components and other Strategies
Poverty - Up to 25% of targeted area in poverty	<i>Program of Instruction:</i> Behavioral support including summer mentoring, Service Learning, Career Exploration class, Parent Engagement, Personal Education Plan, Professional Learning Community and staff development <i>Other Strategies:</i> Bus passes to assist in transportation to/from school
Dropout Rates - Approximately 3,100 high school students drop out each year in the school district	<i>Program of Instruction:</i> Credit Recovery, RtI, Relationship-Based Culture enhanced through Advisement and Exploratory Hour, Rigorous curriculum, Behavior Support with feedback, Career Exploration, Small Intimate Learning Community, Summer Mentoring, Friday Learning Lab/Exploratory Hour, Culturally Relevant Pedagogy, Orientation Program, Parent Engagement (Active Parenting), Personal Education Plan with student-created academic goals
Achievement Gaps - Schools not meeting AYP; low HSPE pass rate	<i>Program of Instruction:</i> Rigorous Curriculum, RtI, Targeted intervention for math and reading (<i>Read 180</i> and <i>Catch Up Math</i>), Credit Recovery, Culturally Relevant Pedagogy, Qualified Special Education teacher, Research-Based instructional practices, Student assistance in morning, after-school tutoring and Friday Learning Lab, Assessment programs including Quarterly Assessments, Formative Assessments and detailed feedback, Personal Education Plan with student-created academic goals, Time scheduled for Professional Learning Communities (PLC)
High-Risk Behavior - High Suspension/expulsion and crime rate	<i>Program of Instruction:</i> Behavioral Support with feedback from Behavioral Mentors, Risk Assessments (including PACT), Cognitive-Based curriculum (Aggression Replacement Training), PBIS, Staff Training and Professional Development, and Personal Education Plan with student-created behavioral goals

Narrative A.7.6, *Serving at-risk students.* With 30 years of experience serving at-risk populations, Rite of Passage, our EMO, has demonstrated success in helping at-risk youth overcome challenges and achieve academically. ROP will replicate this success at Sterling through extensive staff development, school-wide interventions, socio-emotional skill development, and strong, sustained relationships between students, faculty and parents. The school and student performance goals include (see also Section A.2), student behavioral performance and parent satisfaction. Sterling has established methods for monitoring and documenting student success, including:

- Database (Infinite Campus) to provide individual or aggregate assessment data to analyze student growth and performance
- A Continuous Quality Improvement (CQI) evaluation process to observe practices, audit records and provide qualitative feedback
- Tracking of Key Performance Indicators (KPIs) that serve as data to track student performance
- A Professional Learning Community (PLC) in which teachers and administrators analyze student performance data regularly to ascertain who is learning, who is not learning and what can be done to help students who are struggling
- Quarterly and weekly informal class assessments
- Quarterly reports documenting student performance
- Annual survey documenting satisfaction of the school

Narrative A.7.7, *Favoring at-risk students in the enrollment.* Not applicable.

A.8 SPECIAL STUDENT POPULATIONS

Narrative A.8.1, *Identification, etc., for ELL.* Upon enrollment, for identification and screening purposes, all students will complete a home language survey. Students who speak a language other than English at home will be screened (using the W-APT). Sterling will also utilize the WIDA ACCESS assessment to ascertain English language proficiency in speaking, listening, reading and writing.

Narrative A.8.2, *ELL program.* Sterling proposes the following procedures for meeting the unique needs of ELL students:

- ELL students will be in mainstream classrooms learning grade level curriculum with appropriate instructional supports, ensuring that students will have opportunities to engage in higher-order thinking and connect language learning to specific academic content and discipline-specific discourse. Supports will include, but not be limited to, the use of pictures, videos, models, charts, graphic organizers and timelines in addition to opportunities for verbal dialogue through whole group discussion and one-on-one assistance.
- To address the instructional needs of English Language Learners in all academic courses, teachers will receive training in Sheltered Instruction Observation Protocol (SIOP), a set of research-based strategies to assist in planning and delivering effective lessons for ELL students, and in the practice and theoretical underpinnings of Culturally Relevant Pedagogy.
- Depending on the needs of this special student population, a lead teacher and/or the Vice Principal (TESL endorsement preferred) will oversee the caseload of all ELL students, supervising assessment practices and interventions and developing systems for academic progress monitoring of all students.
- To address the instructional needs of English Language Learners in all academic courses, teachers will receive training in Sheltered Instruction Observation Protocol (SIOP), a set of

research-based strategies to assist in planning and delivering effective lessons for ELL students, and in the practice and theoretical underpinnings of Culturally Relevant Pedagogy.

- Students may be exited from ELL classification when they demonstrate English language proficiency at ELP 6 on the annual Nevada standardized proficiency test.

Narrative A.8.3, *Plan to Evaluate ELL Program.* All ELL students' English speaking skills will be assessed through the Nevada English Language Proficiency Assessment, or ACCESS assessment as developed by WIDA, on a yearly basis. Those ELL students who score in WIDA English language proficiency (ELP) levels 1-3 will receive daily additional language development instruction during scheduled pull-out times or specific ELL support courses, with particular emphasis on the development of cognitive academic language and WIDA English Language Development Standards. The academic performance of ELL students who are assessed as levels 4 - 5 will be monitored closely and additional academic or language development support will be provided if necessary. Students may be exited from ELL classification when they demonstrate English language proficiency at ELP 6 on the annual Nevada standardized proficiency test.

Narrative A.8.4, *Plan to Monitor ELL Program.* All ELL students will be monitored for two years after exiting the ELL program. Each quarter, relevant content teachers will meet formally at least quarterly to review the language and content development of the existed ELL students and discuss cases of reclassification of language proficiency and ESL instructional emphasis. In this meeting, the student's development of academic language proficiency and content skills and knowledge will be reviewed. A meeting will be held at the end of the school year to discuss progress and recommendations for placement in the next school year.

Narrative A.8.6, *Identification, etc. for Special Ed.* Sterling shall adhere to and implement services for special student populations in conformance with all federal, state, and local laws, including but not limited to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, Bulletin 1706, and other relevant

regulations/legislation. The initial evaluation shall consist of procedures to determine the education needs of each student. Identification and screening procedures include:

- An academic interview with the students to assess needs.
- An evaluation of students' previous school records (if applicable) to determine current cognitive level. A request for a student's comprehensive academic history by the School Registrar will determine if a student has a current IEP and appropriate services will be provided. For students exhibiting low cognitive skills, Sterling will conduct a pre-assessment upon academy entry with teacher observations and teacher-created tests to determine if special education services are needed.
- Using a variety of assessment tools and strategies to gather relevant functional and development information, including information provided by the parent that may assist in determining whether the student is a student with a disability, gifted and talented, an English Language Learner and the content of the student's IEP.
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Assessment tools and strategies provide relevant information that directly assists teachers and staff in determining the educational needs of the student.
- All students on 504 plans will be placed in the caseload of the special education teacher, lead teacher or administrator depending on the size of the caseload, the needs of the designated students and the knowledge and/or skills of the staff. This designated person will be responsible for monitoring adherence to the 504 plan in all subject areas and for providing consultation to teachers regarding accommodations and modifications if needed.
- When students are identified as underperforming and have not been identified as requiring special education services, they will be placed within the RtI process in order to receive the necessary interventions.

Pursuant to IDEA (at §§300.321), Sterling will have the following members as part of an IEP team:

- the parents of the student
- one regular education teacher of the student, or where appropriate, not less than one special education provider of the student
- staff that will interpret the instructional implications of evaluation results
- other staff who have knowledge regarding the student
- the student with the disability.

IEPs will be updated annually by the IEP team prior to the expiration of the annual review date. Each teacher will have a hard copy of each student's IEP in the classroom, located in a red binder and stored in a locked location. Teachers will document on the progress of the student's goals and objectives on a weekly basis. The documentation will be placed in the student's academic file and monitored weekly by the school administrative staff for compliance. The IEP guides the academic destination of the student and is based on the goals and objectives set by the IEP team. Reevaluations for continuance services, additions, or deletion of services will take place every three years.

With Sterling's objective to treat the whole child, a Personal Education Plan (PEP) will be created based on each youth's unique needs. Separate from an IEP, this document will provide goals and objectives for each student to strive toward. The PEP will be monitored by Advisement Instructors and the Student Advisor who will support students and provide transitional services as a student approaches graduation.

As developers of an alternative school, the school board and EMO gave careful consideration to the unique and extensive needs of its high-risk population as they planned the instructional initiatives and assessment program. Through the creation, and continuous improvement, of curriculum maps, pre-assessments and formative assessment measures in addition to a thoughtful implementation of RtI and regularly scheduled PLC, the school planners have developed systematic structures to enable administrators and faculty to meet a variety of student needs. We believe that meeting the learning needs

of all students begins with thorough identification of learning problems and a professional, collaborative culture in which all staff strive to solve those problems – whatever they may be.

Furthermore, teachers will have the freedom to flexibly group students during particular class periods, daily, and weekly or by academic unit based on their students’ learning needs (and the teacher’s credentials and content area expertise.)

We also understand the importance of providing staff with guidelines, support and tools for meeting the particular needs of specific populations. We also propose the following:

- Sterling Charter High School will utilize a three-tiered Response to Intervention (RtI) Model (for students identified as underperforming and have not been identified as requiring special education services). The RtI model provides students the opportunity to make significant progress whether they are at-risk for failure or are not meeting their full potential in math, reading, behavior, etc. All students will be placed on a tier based on math, reading and behavior. Teachers will know the tier of all their students and document lesson plans accordingly.
- When necessary, Sterling Charter High School’s Special Education staff will work with a contracted provider for special education services which includes psychological services, speech/language pathologist, occupational/physical therapist and counseling, and others.
- Rates for related services are based on existing provider information and fee schedules. Taking a conservative approach to the budget, special education revenue was based on 10% of the student population. Expenditures are presented in the budget section.
- Transportation shall be provided (or the cost will be reimbursed) when indicated.

Narrative A.8.9, *Special Education continuum.* All special education students will be mainstreamed into regular content area classrooms, or the “least restrictive” learning environments, and within the Sterling RtI framework, they will receive the support they need to become successful. Sterling will follow the Individuals with Disabilities Education Act (IDEA) by utilizing the RtI process as an approach for the

identification of students for special education services. The continuum of service delivery at Sterling Charter High School outlines the capacities the school will have for meeting the needs of special education students. The special education students' IEPs will drive curriculum and instruction, and the Special Education Teacher will be responsible for ensuring that they do. When possible, the Special Education Teacher will co-teach with content area teachers to provide instruction that adheres to the IEP while also aligning with grade level standards when possible. If IEPs dictate that students require specialized instruction in a self-contained classroom, the Special Education Teacher will provide that instruction. When applicable, Sterling Charter High School will contract with speech therapists, audiologists, occupational therapists and educational psychologists, and others to meet additional needs identified on students' IEPs or to do evaluations.

Narrative A.8.10, *Identification, etc. for gifted and talented.* Teachers or parents who believe that a student is gifted, or who have previously been identified as gifted or talented in other schools, will refer that student to the Instructional Leader. Working with a contracted psychologist with a background in assessment of gifted and talented youth, the Instructional Leader will coordinate a multi-disciplinary team, after obtaining parent permission, to make a determination as to whether a student is gifted and in need of specially designed education. In addition to the intelligence test given by the psychologist, the assessments may include, but not be limited to, nationally normed and validated achievement assessments, class work samples, curriculum-based assessments, performance-based skills as demonstrated in portfolios, products, projects, competitions, or other demonstration of skills, teacher observations, noteworthy achievements, and parental input. After the team review of the data and assessments, parents will be notified within 15 days of the conclusion of the assessments with recommendation for an Individualized Education Plan developed to meet the unique needs of the gifted and talented youth.

Narrative A.8.11, *Gifted and Talented Continuum of Service.* Using assessment data, the gifted and talented student will be enrolled in courses that meet his or her needs. For example, a ninth grade student

who is adept in math may enroll in the twelfth grade pre-calculus course. Within those classes, unit pre-assessments will enable the teacher to determine when the student needs an advanced curriculum or course of study. In such cases, the content area teacher and the student will develop a curriculum compact for the unit in order to increase the pace of instruction, avoid needless repetition of mastered objectives and provide enrichment opportunities. Instructional strategies may include content-based acceleration. Other strategies within the continuum may include, but not be limited to, creating independent project opportunities, vertical enrichment activities (going above and beyond what is covered in the classroom), mentoring of younger students and/or mentoring by someone in the community for the gifted/talented student.

Teachers will also create summative assessments to evaluate the student's performance and achievement of the goals outlined in the curriculum compact. These compacts will be stored in the student's academic binder in addition to administrative and teacher files. Furthermore, in his or her Personal Education Plan and IEP, the G and T student would be encouraged to create goals in line with his or her cognitive abilities. The Personal Education Plan will be reviewed quarterly, with progress updates and a determination if goals need to be modified. The IEP will be monitored and reviewed in accordance with IDEA.

A.9 RECORDS

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

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

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

B.1 GOVERNING BODY

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

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

Narrative B.1.5, *Governance structure and composition.* Pursuant to NRS 386.520, Sterling is compliant with the membership requirements related to diversity as stated therein. The Committee to Form for Sterling consists of a board comprised of a cross-section of community members, parents and business leaders (representing business/human resources, law and accounting) and educational professionals. Up to 9 members is the desired composition of the Board.

The Board will be governed in accordance with its bylaws and with officers that may include a President, Vice-President, Secretary and Treasurer. The duties of these officers and members include governance, setting school policy, approving curricula and academic models, hiring and evaluation of the Principal and key staff, legal and financial oversight as well as oversight of school and student performance. From time to time, committees will be established to facilitate the mission of the Board. Initially, the Board may have recruitment committees, development committees and fundraising committees. Upon the opening of the school, the committees may change based on Board needs and will include an academic, governance and financial committee. In all circumstances the committees shall be comprised of Board members, led by a Committee Chair who reports to the Board Chair.

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

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

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

Narrative B.1.7, *Recruitment of board members.* New members will be recruited and selected for their skills, which will round out the Board's capacity and knowledge and further aid Sterling in fulfilling its mission and vision. Parents, educators, business and financial professionals and community stakeholders will be ideal candidates to contribute to the school's goals, growth and objectives. To increase the

outcomes proposed in this application, Sterling will solicit involvement and participation of these groups. Should there be a vacancy on the Board, we will use the school's newsletter to circulate the information as well as approach members of our stakeholder groups as potential Board candidates. During the recruitment process, potential Board candidates will be invited to learn about the mission, vision and philosophy of Sterling Charter High School. Each potential candidate will be presented with the school's strategic plan and informed of the time commitment and legal and fiduciary responsibilities that are required for a position/role on the Board. Should there be a need, the Board may create a membership committee to facilitate recruitment.

B.2 COMPOSITION OF THE COMMITTEE TO FORM THE SCHOOL

Narrative B.2.3, *Members' association with other charter schools.* No member of the Committee to Form the charter school has a current association or affiliation with a charter school, other than Sterling Charter High School. Ms. Johanna Davis, teacher, had a prior affiliation with a Montessori Charter School in Carson City, Nevada, where she served as a teacher. Ms. Davis no longer works at that Montessori school.

B.3 MANAGEMENT & OPERATION

Narrative B.3.1, *Organizational structure.* Sterling Charter High School is structured with the Governing Body providing oversight, planning, direction and overall governance to the school's management team and staff. The administrators, teachers and staff will all be employees of Sterling Charter High School. Rite of Passage, our EMO, will provide day-to-day educational, professional, administrative and advisory services including budgeting, financial management, legal compliance and any other needs as identified by the Governing Body and specified in the Management Agreement. While the Board will be working with this EMO, the Board will follow all provisions of Nevada Administrative Code (particularly NAC 386.540) and the control over the charter shall always remain with the Board.

Narrative B.3.2, *Key management positions responsibilities.* The section provides the roles and responsibilities of key administrators that include the Principal, Vice Principal (the Vice Principal will be hired in the second year) and Instructional Leader. Pursuant to NAC 386.405, the Governing Body shall approve the appointment of all key personnel for the charter school who are directly employed and provided by the EMO.

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

1. Implements and manages the education program, ensuring compliance with state standards, school accreditation, and school objectives.
2. Is responsible for the School's day-to-day operations, policies and procedures; safety, health and welfare as it relates to the staff and students; overseeing delivery of the educational services; ensuring facilities are safe, clean, and well maintained; maintaining and improving athletic

programming and recreational/community activities; overseeing development, implementation, assessment and evaluation of all curriculum.

3. Manages and oversees school administrative functions including student records/registrar information, program technology management and allocation of school budget.
4. Provides management and leadership knowledge, skills and abilities to the staff including training, employee evaluations and classroom observations, and review of professional goals in conjunction with the Board.
5. Ensures proper staffing levels are maintained and manages selection and staffing, ensuring proper licensing/credentialing of staff, retention initiatives and goals in conjunction with the Board.
6. Works in conjunction with the Board and EMO to successfully recruit students to fulfill enrollment goals.
7. Sits on the Parent Leadership Council.

Critical skills and/or experience: The Principal will hold a valid Principal's Certificate and will have a strong background in educational management with previous teaching experience, preferably at the secondary level. This position will require the individual to have a Master's Degree in Educational Administration (or closely related field), practical business operations experience as well as a proven track record in school improvement, staff leadership, academic program monitoring, curriculum and instruction in a high school environment.

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

1. Maintain safety of school including managing student behavior/processing disciplinary actions.

2. Provide instructional leadership and support to all staff, and in collaboration with the Principal and Instructional Leader, provide staff training and development to facilitate a PLC.
3. Oversee administration of all state testing, pursuant to NDE testing policies and laws.
4. In collaboration with the Principal, the Vice-Principal will analyze and disaggregate assessment data results to ensure students are learning and making progress.
5. Create Personal Education Plans (PEP) in conjunction with the Instructional Leader and Student Advisor
6. Manage the special education process in addition to Individual Education Plan (IEP) to ensure compliance. Works with the Special Education Teachers and Student Advisor in this process.
7. Coordinate site activities and represent the school in the community, supervise athletic programs/extracurricular activities.
8. Serve as Instructor during Advisement Period.

Critical skills and/or experience: The Vice-Principal will have a strong background in educational management with previous teaching experience, holding a valid Nevada Teaching Certificate. Candidate will also possess the SEI endorsement and be required to hold a valid Nevada Special Education Endorsement. This position will require the individual to have a Master's Degree in Educational Administration (or closely related field) as well as a proven track record in school improvement, staff leadership and academic program monitoring.

Instructional Leader: The Instructional Leader will support the Principal and Vice-Principal by assisting in the organization and compliance of the education program. The Instructional Leader will set and enforce rigorous standards for student achievement that are in line with Sterling's goals. This position will also work collaboratively with the Teachers in developing and implementing curriculum as well as:

1. Assist the Principal in developing a Curriculum, Instruction and Assessment Handbook.

2. Lead Professional Learning Communities (PLC) every two weeks.
3. Develop and use rubric/qualitative evaluation tool for evaluating curriculum maps and use the tool for providing feedback to teachers for professional development.
4. Assist in developing criteria for Teacher Evaluation and walk-through observation protocols.
5. Work with Principal in developing Teacher support and coaching protocols and use these tools to conduct job embedded professional development.
6. Create Personal Education Plan (PEP) in conjunction with the Vice-Principal and Student Advisor
7. Assist with administering MAP testing, managing MAP data and evaluating assessment.
8. Serve as Instructor during Advisement period.

Critical skills and/or experience: The Instructional Leader will have a Master's Degree in Education and hold a valid Nevada Teaching Certificate. Candidate will also possess the SEI endorsement. A minimum of three years of teaching experience preferred.

Narrative B.3.4, *How carry out laws.* Sterling's administrators, in conjunction with the EMO, shall ensure the charter school is carrying out the provisions specified in the Nevada Revised Statutes. We will ensure Sterling follows Charter guidelines by drawing upon our current knowledge and the knowledge of our EMO, utilizing existing systems and support structures, and having access and a desire to pursue additional training.

- *Knowledge:* Through our work with Nevada-based attorneys, teachers and administrators and EMO, Sterling will ensure its administrators and staff are trained in the laws and regulations, know how to maintain a diverse governing body, can avoid conflicts of interest and will continue to work in good faith with the Nevada Department of Education.

- *Existing Systems and Support Structures:* Our EMO manages or operates 11 separate schools. With this experience, Sterling is confident we will maintain accountability and transparency in all operations. With our EMO, we have established policies, systems and procedures to structure and guide school operations. We also have accountability checks and audits to ensure our operations meet (and exceed) standards and that we always have the student's best interest and academic achievement as our top priority.
- *Ongoing Training:* Sterling Charter High School strives to be a "learning organization" and encourages administrators and staff to participate in conferences and technical assistance meetings, to ask for assistance when in doubt, and to foster a Professional Learning Community.

Narrative B.3.5, *Kind of school.* Based on NRS 388.020, Sterling Charter High School shall be considered a high school.

Narrative B.3.7, *Outside help with application.* The application was assisted by a team within the EMO including Suzanne Schulze and Lisa Broman. Ms. Schulze, Director of Research and Development, has been affiliated with Rite of Passage since 1995 and Ms. Broman, Curriculum Director, has been affiliated since 2006. Rite of Passage is located at 2560 Business Parkway, Suite A., Minden, Nevada, 89423 and operates schools in Nevada, California, Colorado, Arizona, Maryland, Ohio, Nebraska and Louisiana. In addition, the qualifications for Rite of Passage are found within Sections B.3.1.2 (Selection of EMO) and B.3.1.3 (Academic performance of EMO).

Narrative B.3.8, *Limiting enrollment.* The school will limit enrollment during the first year to 200 students. We anticipate approximately an even distribution between grades (about 50) and a student to teacher ratio of not more than 1:25.

B.3.2 DISTANCE EDUCATION

Sterling Charter High School will not be a virtual or cyber school that uses distance education as its primary mechanism for delivery of instruction. From time to time, within the school and under the guidance of the teacher, students may enroll in credit recovery courses. This type of education does not meet the definition of distance education (NRS 388.820, 388.823 and 388.826); therefore, Sterling Charter High School is not providing information for this section.

B.4 STAFFING & HUMAN RESOURCES

Narrative B.4.1, Staffing plan. Sterling Charter High School will recruit and hire qualified staff to support the students and implement Sterling’s program of instruction. We will seek qualified, experienced staff that also possess a strong shared vision of the mission and philosophy of Sterling. Sterling will select staff that are innovative and have openness to new ideas and that can provide a nurturing and supportive environment for students and their families. Competitive salaries, benefits, administrative support with appreciation and awards are all strategies to retain the staff.

Our staffing plan begins with identified positions that will provide administrative, instruction and support for the school and its students which is also aligned with our program of instruction. The first year’s enrollment is 200 students with steady increase in year two to 350 students, then capping at 400 students in subsequent years. Staffing will keep pace with these enrollment increases; maintaining a consistent ratio of Teachers to students necessary for sound operations and successful implementation of the school’s educational program.

	Year 1	Year 2
Total Enrollment	200	350
Position		
Instructional Leader	1	1
Teachers	5.5	10.5
Special Education Teacher	2	3
Student Advisor	1	1
Behavioral Mentors	5	9
Instructional FTEs	14.5	24.5
Principal	1	1
Vice-Principal	0	1
Registrar	1	1
Janitor/Maintenance	1	2
Non-Instructional FTEs	3	5
Calculated Ratios:		
Student: Teacher*	200/8 = 25	350/14 = 25
Student: Instructor	200/14.5 = 14	350/24.5 = 14
Student: Instructor for Advisement**	200/14.5 = 14	350/25.5 = 14

* Calculation includes Instructional Leader at .5 FTE and all the Teachers and Special Education

** Calculation includes Vice-Principal (no Vice-Principal for first year)

The staffing pattern includes a unique position – Behavioral Mentors – who will provide assistance and supervision, mentoring and instruction to ensure pro-social culture at school. While these are non-certificated personnel, they are not providing direct classroom instruction to the students. These staff members will be hired based on their capabilities and experience providing mentoring and guidance to at-risk student populations. We have budgeted for this unique position and believe strongly Behavioral Mentors will help facilitate a positive learning environment as well as address the needs of the whole child by supporting appropriate behavior and decisions that will lead to success in school, within their lives and within their community.

Narrative B.4.2, *Employment contract negotiation.* Sterling Charter High School Teachers will each have an Employment Agreement that outlines their professional duties and responsibilities, as well as the policies of their employer (Sterling Charter High School). During the month of June, each Teacher will individually meet with a representative of the Board and the school’s Administrator to discuss that Teacher’s annual performance. Based on a minimum of a “basic” performance evaluation, the Teacher is offered an Agreement for the term of July 1 through June 30th.

Narrative B.4.3, *Instructor qualifications.* Instructional staff will be hired for the based on specific qualifications:

- Principal qualifications include, but are not limited to, a valid Principal’s Certificate, Master’s Degree and five years of experience
- Vice-Principal qualifications include, but are not limited to, a valid Nevada Teaching Certificate, Special Education Endorsement, Master’s Degree and three years of experience
- Instructional Leader qualifications include, but are not limited to, a valid Nevada Teaching Certificate, Master’s Degree and three years of experience
- Student Advisor qualifications include, but are not limited to, Special Education Endorsement, Bachelor’s Degree and three years of experience

- Teachers (including Special Education) qualifications include, but are not limited to, a valid Nevada Teaching Certificate, Special Education Endorsement (for Special Education Teachers), and three or more years of teaching desired
- Behavioral Mentors qualifications include, but are not limited to, Associate's Degree and related experience. A Bachelor's Degree is preferred

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

Narrative B.4.5, *Administrator information.* The administrator (Principal) is not known at this time. However, the EMO's Director of Education is Tracy Bennett-Joseph and the EMO's Chief Operations Officer is Lawrence W. Howell. Both may be contacted through the corporate office at Rite of Passage's

corporate office at 2560 Business Parkway, Suite A, Minden, NV 89423. The phone number is 775.267.9411.

Narrative B.4.6, *Administrator position description.* The administrator (Principal) position is described in Narrative B.3.2, and aligns with the position’s description provided in the application. The Principal shall report to the Director of Education. Ms. Bennett-Joseph holds a Masters in Educational Leadership and is in the process of obtaining the highest professional distinction, Doctorate of Education. Ms. Bennett-Joseph has over 15 years of experience in the field of education, having held positions including Teacher, Principal, Director of Curriculum, Special Education Administrator and currently, Director of Education.

Narrative B.4.7, *Employing administrators.* Beginning in March of 2015, the first recruitment effort will be for selecting and hiring a Principal for Sterling Charter High School to begin employment May of 2015. Because the Principal is a key position, our EMO may utilize its existing relationship with an executive search firm or “headhunter” to find candidates for the position. Other recruitment strategies include on-line job boards and networking with the Governing Board and the EMO’s professional educators to find qualified candidates. The Principal will be selected with Board involvement, after an extensive interview process (at least two interviews) with the Governing Board representatives and representatives from the EMO. Any future selection for the Principal will follow a similar process.

Narrative B.4.8, *Employing instructors/others.* Beginning in May, the EMO’s Human Resource Department at the direction and in collaboration with the Board, will begin placing employment advertisements to locate teaching staff. Job openings will be posted at current ROP schools (Rite of Passage employs over 1,000 teachers and staff) and in local newspapers and on-line job boards. Additionally, networking and developing professional relationships with Principals from schools in the area will be encouraged and will provide assistance with recruiting qualified staff. Qualified candidates will be hired based on a formalized interview process with at least one member of the Board and the

School Director. The process will include a review of a candidate's education, experience, references as well as meeting requirements (such as Special Education and other Endorsements) of the position.

Narrative B.4.9, *Licensed and non-licensed staff.* Licensed and non-licensed staff are not known at this time with the exceptions of qualifications of the EMO team, including Ms. Bennett-Joseph whose qualifications are provided above.

C.1 BUDGET

Narrative C.1.4, *Chart of accounts assurance.* Sterling Charter High School will use the Nevada Chart of Accounts specified on the Nevada Department of Education website and provided in the application.

Narrative C.1.6, *Contingency plan.* Sterling Charter High School has developed contingency plans in the event of cash flow challenges, budget shortfalls, lower than expected student enrollment and other financial challenges in the early years of operation. Essentially, our contingency plan starts with being fiscally conservative by establishing reserves, carefully managing to the budget, and devising methods of increasing revenue as well as decreasing costs should that be required. This is one of the reasons Sterling is utilizing an experienced EMO.

Increasing Revenue:

- Increasing student enrollment. Using the existing staff and the EMO, under this scenario, Sterling will focus on additional recruitment efforts to increase student enrollment including a review of our recruitment/marketing strategy to optimize additional enrollment.
- Securing loans from the bank or from the Educational Management Organization. Such a loan will be needed to help start-up expenses for Sterling's campus.
- Applying for grants and additional funding opportunities including e-rate, Title I funding, School Lunch and Breakfast Program or other grant funding for charter schools including i3 Validation Project, the Broad Foundation (once student achievement data is obtainable), and the Barbara Bush Foundation for Family Literacy.
- Fundraising to provide funding for extra-curricular student activities or events

Decreasing Expenses:

- Monthly financial meetings are scheduled to review financial performance. Should there be a needed to decrease budget expenses, the budgets will be adjusted to guide decisions.

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

Narrative C.1.7, *Budget plan for special populations.* Sterling Charter High School has created the budget based on revenue and expenditures for a 10% Special Education population. The budget and budget narrative (see Attachments C.1.1 and C.1.2) provide detailed information on the staffing and contracted services to ensure the needs of this population are met.

C.2 FINANCIAL MANAGEMENT

Narrative C.2.1, *Financial responsibility.* Day-to-day financial management of the school will include the Principal, who will provide proper management and allocations of the school budget as it relates to staffing, logistics, academics, supplies, etc. The Board will be responsible for handling the school's financial liability which includes ensuring any remaining money is returned to the appropriate funding sources, such as state and local authorities. The Board (in conjunction with the EMO) will work with the accounting firm Kohn Colodny, CPAs to meet audit requirements.

Narrative C.2.2, *Closing procedures.* In the unlikely event Sterling Charter High School closes or fails, it shall follow the procedures provided by the Nevada Administrative Code.

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

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

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

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

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

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

Narrative C.2.3, *Audit firm.* Sterling Charter High School will use Kohn Colodny, LLP as its auditing firm. The address is 3352 Goni Road, Suite 162, Carson City, NV 89706.

Narrative C.2.4, *Nevada bank.* Sterling Charter High School will use Bank of America, with the local branch in Minden, Nevada. The address is 1646 US 395, Minden, Nevada 89423.

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

Narrative C.2.6, *Person to draw orders for payment of school's money.* On behalf of the Board of Directors, the following individuals are authorized to draw orders for payment of money belonging to the charter school. The first individual is Harry Williams, who is the current Chair of the Committee to Form and will be a Board Member. Carolyn Jenkins-Bower will also be the person designated to draw all orders for the payment of money belonging to Sterling Charter High School. Ms. Jenkins-Bower is the Chief Financial Officer of Rite of Passage responsible for overseeing the financial operations of Rite of Passage as well as the Management Information System, Purchasing and Human Resources. Ms. Jenkins-Bower holds an MBA and has 25 years of experience in finance including education, human services, banking, manufacturing and hospitals. Her contact information is: 2560 Business Parkway, Suite A, Minden, Nevada 89423. She may be reached at 775.267.9411 (phone); 775.267.9420 (fax) or at cj.bower@rop.com.

Narrative C.2.7, Approving Payments of Money. Our EMO prepares financial statements in accordance the Generally Accepted Accounting Principles (GAAP). In addition, an independent audit is performed every year and the EMO has a technical manual for accounting practices.

Disbursement from Sterling bank accounts will be made only for valid transactions. The payment for goods and services, whether accomplished by check or bank transfer, will be organized to ensure that no unauthorized payments are made, complete and accurate records are made for each payment, and that payments are recorded in the appropriate period in compliance with NAC 387.765 (Chart of accounts prescribed by the Nevada Department of Education). Additionally, physical access to cash and unissued checks must be restricted to personnel authorized by the Principal. Generally, Accounts Payable clerks and Payroll clerks will prepare all checks. Only the individuals designated by the Board are authorized to approve (sign) checks. No checks will be prepared by the person initiating and approving the transaction. In compliance with NRS 386.573(1) all checks prepared in house are to be signed by individuals designated by the Sterling Board of Directors. The signatory will be other than the individual who approved the transaction for payment.

C.3 FACILITIES

Narrative C.3.1, Facilities. (Response 4) (a) Sterling Charter High School is currently the process of obtaining a suitable facility for its school operations. Sterling is particular about its location and the amenities of the school, so has solicited the assistance of a realtor to facilitate this process. We are targeting Las Vegas neighborhoods considered high and moderate-high risk based on the Clark County Department of Juvenile Justice risk assessment which factors in arrests, attendance and dropout rates and economic levels. The zip code includes 89101, as well as the surrounding vicinity.

(b) Sterling Charter High School plans on leasing a suitable facility rather than building a new school. Throughout the last quarter of 2014, Sterling will continue conversations with the owners of available sites in the targeted zip codes to determine the most appropriate facility.

Ideally, in early 2015, Sterling will finalize the lease documents for the facility, obtain permits and receive a certificate of occupancy. Throughout this process, Sterling will ensure the facility is in compliance with city ordinances for target areas. Beginning in June 15th, tenant improvements will be made with completion in late July to early August. In early August the furniture, fixtures and equipment (FFE) will be purchased and installed. Teachers (hired in early August) will be trained and may begin setting up their classrooms and be prepared for the first day of school in late August.

We acknowledge a suitable facility has proven challenging to obtain, and we will keep in communication with the Authority if this timeline is not realized.

(c) Based on the timeline above, the first day of school shall be August 24, 2015.

(d) Sterling Charter High School will work from its established FFE list for school operations including desk/chair combo for 200 students along with whiteboards, overhead projector, bookcases, Teacher desk and chairs, textbooks and other student and teacher supplies for each classroom. Some classrooms will have a Smartboard and for those that do not, a TV/DVD combo will be available. We will also purchase hardware and software for the computer lab (up to 30 computers, computer tables that seats two each,

network cabling, printers, etc.) as well as provide office equipment, photocopier, computers and furniture for the administration. In addition, we will purchase a server and all networking cables and have a telephone system.

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

(f) At this time in the process, Sterling has not needed to provide evidence of acceptance in order to obtain a facility, equipment or personnel. Should this change, Sterling shall notify the Authority.

C.4 TRANSPORTATION, HEALTH SERVICES AND EMERGENCY SERVICES

Narrative C.4.1, *Transportation*. Students at Sterling Charter High School will be required to provide their own transportation which may include public transportation. The budget includes bus passes for some students to help support transportation needs. Sterling Charter High School will work with parents and students to ensure access to transportation.

Narrative C.4.2, *Health services*. Sterling Charter High School will employ staff certified in CPR and First/Aid to provide health services as stated in NRS 392.420. Any further care will be done through referrals to medical providers.

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

ATTACHMENT A.3.2: SCHEDULE OF COURSES

Grade 9	Grade 10	Grade 11	Grade 12
Composition and Literature I	Composition and Literature II	Composition and Literature III	Composition and Literature IV
Earth Science	Biology	Chemistry	CTE
Algebra I	Geometry	Algebra II	Pre-Calculus
American History	American Government and Economics	World History and Geography	Elective
PE I	PE II	Elective	Elective
Computers (0.5)/Health (0.5)	Elective	Elective	Elective

Course Descriptions and Alignment Assurance

English Language Arts

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 2nd grade: Language Arts: This course is designed to help students build grammar skills and continue to build reading and decoding skills with a focus on reading comprehension, sequencing, and literary response. Students will begin to learn elements of the writing process and concentrate on listening and speaking skills.

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

9th grade: Comp and Lit I: Emphasizes writing skills, literature, and vocabulary. Students practice skills in organizing and developing narrative, multi-paragraph essay writing, literary reviews and research papers.

10th grade: Comp and Lit II: Students are introduced to and use literary models and information text to practice effective writing for a variety of purposes emphasizing the writing process, research, critical and creative thinking.

11th grade: Comp and Lit III: Integrates the modes of expository essay writing with themes of American literature. Emphasis on research skills, language skill development, and multi-paragraph essay writing including literary analysis.

12th grade: Comp and Lit IV: Year-long course that integrates writing for a variety of purposes and audiences. Writing focuses on “real world” skills, including expository, communication, and research and analysis modes using universal themes in fiction, non-fiction, poetry, drama, and seminal text selections.

Math

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 7th grade: Pre-Algebra: This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

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

9th grade: Algebra: Students learn skills, strategies and vocabulary involved in algebraic problem solving, discrete math, functions and relationships, algebraic representations, data analysis and analysis of change.

10th grade: Geometry: Students learn vocabulary and notation of geometry, inductive and deductive reasoning, measurement, coordinate geometry, problem solving and applications of geometric theorems, properties and proofs as well as algorithmic thinking.

11th grade: Algebra II: Extends and applies concepts of Algebra I and Geometry and includes linear and quadratic functions, complex numbers, linear systems, powers, roots and radicals, exponential functions, probability, matrices and summary statistics.

12th grade: Pre-Calculus: Covers topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals.

Attachment A.3.3

Science

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: 5th grade: **Science:** The course concentrates on the concepts of Change and Cause and Effect. Students will learn about the constantly changing Earth's surface. They will investigate physical and chemical changes in matter. They will begin to relate causes for changes with their effects. Students will have opportunity to investigate the effects of various forces, such as magnetism and electricity upon materials.

Course Name and Description for each grade level being offered at the proposed school:
9th grade: Earth Science: Earth and Space Science is a lab course exploring forces and processes that operate in the universe, focusing on astronomy, geology, hydrology, meteorology, and environmental issues.
10th grade: Biology: Areas of focus are: cell structure, function and processes, genetics, classification, microbiology, plants, animals, human systems, ecology, and includes human reproduction and evolution.
11th grade: Chemistry: Chemistry includes the study of the atom, atomic energy, the formation of molecules, the mathematics of chemistry, and related experimental work, including correct laboratory procedures and techniques.
12th grade:

Social Studies

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: Kindergarten: **Social Studies:** This course is designed to help students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

Course Name and Description for each grade level being offered at the proposed school:
9th grade: American History I: Examines the history of the United States beginning with Pre-Columbian Native cultures of the North American continent through the post-Civil War and westward expansion eras. American History II: Examines the history of the United States beginning with how industrialization transformed America during the 19th and early 20th centuries through contemporary issues.
10th grade: American Government And Economics I: Examines the rights and responsibilities of American citizenship and the U.S. Constitution as the rule of law. The political process is studied in depth as is the U.S. economy, including its influence on political opinions and beliefs. American Government and Economic II: This course examines the fundamentals of government and economics on the national, state, and local levels. It then provides a global perspective on the subjects, examining how economics, politics and governance in other parts of the world affect the U.S.
11th grade: World History/Geography I: Traces the development of civilizations from early prehistoric people to the Renaissance and Reformation and includes the teaching of geographic concepts. World History/Geography II: Traces the development of civilizations from the Exploration to the present and includes the teaching of geographic concepts.
12th grade:

Curriculum Alignment to Nevada Academic Content Standards

The Charter School governing board attests that Sterling Charter High School 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.

Not applicable

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 Sterling Charter High School

Name: _____

Key Williams

Board President Signature

Date 8/22/14

Date: _____

School Administrator

ATTACHMENT A.3.4: TYPICAL DAILY SCHEDULE

The proposed schedule supports student learning in two important ways:

1. The daily Positive Skill Development period will support success as follows: through identifying and addressing problems that students are bringing from the community into the school setting, working with students who are not making requisite progress, and teaching study skills; and
2. Daily, 52 minute (average) classes support frequent opportunities to practice new skills, monitor progress daily, recognize success, and provide timely support where needed.
3. A school day on Monday through Thursday will be 360 minutes long, excluding lunch. Every Monday through Thursday, the school day will consist of two blocks dedicated to either core, elective or career education courses. Friday school days will be 270 minutes long, excluding lunch. Every Friday will consist of one block dedicated to core/elective/career education courses.
4. Sterling Charter High School will offer approximately 933.5 instructional hours for each student during the course of the year, with an average of 312 minutes of instruction each day, not including lunch or pass time between classes.

Table 2 provides a daily schedule for a typical teacher, and Table 3 shows a daily schedule for a student. Note that the teacher only has one academic preparation. This will be true for many teachers because of the limited number of courses that Sterling Charter High School will offer. The teacher's schedule for Monday thru Friday includes 30 minutes before school for planning or to provide students with assistance. On Fridays when students have an early dismissal, students will go to all of their classes and have advisement as their last period before early dismissal. On Fridays there is one and a half hours after the students' early dismissal for staff development, and grade level/department meetings. Table 3 demonstrates the courses and electives available.

Table 1-Daily and Weekly Schedule

Monday - Thursday					
	Start	End	Total Time	Passing Period	
1	7:30	8:25	0:55	0:05	Academic Core
2	8:30	9:25	0:55	0:05	Academic Core
3	9:30	10:25	0:55	0:05	Academic Core
4	10:30	11:25	0:55	0:05	Core or Electives
5	11:30	12:25	0:55	0:05	lunch/advisement/class
6	12:30	1:25	0:55	0:05	lunch/advisement/class
7	1:30	2:25	0:55		Core or Electives
Friday					
	Start	End	Total Time	Passing Period	
1	7:30	8:10	0:40	0:05	Academic Core
2	8:15	8:55	0:40	0:05	Academic Core
3	9:00	9:40	0:40	0:05	Academic Core
4	9:45	10:25	0:40	0:05	Academic Core
5	10:30	11:10	0:40	0:05	Core or Electives
6	11:15	11:55	0:40	0:05	lunch/advisement/class
7	12:00	12:40	0:40	0:05	lunch/advisement/class
	12:45	2:15		Students Early Dismissal	Staff Development, Grade Level Meetings, Department Meetings.

Table 2- Teacher Daily Schedule

Monday-Thursday			
	Start	End	
	7:00		Teacher day begins: planning, student assistance
1	7:30	8:25	American History
2	8:30	9:25	American History
3	9:30	10:25	American History
4	10:30	11:25	Physical Education
5	11:30	12:25	Lunch/Advisement
6	12:30	1:25	Planning
7	1:30	2:25	American History
		3:00	Teacher day ends
Friday			
	Start	End	
	7:00		Teacher day begins
1	7:30	8:10	American History
2	8:15	8:55	American History
3	9:00	9:40	American History
4	9:45	10:25	American History
5	10:30	11:10	Physical Education
6	11:15	11:55	Lunch/Advisement
7	12:00	12:40	Planning
	12:45	2:15	Staff Development, Grade Level Meetings, Department Meetings
		3:00	Teacher day ends

Table 3- Student Daily Schedule

Monday-Thursday			
	Start	End	
	7:00	7:25	Students who need extra assistance
1	7:30	8:25	Earth Science
2	8:30	9:25	Algebra I
3	9:30	10:25	Intro to Lit and Composition
4	10:30	11:25	Physical Education
5	11:30	12:25	Lunch/Advisement
6	12:30	1:25	World Geography
7	1:30	2:25	Career Readiness I
			Extra-curricular Activities
Friday			
	Start	End	
1	7:30	8:10	Earth Science
2	8:15	8:55	Algebra I
3	9:00	9:40	Physical Education
4	9:45	10:25	Intro to Lit and Composition
5	10:30	11:10	World Geography
6	11:15	11:55	Career Readiness I
7	12:00	12:40	Lunch/Advisement
	12:40		Early Dismissal
			Friday Student Assistance

ATTACHMENT A.3.5: COURSES TO COMPLETE FOR PROMOTION

Not Applicable

ATTACHMENT A.3.6: COURSE/CREDITS FOR GRADUATION

Standard Diploma Requirements (NAC 389.664, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	Comp and Lit I, Comp and Lit II, Comp and Lit III, Comp and Lit IV
Math	3	Algebra 1, Algebra 2, Geometry, Pre-Calculus
Science	2	Earth Science, Biology, Chemistry
Social Studies	2	American History I and II; American Government & Economics I and II; World History/Geography I and II
Arts & Humanities OR Career & Tech. Ed.	1	Career Exploration; Career Strategies; Vocational Exploration; Workplace/Vocational Skills; Business, Management and Technology; Keyboarding
Health	½	Health and Wellness
Physical Ed.	2	P.E. I-IV
Computers	½	Keyboarding; Intro to IT
Electives	7 ½	Catch Up Math; Career Exploration; Career Strategies; Vocational Exploration; Workplace/Vocational Skills; Business, Management and Technology; ELD Elective Writing Workshop; READ 180; ELD Core Class
TOTAL	22 ½	

Advanced Diploma Requirements (NAC 389.663, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	Comp and Lit I, Comp and Lit II, Comp and Lit III, Comp and Lit IV
Math	4	Algebra 1, Algebra 2, Geometry, Pre-Calculus
Science	3	Earth Science, Biology, Chemistry
Social Studies	3	American History I and II; American Government & Economics I and II; World History/Geography I and II
Arts & Humanities OR Career & Tech. Ed.	1	Career Exploration; Career Strategies; Vocational Exploration; Workplace/Vocational Skills; Business, Management and Technology; Keyboarding
Health	½	Health and Wellness
Physical Ed.	2	P.E. I-IV
Computers	½	Keyboarding; Intro to IT
Electives	6	Catch Up Math; Career Exploration; Career Strategies; Vocational Exploration; Workplace/Vocational Skills; Business, Management and Technology; ELD Elective Writing Workshop; READ 180; ELD Core Class
TOTAL	24	

ATTACHMENT A.3.8: DIPLOMA

Please see the attached for the high school diploma.

Sterling Charter High School



This certifies that

<Student Name>

*has satisfactorily completed the mandatory requirements as prescribed by the
Department of Education and is thereby presented with this*

High School Diploma

*and is therefore entitled to the Rights and Privileges appertaining thereto
this <Date> day of <Month>, <Year>*

Charter School Board President

Principal

ATTACHMENT A.3.9: TRANSCRIPT

STERLING CHARTER HIGH SCHOOL OFFICIAL HIGH SCHOOL TRANSCRIPT

STUDENT INFORMATION	SCHOOL INFORMATION
FULL NAME: Mary Jones ADDRESS: 123 Main Street Las Vegas, NV 89166 PHONE NUMBER: 775-555-1212 EMAIL ADDRESS: maryjones@email.com DATE OF BIRTH: 03/25/90 PARENT/GUARDIAN: Bob and Jane Jones	NAME: Sterling Charter High School ADDRESS: 456 Front Street Las Vegas, NV 89166 PHONE NUMBER: 757-222-3434 EMAIL ADDRESS: Registrar@sterlingchs.com

ACADEMIC RECORD

SCHOOL YEAR: 2008-2009 GRADE LEVEL: 9th <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Course Title</i></th> <th style="text-align: center;"><i>Credit Earned</i></th> <th style="text-align: center;"><i>Final Grade</i></th> </tr> </thead> <tbody> <tr><td>English 9</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Algebra I</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Biology w/lab</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Geography</td><td style="text-align: center;">1.0</td><td style="text-align: center;">C</td></tr> <tr><td>Latin I</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Logic</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Fine Arts: Piano</td><td style="text-align: center;">0.5</td><td style="text-align: center;">B</td></tr> <tr><td>Theology</td><td style="text-align: center;">0.5</td><td style="text-align: center;">A</td></tr> <tr> <td>Total Credits: 7.0 GPA: 3.36 Cumulative GPA: 3.36</td> <td></td> <td></td> </tr> </tbody> </table>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	English 9	1.0	A	Algebra I	1.0	A	Biology w/lab	1.0	B	Geography	1.0	C	Latin I	1.0	A	Logic	1.0	B	Fine Arts: Piano	0.5	B	Theology	0.5	A	Total Credits: 7.0 GPA: 3.36 Cumulative GPA: 3.36			SCHOOL YEAR: 2009-2010 GRADE LEVEL: 10th <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Course Title</i></th> <th style="text-align: center;"><i>Credit Earned</i></th> <th style="text-align: center;"><i>Final Grade</i></th> </tr> </thead> <tbody> <tr><td>English 10</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Geometry</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Chemistry w/lab</td><td style="text-align: center;">1.0</td><td style="text-align: center;">C</td></tr> <tr><td>World History</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Latin II</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Rhetoric</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Fine Arts: Piano II</td><td style="text-align: center;">0.5</td><td style="text-align: center;">B</td></tr> <tr><td>Old Testament Survey</td><td style="text-align: center;">0.5</td><td style="text-align: center;">B</td></tr> <tr> <td>Total Credits: 7.0 GPA: 3.14 Cumulative GPA: 3.25</td> <td></td> <td></td> </tr> </tbody> </table>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	English 10	1.0	B	Geometry	1.0	B	Chemistry w/lab	1.0	C	World History	1.0	A	Latin II	1.0	B	Rhetoric	1.0	A	Fine Arts: Piano II	0.5	B	Old Testament Survey	0.5	B	Total Credits: 7.0 GPA: 3.14 Cumulative GPA: 3.25		
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>																																																											
English 9	1.0	A																																																											
Algebra I	1.0	A																																																											
Biology w/lab	1.0	B																																																											
Geography	1.0	C																																																											
Latin I	1.0	A																																																											
Logic	1.0	B																																																											
Fine Arts: Piano	0.5	B																																																											
Theology	0.5	A																																																											
Total Credits: 7.0 GPA: 3.36 Cumulative GPA: 3.36																																																													
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>																																																											
English 10	1.0	B																																																											
Geometry	1.0	B																																																											
Chemistry w/lab	1.0	C																																																											
World History	1.0	A																																																											
Latin II	1.0	B																																																											
Rhetoric	1.0	A																																																											
Fine Arts: Piano II	0.5	B																																																											
Old Testament Survey	0.5	B																																																											
Total Credits: 7.0 GPA: 3.14 Cumulative GPA: 3.25																																																													
SCHOOL YEAR: 2010-2011 GRADE LEVEL: 11TH <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Course Title</i></th> <th style="text-align: center;"><i>Credit Earned</i></th> <th style="text-align: center;"><i>Final Grade</i></th> </tr> </thead> <tbody> <tr><td>English 11</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Algebra II</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Physics</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>US History</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Spanish I</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Philosophy</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Fine Arts: Piano III</td><td style="text-align: center;">0.5</td><td style="text-align: center;">A</td></tr> <tr><td>New Testament Survey</td><td style="text-align: center;">0.5</td><td style="text-align: center;">A</td></tr> <tr> <td>Total Credits: 7.0 GPA: 3.57 Cumulative GPA: 3.36</td> <td></td> <td></td> </tr> </tbody> </table>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	English 11	1.0	A	Algebra II	1.0	A	Physics	1.0	B	US History	1.0	A	Spanish I	1.0	B	Philosophy	1.0	B	Fine Arts: Piano III	0.5	A	New Testament Survey	0.5	A	Total Credits: 7.0 GPA: 3.57 Cumulative GPA: 3.36			SCHOOL YEAR: 2011-2012 GRADE LEVEL: 12TH <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Course Title</i></th> <th style="text-align: center;"><i>Credit Earned</i></th> <th style="text-align: center;"><i>Final Grade</i></th> </tr> </thead> <tbody> <tr><td>English 12</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Trigonometry/Pre-Calculus</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>US Government</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Economics *</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Speech *</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Spanish II</td><td style="text-align: center;">1.0</td><td style="text-align: center;">C</td></tr> <tr><td>Fine Arts: Drawing</td><td style="text-align: center;">0.5</td><td style="text-align: center;">B</td></tr> <tr><td>Apologetics</td><td style="text-align: center;">0.5</td><td style="text-align: center;">B</td></tr> <tr> <td>Total Credits: 7.0 GPA: 3.43 Cumulative GPA: 3.38</td> <td></td> <td></td> </tr> </tbody> </table>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	English 12	1.0	A	Trigonometry/Pre-Calculus	1.0	A	US Government	1.0	A	Economics *	1.0	B	Speech *	1.0	A	Spanish II	1.0	C	Fine Arts: Drawing	0.5	B	Apologetics	0.5	B	Total Credits: 7.0 GPA: 3.43 Cumulative GPA: 3.38		
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>																																																											
English 11	1.0	A																																																											
Algebra II	1.0	A																																																											
Physics	1.0	B																																																											
US History	1.0	A																																																											
Spanish I	1.0	B																																																											
Philosophy	1.0	B																																																											
Fine Arts: Piano III	0.5	A																																																											
New Testament Survey	0.5	A																																																											
Total Credits: 7.0 GPA: 3.57 Cumulative GPA: 3.36																																																													
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>																																																											
English 12	1.0	A																																																											
Trigonometry/Pre-Calculus	1.0	A																																																											
US Government	1.0	A																																																											
Economics *	1.0	B																																																											
Speech *	1.0	A																																																											
Spanish II	1.0	C																																																											
Fine Arts: Drawing	0.5	B																																																											
Apologetics	0.5	B																																																											
Total Credits: 7.0 GPA: 3.43 Cumulative GPA: 3.38																																																													

ACADEMIC SUMMARY Cumulative GPA: 3.38 Credits Earned: 28.0 Diploma Earned: yes Graduation Date: 6/15/2012	GRADING SCALE 90 – 100 = A 80 – 89 = B 70 – 79 = C 60 – 69 = D 59 – below = F	NOTES * Coursework taken at a local community college. Official transcript from college has been requested and will be sent to you shortly.
--	---	---

I do hereby self-certify and affirm that this is the official transcript and record of Mary Jones in the academic studies of 2008 – 2012.

Signature: _____ Title: Principal Date: July 2, 2012

ATTACHMENT A.3.11: TEXTBOOKS

Grade 9

Pearson Mathematics Common Core Edition: Algebra I. New York: Pearson Education Inc. 2012.
Prentice Hall Literature Common Core Edition: Grade 9. New York: Pearson Education Inc. 2012.
Prentice Hall United States History. New York: Pearson Education Inc. 2012.
Prentice Hall Earth Science. New York: Pearson Education Inc. 2009.

Grade 10

Pearson Mathematics Common Core Edition: Geometry. New York: Pearson Education Inc. 2012.
Prentice Hall Literature Common Core Edition: Grade 10. New York: Pearson Education Inc. 2012.
Civics: Government and Economics in Action. New York: Pearson Education Inc. 2009.
Miller and Levine Biology. New York: Pearson Education Inc. 2010.

Grade 11

Pearson Mathematics Common Core Edition: Algebra II. New York: Pearson Education Inc. 2012.
Prentice Hall Literature Common Core Edition: Grade 11. New York: Pearson Education Inc. 2012.
Prentice Hall World History. New York: Pearson Education Inc. 2012.
Pearson Chemistry. New York: Pearson Education Inc. 2012.

Grade 12

Pearson Mathematics Common Core Edition: Algebra II. New York: Pearson Education Inc. 2012.
Prentice Hall Literature Common Core Edition: Grade 12. New York: Pearson Education Inc. 2012.

ATTACHMENT A.4.1 ASSESSMENT AND INSTRUMENTS

Assessment Plan Overview

The Sterling Charter High School Assessment plan is part of a school master plan that aligns the written, taught and tested curriculum. The plan's objectives are to improve academic achievement of all Sterling students, align to state standards and provide information to parents, teachers, administrators and other stakeholders for the purpose of reporting and improving student achievement.

Assessment Tools

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

Sterling Charter High School will focus on formative assessments and summative assessments.

The formative assessments include a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

- Observation
- Questioning
- Discussion
- Daily homework quizzes in each class
- Projects
- Homework
- Practice Presentations
- English Language Proficiency Assessment

The summative assessments are used to communicate academic achievements to stakeholders as well as an accountability measure that is generally used as part of the grading process.

- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades)
- Nevada assessments which include the Criterion-Referenced test (CRT), the High School Proficiency Examination (HSPE), the Nevada Alternative Assessment (NAA)
- If selected, Sterling will administer the National Assessment of Educational Progress (NAEP)
- Measures of Academic Progress (MAP), which will be administered up to three times per school year
- Surveys

Assessment Calendar

Sterling Charter High School will follow the established Nevada Department of Education calendar for Proficiency Examinations.

Assessment	Grade	Dates/Windows
HSPE	10	For grade 10, the HSPE in reading, math and science will be administered in the spring on the dates specified by the DOE (NAC 389.051(1)(f))
HSPE	11	For grade 11, the HSPE in reading, math and science will be administered in the spring and fall semester on the dates specified by the DOE (NAC 389.051(1)(g))
HSPE	11	For grade 11, the HSPE in writing will be administered in the spring and fall semester on the dates specified by the DOE (NAC 389.051(1)(g))
HSPE	12	For grade 12, the HSPE in reading, math and science will be administered in the spring, the summer months, and the fall on the dates specified by the DOE (NAC 389.051(1)(h))
HSPE	12	For grade 12, the HSPE in writing will be administered in the spring, the summer months, and the fall on the dates specified by the DOE (NAC 389.051(1)(h))
HSPE	12	HSPE may be administered, upon direction of the DOE in reading, mathematics and science, to pupils who have not yet passed 1 or more of those examinations approximately 4 weeks before graduation (NAC 389.051(1)(i))
NAA	11	NAA will be administered to students who qualify and student assessment materials will be submitted for scoring no later than the date to be specified by the DOE.
ELPA	9-12	All students recognized as Limited English Proficient will be required to take the ELPA. The ELPA will be administered during the time frame outlined by the DOE.
NAEP		If selected.

Additionally, students will take the MAP assessments three times during the school year: at the beginning of the year, mid-year, and at the end of the school year. The purpose of the MAP is to assist teachers in determining each student's individual learning level and the progress they make throughout the year. This computerized exam will offer harder or easier questions to students based on their responses to the previous questions. This will allow teachers to hone in on the student's individual learning levels. Scores from tests throughout the year will be used to determine student's academic progress.

Upon enrollment, students' socio-emotional skills and high-risk behaviors will be assessed with the Positive Achievement Change Tool (PACT) assessment. The PACT measures each student's risk factors for engaging in delinquent behavior (including attitudes and behaviors, alcohol and drug use, aggression and use of free-time) and each student's protective factors, those aspects of their lives that provide protection from delinquent behavior and failure (including employment, living arrangements, current relationships, and skills). The PACT is an evidence-based assessment used by social service agencies and juvenile justice professionals to monitor student needs with regard to social-emotional learning and possible psychological treatment. By identifying protective factors, the PACT also provides a starting point for Sterling's strength-based approach to instruction of social-emotional skills. Using these assessments and guided by staff, students will create a Personal Education Plan outlining their long-term and short-term behavioral goals.

Resources & Administration

The Administrators and teachers of Sterling Charter High School will be well-trained and knowledgeable of the assessment instruments as well as the procedures for administering these assessments.

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

Reporting

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

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

Evaluation

Sterling Charter High School uses accountability measures to ensure the school remains true to its mission, vision and Program of Instruction and is committed to student achievement.

One of these accountability measures is the Continuous Quality Improvement (CQI) process. This process includes classroom observations and feedback regarding lesson delivery and instruction, evaluation of curriculum maps, assessments and assessment data, and monitoring of fidelity to school and company initiatives. For example, Sterling educators will observe classrooms using an observational protocol to record use of research-based instructional strategies, SIOP, RtI interventions, reading strategies in the content areas and culturally relevant pedagogy. Observation data, termed "Data in a Day," will then be reported back to staff to promote reflection and growth. These results will be presented to the teachers and board members during an oral debriefing by the CQI evaluators after the evaluative process is completed. Throughout the year, Sterling also tracks multiple points of data called Key Performance Indicators (KPIs). These indicators include tracking of MAP assessment, RIT scores and state assessment proficiency data to measure student gains and student performance. In addition, the KPIs will measure the number of students graduating each year, and number of students who continue on to college or employment after graduation. Enrollment and parent satisfaction shall be evaluated in different methods, including databases and surveys. All of these outcomes are the means of monitoring student and school performance for the school and other Sterling stakeholders, including the Nevada Department of Education.

As part of the school management plan, the Principal will develop a Curriculum, Instruction and Assessment Handbook that clearly outlines balanced assessment procedures for collecting information about how well students are progressing toward mastery of the Common Core Standards in ELA and

mathematics, and how curriculum, instruction, and assessment are interwoven in the learning process. This document will include student-teacher support (e.g., RtI intervention structures, SIOP literacy strategies, formative assessment ideas), and timelines to be used for monitoring and documenting student proficiency.

ATTACHMENT A.5.1: CALENDAR

Please see the attached for the calendar.

ATTACHMENT A.5.1, CALENDAR

Start Date: 08/24/15

Type of calendar	Monday	Tuesday	Wednesday	Thursday	Friday						Total Days	Days NT	Total Days	
August 2015	PD 3	PD 4	PD 5	PD 6	PD 7	0	0	0	0	0	0			First Day 8/24/2015
	PD 10	PD 11	PD 12	PD 13	PD 14	0	0	0	0	0	0			Beginning of First Grading
	PD 17	PD 18	PD 19	PD 20	PD 21	0	0	0	0	0	0			Period 8/24/2015
	24	25	26	27	ED 28	1	1	1	1	1	5			Count Day 9/4/2015
September 2015	31	1	2	3	ED 4	1	1	1	1	1	5			Labor Day 9/7/15
	LD 7	8	9	10	ED 11	0	1	1	1	1	4			
	14	15	16	17	ED 18	1	1	1	1	1	5			
											19	1	19	School Month 1
September 2015	21	22	23	24	ED & PD 25	1	1	1	1	1	5			End of First Grading
October 2015	28	29	30	1	ED 2	1	1	1	1	1	5			Period 10/15/15
	5	6	7	8	ED 9	1	1	1	1	1	5			Beginning of Second
	12	13	14	15	ED 16	1	1	1	1	1	5			Grading Period 10/16/15
											20	0	39	School Month 2
October 2015	19	20	21	22	ED & PD 23	1	1	1	1	1	5			
	26	27	28	29	ND 30	1	1	1	1	0	4			Nevada Day 10/30/15
November 2015	2	3	4	5	ED 6	1	1	1	1	1	5			
	9	10	VD11	12	ED 13	1	1	0	1	1	4			Veterans Day 11/11/15
											18	2	57	School Month 3
November 2015	16	17	18	19	ED & PD 20	1	1	1	1	1	5			Thanksgiving 11/26/15
	23	24	25	THG 26	FD 27	1	1	1	0	0	3			Family Day 11/27/15
December 2015	30	1	2	3	ED 4	1	1	1	1	1	5			
	7	8	9	10	ED 11	1	1	1	1	1	5			
											18	2	75	School Month 4
December 2015	14	15	16	17	ED & PD 18	1	1	1	1	1	5			End of Second Grading
	WB 21	WB 22	WB 23	WB 24	WB 25	0	0	0	0	0	0			Period 12/17/15
January 2016	WB 28	WB 29	WB 30	WB 31	WB 1	0	0	0	0	0	0			Beginning of Third
	4	5	6	7	ED 8	1	1	1	1	1	5			Grading Period 12/18/15
	11	12	13	14	ED 15	1	1	1	1	1	5			Winter/Christmas break
	MLK 18	19	20	21	ED 22	0	1	1	1	1	4			12/21/15 thru 1/01/16
											19	1	94	School Month 5
January 2016	25	26	27	28	ED & PD 29	1	1	1	1	1	5			
February 2016	1	2	3	4	ED 5	1	1	1	1	1	5			
	8	9	10	11	ED 12	1	1	1	1	1	5			
	PRES Day 15	16	17	18	ED 19	0	1	1	1	1	4			President's Day 2/15/16
											19	1	113	School Month 6
February 2016	22	23	24	25	ED & PD 26	1	1	1	1	1	5			End of Third Grading
March 2016	29	1	2	3	ED 4	1	1	1	1	1	5			Period 3/10/16
	7	8	9	10	ED 11	1	1	1	1	1	5			Beginning of Fourth
	14	15	16	17	ED 18	1	1	1	1	1	5			Grading Period 3/11/16
											20	0	133	School Month 7
March 2016	SB 21	SB 22	SB 23	SB 24	SB 25	0	0	0	0	0	0			Spring Break
April 2016	28	29	30	31	PD 1	1	1	1	1	1	5			3/21/16 thru 3/25/16
	4	5	6	7	ED 8	1	1	1	1	1	5			
	11	12	13	14	ED 15	1	1	1	1	1	5			
	18	19	20	21	ED 22	1	1	1	1	1	5			
											20	0	153	School Month 8
April 2016	25	26	27	28	ED & PD29	1	1	1	1	1	5			
May 2016	2	3	4	5	ED 6	1	1	1	1	1	5			
	16	17	18	19	ED 20	1	1	1	1	1	5			
	23	24	25	26	ED 27	1	1	1	1	1	5			
											20	0	173	School Month 9
June 2016	Mem Day 30	31	1	2	ED & PD3	0	1	1	1	1	4			Memorial Day 5/30/16
	6	7	8	CD9	CD10	1	1	1	0	0	3			Last Day 6/8/16
	CD13													End of Fourth Grading
														Period 6/8/16
														Contingency days
											7	13	180	School Month 10

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

Totals

180 20 180

Scheduled Professional Development Days: 9/25/15, 10/23/15, 11/20/15, 12/18/15, 1/29/16, 2/26/16, 4/1/16, 4/29/16, 6/3/16

ATTACHMENT A.5.3: ALTERNATIVE SCHEDULE APPLICATION

Not Applicable

ATTACHMENT A.6.3: DISCIPLINE POLICY/CODE OF CONDUCT

Sterling Charter High School Policy and Procedure

Policy Number:	600.110		
Policy Name:	Disciplinary Policy		
Creation Date:			Author:
Revision Date:	Revision #:	Initials:	

Policy:

Sterling Charter High School promotes a safe environment with established rules that are designed to protect the students and the staff. Students shall understand the program rules, as well as the consequences for not meeting them. Rule violations shall be addressed through a consistent and fair process. The policies address: 1) substantive acts for which a student is discipline; 2) consequences resulting from committing such acts; 3) due process procedures that the school will follow in addressing its discipline policy; 4) individuals responsible for carrying out the discipline policy; 5) responding to alternative education settings for students and; 6) Safe Crisis Management protocol.

Procedure:

Sterling Charter High School shall implement a Disciplinary Policy consistent with the Nevada Revised Statutes, which promote creating a positive school culture through a Code of Conduct that emphasizes being safe and free of controlled substances.

1. Substantive Acts for Which a Student is Disciplined

Discipline incidents can be classified as Level 1, Level 2, and Level 3 infractions.

- Level 1 Infractions: Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the principle or designee. Any behavior that is a low level intensity, passive in nature and/or of a non-threatening manner is a Level 1 infraction. Examples include:
 - Disrespecting a fellow student
 - Disrespecting faculty, staff, or other member of school community
 - Disrespecting school property
 - Being out of dress code
 - Arriving late to school or class
 - Chewing gum
 - Disrupting class for any reason at any time
 - Being unprepared for class
 - Horseplaying
 - Failing to have school document, homework, or exam signed
 - Failing to complete homework or other assignment
 - Failing or refusing to follow directions
 - Leaving the classroom without permission

- Being off-task
- Any other behavior deemed by school staff to be inappropriate or disruptive
- Level 2 Infractions: Discipline incidents that interfere with anyone’s safety and learning, are of a threatening or harmful nature, legal violations and warrant administrative interventions. Such behaviors should be considered Level 2 infractions. Examples include:
 - Gross disrespect of a fellow student
 - Gross disrespect of faculty or staff
 - Gross disrespect of school property
 - Using or possessing over-the-counter medication inappropriately
 - Using or possessing tobacco products
 - Damaging, destroying, or stealing personal or school property, or attempting to do so
 - Committing sexual, racial, or any form of harassment or intimidation
 - Cutting school, class, or required afterschool activity
 - Using abusive, vulgar, or profane language or treatment
 - Making verbal or physical threats
 - Fighting, pushing, shoving, or unwanted physical contact
 - Setting off false alarms or calling in groundless threats
 - Gambling
 - Departing, without permission, from class, floor, building, or school-sponsored activity
 - Forgery of any sort, including parental signatures
 - Cheating, plagiarism or copying someone else’s work
- Level 3 Infractions: Discipline incidents that severely interfere with anyone’s safety and learning, are of a threatening or harmful nature, are legal violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Level 3 infractions. Examples include:
 - Repeated or excessive out-of-school suspensions
 - Repeated and fundamental disregard of school policies and procedures
 - Possession, use, or transfer of drugs, alcohol, or controlled substances
 - Destruction or attempted destruction of school property, including arson
 - Assault against fellow students, staff, or other members of the school community
 - Possession of a weapon
 - Damaging, destroying, or stealing personal or school property or attempting to do so
 - Committing sexual, racial, or any form of harassment or intimidation
 - Making bomb threats or violent verbal or physical threats, empty or otherwise

2. Consequences Resulting from Committing such Acts:

Sterling Charter High School shall follow the General Provisions for Behavior and Discipline as outlined by Chapter 392 of the Nevada Revised Statutes. It is our objective to work through high-risk behaviors to minimize the number of expulsions or suspensions by offering an Academic Refocus Program.

Specifically:

- Level 1 Corrective Strategies (First Infraction)
 - Use of the Student Code of Conduct to reinforce positive behavior and present the student with opportunities to develop appropriate social skills
 - Posting, teaching, and re-teaching school behavior expectations
 - Having the student apologize and making amends with those affected
- Level 1 Corrective Strategies (Repeated Infractions)

- Contact and/or confer with parent(s)/legal guardian(s)
- Utilize Check-In/Check-Out
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
- Firm, fair, and corrective discipline
- Use of Positive Behavior Intervention Support Services (PBISS)
- After-school detention
- Loss of privilege
- Refer the student to the RtI team
- Refer the student to the Vice Principal
- Refer the student to the Student Advisor
- Level 2 Corrective Strategies
 - Mandatory strategies will include:
 - Student conference and school-level investigation
 - Referral for an assessment, and if necessary, implementation of a school-based treatment plan or referral to other social services/mental health services
 - Academic Refocus Program
 - Contact and/or confer with parent(s)/legal guardian(s)
 - Utilize Check-In/Check-Out
 - Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
 - Firm, fair, and corrective discipline
 - Use of Positive Behavior Intervention Support Services (PBISS)
 - After-school detention
 - Loss of privilege
 - Refer the student to the RTI team
 - Refer the student to the Vice Principal
 - Refer the student to the Student Advisor

- Level 3 Corrective Strategies
 - Mandatory strategies will include:
 - Student conference and school-level investigation
 - Referral for an assessment, and if necessary, implementation of a school-based treatment plan or referral to other social services/mental health services
 - Academic Refocus Program
 - Contact and/or confer with parent(s)/legal guardian(s)
 - Utilize Check-In/Check-Out
 - Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
 - Firm, fair, and corrective discipline
 - Use of Positive Behavior Intervention Support Services (PBISS)
 - After-school detention
 - Loss of privilege
 - Refer the student to the RtI team
 - Refer the student to the Vice Principal
 - Refer the student to the Student Advisor

3. Due Process

All Sterling Charter High School students are afforded the due process rights which shall be defined as fair and reasonable approaches to all areas of student grievances and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of the instructional process.

1. The principal or designee must conduct a student conference and school-level investigation within a 24 hour period.
2. Prior to any Level 2 or Level 3 referrals, the school principal or designee must advise the student in question of the particular misconduct of which he or she is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the school principal or designee.
3. The principal or designee, must contact by telephone or send a certified letter to the parent(s)/legal guardian(s) of the student, to establish a date and time for a conference with the principal or designee as a requirement in the Level 2 and Level 3 Corrective Strategies.
 - a. If the parent(s)/legal guardian(s) fails to attend the required conference within five (5) school days of mailing the certified letter or other contact with the parent(s)/legal guardian(s), the case will be referred to the Dean of Students.

4. Individuals Responsible for Carrying Out the Discipline Policy

At Sterling Charter High School, all staff will be responsible for carrying out and enforcing the discipline policy, however the Dean of Students will have the most direct involvement in overseeing the safety of the students and faculty.

The Dean of Students, together with the Behavior Mentors will work to provide a positive school climate that supports school safety, health and learning. The Behavior Mentors will not only uphold the positive norms of the school, but they will work with students through the Academic Refocus Program who need additional support and structure.

5. Academic Refocus Program

The Refocus Status is an independent program element developed to assist individual students who are not able to function within the positive youth development framework. Refocus Status is assigned to students who demonstrate behaviors and actions that require intervention and correction to safely participate in the program or to regain focus of their program goals.

Academic Refocus will take place within the Sterling Charter High School setting and school day. Academic Refocus will be utilized as an alternative instruction program to intervene when students commit Level 2 and Level 3 violations, demonstrating the need for interventions to refocus their behaviors on their academic program goals. Students who commit these violations shall be placed in Academic Refocus to complete individualized education assignments from that day so that the student does not miss content covered in class. The time (and days) placed in Academic Refocus will be based on the student needs and developed in accordance with the student's Personal Education Plan and a multidisciplinary team including the Teachers, Administrators and Student Advisor. The Behavior Mentors shall supervise and ensure class work is completed.

6. Safe Crisis Management

Sterling Charter High School will use an approved Safe Crisis Management (SCM) system that positive growth and behavior, prevention and de-escalation techniques. SCM emphasizes strengths-based non-physical intervention in order to reduce the frequency of physical interventions through prevention and safe resolution of challenging and explosive behaviors.

Emergency Safety Interventions are used as the last resort, and only when real harm to self or others is present. Staff shall follow the training protocol which includes:

1. Safe Crisis Management will follow all approved procedures, including approved de-escalation.
2. Sterling Charter High School will not allow pain compliance, leverage, or any other non-approved restraints.
3. Use of anything other than approved procedures may result in disciplinary action including termination.
4. After any SCM, all staff involved, and those that witnessed the incident, will complete an Incident Report.
5. The Principal or designees shall review all Incident Report paperwork no later than 24 hours after the incident has occurred or at shift change, whichever comes first.
6. Safe Crisis Management shall never be used as a form of discipline or punishment, as treatment or therapeutic intervention, as a threat to gain a youth's compliance or to force program participation.

ATTACHMENT A.6.4: TRUANCY POLICY

Sterling Charter High School Policy and Procedure

Policy Number:			
Policy Name:	Truancy Policy		
Creation Date:			Author:
Revision Date:	Revision #:	Initials:	

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

Procedure: Sterling Charter High School shall implement a Truancy Policy consistent with the Nevada Revised Statutes.

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

ATTACHMENT A.6.5: ABSENCE POLICY

Sterling Charter High School Policy and Procedure

Policy Number:			
Policy Name:	Absence Policy		
Creation Date:			Author:
Revision Date:	Revision #:	Initials:	

Policy:

The safety and security of our students and staff are the school's top priorities. Roll is taken in every class and in the units to minimize the possibility of runaways and to prevent harm coming to our students and staff. As a result, the following principles and procedures are required of education staff when taking roll.

Procedure:

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

Upon returning to school, each absentee will be required to present a note from a parent or a note from a doctor stating the reason for the absence. This note will be turned in to the Office and will be kept on file for documentation. A student is excused for the following reasons only:

- Personal illness
- Religious holiday
- Natural catastrophe or disaster
- Death of a friend or family member
- Serious illness in family

Absences of a questionable nature will be checked with the Office. Absences must be followed with a note or phone call from a doctor or parent/legal guardian in order for the absence to be excused. The note must be received by the office within three days of the student's absence, otherwise the absence will not be excused. Any student who misses a class more than eight days in a semester will receive a grade of "F" for that class. Exceptions will be made for school-sponsored activities.

ATTACHMENT A.7.3: ENROLLMENT PROJECTIONS

To ensure Sterling meets its enrollment projections, we have researched the high schools in the relevant area codes (89101 and surrounding), and based on our findings, believe there is capacity for the placement of Sterling Charter High School within this area. Based on our research, we are targeting a student body of 13,062 high school students in the 89101 zip code and immediate vicinity. In addition, we are basing our enrollment projections on a large number of students who have dropped out – approximately 3,100 during the 2012/2013 school year.

Low Performing Schools. As a comparison, Sterling has identified seven high schools within close proximity (four miles) to the targeted location of our campus (in or around the 89101 zip code). Their performance is evaluated using the Nevada School Performance Framework (NSPF). Each school was given a star rating with one star for low performing schools and five stars for high performing schools. Performance was based on academic performance, student growth and engagement. Of the 59 middle schools in Clark County, zero received 5 stars. Only seven schools received four stars, and the rest received three or fewer. See below for their latest ratings:

School	Zip Code	Enrollment (from 2012/13)	NSPF
Chaparral HS	89121	2294	★★ (Priority)
Desert Pines HS	89110	2216	★★ (Priority)
Global Community HS	89110	250	NR
Morris Sunset East HS	89110	63	NR
Rancho HS	89101	3093	★★★
Valley HS	89169	2892	★★ (Priority)
Western HS	89107	2254	★★ (Priority)
Total		13,062	

Source: Clark County School District Accountability Report, 2012-2013

Priority schools are schools that have been identified as needing intensive district and community assistance to help them improve. Sterling Charter High School will provide an alternative choice for students entering and continuing enrollment in Las Vegas public high schools.

Listed below are the results of the High School Proficiency Exam which measures student achievement relative to Nevada's academic standards.

Current Levels of Academic Performance (Math)

School	Math % far below	Math % approaches	Math % Meets	Math % Exceeds
Chaparral High School	1	34	57	8
Desert Pines High School	3	44	49	4
Global Community High School	10	55	32	3
Morris Sunset East High School	18	64	18	0
Rancho High School	1	22	55	21
Valley High School	2	32	49	17
Western High School	2	36	58	4

Only 65% of the students in the seven local area high schools met or exceed math standards in their HSPE. These students fared slightly better in reading, with 66% meeting or exceeding standards. Approximately 15-20% of the students fell far below or approached the HSPE reading standards. Writing was a category that proved challenging for many local area high schools, with approximately a third of the students falling far below or approaching HSPE standards.

Current Levels of Academic Performance (Reading)

School	Reading % far below	Reading % approaches	Reading % Meets	Reading % Exceeds
Chaparral High School	15	15	64	6
Desert Pines High School	24	19	55	2
Global Community High School	65	23	12	0
Morris Sunset East High School	36	27	36	0
Rancho High School	16	11	60	14
Valley High School	18	12	57	13
Western High School	25	15	59	2

Current Levels of Academic Performance (Writing)

School	Writing % far below	Writing % approaches	Writing % Meets	Writing % Exceeds
Chaparral High School	2	32	65	1
Desert Pines High School	3	39	57	1
Global Community High School	27	51	22	0
Morris Sunset East High School	10	60	30	0
Rancho High School	2	25	71	2
Valley High School	3	23	70	4
Western High School	5	34	60	1

Expelled Students and Drop-Outs. For the class of 2012/2013, the dropout rate for the Clark County School District was 3.9%, with over 3,100 students dropping out of high school in a year. Over 600 of the dropouts came from the seven schools mentioned above. The schools account for only 11% of the student population for Clark County, but are responsible for nearly 20% of dropouts. According to the Nevada Department of Education, most students in Las Vegas who drop out of high school are Black, Hispanic, or Native American. The Nevada Department of Education indicates that Clark County has the third worst graduation rates in the state, and was only beaten by State Sponsored Public Schools and the vastly smaller Mineral County.

Additionally, nearly 500 students were suspended or expelled from the seven high schools in 2012/2013.

Dropout and Graduation Data in Clark County

High School	Graduation Rate (in %)	Dropout Rate (in %)	Suspensions/Expulsions (in #)	Students who are English Language Learners (in %)
Chaparral High School	49.6	5.7	88	10.2
Desert Pines High School	46.4	5.6	140	17.2
Global Community High School	Not Reported	13.2	7	60.8
Morris Sunset East High School	19.6	34.1	0	15.9
Rancho High School	57.8	3.1	19	12.5
Valley High School	49.5	4.6	104	15.8
Western High School	54.8	3.8	120	15.8

Source: Clark County School District Accountability Report, 2012-2013

In 2006, the Bill and Melinda Gates Foundation sponsored a survey of school dropouts. Called *The Silent Academic*, this study found that while some students drop out because of significant academic challenges, most dropouts are students who could have, and believe they could have, succeeded in school.

The study sheds light on a number of important questions, including:

Why do students drop out?

- 47% of dropouts said classes weren't interesting
- 43% missed too much school and couldn't catch up
- 38% said they had too much freedom and not enough rules
- 35% said they quit because they were failing
- 32% said they had to get a job and earn money. 88% had passing grades, and 70% said they could have graduated if they had tried
- 69% were not motivated to work hard; 66% would have worked harder if more had been demanded of them

How do dropouts feel about their decision?

- 81% said they now believe graduating from high school is important to succeed in life
- 74% said if they were able to relive the experience, they would have stayed in school
- 47% agreed it was hard to find a good job without a diploma

What might have kept dropouts in school?

- 81% called for more “real-world” learning opportunities
- 75% wanted smaller classes with more individual instruction

Students who drop out or are expelled will be supported and challenged to succeed at Sterling. Among other Programs of Instruction, Response to Intervention (RtI) will be a school-wide initiative that will utilize all available resources for students in need of academic and/or additional behavioral support. Building on those behavioral supports, Sterling will provide small class sizes for individualized attention and engage students in community and service-learning to provide a well-rounded school experience for students.

ATTACHMENT A.7.5: STUDENT RECRUITMENT PLAN

Sterling Charter High School's advertising and promotion plan will focus on our target population – particularly, students who are disadvantaged and at risk of failure due to academic, social or economic factors, expelled from high school or high school dropouts.

Because this is a community school, we will focus our advertising and promotion within the neighborhoods surrounding Sterling. We will deliver information and messaging through various channels, from brochures and mailings to strong grassroots efforts at the community level. As part of our Target Population analysis, we are confident there are sufficient students to fulfill our enrollment goals. And, guided by our foundational principle that connections with family and community are essential, we are committed to providing parents and community members the assurance that Sterling Charter High School is the school of choice for their youth.

Sterling will take a proactive approach to advertise and promote from the start-up phase to year two and beyond, to ensure Sterling reaches its enrollment goals. Starting with a recruitment committee and plan, the Board and its EMO will start the recruitment, ideally in the target neighborhoods, as early as February prior to school opening. Once staff are hired (including the Principal), he/she will join recruitment efforts. With the combined efforts of these individuals, students will be recruited through the following strategies:

1. Sterling will send packets to all eighth grade students and high school students (without regard to ethnicity, gender, disability, first language, religion, school history, or national origin) in the target neighborhoods and schools that include a letter explaining Sterling Charter High School's philosophy and approach to creating a collaborative learning environment, an application for admission, and an invitation to students and parents to attend scheduled open house events where they can obtain more information about enrolling in our school.
2. Many of the targeted neighborhoods have limited access to the Internet or the means to purchase newspapers on a regular basis. Therefore, we will employ strong grassroots efforts to provide information on a personal level that both advocates for underserved families and recruits prospective students. These efforts include meeting with staff and parents from organizations serving targeted students, including community-based organizations (churches, community centers), and attending neighboring sponsored choice fairs and middle school events where high school choices are detailed. Our recruiters will follow up with low income and other at-risk students to encourage them to apply.
3. Sterling will meet with and provide information to administrators from local area high schools. Because our school targets expelled students and students who have dropped out, we will work with these high schools so this population of students may be referred to Sterling. We will also work with school administrators as early as expulsion hearings in an attempt to understand the issues surrounding the student and develop a transition plan for them to attend our school. If Sterling waits for notification by the sending school, the risk of truancy and failure to attend will rise. This early intervention process will assist in beginning the motivation process of re-engaging these students in the formal educational system.
4. The Principal and Board members will seek out community contacts from other student referral sources. This includes social workers, as well as probation and parole officers who need educational options for youth who are transitioning from juvenile justice systems.
5. Radio and newspaper advertising will supplement our grassroots efforts. Through this outreach medium, Sterling Charter High School will not only target prospective students and their parents, but local businesses and community-based organizations who are also community stakeholders

and will act as referral sources. We will work with the advertising/sales departments within these media sources to optimize the timing for our recruitment plan.

Start-up Timeline and Plan for Recruitment/Advertising/Promotion. The following is a timeframe for Sterling Charter High School's start-up advertising and promotion. During the start-up, the Board will rely on the expertise of their EMO, Rite of Passage. With staff (Principal and Registrar) hired in May, these staff will be primary recruiters and will attend initial meetings.

- February 2014: Sterling will create a series of marketing and promotional materials for distribution. This includes a 3-fold color brochure and a promotional Pee Chee folder that includes an enrollment packet and information about the school. In addition, Sterling will purchase logoed pens to give out during open houses and community events.
- March through June: Sterling will utilize its Board members, EMO and Principal (when hired in May 2013) to recruit students from start-up to two years and beyond, in order to ensure that as many students (within our target population) as possible are aware of the unique educational opportunity the school offers. The recruiters will reside in or be knowledgeable of the target communities as well as have a thorough knowledge and understanding of the Sterling school.
- March: Create website and develop a page on Facebook and Twitter
- March to May: Initial contacts at local area high schools will be initiated by the Board or EMO. The Principal will also meet with local area high schools (when hired) to discuss Sterling as an education option. During this time period, the protocol will be established to include working with administrators as early as expulsion hearings by the sending school.
- March to May: Initial contacts with local juvenile justice programs will be made by the Board or EMO. Once the Principal is hired, he/she will continue to meet with state and local juvenile justice to discuss the school as an option for paroled clients who still need to fulfill education requirements. During this time period, the protocol will be established for referrals.
- March: Send letters to all 8th grade students and high school students in the target community inviting them to apply for admission and encouraging them to attend an open house.
- March: Post at least 100 promotional flyers at local community centers and appropriate retail venues that students and families frequent.
- March to July: Hold a *minimum* of one Open House per month (March, April, May, June and July) to explain the school's educational philosophy and its advantages.
- March through July: Recruiters (Board members, EMO and Principal, when hired) will attend community events, meet with staff of organizations (i.e. group homes) serving targeted students, and use a variety of other means to make Sterling's existence known and encourage students to apply. This may include choice fairs and middle school events that detail high school choices.
- May: Send additional letters to 8th grade students and high school students in the target community inviting them to apply for admission and encouraging them to attend an open house.
- June: Begin two-week radio advertisement campaign of 30-second spots, twice a day.

The advertising and promotion campaign will generally conclude in July. At that point, the final open house in July will be an invitation to meet the teachers as well as one final information session for any prospective students and their parents.

Year 1 through Year 2 Advertising and Promotion. Our objective is for Sterling students to re-enroll in subsequent school years. Therefore, our advertising and promotional strategy will be slightly modified between year one and year two. Where Sterling relied on their EMO to provide recruiting during start-up,

we will utilize Behavioral Mentors to enhance recruitment activities in the following years. During year two, we will also place advertisements in the local newspaper. Additionally, the expectation is that by year two, Sterling will have developed a strong reputation as a trusted school within the community and target population, thereby assisting in our advertising efforts.

ATTACHMENT A.8.5: TITLE III ASSURANCE

Please see the attached for Title III Assurance.

Initial	Assurances Title III Program
<i>See</i>	The school has processes in place to annually measure the English proficiency of English language learners.
<i>See</i>	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]
<i>See</i>	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]
<i>See</i>	The school has a clear process for handling complaints related to services to ELLs. [Title VI- OCR Guidelines]
<i>See</i>	The school has documentation to support eligible immigrant students. Sec 3301(6)(A-C)
<i>See</i>	The school will ensure that every K-12 student has completed home language surveys. [NCLB Sec. 3127 Title VI- OCR Guidelines]
<i>See</i>	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]
<i>See</i>	The school has procedures for determination of language proficiency by trained personnel. [NCLB Sec. 3122]
<i>See</i>	The school will have an effective means of parent outreach to ELL parents. [NCLB Sec. 3302]
<i>See</i>	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)]
<i>See</i>	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)]
<i>See</i>	The school will have evidence that parents who did not wish language support signed an informed refusal of service. [NCLB Sec. 1112]
<i>See</i>	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]
<i>See</i>	The school has a program of service that provides coherent, sustained English language development based on research or accepted theories. [NCLB Sec. 3115]
<i>See</i>	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. [NCLB Sec. 3116 (b)(2)]
<i>See</i>	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
<i>See</i>	The school established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency. [NCLB Sec. 3122]

Upon opening, the school will fulfill all of these requirements

Committee to Form Liaison: *Ray Williams* Date *8/22/14*

Administrator/ Principal N/A Date _____

ELL Coordinator N/A Date _____

ATTACHMENT A.8.7: SPECIAL EDUCATION POLICY ASSURANCE

Please see the attached for the special education policy.

**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:

Harry Williams

Signature:

Harry Williams

Date:

8/22/14

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

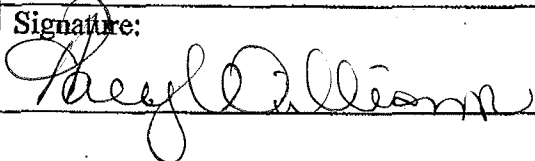
INSTRUCTIONS

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

POLICY ASSURANCES

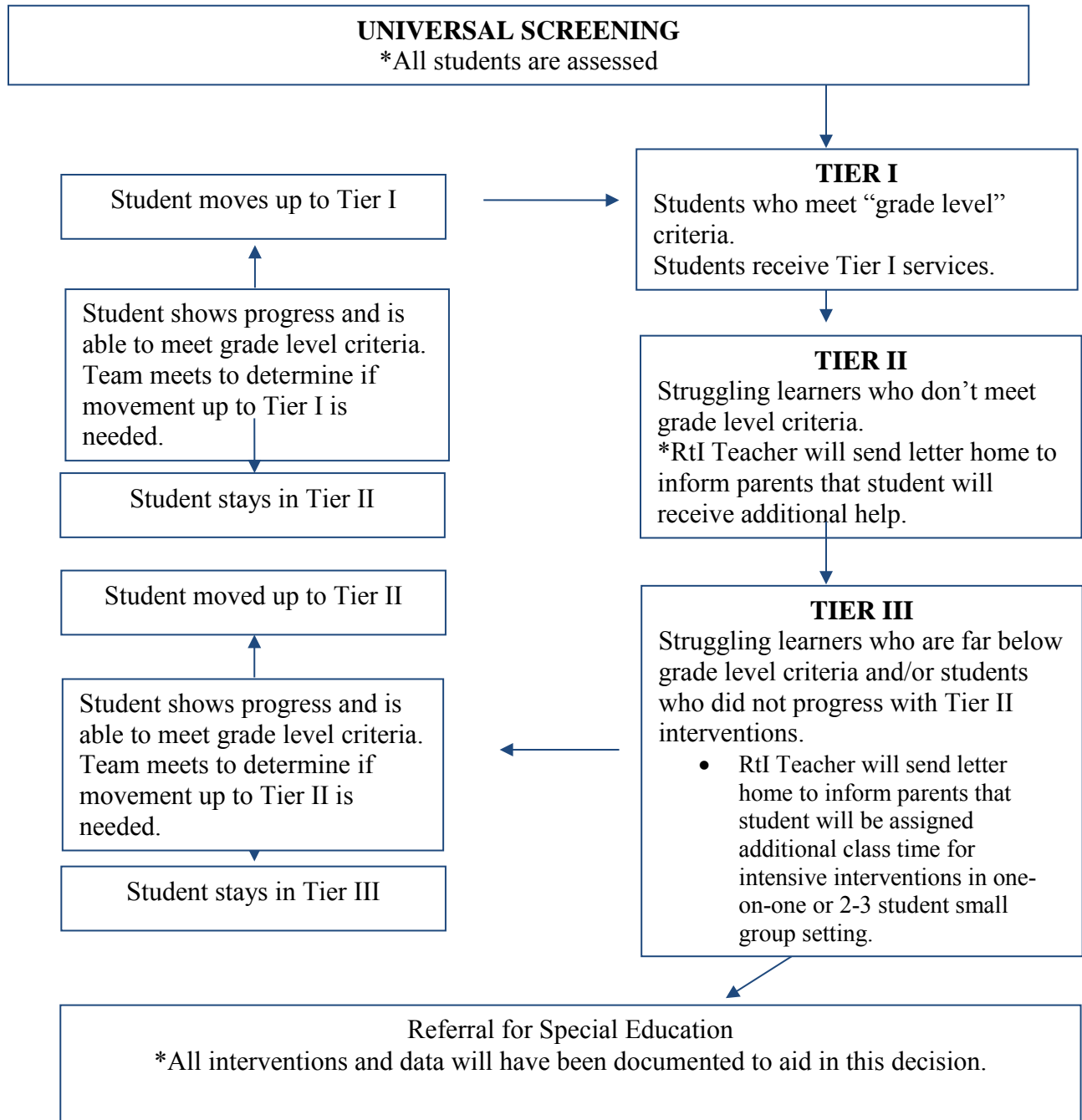
The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

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

Type Name of Charter School and Title of Authorized Representative of the Charter School. Sterling Charter High School	
Signature: 	Date: 8/28/14

ATTACHMENT A.8.8: RTI REFERRAL PACKET/FLOWCHART

Sterling Charter High School will utilize the 3 Tiers which target academic and behavioral interventions.



Sterling Charter High School Protocol for RTI

Tier 1 Response

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

Tier 2+3 Response

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

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

Tier 3 Response

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

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

Student Referral

Teacher:

Student:

Date:

Grade %:

1. *Primary Concern:*

A. Behavior

B. Academic

C. Other

- Social/Interpersonal*
- Motivation*
- Study Skills*
- Attendance/Tardies*

- Math*
- Reading/Writing*
- Science*
- Social Studies*

- Speech*
- Language*
- Articulation*
-

Prior Steps to Referral:

Initial Student Intervention Team meeting is scheduled for: _____

-Attach any supporting documents

Student Intervention Team

Consent Form/Signature Page

RtI

I agree to support the implementation of this plan.

Teacher: _____ Date: _____

Student : _____ Date: _____

Parent: _____ Date: _____

Sterling Charter High School
SIT TEAM PROTOCOL

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

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

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

Sterling Charter High School Intervention Plan

Student Name: _____

Classroom Teacher: _____

Designated Consultant: _____

Date: _____

The purpose of this meeting is to:

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

Specific And Observable Description of Student Strengths:

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

Data and Evidence:

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

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

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

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

<p><u>Option 1:</u></p> <p>Person(s) Responsible: X _____ X _____ Date: _____</p> <p><u>Option 2:</u></p> <p>Person(s) Responsible: X _____ X _____ Date: _____</p> <p><u>Option 3:</u></p> <p>Person(s) Responsible: X _____ X _____ Date: _____</p>

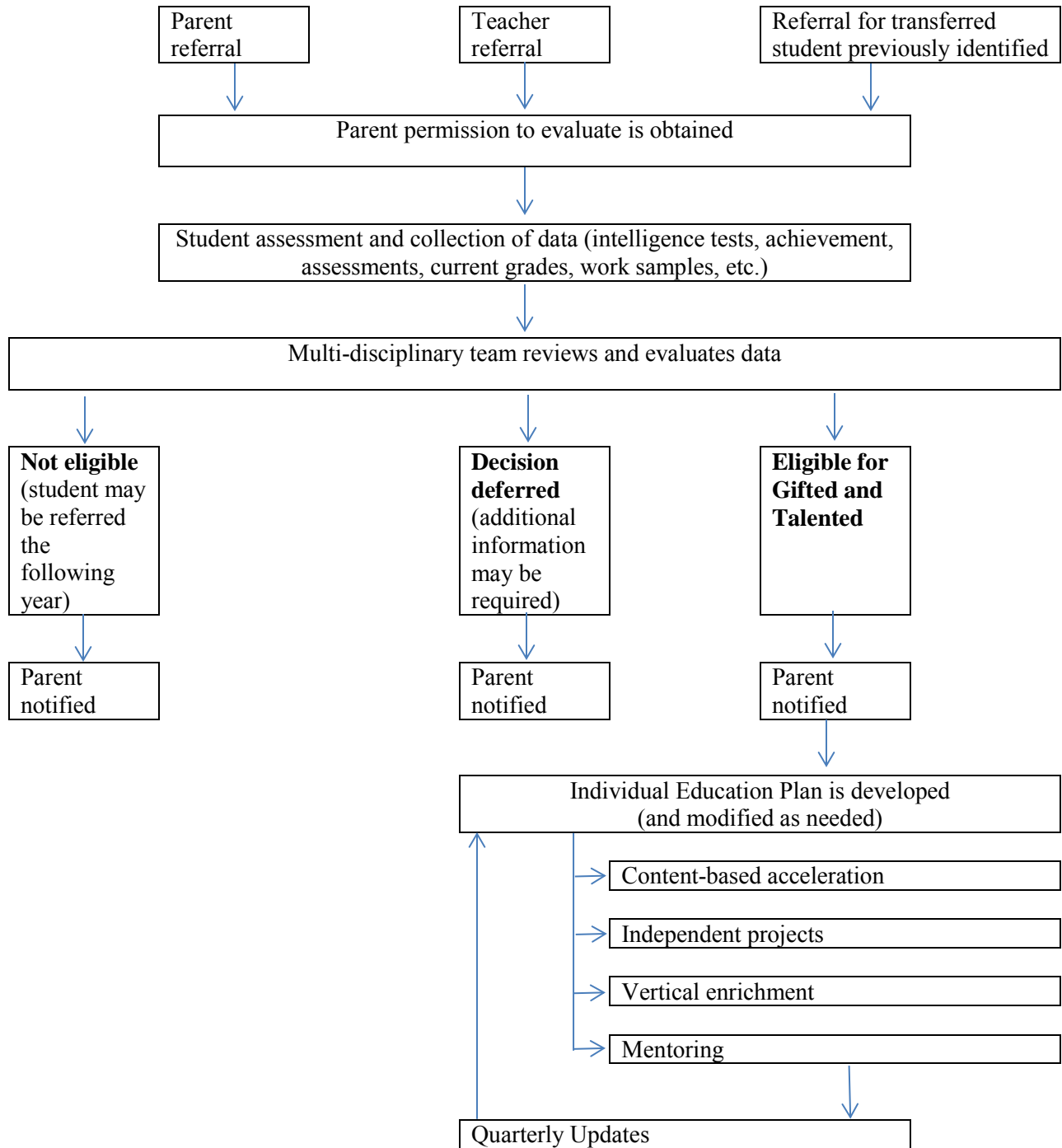
Step 2: Choose which intervention option(s) will be implemented during this intervention cycle.

Option 1 Option 2 Option 3

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

ATTACHMENT A.8.12: GT CONTINUUM OF SERVICE FLOWCHART

Gifted and Talented Continuum of Service Flowchart



ATTACHMENT A.9.2: PUPIL RECORD RETENTION POLICY

Sterling Charter High School Policy and Procedure

Policy Name:	Student Record Confidentiality and Public Access Policy		
Creation Date:	8/20/14	Author:	SS
Revision Date:	Revision #:	Initials:	

Policy:

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

Procedure:

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

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

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

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

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

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

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

ATTACHMENT B.1.1: BYLAWS LETTER FROM COUNSEL

Please see the attached bylaws letter.

KILPATRICK, ADLER & BULLENTINI

Attorneys and Counselors at Law

412 NORTH DIVISION STREET
CARSON CITY, NEVADA 89703-4168

CHARLES M. KILPATRICK, LTD.
ERNEST E. ADLER
ANGELA D. BULLENTINI

(775) 882-6112
(775) 883-5149
FAX (775) 882-6114

August 25, 2014

Harry Williams
c/o Rite of Passage
2560 Business Parkway
Minden, NV 89423

Re: Bylaws of the Sterling Charter High School

Dear Mr. Williams:

You have asked me to review the proposed bylaws of the Sterling Charter High School to see whether or not the bylaws conform to the Suggested Model Charter School Bylaws of the Nevada Department of Education.

I have reviewed Articles I through Article XII of the proposed bylaws. I have also reviewed pages 36 and 37 of the Nevada Model Charter School application. I have read the stipulations 1 through 17 which must be clearly identified in the bylaws.

After reading the proposed bylaws and the stipulations, I have found that the bylaws contain all stipulations 1 through 17, and therefore I have concluded that the proposed bylaws comply with the model bylaws and the "Applicant Instructions." I further have found that the bylaws are legally sufficient as to form and content.

Finally, the bylaws conform to the Nevada Open Meeting Law, Chapter 241. However, in concluding that the bylaws conform to Nevada's Open Meeting Law, I am assuming that the Board and management will consult the Nevada Attorney General's Open Meeting Manual concerning compliance with said law.

Harry Williams
August 25, 2014
Page 2 of 2

The legal opinion rendered is limited to the matters stated above and I offer an opinion as to no other matters.

Sincerely,



Ernest E. Adler

EEA/nk

ATTACHMENT B.1.2: BYLAWS

BYLAWS

OF

Sterling Charter High School

ARTICLE I

INTRODUCTION; LEGAL STATUS

Section 1. Sterling Charter High School. The name of the charter school is Sterling Charter High School (hereinafter referred to as the “School”).

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

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

ARTICLE II

PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from grade nine (9) to grade (12) and shall be operated exclusively for educational objectives and purposes. Sterling Charter High School (SCHS) was established for the purpose of improving the academic achievement of Nevada’s at-risk students through use of effective and innovative teaching methods that are based on research and best practices.

The mission of Sterling Charter High School is to improve academic achievement by providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within their community. Our vision for accomplishing this mission represents our values and what our school hopes to become. Sterling Charter High School strives to contribute to each student’s academic achievement and to meet the needs of the whole child. This way, we develop the proficiency and achievement of our students and while providing tools to sustain these results.

At the core of Sterling Charter High School’s educational philosophy is the belief that all students have strengths. All students are capable learners and capable of succeeding in school and becoming positive, contributing members of their communities. With Sterling’s Charter High School’s primary focus on academic achievement, our philosophic approach also considers the needs of the whole child. We believe integrating education with social skills and

interpersonal skills empowers each student to fulfill his or her potential and fosters success in school and in other areas of the student's life.

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

ARTICLE III GOVERNING BODY

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

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;

- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;
- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the minimum of five (5) founding members of the Committee to Form the School. The first Board meeting has a required attendance for all Committee to Form members to affirm they will serve on the Board. Should the Committee to Form member not be present at the first meeting, with all reasonable accommodations made, he/she shall be removed from Board consideration. In addition, former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Additional members shall be elected, for a minimum of six (6) and a maximum of nine (9) members of the Board of Directors. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of a maximum of seven (7) Directors.

- (a) The board membership in compliance with NAC 386.345, shall not include:
 1. An employee of the governing body or charter school:

2. Except as otherwise provided in this paragraph, any person who:
 - ii. Owns, operates, is employed by or receives compensation from a corporation, business, organization or other entity that enters into a contract with the governing body or charter school; or
 - iii. Is related by blood or marriage to a person described in subparagraph (ii) pursuant to NRS 332.800 in that such person who enters into a contract with the governing body to provide goods or services to the charter school without profit or at no cost to the charter school. The Board shall maintain documentation of the terms of such a contract.

- (b) The Board's membership shall adhere to the statutory requirements of NRS 386.549.
 1. At least one member who is a teacher or retired teacher.
 2. At least one member who is a teacher or is a school administrator or retired school administrator.
 3. At least one member who is a parent or legal guardian of a pupil enrolled in the school and who is not a teacher or administrator at the school.
 4. At least two members who possess knowledge and experience in one or more of the following areas: Accounting, Financial Services, Law, or Human Resources.
 5. Other members who are representatives of nonprofit organizations and businesses.

(c) A majority of Board Members shall be residents of Clark County, Nevada.

(d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(e) The Board Members shall serve no more than three (3) two-year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy.

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

(g) There shall be a designated seat on the Board of Directors specifically for a parent of a student enrolled in Sterling Charter High School. Sterling Charter High School will post this opportunity and any parent may submit an application and resume along with any other supporting documentation to school administrators. School administrators will provide this

information to the Board of Directors for consideration and voting at a regularly scheduled meeting.

(h) The board shall not have “ex officio” governing body members.

(i) The Sterling Charter High School Board of Directors shall be comprised of members of the community representing the religious, ethnic, and racial diversity of the students being served, and will not be composed of members who are related (by birth or marriage).

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

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

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

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

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

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the

contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present, shall be the act of the Board. Proxy voting is not permitted.

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

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

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of over one-half (51% or more) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School. Attendance of the Board at the Board Meetings is required, therefore removal of any member of the Board shall be enacted through these Bylaws, should that Board member not attend three (3) Board meetings in a calendar year, with all reasonable scheduling accommodations made.

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

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

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

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

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring

confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

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

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

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

ARTICLE IV OFFICERS

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

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

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

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

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair

shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

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

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

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

ARTICLE V STAFF

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

ARTICLE VI PARENT ASSOCIATION

There shall be a Parent Association to facilitate parent involvement with the School.

ARTICLE VII CONTRACTS, LOANS, AND DEPOSITS

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

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

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$5,000.

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

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

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

ARTICLE VIII PROPERTY

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

ARTICLE IX INDEMNIFICATION

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

**ARTICLE X
AMENDMENTS**

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

**ARTICLE XI
DISSOLUTION**

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

**ARTICLE XII
PURPOSE OF THE BYLAWS**

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

CERTIFICATION

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

DATED this ____ day of _____, 20__.

_____, Secretary

ATTACHMENT B.1.3: BYLAWS STIPULATIONS IDENTIFICATION

Sterling Charter High School fashioned its Bylaws using, in part, the Nevada Department of Education model. The following identifies where the particular rules for governance are located within our bylaws:

Rules for Governance	Location in Bylaws
1. Governing body members	Article III., Section 2
2. Number of “ex officio” governing members	Article III., Section 3(h)
3. Governing body training	Article III., Section 16
4. Expertise provided by governing body	Article III., Section 3(b)
5. Robert’s Rules of Order	Article III., Section 17
6. Committee to form transitioning	Article III., Section 2
7. Staggered terms of membership	Article III., Section 3(e)
8. Office term for each member	Article III., Section 3(e) and Article IV., Section 2
9. Selecting, nominating and electing	Article III., Section 8
10. Financial institutions in Nevada	Article VII., Section 4
11. Actions taken by governing body	Article III., Section 7
12. Membership of governing body restrictions	Article III., Section 2 and Section 3 (a)
13. Representing diversity of community	Article III., Section 3(i)
14. Audio recorded open meetings	Article III., Section 5
15. Matching mission statement	Article II., Section 1
16. Board member designations	Article III., Section 9
17. Type of officers and job description	Article IV., Sections 4 through 7

ATTACHMENT B.2.1: COMMITTEE MEMBER NAMES AND RESUMES

Within this section, Sterling is providing the names and other information related to the Committee to Form the school. The Committee to Form is comprised of the existing board members (Sterling Charter High School is an approved Subsection 7 Charter, that will expire on June of 2015), as well as an additional member. Specifically:

- (a) A resume for each member is attached to this section.
- (b) Each member resides in Nevada. Please see the following table for contact information.
- (c) A photocopy of a license to teach for Jonay Argier and Johanna Davis are provided in this attachment.
- (d) A The Committee to Form the Charter represents the requirements of NRS 386.520, and includes:
 - 1. Jonay Argier, a former educator previously licensed in Nevada. Ms. Argier is currently a liaison with Southern Peaks Regional Treatment Centers, which provides treatment services for youth. Ms. Argier holds a Masters Degree in Public Administration.
 - 2. Johanna Davis, a current teacher licensed in Nevada who currently teaches high school students, but began working at Carson Montessori School Charter as a first grade teacher.
 - 3. Harry Williams, with a background in providing services for at-risk youth and the limited opportunities available in Clark County, is the father of a teenage son, he intends on enrolling in Sterling Charter High School. Mr. Williams has a long history in the Clark County Community as an advocate for youth. Mr. Williams also holds a Masters Degree in Public Administration and has experience in human resources and accounting.
 - 4. Esther Rodriguez-Brown, a community activist focusing on exploited youth in Clark County, has an extensive background working with juvenile courts and has a Bachelor's of Science in Criminal Justice with an emphasis in Juvenile Delinquency. As the Executive Director of the Embracing Project she provides guidance on financial accountability as well, fulfilling an individual with knowledge in human resources and law.

5. Professor Lonnie Wright, is a distinguished member of the College of Southern Nevada and has made remarkable administrative contributions to the local, national and international Hospitality industries. Professor Wright holds a Masters in Post-Secondary Education from UNLV and is currently a doctoral candidate. Mr. Wright also has experience in human resources.
6. Sonia Lucero, is currently a Case Manager and child advocate for Nevada Child Seekers. Ms. Lucero is bi-lingual and held positions including a paralegal and a loan officer, and has experience with law and accounting.

The committee is diverse and representative of the population it will serve based on the current demographics of the Clark County School District. The committee will utilize the resources provided by the Nevada Department of Education to ensure compliance with education standards, the Nevada Revised Statutes, Nevada Administrative Code and Nevada Open Meeting Law Handbook to comply with governing related aspects and the Internal Revenue Code of 1986 to comply with financial regulations. The Committee to Form has also engaged an Attorney to review and ensure compliance to meet the requirements of Nevada Charter School requirements.

Harry D. Williams, Jr. 6335 Hotchkiss Court Las Vegas, NV 89110 702-531-9551 hm. 702-229-2079 wk. 702-812-2560 cell hwilliams@lasvegasnevada.gov	Professor Lonnie Wright 702.591.9572 lwright89@gmail.com
Johanna Davis 1006 W. 4 th Street Carson City, NV 89703 775-220-6835 Davisj14@gmail.com	Esther Rodriguez-Brown 7065 W. Ann Rd., Ste. 130 Box 601 Las Vegas, NV 89130 embracingproject@yahoo.com 702-994-0585
Sonia Lucero 7807 Dream Chaser Court Las Vegas, NV 89117 702.279.7460 wonloven2006@yahoo.com	Jonay Argier 702-622-1450 wk. 702-622-1450 cell jcargier@gmail.com

Harry D. Williams Jr.

6335 Hotchkiss Court • Las Vegas, Nevada 89110

Home: (702) 531-9551 • Cell: 812-2560

email: hwilliams@lasvegasnevada.gov

City of Las Vegas

Neighborhood Planner

06/05 - Present

- Attend and participate in community and neighborhood meetings to gain an understanding of issues and existing resources in evaluating neighborhoods for community development opportunities
- Maintain familiarity with the development of assigned geographic areas through neighborhood meetings, the development review process and community contacts
- Provide assistance and establish and maintain productive and professional working relationships with community leaders and various elected officials, staff, developers and the business community as a whole
- Maintain an understanding of group interests and perspective
- Research various ways to coordinate resource to accomplish positive change
- Identify active members of the community to assist in developing potential for neighborhood advancement
- Assist in creating neighborhood groups, steering committees and various boards and commissions
- Lead and participate in evaluating and strategic development of new and existing neighborhood organizations
- Respond to inquiries and questions related to neighborhood issues and concerns
- Analyze and compile technical and statistical information for special studies and reports
- Develop, administer and analyze neighborhood and organization surveys to evaluate neighborhoods needs and issues

Clark County Parks & Community Services

Neighborhood Services Specialist

10/03 - 06/05

- Lead, direct and participate in evaluating neighborhoods for community development opportunities and revitalization programs
- Organize and implement a multiplicity of community and neighborhood programs and activities
- Develop, prepare and administer neighborhood survey projects
- Coordinate and facilitate neighborhood organization process and service projects
- Create and develop budget outlining costs related to proposed projects
- Address concerns regarding neighborhood specific issues
- Collect and record statistical and demographic information
- Create and maintain an extensive and comprehensive database
- Prepare clear and concise correspondence including a variety of reports and proposals
- Serve as lead person on neighborhood college and congress and various committees

- Supervise and manage staff members to insure efficient and effective programming within all aspect of neighborhood communities
- Establish and maintain effective working relationships with various constituents and leaders within the community
- Contribute effectively to the accomplishment and vision of the team on all unit goals, objectives and activities

**Clark County Parks & Community Services Neighborhood Justice Center
Mediation Specialist II
01/00 - 10/03**

- Developed and direct the development of comprehensive school conflict management programs and community-based conflict resolution services
- Conferred with school entities, community organizations, neighborhoods and service professionals to identify conflict areas, resolution or mediation intervention
- Act as specialist with schools and the community to develop a confidence in programs and to encourage participation
- Developed guidelines and parameters for the selection of program participants
- Provided ongoing support to school faculty and staff to compliment program administration
- Developed materials, methods and techniques to meet the needs of schools and the community
- Conducted a multi-faceted arena of orientation sessions, workshops, presentations
- Providing extensive training for school staff, parents, peers and community members to compliment program implementation
- Maintained detailed written documentation of program status based on program elements
- Prepared a variety of correspondence including statistical reports
- Maintained and nurtured effective and positive working relationship with school districts, community service agencies, neighborhoods and schools
- Contributed to the overall efficiency of the organization

**Clark County Detention Center
Juvenile Detention Assistant
9/99 - 01/00**

- Supervised juveniles in court appointed facility and treatment program
- Administered program policies and procedures
- Documented and monitored daily activities
- Oversee and enforced rules and regulations
- Responded to and resolved concerns and complaints

**Center for Independent Living
Day Treatment Coordinator
6/99 - 01/00**

- Professional experience managing a program budget, including grant writing and reporting
- Implemented, facilitated, organized daily activities for treatment and residential program for at-risk children
- Initiated employment and vocational assessment and training programs

- Processed treatment plans and discharge summaries
- Maintained daily case management reports
- Produced and review monthly and quarterly progress report
- Supervised and maintain documentation for medication compliance
- Managed certification training reports and licensing data
- Maintained confidentiality of medical and legal documents

Sierra Nevada Job Corps Center

Work Experience Specialist

9/98 - 6/99

- Maintained effective public relations with a variety of community organizations and groups
- Implemented and maintained working relations with potential sites for school to work program
- Coordinated and initiated job placement for individuals in program
- Maintained weekly employer status reports
- Determined students eligibility to participate in special programs
- Provided orientation of program and expectations to new students

City of Reno Parks, Recreation & Community Services Division

Youth Service Division Manager

9/97 - 9/98

- Professional experience managing a program budget, including grant writing and reporting
- Produced, maintained, and researched state and federal grants
- Maintained \$1,000,000 budget for various recreation programs and community centers
- Developed, coordinated and implemented strategic plans and various activities for youth services division
- Allocated grant funds to various recreation programs
- Assessed recreational needs for youth services programs
- Coordinated and managed parks and recreational activities
- Served as city representative before local agencies, special interest groups, and the community
- Researched, implemented and marketed programs
- Interacted and maintained positive rapport with members of the local government including city and county officials
- Supervised and trained full time staff
- Developed and maintained resource directory of program support services
- Facilitated events to ensure proper participant and staff safety
- Investigated complaints, identified problem areas and recommended viable solutions
- Attended meetings and served on various committees

Education

Master of Public Administration ~ (2007)
University of Nevada, Las Vegas • Las Vegas, Nevada

Certificate in Public Administration ~ (2005)
University of Nevada, Las Vegas • Las Vegas, Nevada

Bachelor of Arts, General Studies (1990)
University of Nevada, Reno • Reno, Nevada

Associate of Arts, Criminal Justice (1987)
Monterey Peninsula College • Monterey, California

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

Committee Member Harry Williams

I. Background

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

Yes.

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

I was a past employee of Rite of Passage. I also keep in contact with several employees of Rite of Passage and follow closely the progress the company has made across the Country.

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

I have dedicated my career to working with at-risk youth on many levels and the opportunity to serve on a board that will truly make a difference in the academic and vocational careers of young people is exciting.

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

Yes, I was on the Board of Directors for the Nevada Community Learning Center, Inc. formally known as Classroom on Wheels.

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

To perform any and all duties imposed on the Board collectively or individually by law or by the bylaws.

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

My 15 plus years of working with at-risk youth along with 15 years working for a government agency and my ability to organize and collaborate with government agencies, nonprofit agencies, and business.

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

I envision in the first year the school will be a unique school that provides at-risk youth with a viable option to alternative education which would allow them to continue to dream of achieving their goals and aspirations.

In 4 years I see the school as the premier Charter School in the Nation that works with at risk youth. It will also become the top of the line option for students that are having difficulties and would like to continue their education with the potential of going to college or pursuing a vocational trade at the highest possible level that could lead to being an entrepreneur.

II. Educational Philosophy

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

My understanding of the schools mission and philosophy is that it is to improve the academic achievement of Nevada's at-risk youth through the use of effective and innovative teaching methods.

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

Yes, and I would describe it as innovative based on research and best practice. I would also describe it as a creative and comprehensive approach to dealing with the complete need of the student.

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

Developing a young person mind a creative to ensuring that all students are treated equally and have the opportunity to succeed were others have seem to fall them. The ability to be open-minded and flexible while dealing with a variety of different personalities and challenges that each individual that comes to this school will have. To ensure that this school is successful in the first year or two will require building a strong foundation based on the mission and goal of the Charter. To maintain oversight of the operation and hire motivated and energetic individuals who care about improving the lives of students that have had a difficult journey thus far in life.

III. Conflict of Interest Disclosure

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

Yes, Kirby Burgess - Friend

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

No.

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

No.

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

Yes. I know the principles of the organization but I am not an employee of that organization and I have a working relationship with these individuals.

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

No.

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

No.

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

No.

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

Report to the appropriate authorities, including the Department of Education and follow the guidelines set forth in the bylaws.

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Sterling Charter High 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.

Harry Williams
Signature of Certifying Charter School Official

Harry Williams
Name Printed

Board President
Title

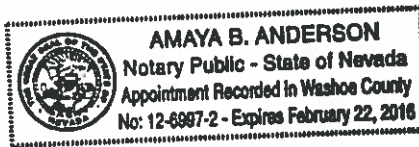
Aug 22, 2014
Date

Subscribed and sworn to before me

Amaya B. Anderson

This 22nd day of August 2014
date month year

(Notary Public Seal)



Jonay Argier

7618 Carlton Oaks Ct.

Las Vegas NV, 89113

Phone: (702)622-1450 / E-Mail: jcargier@gmail.com

Objective

I currently hold a position as a customer relations liaison for an out of state adolescent treatment center. I previously worked in the mental health field in Colorado and also have over eight years experience working for the Department of Family Services in Las Vegas, NV at Child Haven. I received a Masters Degree in Public Administration. I seek to acquire a position which offers a variety of challenges and responsibilities where my experiences, abilities and skills can be fully utilized.

Qualifications

- Experienced working directly with juvenile probation officers, youth parole officers, judges, attorneys, caseworkers, teachers, parents, and extended family.
- Focused, versatile, dependable, multi-task oriented, flexible, positive, emotionally stable, able to adapt effectively to challenging and emergency situations.
- Responsible, reliable and self-motivated.
- Excellent written and verbal communication skills.
- Ability to connect with people of all ages and from different cultural and socio economic backgrounds.
- Computer skills: competent user of Microsoft Office applications, experience using PCs/Windows

Experience

Southern Peaks Regional Treatment Center – Canon City, CO

2010- present

Customer Relations Liaison – Nevada Representative

Responsibilities:

- Make formal presentations to juvenile probation, youth parole, social workers, attorneys, judges, and medical professionals to inform potential customers on the treatment provided at Southern Peaks.
- Initiate referrals for the out of state treatment program.
- Build relationships with customers/clients to provide quality customers service.
- Arrange transportation, give updates on treatment of youths to the courts, assist in discharge planning, and follow up with aftercare.
- Attend conferences and conventions that are in direct relation to the care and treatment of adolescents.
- Travel to all areas of Nevada to meet with potential customers.

Pikes Peak Behavioral Health Group- Colorado Springs, CO

2009- 2010

Youth and Family Services - Intensive Case Manager

Responsibilities:

- Oversaw the treatment and developed case plans for youths that were at risk of needing acute hospitalization or RTC, engaged in risky behavior, or recently discharged from a mental health facility or RTC.
- First responder for parents or youth when in crisis. I went to their homes, schools, and any location that the youth was in crisis and try to de-escalate the situation.
- On-call for crisis interventions 2-3 overnights per week.

Pikes Peak Behavioral Health Group - Colorado Springs, CO

2008- 2010

Crisis Hotline Attendant - Clinician II

Responsibilities:

- First line of contact for incoming callers who feel that they are in need of assistance.
- Assessment of any eminent danger, provide access to community resources, and prepare clients for mental health evaluations to determine level of care.

Clark County Youth and Family Services - Child Haven - Las Vegas, NV

2002-2006

1. Child Development Specialist

Responsibilities:

- Interact and care effectively for the needs of neglected and abandoned children, including in health, hygiene and safety.
- Developed behavioral treatment programs for girls ages 5-11 years of age
- Coordinate and supervise childrens' activities
- Supervised daily visitation and interactions between the children and their parents
- Documented observations and wrote incident reports on specific behaviors or events that occurred while children were in custody for the caseworker and family courts.

2. Child Development Technician

2000-2002

Responsibilities:

- Provided appropriate and effective care for children ages 2-4 years old that were in temporary custody of the county
- Ensured the health and well being of children housed in my custody by assisting and supervising activities of daily living
- Documented observations and created incident reports
- Reassured and informed parents of the procedures in place at Child Haven

3. Juvenile Services Assistant

1998-2000

Responsibilities:

- Assisted in the care of children that were taken into custody by Family Services ranging in age from 3 days to 18 years old
- Ensured their dietary and health needs through meal preparation based on dietary guidelines set forth by health care professionals.
- Provided appropriate guidance for hygiene and personal appearance
- Coordinated activities for the social and educational well-being of the children

Education

Grand Canyon University, Phoenix AZ MA, Public Administration	2013
University of Nevada, Las Vegas BA, Elementary Education	1998-2000
University of Illinois, Chicago AA, Liberal Arts	1993-1996

Licenses & Certifications

- Nevada Teaching License
- Colorado Teaching License
- Pediatric/Adult CPR
- Pediatric/Adult First Aid
- Emergency Medical Technician-A
- Defensive Driving
- Boystown (Behavioral Treatment Program)
- MANDT (physical restraint and holds)

Jonay Argier-Committee Member

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

Instructions

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

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

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility. If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. Yes, DOB – 10/30/1974
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? I work in the Las Vegas community and was informed of this position by Rite of Passage employee, Sean Doak.
3. Explain why you would like to serve on the board. I have been working with at-risk youth for my entire career. Although, I have not taught in the classroom, I understand the educational system here in Clark County.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. I have not had any previous experience serving on a board of a school

district. I have had experience with being a part of committees in the state of Colorado to determine eligibility of services in the school settings based on mental health needs.

5. What is your understanding of the appropriate role of a public charter school board member? My understanding is that I will participate in the development of the policy and procedures of the School. I will be responsible for the hiring and supervising of employees who will oversee the day to day operations. I will develop and approve the budget for the School and abide by the laws developed by the state.

6. What relevant knowledge and experience will you bring to the board? I have a bachelor's degree in Education. I worked for Clark County Department of Family Services for eight years. I worked as an intensive case manager for a mental health facility that was the gatekeepers for Medicaid, with focus on educational needs. I currently work for an out of state adolescent mental health treatment center. I have experience working with many of the local providers in the Clark County community and assessing the local needs.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? I foresee a school of choice with approximately 250 students that have graduation rate higher than the current Clark County statistic. In four years, I still foresee a school of choice with focus on superior graduation rate and successful transitional services for our youth.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? It is accepting of all students. Provide quality educational opportunity based on the youths' strengths and focus on their accomplishments.

9. Are you familiar with the school's proposed educational program? How would you describe it? Holistic and strength-based.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful? I believe success lies with the youths' sense of accomplishment and participation within the school. The graduation rate is a standard that can be measured and monitored by the board. We can also access programs that are deemed successful and make the most positive impact on the youths and in turn change programs that are not working.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship. No, not at this time.

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

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

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

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

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

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

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

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Sterling Charter High 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.

Jonay Argier
Signature of Certifying Charter School Official
Committee to form Member
Title

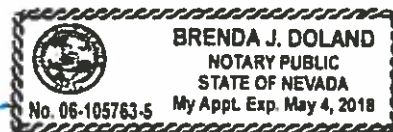
Jonay Argier
Name Printed
8-20-14
Date

Subscribed and sworn to before me

This 20th day of August 2014
date month year

(Notary Public Seal)

Brenda J. Doland



State of Nevada

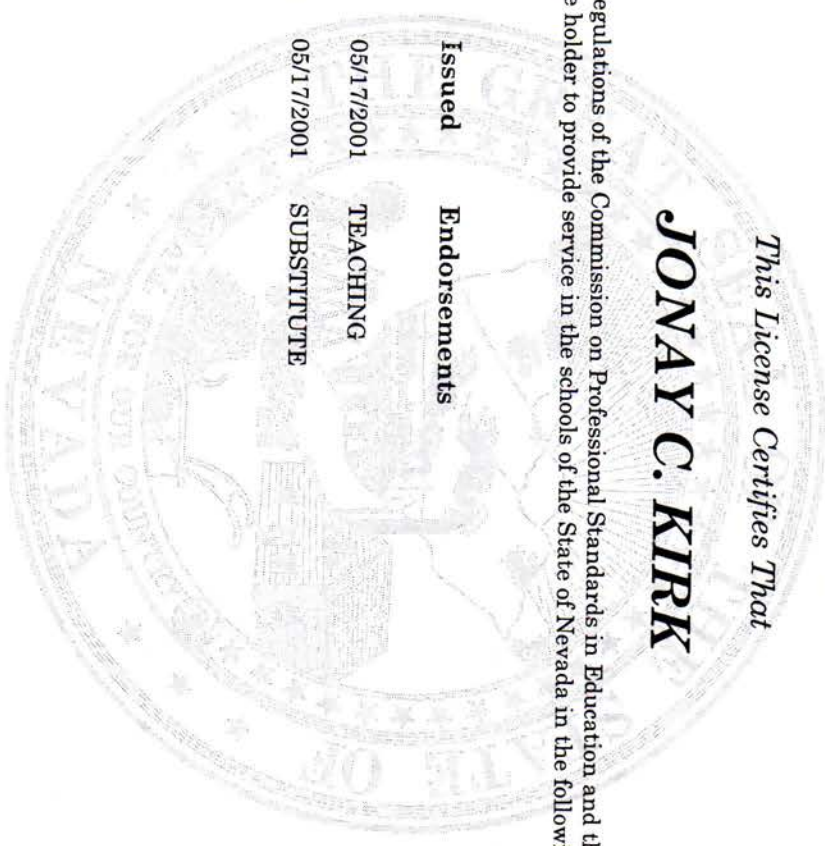
License for Educational Personnel

License No. 329-66-1394

This License Certifies That
JONAY C. KIRK

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
NON-RENEWABLE	ELEMENTARY	05/17/2001	TEACHING	05/17/2004	9995
NON-RENEWABLE	SPECIAL	05/17/2001	SUBSTITUTE	05/17/2004	



[Signature]
 State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining, and renewing his/her license [NAC 391.025(1)].

License: 0445679

STATE OF COLORADO

Be it known that

JONAY C. ARGIER

has fulfilled the requirements established by law and is hereby granted this

Authorization: Interim teacher

This authorization entitles the holder to perform services
as a teacher
in any Colorado public school or school district which has a
state-approved induction program. This authorization is renewable once.

Endorsement:	<u>ELEMENTARY</u>	<u>ELEMENTARY EDUCATION</u>
Level		
Subject or Specialty		

Effective: May 6, 2009
Expires : May 6, 2010


Dwight D. Jones, Commissioner
Colorado Department of Education

ESTHER RODRIGUEZ BROWN

PROFILE

Founder and Executive Director of The Embracing Project and creator of the curriculum Gangs and Genocide "Healing the World Together", youth and family advocate always seeking new ways to work in collaboration with public entities and other private organizations to create a better system for young people who are involve in the Juvenile and Criminal Justice Systems.

JOB EXPERIENCE

Sexually Exploited Youth Court Administrator, Eighth Judicial District Court-June 2011-Present

- Plans, organizes, directs, and oversees programs
- Reviews and evaluates programs to provide juvenile services to sexually exploited youth in accordance with federal and state laws, local ordinances, administrative rules, and court rules and policies
- Court's liaison with Court programs and Clark County departments, service providers and funding sources for assigned programs
- Develops procedures and implements "best practices" programs and policies relating to juvenile court services consistent with directives established by the Juvenile Policy Board and the Nevada Supreme Court.
- Promotes cooperative relationships with state and local social service agencies, institutions, law enforcement agencies and justice partners, as well as the community
- Represents the Juvenile Court in task forces, forms, and committees within the district on issues related to children. Assists in the preparation of the annual budget for the juvenile court. Secures funding resources for new initiatives.
- Creates partnership between Childwelfare and Juveniles Justice to better serve crossover youth

Founder and Executive Director, The Embracing Project, Las Vegas, NV- 2007-Present

- Curriculum developing and implementation
- Program Director-Coordinator
- Grant writing
- Public Speaking
- Community organizer
- Liberian trip organizer. Child soldier, sexual slaves, and youth in gangs
- Collaborative efforts with public and private entities
- Community/Family Outreach
- Gang involved youth assessments
- Sexually exploited children assessments
- Youth Advocate
- Case manager
- Gender specific groups in juvenile detention

Camping Coordinator, Goshen Coalition, Las Vegas, NV 2009

- HIV awareness within the Latino Community
- Collaboration with Southern Nevada Health Department

Facilitator, Department of Family Services, Las Vegas, NV 2008-2009

- Parenting Project & Foster parent training

Facilitator, Summit View Youth Detention Center, Las Vegas, NV 2006-2009

- Gangs & Genocide curriculum
- Behavioral rehabilitation classes
- Mentoring

Program Director, Southern Nevada Gang Task Force, LV, NV 2007-2009

- Youth Outreach (youth gang prevention and intervention)
- Classroom teaching, The Embracing Project
- Visits and outreach in detention
- Juvenile Court appearances

ESTHER RODRIGUEZ BROWN

Program Director, Victory Baptist Church, LV, NV 2008-2009

- Youth outreach (gang prevention and intervention)
- Classroom teaching, *Talks My Father Never Had With Me*
- Mentor training

Rafael Rivera Community Center 2008-2010

- Hispanic youth outreach
- Drug awareness
- Hispanic culture awareness
- Delinquency consequences and Immigration
- Education and employment goals

Case Management, Nevada Youth Alliance, Las Vegas, NV 2007-2009

- Youth outreach (youth gang prevention and intervention)
- Classroom teaching, *The Embracing Project*
- Case Management

Youth Advocate, Cumberland Regional Juvenile Detention Center, Fayetteville, NC 2006

- Spanish Teacher and Youth-Advocate

EDUCATION

Georgetown University: Public Policy Institute-Washington D.C, 2011

- Executive Certificate in Juvenile Justice and Child Welfare: Multi-System Integration

University of Phoenix, Las Vegas, NV, 2008

- Bachelor of Science in Criminal Justice with emphasis in Juvenile Delinquency

University of Girona, Girona, Spain, 1994-1996

- Psychology School

University of Barcelona, Barcelona, Spain 1991-1994

- Law School

Attended Seminars & Trainings

- Certified Gang Expert by National Gang Crime Research Center
- Girls Circle
- 6th Annual Gang Training
- *University Nevada Las Vegas, Working/Partnering successfully with other non-profits and colleges*
- *University Nevada Las Vegas, Working Effectively with Sexually-Exploited Children*
- *Salvation Army, Human Trafficking Training*
- *Department of Family Service, Crisis Prevention Intervention*
- *Behavior Management, Handling with Care-Instructor Certification Program*
- *Department of Juvenile Justice, Crisis Intervention*
- *American Red Cross, CPR/AED-First Aid Instructor*
- *American Red Cross, CPR/AED-First Aid*

ESTHER RODRIGUEZ BROWN

- *Luz Academy, Leadership & Resiliency*
- *Luz Academy, Working with the Latino Community*
- *Luz Academy, TEPAS Substance Abuse & Alcohol Prevention*
- *Luz Academy, Understanding HIV*
- *Principium, Crystal Dark Training: Effects of Meth in Our Bodies and Life*
- *Southern Nevada Gang Task Force, Gang training*
- *Las Vegas Metropolitan Police Department, Gangs and Community*
- *Known Gangs, Seminar & Training*
- *Major National Gang Task Force, Annual Seminars & Training –NGTF*

C O M M I T E E S

- Nevada Supreme Court Committee for Statewide Juvenile Justice Reform
- Juvenile Detention Alternative Initiative
- Disproportionate Minority Contacts Co-Chair
- Girls Initiative: Sexually-Exploited children
- Human Trafficking Training Committee: Southern Nevada Chapter

P U B L I C S P E A K I N G

- Congo Justice: International Women Day
- Vanguard University Human Trafficking Conference (California)
- Congo Justice: Youth in our Community
- Clark County School District. High Schools
- Women and HIV. Liberia (Africa)
- Latino Youth Conference
- Be the Example Conference
- International Peace Day

S K I L L S

- Languages: Fluent in English, Spanish, Italian, and Catalan.
- Ability to communicate exceptionally with youths in at risk situation and teenagers
- Keen organizational skills
- Computer skills: Microsoft Windows, Microsoft Word, Microsoft Excel, and PowerPoint.
- Problem solving, critical thinking, leadership, team building, diligent worker, strategic planner, youth advocate/enthusiast

M E D I A A N D P R E S S

- El Mundo Southern Nevada largest Hispanic newspaper
- Weekly radio show “Lo de aquí y lo de allá” targeting Hispanic community.
- Tele Azteca
- Univision
- Liberian newspapers
- Channel 8, KLAS
- Channel 13, NBC
- “Duty-free” Spanish TV
- “Callejeros Viajeros” Spanish Documentary
- “Españoles por el Mundo” Spanish Documentary

ESTHER RODRIGUEZ BROWN

AWARDS

- Award of Appreciation from The Southern Nevada Gang Task Force
- “Big Sister of the Month” award from Big Brother and Big Sister
- Certificate of Appreciation from the Department of Juvenile Justice Services, *Sister to Sister*
- Community Hero Award for Directing and Inspiring Youth
- Award of Appreciation from Family Leadership Institute in the Latino Community

VOLUNTEER COMMUNITY WORK

- Big Brother and Big Sister Volunteer (Big sister)
- Boys and Girls Club Volunteer for youth community services
- *Sister to Sister*, monthly program in County Juvenile Detention Center
- Parent Handbook on Gangs, Translation English to Spanish.

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

Esther Brown

Instructions

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

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

I. Background

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

My date of birth is July 24, 1969, therefore I am 18 years old by January 1 of the year in which the proposed charter school would open.

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

Ms. Stephanie Parker contacted me and informed me about the opportunity to serve as a board member on the charter school. I am honored to be part of this new endeavor.

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

I believe that education is one of the key factors in our youth future as well as a door to success. Our traditional schools do not cover and or address all the unique needs that at-risk youth present. Every individual is unique and we cannot educate effectively with a mentality "one size fits all". This is a great opportunity for our most vulnerable youth to accomplish and achieve effective educational goals.

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

No

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

I believe that one of the main roles is to represent the mission and vision of the Sterling Charter High School with integrity, honor, and high ethical standards.

Board members should be involved on school schedules, event and activities. Create and approve operational and educational goals. Develop and approval of annual budgets and financial planning. Attend board meetings and keep and or approve minutes of the meetings. Solicit grants or funding with the mission of the School.

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

I have been working around children and youth issues since 2006. I have experience developing legislation that addresses the well-being of children rights.

I am well connected in the community and I do international work around children issues, such as addressing poverty, child human trafficking and exploitation, and education gaps.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

It will look like a school where youth can learn in a safe environment to be productive human beings. I also envision this school to be a tool to teach our youth about peace in our community and our world, where they could learn how to make peaceful choices to improve their own live and the lives of others.

What will it be like after four years?

100% graduation rate success

II. Educational Philosophy

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

The mission of Sterling Charter High School is to improve academic achievement by providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within their community.

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

I am getting familiar with the educational program as we are moving along, but my understanding is that Sterling HS will contribute to each student's academic achievement and to meet the needs of the whole child developing, this way, the proficiency and achievement of our students. Sterling HS philosophy is the belief that all students have strengths. All students are capable learners and capable of succeeding in school and becoming positive, contributing members of their communities.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful? Create a strength base curriculum to ensure that every child's unique needs are being address. I think that it will be important before we start, to look into best practices that are being utilize around the country in schools with similar goals and expectations that Sterling HS. During the first two years it is important to focus on the excellence of our educational curriculum and high quality of the staff and teachers that are being hired. The professionals that are part of this project should have a genuine passion and understanding around at-risk youth.

III. Conflict of Interest Disclosure

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

Kirby Burges.
Professional

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

No.

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

No.

14. If the school proposes to partner with an educational service provider (ESP), educational management Organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider?

No.

If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP?

No

(If the school does not intend to partner with an educational service provider, write "N/A").

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

We don't foresee at this time any partnership, however if we see the need in the future we will follow the requirements established in the Nevada Revised Statutes and Nevada Administrative Code.

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

No.

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

I will report the incident to the rest of the Board as well as the appropriate authorities that deal with these situations.

Statement of Assurances
Revised March 25, 2009

1. The charter school herein named, Sterling Charter High School,
(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, and the State Board of Education 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 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 Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Handwritten Signature]

Signature of Member of the Committee to Form the School

ESTHER BROWN

Name Printed

EXECUTIVE DIRECTOR TEP

Title

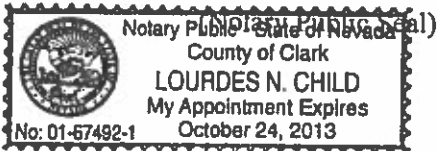
8/28/12

Date

Subscribed and sworn to before me

This 28th day of August 2012
date month year

[Handwritten Signature: Lourdes N. Child]



MAIL/DELIVER TO:

Nevada Department of Education
ATTN: Charter School Consultant
1749 Stewart Street, Suite 40
Carson City, NV 89706-2543
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED



JOHANNA DAVIS

1006 West 4th Street
Carson City, NV
89703

775-220-6835
davisj14@gmail.com

EXPERIENCE

ADMINISTRATIVE ASSISTANT I, CARSON CITY, NEVADA — 2011-2012

Duties included filing, sorting mailing, label making, slight editing, writing cover letters, and putting together packets for mailing to members of The Nevada Board of Health.

NANNY, CARSON CITY, NEVADA — 2009-2010

After living in New York City for nine months, I returned to Nevada and worked for one family who had two little boys. They referred me to another family who had a four month old little girl. Their little girl has Down's Syndrome, so I was able to learn a lot about her disability.

ASSISTANT TEACHER, EAST HARLEM BILINGUAL HEAD START, NEW YORK, NEW YORK — 2008-2009

I worked with children from ages three to five years old focusing on writing, coloring, exploration, getting them excited about understanding different concepts (working with different colors, reading comprehension, different cultures and holidays), and helped them prepare for the transition into kindergarten.

ASSISTANT TEACHER, CHILD AND FAMILY RESEARCH CENTER (CFRC) AND CFRC EARLY HEAD START, RENO, NEVADA — 2006-2008

The children in these centers ranged in age from seven weeks to five years old. I worked with the head teachers to help the children find their ability to use imagination and explore to find their own interests.

EDUCATION

Sierra Nevada College, June 2011-May 2012, Incline Village, Nevada: Master of Arts in Teaching - completed

Student Teaching through Sierra Nevada College, January - May 2011, Carson City, Nevada

Sierra Nevada College, January - August 2010, Incline Village, Nevada: Masters of Arts in Teaching - in progress

University of Nevada, Reno 2004-2008, Reno, Nevada: Bachelors of Arts in English Literature with a Minor in Spanish

INTERESTS AND HOBBIES

Music, camping, traveling, reading, yoga, knitting.

Teaching children and helping guide through the learning process.

Working with people of all ages who have disabilities.

2002-2003: I volunteered with the Special Olympics as an assistant coach for basketball.

REFERRALS

Marti Cote (775) 684-3748

Phil Weyrick (775) 684-4044

Diana Easby (775) 283-1422

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

Instructions

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

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

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility. If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

Member Johanna Davis

I. Background

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

I am 27 years old.

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

Stephanie Parker

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

I believe that alternative schools are a great opportunity for students. We should show them what they are capable of.

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

No.

5. What is your understanding of the appropriate role of a public charter school board member?
To ensure that all students receive the education they need.

6. What relevant knowledge and experience will you bring to the board?
I am a teacher at a Montessori school. I want every child/teenager to know that they can be successful in this society.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
It will provide opportunity for kids who are told they cannot succeed. Every child has something to offer, and this will show through the Charter School and the years to come.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? To give students the chance to show their strengths and succeed.

9. Are you familiar with the school's proposed educational program? How would you describe it?
No

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful? A school that provides students to explore and show their strengths. The board needs to understand that student learn differently. Teachers should connect to their students to ensure positive achievement.

III. Conflict of Interest Disclosure

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

No

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

No

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

No

14. If the school proposes to partner with an educational service provider (ESP), educational management

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

No

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

No

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

No

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

No

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


Discussing the issue and talking out a solution.

Statement of Assurances
Revised March 25, 2009

1. The charter school herein named, Sterling Charter High School,
(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, and the State Board of Education 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 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 Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.


Signature of Member of the Committee to
Form the School

Committee Member
Title

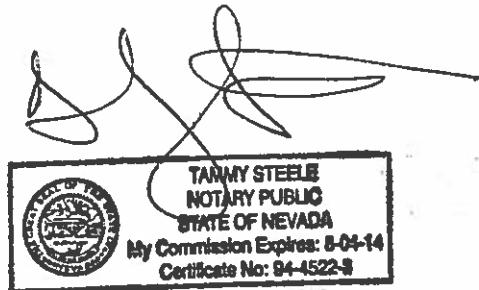
Johanna Davis
Name Printed

8/25/12
Date

Subscribed and sworn to before me

This 28th day of August 2012
date month year

(Notary Public Seal)



MAIL/DELIVER TO:

Nevada Department of Education
ATTN: Charter School Consultant
1749 Stewart Street, Suite 40
Carson City, NV 89706-2543
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED

State of Nevada License for Educational Personnel License No. 0000090602

This License Certifies That

JOHANNA L DAVIS

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
STANDARD	ELEMENTARY K-8	06/10/2011	TEACHING	11/11/2016	

Keith W. Stewart
State Superintendent of Public Instruction

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Sterling Charter High 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.

Lonnie G. Wright
Signature of Certifying Charter School Official
Board
Title

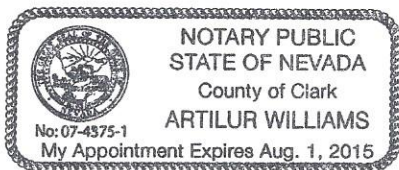
Lonnie G. Wright
Name Printed
8/25/14
Date

Subscribed and sworn to before me

Artur Williams

This 08 day of 25 2014
date month year

(Notary Public Seal)



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

Instructions

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

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

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility. If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

I. Background

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

1. Answer: I am 62 years old...born and raised in Las Vegas, Nevada

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

2. Mr. Lawrence Howell shared with me the vision and philosophy of Sterling Charter High School.

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

3. As a tenured professor for 25 years in the University and College system in the state of Nevada, I have embraced that "Academics and Special Skill Training, can be the antidote to social ills impacting our society". With that said, in retrospect, education made the difference in my life, hence I grew up in an area and time in Las Vegas, that rendered allot of my contemporaries dropping out of school. I know looking back that allot of the young

disenfranchised, confused and disillusioned youth from my part of town, had talent however at that time there was not enough people who took the time to nurture their gifts... hence this school has the opportunity to help the lost, and the last.

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

4. I am on the board for IICSN... Innovations International Charter School of Nevada. I have had 2 years of experiencing the interfacing with administration, as they deal with student, parent dynamics.

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

5. First to make sure that your school is in compliance with sponsoring agencies (school District) and that the mission of student success is priority ONE.

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

6. My experience of working with disenfranchised populations.

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

7. After the first year, ideally getting each student to be "willing participants" towards their own success. After the fourth year, reaping the success of a "Can Do" Culture.

II. Educational Philosophy

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

8. Simple stated: Customizing innovative measures, techniques, that will turn on students to the need and joy of learning.

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

9. Alternative Education for the so-called at risk student, rendering them willing participants in their own success. Having a safe and caring environment that embraces the student, academic and social needs.

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

10. The characteristics of a good school: is reflected in the passion, and professional engagement of its administration, faculty, with one goal in mind...every student's academic success and social growth is paramount. The board needs to adhere to the aforementioned...hire administration and faculty that are ready to give all that they have to turn around each and every student. The board must work with and for the Administration and faculty, doing everything possible to give them the needed tools, and support to get the task accomplished.

III. Conflict of Interest Disclosure

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

11. I have only met over the phone one person besides Mr. Howell, who suggested that I would be a fit for this particular board and mission.

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

12. N/A

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

13. N/A

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

14. N/A

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

15. N/A

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

16. N/A

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

17. None

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

18. I would personally call them on the carpet and remind them of our mission.

Profile

Lonnie Wright

Current Employment

- Founder, Wright Food Ventures
- Professor, College of Southern Nevada
- Franchise Owner, Carl's Jr. McCarran Airport

Career Highlights

- Dean & Associate Vice-President, College of Southern Nevada
- International Hospitality & Gaming Consultant
- Chairman & CEO, Shetakis Wholesalers
- Owner, Urban American Television Network
- Owner, Cigars of the World
- Coach, Singapore National Basketball Team
- Appointed recently by Governor Sandoval for the Governor's Workforce Investment Board (GWIB for Tourism, Gaming and Entertainment)
- Vice Chair of the Better Business Bureau of Southern Nevada, Executive Committee

Education

- Doctoral Candidate -Workforce & Economic Development, UNLV
- Masters - Secondary Education, UNLV
- BS Hotel Administration, UNLV

Professor Wright is a distinguished member of the CSN faculty and has many remarkable administrative contributions to the local, national and international Hospitality industries. From positions as Dean of the Hospitality Institute to international lecturer and gaming consultant, Professor Wright has been frequently called upon by various state and federal governmental agencies to share his vast knowledge of Workforce Development, Gaming Regulations, Hospitality and Tourism Marketing, and Casino Operations. Professor Wright has traveled extensively to the Far East including China, Korea, and Singapore representing CSN and local gaming operations including the Bellagio Hotel & Casino and Caesars Palace Hotel & Casino.



QUALIFICATIONS SUMMARY

Reliable, responsible, polished professional who has excelled for 3 years as a Paralegal and 5 years as a Senior Loan Processor in the Mortgage industry.
Bi-lingual; Spanish and English

PROFESSIONAL EXPERIENCE

Nevada Child Seekers- Case Manager and Child Advocate

2011- Present

- Meet with the families of missing children, prepare flyers; maintain communication with parent before and after child is located to ensure child safety by collaboration and coordination with media, law enforcement agencies, legal services, schools, and missing children organizations in other states.
- Provided direct services to individuals with behavioral and health problems related to running away and human trafficking victims.
- Search force coordinator, attend community events and constantly re-evaluate, make recommendations to update the process in order to assist the children & families as much as possible by attending conferences and trainings.

Chris Sullivan Law Firm, LLC – Paralegal and Office Manager

2010 – 2011

- Handled cases and clients for bankruptcies, short sales, debt cases settlement and loan modifications.
- Prepare bankruptcies Chapter 7, 11 and 13 as done at the Schwartz Law Firm.
- Handled office invoices and client billing and office accounting.

The Schwartz Law Firm, Inc. - Senior Paralegal and Office Manager

2008 - 2010

- Sign up consultations with clients for bankruptcies, short sales and loan modifications.
- Prepare bankruptcies Chapter 7, 11 and 13 including, but not limited to: (1) Preparation of schedules and statements in best case; (2) Revision of documents provided for trustee; (3) Phone calls, letters and e-mails to clients for reminders updates; (4) Keeping track of any discrepancies in their case, and handling them with attorney, court or trustee; (5) Filing of case thru ECF; (6) Prepare all: motions, notices, oppositions, stipulations, orders, applications, declarations and any amended schedules or pleadings.
- Handled mortgage defense cases with loan document reviews, short sale, loan modification, preparing complaint, summons, hardship packaging for bank or opposing attorneys, credit repair and mediation.
- Maintain client pipeline handled by paralegal and attorneys, to ensure deadlines and requirements are being met ensure what is needed to prevent the firm from any malpractice case and calendaring deadlines.
- Follow up with attorneys, paralegals and other office staff that all new and old clients are given the same professional treatment, handled efficiently and provided with the most accurate information about their case.

Meridias Capital- Senior Loan Processor

2006 - 2007

- Senior Processor for top producing 17-member Loan Officer Team.
- Handle all necessary documentation and client communication for each transaction (written and verbal).
- Audit each loan transaction to ensure RESPA compliance for between 30-40 files per month.
- Responsible for submitting complete files to various Brokers, (including sub-prime) to obtain fast approvals.
- Managed daily follow-up with each file from submission thru closing.
- Established positive relationships with Account Executives, Underwriters and Escrow Officers.
- Trained Processing Assistant to properly clear PTD and PTF conditions.
- Participated in the training of rookie Loan Officers to shop and price loan scenarios.
- Worked independently, yet reported directly to QE for resolution of unusual or difficult loan situations.
- Prepare weekly pipeline status reports for review with Team and Management.
- Highly organized and conscientious with the ability to maintain a 40 loan pipeline while consistently closing between 20-25 with ease.

Nevada Home Loans, Loan Processor

2001- 2006

- Opened brand new Broker office while cooperating with Nevada MLD to meet licensing requirements.
- Processed (from submission thru funding) 15-20 per month without any administrative assistance.
- Conducted weekly Loan Officer training in the proper procedures of submitting files to processing department.
- Met with borrowers to take loan applications and to assess their creditworthiness and ability to obtain a loan.

EDUCATION and RELEVANT SKILLS

- Bachelor's degree in Human Services Management (July 2011) with University of Phoenix (maintaining 3.5 GPA); Attended the National Victim Assistance Academy (August 2011 and received 3.3 CEU credits).
- Proficient in all Microsoft Office Applications, Macintosh computers, Best Case, Time Matters by Lexis Nexus, West Law, Electronic case filing/PACER, Calyx POINT, Encompass and 10-key operations.

Excellent References Upon Request

ATTACHMENT B.3.1.1: EXISTING SCHOOLS INFORMATION TEMPLATE

Please see the attached existing schools information template.

School Name	Year Opened	City	State	Grades Served	Total Enrollment
Southwest Leadership Academy	2013	Phoenix	AZ	9-12	297
Crescent Leadership Academy	2012	New Orleans	LA	7-12	296

Demographics and Socioeconomics						
% African American	% Hispanic	% White	% Other Race/ Ethnicity	% FRPL	% SPED	% ELL
1	25	72	<1	100	10	0
99	<1	<1	0	52	42	0

School Contact Info			
Contact Name	Contact Title	Contact Email	Contact Phone
Tracy Bennett-Joseph	Director of Education	tracy.bennett-joseph@rop.com	443.821.1113
Nancey Carter	Education Business Manager	nancey.carter@rop.com	775.392.2659

Authorizer Contact Information				
Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Board of Elementary & Secondary Education	Heather Cope	Executive Director		225.342.5848
Arizona Department of Education	DeAnna Rowe	Executive Director		602.364.3080

ATTACHMENT B.3.1.2: SELECTION OF EMO/MODEL

Sterling Charter High School recognizes that new charter schools have considerable start-up responsibilities as well as substantial day-to-day education and operational tasks. As volunteers and visionaries, the Board's true interest lies in creating the mission of Sterling and involving itself in policy decisions, providing certain approvals (curriculum, etc.) and review of academic achievement. Without the staffing or start-up capital, the Board sought an Educational Management Organization (EMO) with a proven track record to realize its vision.

Rite of Passage, Inc. was chosen in particular because of their expertise and operations of multiple education campuses in Arizona, California, Colorado, Nevada, Ohio, Nebraska, Maryland and Louisiana. These schools are licensed and accredited as a Charter School, Private School, Private Day School, Non-Public School and a Voucher School. These schools also serve disadvantaged and at-risk youth, similar to Sterling's target population. Rite of Passage also has a compatible mission with Sterling and an emphasis on Positive Youth Development.

Contact Information: The EMO is Rite of Passage, Inc. The contact information is:

Lawrence W. Howell, Chief Operating Officer
2560 Business Parkway, Ste A
Minden, NV 89703
775.267.9411

The charter schools that Rite of Passage operates or manages have never had a revocation or non-renewal. The SPCSA-approved Subsection 7 Charter School (Sterling Charter High School of Southern Nevada) will not open by the expiration date of June 30, 2015 with a primary reason of not locating a sufficient facility.

ATTACHMENT B.3.1.3: ACADEMIC PERFORMANCE OF EMO

Rite of Passage Academic Performance

The EMO Rite of Passage has 30 years of experience operating or managing educational services for students. The effectiveness of the organization’s education program is demonstrated in the following accomplishments:

- Rite of Passage’s educational programs are established, structured and all regularly meet (or exceed) the standards of the applicable State Department of Education.
- Their campuses are accredited by the local school agency, the State Department of Education, the North Central Association of College and Schools or the Western Association of Schools and Colleges. Through implementation of a year-round schedule, rigorous assessment, targeted teaching, and comprehensive approach to youth development, our middle schools and high schools regularly meet (or exceed) Adequate Yearly Progress (AYP).
- This organization’s capabilities include operating or managing school-based residential programs as well as multiple educational campuses licensed as a Private School, Private Day School, Charter School, Non-Public School or a Voucher School.

Students in Rite of Passage schools have, on average, less than one year’s length of education services, therefore, a decision was made to compare of all of our students’ performance data based on average RIT score gains (see Table 1) in Reading (R), Language (L) and Math (M).

Table 1: Performance Data RIT Scores for Rite of Passage Schools

Name	Location	Grade Levels	MAP Assessment RIT Gain(2012/2013)*		
			Reading	Language	Math
Lookout Academy	LMYSC (Golden, CO)	9-12	6.22	6.18	6.37
Ridge View Academy Charter School	Ridge View YSC (Watkins, CO)	9-12	8.91	8.10	6.93
Canyon State Academy	Canyon State Academy AZ)	6-12	10.42	10.23	10.53
Canyon State Academy	Sycamore Canyon Academy (AZ)	6-12	6.78	5.40	3.94
Prestige Day School	(Queen Creek, AZ)	K - 12	2.18	3.47	2.88

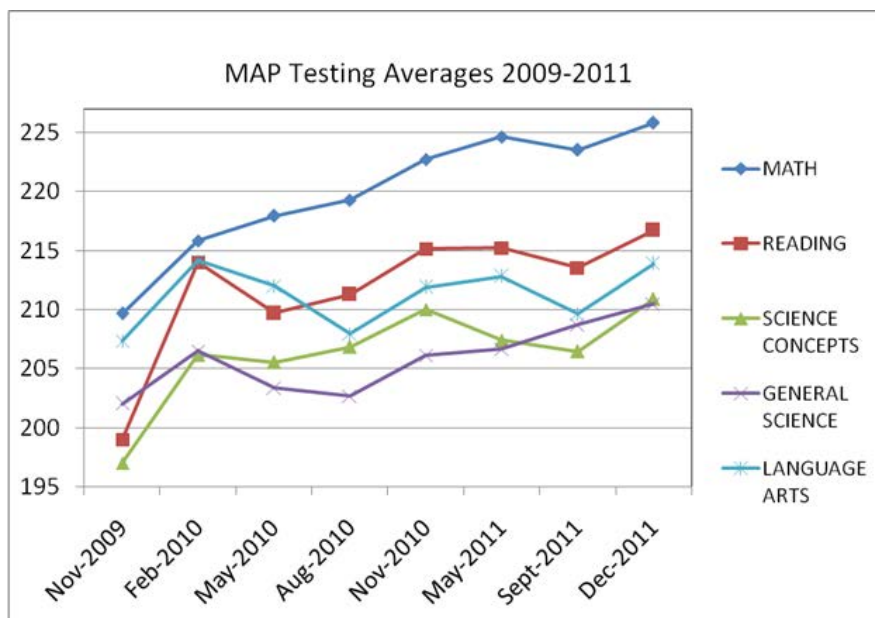
**The RIT scale is a subject area curriculum scale with equal intervals that uses individual item difficulty values to estimate student achievement. The scores above reflect the beginning of the school year until the end of the school year 2013.*

Performance Data RIT Scoring: Northwest Evaluation Association (NWEA) assessments use a measurement scale that has proven to be exceptionally stable and valid over time. Their scale is based on the same modern test theory that informs the SAT, Graduate Record Exam, and Law School Admission

Test. The benefit of this test theory is that it aligns student achievement levels with item difficulties on the same scale. NWEA placed all of their test items on the RIT scale according to their difficulty. Each increasing RIT is assigned a numeric value, or RIT score, that indicates a higher level of difficulty. As a student takes a Measurement of Academic Performance (MAP) test, s/he is presented with items of varying RITs, or levels of difficulty. Once the MAP system determines the difficulty level at which the student is able to perform and the system collects enough data to report a student's abilities, the test ends and the student is assigned an overall RIT score.

Since the MAP test only presents questions that a child can reasonably attempt to answer, the results are an excellent indicator of those skills and concepts that will appropriately challenge him/her. With this information, his/her Teacher can ensure academic growth.

Denver Public Schools has now adopted MAP growth rates as one of the most important factors in determining school progress through new School Performance Framework (SPF). Denver Public School authorized the charter for Rite of Passage's charter Ridge View Academy (RVA).



Denver Public Schools analyzes this data in many different ways.

They look at overall trend lines for each year and multiple years, and use individual growth rates to drive IEP goals and student scheduling and planning. Illustrated in the graph are the MAP growth rates that occurred from 2009-2011.

Students at Ridge View Academy are achieving growth rates far higher than the 2 RIT yearly national averages each quarter, and continue to show impressive

gains in all areas. These results indicate that students at RVA are receiving a highly engaging and effective educational programming.

The characteristics of the RIT scale provide several benefits to educators:

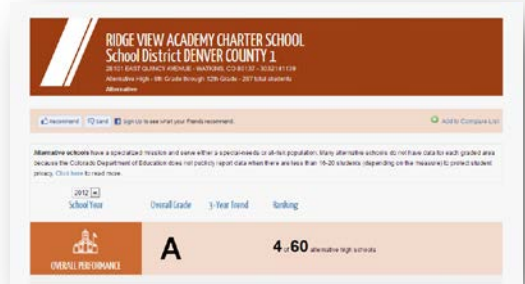
Grade-independent: Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

Equal-interval: The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade.

Stability: More than twenty years after it was first implemented, scores along the RIT scale mean the same thing. As a result, educators can confidently measure growth over many years. The

enclosed report summarizes reliability and validity studies used to support NWEA instruments.

School Achievement. For the 2012-2013 school year, Ridge View Academy scored in the “distinguished” category on the Denver Public School results of their School Performance Framework report. This is a comprehensive school performance tool that analyzes data on college readiness, attendance, student and parent satisfaction, student engagement, and year-to-year academic growth. These results were the best overall score and highest student achievement scores of any alternative high school in the district and are strong evidence that ROP's academic model is highly engaging and effective for high-risk youth.



In addition to ranking the highest on the Denver Public School's School Performance Framework report, Ridge View Academy was ranked 4th out of 60 alternative high schools in the State of Colorado by coloradoschoolgrades.com.

Ridge View Academy received an “A” as the overall grade by the site, which assigns grades based on key performance indicators measured by the Colorado Department of Education.

Additional achievements include:

- Achieved official AVID Certified Member school status
- Earned Center for Excellence award from the Colorado Department of Education for outstanding longitudinal growth in the 2012-13 school year
- Met all expectation on the Colorado Alternative Education School Performance Framework
- Achieved the highest overall score of all Alternative Education Campuses on the Colorado School Performance Framework
- Achieved the highest score for academic growth of all Alternative Education Campuses on the Colorado Alternative School Performance Framework
- Achieved the 5th highest cumulative gain in proficiency rates on the Transitional Color Assessment Program exam between 2012 and 2013
- Maintained the highest student attendance rate in the Denver Public Schools District at a rate of over 98%

Rite of Passage Non-Academic School Functions

Rite of Passage operates/manages schools across the country, but its headquarters are here in Nevada. The organization's capacities include:

- Financial and cost reporting
- Records Maintenance
- Grant Funding
- Continuous Quality Improvement
- Strategic Planning

Rite of Passage Reference Checks

Barry McBride, Board Member Emeritus from Southwest Leadership Academy provided a reference to Harry Williams, Committee to Form Liaison. Mr. McBride wrote, "I consider ROP outstanding in the areas of fiscal management, student services, respect and dignity toward students, vision for the future and staffed with dedicated, highly qualified individuals. Their experience in motivating and elevating troubled youth is second to none." In addition, he stated, "I can recommend with all confidence the application of Sterling Charter High School, Rite of Passage as EMO."

ATTACHMENT B.3.1.4: FINANCIAL PERFORMANCE OF EMO/MODEL

See attached for an independent financial audit of the EMO.

CRESCENT LEADERSHIP ACADEMY

FINANCIAL STATEMENTS

For the Fiscal Year Ended June 30, 2013

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR’S REPORT	1
FINANCIAL STATEMENTS	
Statement of Financial Position	3
Statement of Activities	4
Statement of Cash Flows	5
Statement of Functional Expenses	6
Notes to the Financial Statements	7
SCHEDULES REQUIRED BY STATE LAW (PERFORMANCE STATISTICAL DATA)	
Independent Accountant’s Report on Applying Agreed-Upon Procedures	13
Schedule K-1: General Fund Instructional and Support Expenditures and Certain Local Revenue Sources for the Year Ended June 30, 2013	17
Schedule K-2: Education Levels of Public Principals, Assistant Principals, and Full-Time Classroom Teachers.....	18
Schedule K-3: Number and Type of Public Schools.....	19
Schedule K-4: Experience Levels of Public Principals, Assistant Principals, and Full-Time Classroom Teachers.....	20
Schedule K-5: Public School Staff Data	21
Schedule K-6: Class Size Characteristics	22
Schedule K-7: Louisiana Educational Assessment Program (LEAP) for the 21 st Century	23
Schedule K-9: Integrated Louisiana Educational Assessment Program (iLEAP)	24

TABLE OF CONTENTS

Page

OMB CIRCULAR A-133 COMPLIANCE AND *GOVERNMENT AUDITING STANDARDS* REPORTS

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	25
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by OMB Circular A-133.....	27
Schedule of Expenditures of Federal Awards	29
Note to the Schedule of Expenditures of Federal Awards	30
Schedule of Findings and Questioned Costs	31
Summary Schedule of Prior Audit Findings and Questioned Costs	32



Carr, Riggs & Ingram, LLC
3501 North Causeway Boulevard
Suite 810
Metairie, Louisiana 70002

(504) 837-9116
(504) 837-0123 (fax)
www.cricpa.com

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Crescent Leadership Academy
New Orleans, Louisiana

Report on the Financial Statements

We have audited the accompanying financial statements of Crescent Leadership Academy (a nonprofit organization) ("CLA"), which comprise the Statement of Financial Position as of June 30, 2013, and the related Statements of Activities, Functional Expenses and Cash Flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to CLA's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of CLA's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies

used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of CLA as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 5, 2013, on our consideration of CLA's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering CLA's internal control over financial reporting and compliance.

Carr, Riggs & Ingram, LLC

December 5, 2013
Metairie, Louisiana

FINANCIAL STATEMENTS

CRESCENT LEADERSHIP ACADEMY
STATEMENT OF FINANCIAL POSITION
June 30, 2013

ASSETS

Current Assets:

Cash and cash equivalents	\$ 20,716
Prepaid expenses	642
Accounts receivable	<u>874,311</u>
 Total Current Assets	 <u>895,669</u>

Non-Current Assets:

Property and equipment, net	<u>44,281</u>
 Total Assets	 <u><u>\$ 939,950</u></u>

LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts payable	\$ 65,637
Due to management company	<u>858,851</u>
 Total Current Liabilities	 <u>924,488</u>
 Total Liabilities	 <u>924,488</u>

Net Assets:

Unrestricted	<u>15,462</u>
 Total Net Assets	 <u>15,462</u>
 Total Liabilities and Net Assets	 <u><u>\$ 939,950</u></u>

See accompanying notes to financial statements.

CRESCENT LEADERSHIP ACADEMY
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2013

UNRESTRICTED NET ASSETS

Public Support and Other Revenues	
Local sources	\$ 993,206
State sources	703,691
Federal sources	905,913
Donations and contributions	<u>176</u>
Total Support, Revenues and Reclassifications	<u>2,602,986</u>
 Expenses	
Program services:	
Instructional	1,356,578
Supporting services:	
Management and general	1,178,427
Non-Instructional services:	
Other services	<u>4,015</u>
Total Expenses	<u>2,539,020</u>
Increase in Unrestricted Net Assets	<u>63,966</u>
Net deficit at beginning of year	<u>(48,504)</u>
Net assets at end of year	<u><u>\$ 15,462</u></u>

See accompanying notes to financial statements.

CRESCENT LEADERSHIP ACADEMY
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2013

	2013
Cash Flows from Operating Activities:	
Increase in net assets	\$ 63,966
Depreciation expense	9,400
Decrease (increase) in operating assets:	
Accounts receivable	(846,471)
Prepaid expenses	12,203
Increase (decrease) in operating liabilities:	
Accounts payable	(64,328)
Due to management company	858,851
	33,621
 Cash Flows from Investing Activities:	
Purchase of property and equipment	(52,627)
 Net cash used by investing activities	(52,627)
Net decrease in cash and cash equivalents	(19,006)
 Cash and Cash Equivalents, Beginning of Year	39,722
 Cash and Cash Equivalents, End of Year	\$ 20,716
 SUPPLEMENTAL INFORMATION	
Interest paid during the year	\$ 2,126

See accompanying notes to financial statements.

**CRESCENT LEADERSHIP ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2013**

	<u>PROGRAM SERVICES</u>	<u>SUPPORT SERVICES</u>	<u>NON- INSTRUCTIONAL SERVICES</u>	<u>Total</u>
	<u>Instructional</u>	<u>Management And General</u>	<u>Other Services</u>	
Expenses:				
Salaries and benefits	\$ 1,024,988	\$ 685,188	\$ -	\$ 1,710,176
Purchased professional and technical services	116,750	169,436	-	286,186
Supplies	117,417	81,921	-	199,338
Transportation	-	132,302	-	132,302
Rent	91,500	-	-	91,500
Utilities	-	51,598	-	51,598
Insurance- other than employee benefits	-	23,696	-	23,696
Telephone and postage	-	10,846	-	10,846
Depreciation	-	9,400	-	9,400
Miscellaneous	5,923	-	-	5,923
Advertising and public notices	-	5,707	-	5,707
Travel	-	2,147	1,889	4,036
Dues and fees	-	3,394	-	3,394
Printing and binding	-	2,792	-	2,792
Interest expense	-	-	2,126	2,126
	<u>\$ 1,356,578</u>	<u>\$ 1,178,427</u>	<u>\$ 4,015</u>	<u>\$ 2,539,020</u>

See accompanying notes to financial statements.

CRESCENT LEADERSHIP ACADEMY
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Crescent Leadership Academy (a nonprofit organization) ("CLA") was incorporated in September 2011 for the purpose of operating a charter school in New Orleans. The Louisiana State Board of Elementary and Secondary Education (BESE) granted CLA one (1) Type 5 charter, pursuant to Louisiana Revised Statute 17:3971 et seq. The charter is valid until June 30, 2016. BESE is responsible for evaluating the performance of CLA and has the authority to deny renewal of the contract at its expiration or terminate the contract prior to its expiration.

CLA operates under the direction of a 7 member Board of Directors. The Board is responsible for carrying out the provisions of the contract which include, but are not limited to, state-mandated provisions regarding student population, curriculum, academic goals, performance standards, admission standards, and qualifications of its teachers. The Board oversees CLA's instructional/support facility staffed by 7 certified full-time teaching personnel who provide services to approximately 163 students.

Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting, in accordance with accounting principles generally accepted in the United States of America.

Functional Expenses

The cost of program and supporting services has been reported on a functional basis. This requires the allocation of certain costs based on total program costs and estimates made by management. The allocation between the functions is compiled based on the Louisiana Accounting and Uniform Governmental Handbook (LAUGH).

Income Tax Status

CLA is a tax exempt organization under Internal Revenue Code Section 501(c)(3) and, as such, is not subject to income tax.

CRESCENT LEADERSHIP ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2013

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Public Support and Revenue

CLA receives its support primarily from the Louisiana State Department of Education and the United States Department of Education. Irrevocable promises to give and outright contributions are recorded as revenue on the accrual basis as they are received, and allowances are provided for promises to give which are estimated to be uncollectible. Promises to give and contributions are principally received from corporate, foundation, and individual donors around the United States. Both promises to give and contributions are considered available for unrestricted use unless specifically restricted by donors. Irrevocable promises to give which relate to a subsequent year are recorded as receivables and temporarily restricted net assets in the year the commitment is received. Contributions whose donor restrictions are met in the same reporting period are reported as unrestricted support. CLA uses the direct write-off method of writing off uncollectible receivables.

Contributions of donated non-cash assets are recorded at their fair values in the period received. Contributions of donated services that create or enhance non-financial assets or that require specialized skills provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at their fair values in the period received.

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as temporarily restricted or permanently restricted support that increases those net asset classes. When a temporary restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Accounts receivable comprise a significant portion of CLA's current assets. CLA's management has determined these receivables are fully collectible as of June 30, 2013, and therefore no allowance for uncollectible accounts has been recorded.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

Cash is comprised of cash deposits in banks. Cash equivalents include amounts in time deposits with original maturities of ninety (90) days or less.

CRESCENT LEADERSHIP ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2013

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Basis of Presentation

CLA follows the provisions of Not-For-Profit Entities Topic of FASB ASC (FASB ASC 958), which establishes external financial reporting for not-for-profit organizations which includes three basic financial statements and the classification of resources into three separate categories of net assets, as follows:

- Unrestricted - Net assets which are free of donor imposed restrictions; all revenues, expenses, gains and losses that are not changes in permanently or temporarily restricted net assets.
- Temporarily Restricted - Net assets whose use by CLA is limited by donor-imposed stipulations that either expire by the passage of time or that can be fulfilled or removed by actions of CLA pursuant to such stipulations.
- Permanently Restricted - Net assets whose use by CLA is limited by donor-imposed stipulations that neither expire with the passage of time nor can be fulfilled and removed by actions of CLA.

Property and Equipment

Property and equipment is capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated property and equipment is recorded at fair market values as of the date received. CLA maintains a capitalization threshold of \$5,000 for furniture and equipment, land, and leasehold improvements. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. All reported property and equipment, except land, is depreciated. Depreciation is computed using the straight-line method over the following useful lives:

Leasehold improvements	life of lease or 5 years, whichever is greater
Vehicles	5 years
Machine and equipment	3-5 years

Subsequent Events

Subsequent events have been evaluated through December 5, 2013, the date the financial statements were available to be issued.

CRESCENT LEADERSHIP ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2013

NOTE 2 - PROPERTY AND EQUIPMENT

The cost of property and equipment is summarized as follows:

Vehicles	\$ 39,343
Machine and equipment	8,588
Leasehold improvements	5,750
Less accumulated depreciation	<u>(9,400)</u>
Net carrying amount	<u>\$ 44,281</u>

Depreciation expense was \$9,400 for the year ended June 30, 2013.

NOTE 3- RETIREMENT PLAN

Employees are offered the opportunity to participate in certain health benefits and a retirement plan offered by its management company (See Note 7 concerning the agreement with the management company). Enrollment is subject to the management company's plan documents. For the year ended June 30, 2013, CLA contributed \$12,493 to the employee retirement plans.

NOTE 4 - COMPENSATED ABSENCES

School-Based Employees:

Instructional Staff employees are granted discretionary Paid Time Off (PTO) to be used during the School Year based on their years of experience.

Non-Instructional Employees:

All full-time employees earn PTO based on the employee's status and length of service. Employees are encouraged to take PTO within the year the PTO is earned. However, each non-instructional employee can accumulate up to ten (10) days over the yearly earned amount. The accrual will stop once the employee exceeds the maximum accumulated PTO allowed. Additional accrual will not proceed until the employee has exhausted enough PTO to restart the accrual process. Lost accruals will not be made up. The outstanding liabilities relating to compensated absences are \$5,923 at June 30, 2013.

NOTE 5 - CONTINGENCIES

State Funding - The continuation of CLA is contingent upon legislative appropriation or allocation of funds necessary to fulfill the requirements of the charter contract with the Board of Elementary and Secondary Education. If the legislature fails to appropriate sufficient monies to provide for the continuation of the charter contract, or if such appropriation is reduced by veto of the governor or by any means provided in the appropriations act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the

CRESCENT LEADERSHIP ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2013

NOTE 5 – CONTINGENCIES (CONTINUED)

charter contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

NOTE 6 – LEASE AGREEMENT

CLA has entered into a lease agreement with the Orleans Parish School Board (“OPSB”) for the period from July 1, 2012 through January 1, 2014 for the use of mobile modular buildings, which are designed to act as classrooms. The rent is based on student capacity at \$619/annual facility revenue per student with a minimum monthly rent of \$10,000 and a maximum monthly rent of \$15,000. CLA may terminate this agreement at the expiration of the initial term by giving OPSB at least 90 days written notice. If 90 days is not given, then the term will automatically be renewed for 12 months at the then current lease rate. CLA paid \$91,500 in rent to the OPSB for the year ending June 30, 2013.

CLA is responsible for the payment of upkeep and operational expenses, such as utilities, janitorial, disposal services, property insurance and repairs and maintenance.

Minimum future lease agreements in effect as of June 30, 2013 were as follows:

2014	\$ <u>60,000</u>
Total	\$ <u>60,000</u>

NOTE 7 – MANAGEMENT AGREEMENT

CLA entered into an agreement on February 27, 2012 and effective through the last school day of the 2017-2018 school year with Rite of Passage, Inc. (“ROP”). The agreement between CLA and ROP will be renewed by CLA and ROP for an additional period equal to the term of a new charter agreement with BESE unless written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the termination date or the end of the renewal term. ROP is not a division or any part of CLA. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of the management agreement.

CLA pays an annual fee to ROP in the amount of 10% of the state and local school funds that CLA receives, directly or indirectly, plus 10% of the Federal funds. In addition to the management fee, CLA reimburses ROP for all reasonable expenses paid by ROP in implementing CLA’s budget. These costs include, but are not limited to, personnel costs, curriculum, supplies, supervision and behavior management of students, etc. The management fee is due to ROP in the same manner of installments and proportions that CLA receives its revenues. Each installment of the management fee is due and payable within five (5) days of CLA’s Board approving the disbursement of funds to ROP.

CRESCENT LEADERSHIP ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2013

NOTE 7 – MANAGEMENT AGREEMENT (CONTINUED)

The principal, core and non-core teachers and support staff are employees of ROP. ROP is responsible for hiring employees and maintaining necessary personnel information.

CLA has an outstanding liability to ROP of \$858,851 for management fees and services for the year ending June 30, 2013. This liability is included in the Due to Management Company line item on the Statement of Financial Position.

NOTE 8– SIGNIFICANT CONCENTRATIONS

For the year ended June 30, 2013, CLA received approximately 35% of its total revenue from federal sources, approximately 38% of its total revenue from local sources and approximately 27% of its total revenue from state public school funds.

CLA maintains its cash balances at a national financial institution. The balances are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times, the balance may exceed the federally insured amount.

CLA has outstanding receivables of \$874,311 at June 30, 2013, of that balance 75% is related to receivables from the Investing in Innovation grant, which is a pass through grant from New Schools for New Orleans.

NOTE 9 – UNCERTAIN TAX POSITIONS

Accounting principles generally accepted in the United States of America require CLA's management to evaluate tax positions taken by CLA and recognize a tax liability if CLA has taken an uncertain position that more likely than not would not be sustained upon examination by the Internal Revenue Service. CLA's management has analyzed the tax positions taken by CLA, and has concluded that as of June 30, 2013, there are no uncertain positions taken or expected to be taken that would require recognition of a liability or disclosure in the financial statements. CLA is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. CLA's management believes it is no longer subject to income tax examinations for years prior to 2010.

PERFORMANCE STATISTICAL DATA

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Directors
Crescent Leadership Academy
New Orleans, Louisiana

We have performed the procedures included in the Louisiana Governmental Audit Guide and enumerated below, which were agreed to by the management of Crescent Leadership Academy (a nonprofit organization) ("CLA") and the Legislative Auditor, State of Louisiana, solely to assist the users in evaluating management's assertions about the performance and statistical data accompanying the annual financial statements of CLA and to determine whether the specified schedules are free of obvious errors and omissions as provided by the Board of Elementary and Secondary Education (BESE) Bulletin. CLA is responsible for the performance and statistical data. This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specified users of this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings are as follows:

General Fund Instructional and Support Expenditures and Certain Local Revenue Sources (Schedule K-1)

1. We selected a random sample of 25 transactions and reviewed supporting documentation to determine if the sampled expenditures/revenues are classified correctly and are reported in the proper amounts for each of the following amounts reported on the schedule:
 - Total General Fund Instructional Expenditures,
 - Total General Fund Equipment Expenditures,
 - Total Local Taxation Revenue,
 - Total Local Earnings on Investment in Real Property,
 - Total State Revenue in Lieu of Taxes,
 - Nonpublic Textbook Revenue, and
 - Nonpublic Transportation Revenue.

Education Levels of Public Principals, Assistant Principals, and Full-Time Classroom Teachers (Schedule K-2)

2. We reconciled the total number of full-time classroom teachers per the schedule “Experience of Public Principals, Assistant Principals, and Full-time Classroom Teachers” (Schedule K-4) to the combined total number of full-time classroom teachers per this schedule and to school board supporting payroll records as of October 1, 2012.
3. We reconciled the combined total of principals and assistant principals per the schedule “Experience of Public Principals, Assistant Principals, and Full-time Classroom Teachers” (Schedule K-4) to the combined total of principals and assistant principals per this schedule.
4. We obtained a list of principals, assistant principals, and full-time teachers by classification as of October 1, 2012 and as reported on the schedule. We traced a random sample of 25 teachers to the individual’s personnel file and determined that the individual’s education level was properly classified on the schedule.

Number and Type of Public Schools (Schedule K-3)

5. We obtained a list of schools by type as reported on the schedule. We compared the list to the schools and grade levels as reported on the Title 1 Grants to Local Educational Agencies (CFDA 84.010) application and/or the National School Lunch Program (CFDA 10.555) application.

Experience of Public Principals, Assistant Principals, and Full-time Classroom Teachers (Schedule K-4)

6. We obtained a list of principals, assistant principals, and full-time teachers by classification as of October 1, 2012 and as reported on the schedule and traced the same sample used in procedure 4 to the individual’s personnel file and determined that the individual’s experience was properly classified on the schedule.

Public Staff Data (Schedule K-5)

7. We obtained a list of all classroom teachers including their base salary, extra compensation, and ROTC or rehired retiree status as well as full-time equivalent as reported on the schedule and traced a random sample of 25 teachers to the individual’s personnel file and determined that the individual’s salary, extra compensation, and full-time equivalents were properly included on the schedule.
8. We recalculated the average salaries and full-time equivalents reported in the schedule.

Class Size Characteristics (Schedule K-6)

9. We obtained a list of classes by school, school type, and class size as reported on the schedule and reconciled school type classifications to Schedule K-3 data, as obtained in procedure 5. We then traced a random sample of 10 classes to the October 1, 2012 roll books for those classes and determined that the class was properly classified on the schedule.

Louisiana Educational Assessment Program (LEAP) for the 21st Century (Schedule K-7)

10. We obtained test scores as provided by the testing authority and reconciled scores as reported by the testing authority to scores reported in the schedule by the School System.

Integrated Louisiana Educational Assessment Program (iLEAP) (Schedule K-9)

11. We obtained test scores as provided by the testing authority and reconciled the scores as reported by the testing authority to the scores reported in the schedule by the School System.

Education Levels of Public Principals, Assistant Principals, and Full-Time Classroom Teachers (Schedule K-2)

Finding:

We noted six (6) instances where employees with sequential social security numbers with no names were listed on the October 1, 2012 PEP Report. According to management, these were place holders for positions not yet filled by CLA. There were no personnel files on these employees listed on the PEP Report.

Corrective Action Plan:

Crescent Leadership Academy concurs with the finding noted. Crescent Leadership Academy will only report those currently employed full-time teachers and principals on the October and June PEP Reports.

Finding:

We noted on the October 1, 2012 PEP Report that the principal was not listed on this report.

Corrective Action Plan:

Crescent Leadership Academy concurs with the finding noted. Crescent Leadership Academy will only report those currently employed full-time teachers and principals on the October and June PEP Reports.

Class Size Characteristics (Schedule K-6)

Finding:

We noted from our testing of class size, there were six (6) classes with 27-33 students per the class roster. When compared the Louisiana Department of Education's Schedule 6, there were no classes reported with a class size of 27-33 students.

Corrective Action Plan:

Crescent Leadership Academy concurs with the finding noted. Crescent Leadership Academy will maintain and monitor the class sizes to adhere to the 33 maximum requirement stated by the Louisiana Department of Education and accurately report those classes sizes to the Louisiana Department of Education.

We were not engaged to and did not perform an examination, the objective of which would be the expression of an opinion on management's assertions. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of management of CLA, the Louisiana Department of Education, the Louisiana Legislature, and the Legislative Auditor, State of Louisiana, and is not intended to be and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. Under Louisiana Revised Statute 24:513, this report is distributed by the Legislative Auditor as a public document.

Carr, Riggs & Ingram, LLC

December 5, 2013
Metairie, Louisiana

CRESCENT LEADERSHIP ACADEMY

SCHEDULE K-1

**General Fund Instructional and Support Expenditures
Certain Local Revenue Sources
For the Year Ended June 30, 2013**

General Fund Instructional and Equipment Expenditures

General fund instructional expenditures:

Teacher and student interaction activities:		
Classroom teacher salaries	\$ 254,224	
Other instructional staff activities	241,926	
Employee benefits	67,743	
Purchased professional and technical services	104,752	
Instructional materials and supplies	68,046	
Less instructional equipment	-	
Total teacher and student interaction activities		\$ 736,691
Other instructional activities		5,923
Pupil support activities	\$ 24,889	
Less equipment for pupil support activities	-	
Net pupil support activities		24,889
Instructional Staff Services	\$ -	
Less equipment for instructional staff services	-	
Net instructional staff services		-
School Administration	\$ 274,978	
Less: Equipment for School Administration	-	
Net school administration		274,978.00
Total general fund instructional expenditures		\$ 1,042,481
Total general fund equipment expenditures		\$ -

Certain Local Revenue Sources:

This section is not applicable to Crescent Leadership Academy.

**Education Level of Public Principals, Assistant Principals, and Full-Time Classroom Teachers
As of October 1, 2012**

Category	Full-time Classroom Teachers				Principals and Assistant Principals			
	Certificated		Uncertificated		Certificated		Uncertificated	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than a Bachelor's Degree	-	-	-	-	-	-	-	-
Bachelor's Degree	17	59%	1	100%	-	-	-	-
Master's Degree	12	41%	-	-	-	-	1	100%
Master's Degree +30	-	-	-	-	1	100%	-	-
Specialist in Education	-	-	-	-	-	-	-	-
Ph. D. or Ed. D.	-	-	-	-	-	-	-	-
Total	29	100%	1	100%	1	100%	1	100%

**Number and Type of Public Schools
For the Year Ended June 30, 2013**

Type	2013
	Number
Elementary	-
Middle/Jr. High	-
Secondary	1
Combination	-
Total	1

Note: Schools opened or closed during the fiscal year are included in this schedule.

**Experience Levels of Public Principals, Assistant Principals, and Full-Time Classroom Teachers
As of October 1, 2012**

	0-1 Yr.	2-3 Yrs.	4-10 Yrs.	11-14 Yrs.	15-19 Yrs.	20-24 Yrs.	25+ Yrs.	Total
Assistant Principals	-	-	-	-	-	-	-	-
Classroom Teachers	1	-	4	-	-	-	-	5
Principals	-	-	-	-	-	-	-	-
Total	1	-	4	-	-	-	-	5

Public School Staff Data
2012-2013 School Year

	All Classroom Teachers	Classroom Teachers Excluding ROTC And Rehired Retirees
Average Classroom Teachers' Salary Including Extra Compensation	\$ 36,690	\$ 36,690
Average Classroom Teacher's Salary Excluding Extra Compensation	\$ 36,690	\$ 36,690
Number of Teacher Full-time Equivalents (FTEs) used in Computation of Average Salaries	5.0	5.0

Note: Amounts reported include all sources of funding (i.e. federal, state and local) but exclude employee benefits. Generally, retired teachers rehired to teach receive less compensation than non-retired teachers and ROTC teachers receive more compensation because of a federal supplement. Therefore, these teachers are excluded from the computation in the last column. This schedule excludes day-to-day substitutes and temporary employees.

**Class Size Characteristics
As of October 1, 2012**

School Type	Class Size Range							
	1 - 20		21 - 26		27 - 33		34+	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary	-	-	-	-	-	-	-	-
Elementary Activity Classes	-	-	-	-	-	-	-	-
Middle/Jr. High	-	-	-	-	-	-	-	-
Middle/Jr. High Activity Classes	-	-	-	-	-	-	-	-
High	88%	49	12%	7	-	-	-	-
High Activity Classes	83%	5	17%	1	-	-	-	-
Combination	-	-	-	-	-	-	-	-
Combination Activity Classes	-	-	-	-	-	-	-	-

Note: The Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels. The maximum enrollment in grades K-3 is 26 students and maximum enrollment in grades 4-12 is 33 students. These limits do not apply to activity classes such as physical education, chorus, band, and other classes without maximum enrollment standards. Therefore, these classes are included only as separate line items.

CRESCENT LEADERSHIP ACADEMY

SCHEDULE K-7

**Louisiana Educational Assessment Program (LEAP) for the 21st Century
For the Years Ended June 30, 2013**

District Achievement Level Results	English		Mathematics	
	2013		2013	
Students	Number	Percent	Number	Percent
Grade 8				
Advanced	-	0%	-	0%
Mastery	-	0%	-	0%
Basic	7	19%	3	8%
Approaching Basic	11	30%	5	14%
Unsatisfactory	19	51%	29	78%
Total	37	100%	37	100%

District Achievement Level Results	Science		Social Studies	
	2013		2013	
Students	Number	Percent	Number	Percent
Grade 8				
Advanced	-	0%	-	0%
Mastery	-	0%	1	4%
Basic	3	11%	7	26%
Approaching Basic	8	28%	5	18%
Unsatisfactory	17	61%	14	52%
Total	28	100%	27	100%

Note: Crescent Leadership Academy's opened for the 2012-2013 school year; therefore, test scores prior to 2013 are not applicable.

CRESCENT LEADERSHIP ACADEMY

SCHEDULE K-9

Integrated Louisiana Educational Assessment Program (iLEAP)

District Achievement Level Results	English		Mathematics		Science		Social Studies	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 7								
Advanced	-	0%	-	0%	-	0%	-	0%
Mastery	-	0%	-	0%	-	0%	-	0%
Basic	4	20%	3	15%	4	25%	2	13%
Approaching Basic	7	35%	4	20%	8	50%	6	38%
Unsatisfactory	9	45%	13	65%	4	25%	8	50%
Total	20	100%	20	100%	16	100%	16	100%

Note: Crescent Leadership Academy's opened for the 2012-2013 school year; therefore, test scores prior to 2013 are not applicable.

**OMB CIRCULAR A-133 COMPLIANCE AND
GOVERNMENT AUDITING STANDARDS REPORTS**



Carr, Riggs & Ingram, LLC
3501 North Causeway Boulevard
Suite 810
Metairie, Louisiana 70002

(504) 837-9116
(504) 837-0123 (fax)
www.cricpa.com

**INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Crescent Leadership Academy
New Orleans, Louisiana

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Crescent Leadership Academy (a nonprofit organization) (“CLA”), which comprise the Statement of Financial Position as of June 30, 2013, and the related Statements of Activities, and Cash Flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 5, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered CLA’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of CLA’s internal control. Accordingly, we do not express an opinion on the effectiveness of CLA’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did

not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether CLA's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of CLA's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering CLA's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Carr, Riggs & Ingram, LLC

December 5, 2013
Metairie, Louisiana

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Board of Directors
Crescent Leadership Academy
New Orleans, Louisiana

Report on Compliance for Each Major Federal Program

We have audited Crescent Leadership Academy's (a nonprofit organization) ("CLA") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of CLA's major federal programs for the year ended June 30, 2013. CLA's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of CLA's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about CLA's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of CLA's compliance.

Opinion on Each Major Federal Program

In our opinion, CLA complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of CLA is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered CLA's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of CLA's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Carr, Riggs & Ingram, LLC

December 5, 2013
Metairie, Louisiana

**CRESCENT LEADERSHIP ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2013**

<u>Federal Grantor/ Program Title/ Pass-Through Grantor</u>	<u>Federal CFDA Number</u>	<u>Expenditures</u>
<u>U.S. Department of Education:</u>		
<i>Passed-through Louisiana Department of Education:</i>		
Title I Grants to Local Educational Agencies (LEAs)	84.010	\$ 74,656
Title II Improving Teacher Quality State Grants	84.367	10,463
<i>Passed-through New Schools for New Orleans:</i>		
Investing in Innovation*	84.411	<u>820,794</u>
TOTAL U.S. DEPARTMENT OF EDUCATION		<u>\$ 905,913</u>

*Identified as a major program.

See accompanying Note to the Schedule of Expenditures of Federal Awards.

CRESCENT LEADERSHIP ACADEMY
NOTE TO THE SCHEDULE OF EXPENDITURES OF
FEDERAL AWARDS
For the Year Ended June 30, 2013

NOTE 1 - BASIS OF ACCOUNTING

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of Crescent Leadership Academy (a nonprofit organization) and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Therefore, some amounts presented in this schedule may differ from amounts presented in or used in the preparation of the basic financial statements.

**CRESCENT LEADERSHIP ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2013**

A. SUMMARY OF AUDITOR'S RESULTS

1. The auditor's report expresses an unqualified opinion on the financial statements of Crescent Leadership Academy (a nonprofit organization) ("CLA").
2. No instances of noncompliance material to the financial statements of CLA were disclosed and identified during the audit.
3. No significant deficiencies relating to the audit in the *Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by OMB Circular A-133*.
4. The *Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by OMB Circular A-133* expresses an unqualified opinion on all major federal programs.
5. There were no findings that are required to be reported in accordance with Section 510(a) of OMB Circular A-133.
6. A management letter was issued for the year ended June 30, 2013.
7. The program tested as a major programs for the year ended June 30, 2013 was:

<u>Program Title</u>	<u>CFDA No.</u>
Investing in Innovations	84.411

8. The threshold for distinguishing between Type A and Type B programs was \$300,000.
9. CLA did not qualify as a low-risk auditee.

B. FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS

There were no findings related to the financial statement for the year ended June 30, 2013.

**CRESCENT LEADERSHIP ACADEMY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
AND QUESTIONED COSTS
For the Year Ended June 30, 2013**

**SECTION I - FINDINGS RELATED TO THE FINANCIAL STATEMENTS
COMPLIANCE**

Not applicable.

**SECTION II – FINDINGS AND QUESTIONED COSTS RELATED TO MAJOR
FEDERAL AWARD PROGRAMS**

Not applicable.

SECTION III – MANAGEMENT LETTER

Not applicable.

RIDGE VIEW ACADEMY

FINANCIAL STATEMENTS

June 30, 2013



Logan *and* Associates, LLC
CERTIFIED PUBLIC ACCOUNTANTS

TABLE OF CONTENTS

Roster of Academy Officials	
Independent Auditors' Report	a - b
Basic Financial Statements	
Management's Discussion and Analysis	i - iv
Statement of Net Position	1
Statement of Activities	2
Balance Sheet - Governmental Fund	3
Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Fund	4
Notes to Financial Statements	5 - 12
Required Supplementary Information	
Budgetary Comparison Schedule - General Fund	13
Notes to Required Supplementary Information	14

RIDGE VIEW ACADEMY

Roster of Academy Officials

June 30, 2013

School Board

Pat Hayes	President
Carol Nollsch	Vice President
Craig Bowman	Secretary
Judy Sutherland	Treasurer
Charlie Meyer	Member
Judy Morton	Member
Nancy Spence	Member
Pat Grippe	Member
Vel Garner	Member

School Management

Ed Cope	Principal
---------	-----------



School Board
Ridge View Academy
Watkins, Colorado

INDEPENDENT AUDITORS' REPORT

We have audited the accompanying financial statements of the governmental activities and the major fund of the Ridge View Academy, a component unit of Denver School District, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the basic financial statements of the Ridge View Academy.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Academy's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a reasonable basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Ridge View Academy as of June 30, 2013, and the respective changes in financial position for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1 the Academy adopted the standards of Governmental Accounting Standards Board (GASB) No. 63 *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* for the year ended June 30, 2013. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and budgetary comparison schedule on pages i - iv and 13 - 14, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the GASB who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Logan and Associates, LLC

Aurora, Colorado
September 5, 2013

Management's Discussion and Analysis

As management of Ridge View Academy, a charter high school, we offer readers of our financial statements this narrative overview and analysis of the financial activities of Ridge View Academy for the fiscal year ended June 30, 2013.

Financial Highlights

At the beginning of the fiscal year 2013, the school population was estimated at 300 students. This number decreased on the October 1st count day to 255. Due to the reduction in funding and students, initial budgets called for a \$210,000 reduction in reserves. The General Fund balance decreased \$232,335, compared to a decrease from the prior year of \$114,099. The Total General Fund ending balance is currently at \$623,897.

The school incurred an additional reduction in net assets of \$20,260 for depreciation (there was no outlay for capital asset additions for fiscal year 2013) and an increase in liability of \$845 for compensated absences. The net decrease in net position for the year is \$253,440 compared to the fiscal year 2012 decrease of \$135,912.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to Ridge View Academy's basic financial statements. These basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This Management report also contains other supplementary information in addition to the basic financial statements to give the reader a more detailed view of the school's financial performance.

Government-wide Financial Statements. The government-wide financial statements are designed to provide readers with a broad overview of Ridge View Academy's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of Ridge View Academy's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the school is improving or deteriorating. This fiscal year the School's net assets declined 21.3% or \$253,440 compared to a prior year reduction of 13.1% or \$135,912. School management has budgeted the next fiscal year not to further decrease school reserves.

The statement of activities presents information showing how Ridge View Academy's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (e.g., items purchased but not paid for, earned but unused vacation leave).

The government-wide financial statement includes instruction and supporting services of Ridge View Academy, as well as capital expenditures.

The government-wide financial statements can be found on pages 1 - 2 of this report.

Fund Financial Statements: A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Ridge View Academy, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The only fund of Ridge View Academy for the current year is a governmental fund.

Governmental Funds: Governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School’s near-term financing requirements.

Ridge View Academy maintains one major governmental fund; the General Fund. Federal Title 1 funds, as well as revenue passed-through Denver Public Schools to the Academy for the National School Lunch and Breakfast program are reported in the General Fund. The school is currently not required to maintain any other funds.

As of the end of the current fiscal year, Ridge View Academy’s governmental fund reported an ending fund balance of \$623,897.

Ridge View Academy adopts an annual appropriated budget for its General Fund. A budgetary comparison statement has been provided for the General Fund to demonstrate compliance with this budget.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government’s financial position. In the case of Ridge View Academy, assets exceeded liabilities by \$663,318 at the close of its twelfth fiscal year. Detail of the School’s assets can be found on page 1 of the Audited Financial Statements.

Ridge View Academy’s Net Position	June 30, 2013	June 30, 2012
Cash	\$ 636,827	\$ 767,718
Other Current Assets	155,683	265,142
Capital Assets	39,420	59,680
Total Assets	<u>831,930</u>	<u>1,092,540</u>
Current Liabilities	<u>\$ 184,050</u>	<u>\$ 191,220</u>
Net Investment in Capital	39,420	59,680
Restricted for Emergencies	46,443	53,733
Net position unrestricted	<u>562,017</u>	<u>787,907</u>
Total Net Position	<u>\$ 647,880</u>	<u>\$ 901,320</u>

Ridge View Academy's Change in Net Position	2012-2013	2011-2012
Program Revenues:		
Grants and Contributions	\$ 894,692	\$ 1,096,510
General Revenues:		
Earnings on Investments	631	1,900
Per Pupil Operating Revenue	1,786,453	1,965,641
Mill Levy	164,995	32,477
Contribution not Restricted to a Specific Program	87,617	90,607
Other Revenue	-	2,301
Total Revenues	<u>\$ 2,934,389</u>	<u>\$ 3,189,436</u>
Expenses:		
Instructional	1,721,523	2,164,705
Supporting Services	<u>1,466,305</u>	<u>1,160,643</u>
Total Expenses	<u>3,187,828</u>	<u>3,325,348</u>
Decrease in Net Position	<u>\$ (253,440)</u>	<u>\$ (135,912)</u>

Financial Analysis of the Government's Funds

As noted earlier, Ridge View Academy uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds: The focus of Ridge View Academy's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the schools subsequent year financing requirements. In particular, unrestricted fund balance is a useful measure of the School's net resources available for spending at the end of the fiscal year.

The General Fund is the major operating fund of the Academy. During the current fiscal year the fund balance decreased \$232,335, from \$856,232 to \$623,897. This was primarily due to a reduction in funding from lower enrollment. Total funding from local sources decreased \$34,542 in the 2012/2013 fiscal year primarily due to the decrease in population during the year discussed previously (2011/12 – 286, 2012/13 – 255). Federal funding decreased \$217,451.

General Fund Budgetary Highlights

The School Board approves a budget in June based on enrollment projections for the following school year and estimated state funding. In February after enrollment stabilizes, adjustments are made to the budget. For the school year 2012/2013, there was a change in budgeted population. It was anticipated at 300 and realized at 255. Therefore, the final budgeted revenues and expenditures were decreased by \$247,204 and \$172,315 respectively.

The School's final budgeted revenue was estimated at \$2,985,777 (including grants) for the year. Actual revenues fell short of budget expectations by \$51,389 for a total of \$2,934,388. Budgeted expenditures were approved at \$3,175,664, while actual expenditures were less than budget projections at \$3,166,723, bringing the net decrease in general fund balance to \$232,335.

Capital Assets

There were no capital additions for fiscal year 2012-13. Depreciation of existing assets totaled \$20,260. See Note 3 in the accompanying Financial Statements.

Long-term debt

As of June 30, 2013 the school has no long-term debt other than \$15,437 for compensated absences. This amount increased from last year's total of \$14,592. This is due to fluctuations in administrative staff unused paid time off allowed up to a maximum of 20 days. Upon termination of employment, an administrative employee is compensated for all unused paid time off at their current rate of pay, depending on the employee's years of service.

Economic Outlook and Future Items

Ridge View Academy's economic outlook continues to be strong. The school has been able to rely on strong reserves that it built up over the years in anticipation of changes in economic conditions. Although population numbers have continued to decline, the school has adapted by reducing spending.

The preliminary budget for 2013/2014 was done without increasing its population count from 2012/2013 and includes a 3.8% increase in per pupil funding. Expenditures are expected to be less than those estimated for 2012/2013 by \$166,064, as well as less than actual for the same period by \$157,123.

Requests for Information

This financial report is designed to provide a general overview of Ridge View Academy's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Chief Financial Officer, 2560 Business Parkway, Suite A, Minden, NV 89423.

BASIC FINANCIAL STATEMENTS

RIDGE VIEW ACADEMY

STATEMENT OF NET POSITION

June 30, 2013

	<u>GOVERNMENTAL ACTIVITIES</u>
ASSETS	
Cash	\$ 636,827
Accounts Receivable	28,182
Grants Receivable	68,633
Prepaid Expenses	12,425
Reserves Held by Denver School District	46,443
Capital Assets, Net of Accumulated Depreciation	<u>39,420</u>
 TOTAL ASSETS	 <u>831,930</u>
 LIABILITIES	
Accounts Payable	168,613
Noncurrent Liabilities	
Due Within One Year	<u>15,437</u>
 TOTAL LIABILITIES	 <u>184,050</u>
 NET POSITION	
Net Investment in Capital Assets	39,420
Restricted for Emergencies	46,443
Unrestricted	<u>562,017</u>
 TOTAL NET POSITION	 <u>\$ 647,880</u>

The accompanying notes are an integral part of the financial statements.

RIDGE VIEW ACADEMY

STATEMENT OF ACTIVITIES

Year Ended June 30, 2013

FUNCTIONS/PROGRAMS	EXPENSES	PROGRAM REVENUES OPERATING GRANTS AND CONTRIBUTIONS	NET (EXPENSE) REVENUE AND CHANGE IN NET POSITION
PRIMARY GOVERNMENT			GOVERNMENTAL ACTIVITIES
Governmental Activities			
Instruction	\$ 1,721,523	\$ 589,082	\$ (1,132,441)
Supporting Services	1,466,305	305,610	(1,160,695)
Total Governmental Activities	<u>\$ 3,187,828</u>	<u>\$ 894,692</u>	<u>(2,293,136)</u>
		GENERAL REVENUES	
		Per Pupil Revenue	1,786,453
		District Mill Levy	164,995
		Donations and Fundraising not Restricted to Specific Programs	87,617
		Investment Income	631
		TOTAL GENERAL REVENUES	<u>2,039,696</u>
		CHANGE IN NET POSITION	(253,440)
		NET POSITION, Beginning	<u>901,320</u>
		NET POSITION, Ending	<u>\$ 647,880</u>

The accompanying notes are an integral part of the financial statements.

RIDGE VIEW ACADEMY

BALANCE SHEET
GOVERNMENTAL FUND
 June 30, 2013

	<u>GENERAL</u>
ASSETS	
Cash	\$ 636,827
Accounts Receivable	28,182
Grants Receivable	68,633
Prepaid Item	12,425
Reserves Held by Denver School District	<u>46,443</u>
TOTAL ASSETS	<u>\$ 792,510</u>
LIABILITIES AND FUND BALANCE	
LIABILITIES	
Accounts Payable	<u>\$ 168,613</u>
TOTAL LIABILITIES	<u>168,613</u>
FUND BALANCE	
Nonspendable	12,425
Restricted for Emergencies	46,443
Unassigned	<u>565,029</u>
TOTAL FUND BALANCE	<u>623,897</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 792,510</u>

Amounts Reported for Governmental Activities in the Statement of Net Position are Different Because:

Total Fund Balance of Governmental Fund	\$ 623,897
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund.	39,420
Long-term liabilities, including compensated absences, are not due and payable in the current year and, therefore, are not reported in the fund.	<u>(15,437)</u>
Total Net Position of Governmental Activities	<u>\$ 647,880</u>

The accompanying notes are an integral part of the financial statements.

RIDGE VIEW ACADEMY

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUND
 Year Ended June 30, 2013

	<u>GENERAL</u>
REVENUES	
Local Sources	\$ 2,330,120
State Sources	7,114
Federal Sources	<u>597,154</u>
TOTAL REVENUES	<u>2,934,388</u>
EXPENDITURES	
Current	
Instruction	1,701,263
Supporting Services	<u>1,465,460</u>
TOTAL EXPENDITURES	<u>3,166,723</u>
NET CHANGE IN FUND BALANCE	(232,335)
FUND BALANCE, Beginning	<u>856,232</u>
FUND BALANCE, Ending	<u><u>\$ 623,897</u></u>
Amounts Reported for Governmental Activities in the Statement of Activities are Different Because:	
Net Change in Fund Balance of Governmental Fund	\$ (232,335)
Capital outlays to purchase or build capital assets are reported in the governmental fund as expenditures. However, for governmental activities those costs are capitalized in the statement of net position and allocated over their estimated useful lives as annual depreciation expense in the statement of activities. This is the amount of depreciation expense in the current year.	(20,260)
Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental fund. This is the increase in compensated absences payable.	<u>(845)</u>
Change in Net Position of Governmental Activities	<u><u>\$ (253,440)</u></u>

The accompanying notes are an integral part of the financial statements.

RIDGE VIEW ACADEMY

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Ridge View Academy (the "Academy") was formed pursuant to the Colorado Charter Schools Act to operate a high school charter school within the Denver School District (the "District"). The Academy is governed by a board of community members. In addition, the Academy is operated and managed by Rite of Passage, Inc. (R.O.P.).

The accounting policies of the Academy conform to generally accepted accounting principles as applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The Academy adopted GASB statement No. 63 *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, for the year ended June 30, 2013. Adoption of this statement did not change any financial statement reporting by the Academy other than changing the titles for the "Statement of Net Assets" to "Statement of Net Position" and changing "Net Assets" to "Net Position." Following is a summary of the more significant policies.

Reporting Entity

The definition of the reporting entity is based primarily on financial accountability. The Academy is financially accountable for organizations that make up its legal entity. It is also financially accountable for legally separate organizations if Academy officials appoint a voting majority of the organization's governing body and either it is able to impose its will on that organization or there is a potential for the organization to provide specific financial benefits to, or to impose specific financial burdens on, the Academy. The Academy may also be financially accountable for organizations that are fiscally dependent upon it.

Based on the application of these criteria, the Academy does not include additional organizations in its reporting entity.

Government-Wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all activities of the Academy. For the most part, the effect of interfund activity has been removed from these statements. *Governmental activities*, which normally are supported by intergovernmental revenues, are reported in a single column.

RIDGE VIEW ACADEMY

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide and Fund Financial Statements (Continued)

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

The major individual governmental fund is reported as a single column in the fund financial statements.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when the liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current year or soon enough thereafter to pay liabilities of the current year. For this purpose, the Academy considers revenues to be available if they are collected within 60 days of the end of the current year.

Intergovernmental revenues, grants, and interest associated with the current year are all considered to be susceptible to accrual and so have been recognized as revenues of the current year. All other revenues are considered to be measurable and available only when cash is received by the Academy.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

When both restricted and unrestricted resources are available for use, it is the Academy's practice to use restricted resources first, then unrestricted resources as they are needed.

RIDGE VIEW ACADEMY

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation
(Continued)**

In the fund financial statements, the Academy reports the following major governmental fund:

General Fund is the Academy's primary operating fund that accounts for all financial activities of the Academy.

Assets, Liabilities and Net Position/Fund Balances

Receivables - All receivables are reported at their gross value and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible.

Prepaid Expenses - Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid expenses.

Capital Assets - Capital assets, which include equipment and building improvements, are reported in the government-wide financial statements. Capital assets are defined by the Academy as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Equipment and building improvements are depreciated using the straight-line method over estimated useful lives of 5 to 15 years.

Net Position - In the government-wide financial statements, net position is restricted when constraints placed on the net position are externally imposed.

Fund Balance Classification - The governmental fund financial statements present fund balance based on classifications that comprise a hierarchy that is based primarily on the extent to which the Academy is bound to honor constraints on the specific purposes for which amounts in the governmental fund can be spent. The classifications used in the governmental fund financial statements are as follows:

RIDGE VIEW ACADEMY

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation
(Continued)**

- Nonspendable – This classification includes amounts that cannot be spent because they are either (a) not in spendable form (such as prepaid items) or (b) are legally or contractually required to be maintained intact. The Academy considers the prepaid item as nonspendable.
- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The Academy has classified emergency reserves as being restricted because its use is restricted by State statute for declared emergencies.
- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Academy's highest level of decision-making authority, the School Board. The constraint may be removed or changed only through formal action of the School Board. The Academy has no committed fund balance as of June 30, 2013.
- Assigned – This classification includes amounts that are constrained by the Academy's intent to be used for specific purposes, but is neither restricted nor committed. Intent is expressed by the School Board to be used for a specific purpose. Constraints imposed on the use of assigned amounts are more easily removed or changed than those imposed on committed amounts. The Academy has no assigned fund balance as of June 30, 2013.
- Unassigned – This classification includes the residual fund balance for the General Fund.

The Academy has not established a formal policy for its use of restricted and unrestricted fund balance. However, if both the restricted and unrestricted fund balances are available the Academy uses restricted fund balance first.

Compensated Absences – The Academy is obligated to reimburse the management company for all salaries, benefits and unused paid time off. Administrative employees are allowed to accumulate unused paid time off up to their annual earned amount plus 10 days, depending on years of service with the management company. An employee will be compensated for all unused paid time off at their current pay rate upon termination of employment.

RIDGE VIEW ACADEMY

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation
(Continued)**

These compensated absences are not recognized as expenditures in the General Fund. A long-term liability has been reported in the government-wide financial statements for the accrued compensated absences.

Risk Management

The Academy is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets; injuries to employees; natural disasters; and directors and officers liability. The Academy purchases commercial insurance these risks of loss.

Subsequent Events

The Academy has evaluated events subsequent to the year ended June 30, 2013 through September 5, 2013, the date these financial statements were issued, and has incorporated any required recognition into these financial statements.

NOTE 2: CASH AND INVESTMENTS

Deposits

The Colorado Public Deposit Protection Act (PDPA) requires that all local government entities deposit cash in eligible public depositories. Eligibility is determined by State regulations. Amounts on deposit in excess of Federal Deposit Insurance Corporation (FDIC) levels must be collateralized by eligible collateral as determined by the PDPA. The FDIC insures depositors up to \$250,000 for interest bearing accounts and provides unlimited coverage for non-interest bearing accounts. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution, or held in trust for all uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. At June 30, 2013, the Academy had bank deposits of \$754,712, which \$463,840 was insured by the Federal Deposit Insurance Corporation (FDIC) and \$290,872 was collateralized with securities held by the financial institutions' agents but not in the Academy's name.

RIDGE VIEW ACADEMY

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 2: CASH AND INVESTMENTS (Continued)

Investments

The Academy is required to comply with State statutes which specify investment instruments meeting defined rating, maturity, and concentration risk criteria in which local governments may invest, which include the following. State statutes do not address custodial risk.

- Obligations of the United States and certain U.S. Agency securities
- Certain international agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Commercial paper
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts
- Local government investment pools

The Academy had no investments at June 30, 2013.

NOTE 3: CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2013, is summarized below:

	Balances 06/30/2012	Additions	Deletions	Balances 06/30/2013
Governmental Activities:				
Capital Assets, being depreciated				
Equipment	\$ 623,715	\$ -	\$ -	\$ 623,715
Building Improvements	862,264	-	-	862,264
Total Capital Assets, being depreciated	<u>1,485,979</u>	<u>-</u>	<u>-</u>	<u>1,485,979</u>
Less accumulated depreciation				
Equipment	(623,715)	-	-	(623,715)
Building Improvements	<u>(802,584)</u>	<u>(20,260)</u>	-	<u>(822,844)</u>
Total accumulated depreciation	<u>(1,426,299)</u>	<u>(20,260)</u>	<u>-</u>	<u>(1,446,559)</u>
Capital Assets, net	<u>\$ 59,680</u>	<u>\$ (20,260)</u>	<u>\$ -</u>	<u>\$ 39,420</u>

Depreciation expense was charged to the Instruction program of the Academy.

RIDGE VIEW ACADEMY

NOTES TO FINANCIAL STATEMENTS
June 30, 2013

NOTE 4: LONG-TERM DEBT

Following is a summary of long-term debt transactions for the year ended June 30, 2013.

	Balance 06/30/2012	Additions	Deletions	Balance 06/30/2013	Due Within One Year
Compensated Absences	<u>\$ 14,592</u>	<u>\$ 845</u>	<u>\$ -</u>	<u>\$ 15,437</u>	<u>\$ 15,437</u>

Compensated absences are expected to be liquidated with revenues from the General Fund.

NOTE 5: MANAGEMENT AGREEMENT

The Academy has an agreement with Rite of Passage, Inc. (R.O.P.), to provide educational and administrative services through June 30, 2014. R.O.P. will provide the teachers and staff necessary to operate the Academy. The teachers and staff are employees of R.O.P. The Academy has no employees. The Academy will pay to R.O.P. an annual fee for services performed. In addition, the Academy will reimburse R.O.P. for each breakfast and lunch served to enrolled students based on the rates set by the U.S. Department of Agriculture's National School Lunch Program. The administrative fee and food reimbursement to R.O.P. for the year ended June 30, 2013, were \$247,968 and \$217,728, respectively. These expenditures have been reported in functional categories in the financial statements for better reporting purposes.

NOTE 6: COMMITMENTS AND CONTINGENCIES

Claims and Judgements

The Academy participates in a number of federal and state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the Academy may be required to reimburse the grantor government. As of June 30, 2013, significant amounts of grant expenditures have not been audited, but the Academy believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the Academy.

RIDGE VIEW ACADEMY

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 6: COMMITMENTS AND CONTINGENCIES (Continued)

Tabor Amendment

In November, 1992, Colorado voters passed an amendment to the State Constitution, Article X, Section 20 (the "Tabor Amendment"), which has several limitations, including revenue raising, spending abilities, and other specific requirements of state and local government.

Fiscal year 1993 provided the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The Tabor Amendment is complex and subject to judicial interpretation. The Academy believes it has complied with the Amendment.

The Academy has established an emergency reserve, representing 3% of qualifying expenditures, as required by the Amendment. At June 30, 2013, the Denver School District held \$46,443 on behalf of the Academy for this reserve. The Academy reported the reserve as a restriction of fund balance in the General Fund.

REQUIRED SUPPLEMENTARY INFORMATION

RIDGE VIEW ACADEMY

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
 Year Ended June 30, 2013

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	VARIANCE Positive (Negative)
REVENUES				
Local Sources				
Per Pupil Revenue	\$ 2,060,487	\$ 1,748,849	\$ 1,786,453	\$ 37,604
District Mill Levy	31,128	169,730	164,995	(4,735)
Food Services	216,200	216,200	217,728	1,528
Grants	80,000	80,000	72,696	(7,304)
Donations	12,000	5,000	9,500	4,500
Fundraising	95,000	100,000	78,117	(21,883)
Investment Income	5,792	2,819	631	(2,188)
Total Local Sources	<u>2,500,607</u>	<u>2,322,598</u>	<u>2,330,120</u>	<u>7,522</u>
State Sources				
Grants	-	7,114	7,114	-
Federal Sources				
Grants	732,374	676,065	597,154	(78,911)
TOTAL REVENUES	<u>3,232,981</u>	<u>3,005,777</u>	<u>2,934,388</u>	<u>(71,389)</u>
EXPENDITURES				
Instruction				
Salaries	1,412,372	1,245,778	1,270,243	(24,465)
Employee Benefits	310,356	275,721	277,431	(1,710)
Purchased Services	20,000	21,100	21,098	2
Supplies and Materials	114,323	108,070	101,926	6,144
Property	40,100	30,565	30,565	-
Total Instruction	<u>1,897,151</u>	<u>1,681,234</u>	<u>1,701,263</u>	<u>(20,029)</u>
Supporting Services				
School Administration				
Salaries	416,903	445,130	448,585	(3,455)
Employee Benefits	99,111	109,493	107,103	2,390
Purchased Services	932,314	939,287	909,252	30,035
Supplies and Materials	2,500	520	520	-
Property	-	-	-	-
Other	-	-	-	-
Total Supporting Services	<u>1,450,828</u>	<u>1,494,430</u>	<u>1,465,460</u>	<u>28,970</u>
TOTAL EXPENDITURES	<u>3,347,979</u>	<u>3,175,664</u>	<u>3,166,723</u>	<u>8,941</u>
NET CHANGE IN FUND BALANCE	(114,998)	(169,887)	(232,335)	(80,330)
FUND BALANCE, Beginning	118,472	170,000	856,232	686,232
FUND BALANCE, Ending	<u>\$ 3,474</u>	<u>\$ 113</u>	<u>\$ 623,897</u>	<u>\$ 605,902</u>

See the accompanying Independent Auditors' Report.

RIDGE VIEW ACADEMY

NOTES TO REQUIRED SUPPLEMENTARY INFORMATION

June 30, 2013

NOTE 1: BUDGETARY INFORMATION

Budgets and Budgetary Accounting

A Budget is legally adopted for the General Fund of the Academy, as required by State statute, on a basis consistent with generally accepted accounting principles (GAAP).

The Academy follows these procedures in establishing the budgetary data reflected in the financial statements:

- In April – May timeframe, Academy management submits to the School Board a proposed budget for the fiscal year commencing the following July 1st. The budget includes proposed expenditures and the means of financing them.
- Prior to June 30th, the budget is adopted by the School Board.
- Expenditures may not exceed appropriations at the fund level.
- Revisions that alter the total expenditures of any fund must be approved by the School Board.
- All appropriations lapse at year end.

ATTACHMENT B.3.1.5: LEGAL RELATIONSHIP WITH EMO/MODEL

Evidence CTF is independent from the EMO: Sterling Charter High School is independent from the EMO, and is a self-governing entity.

	Sterling	Rite of Passage
CTF Members	Harry Williams, Member Jonay Argier, Member Esther Brown, Member Lonnie Wright, Member Johanna Davis, Member Sonia Lucero, Member	S. James Broman, CEO Lawrence W. Howell, COO Carolyn Jenkins-Bower, CFO
General Counsel	Ernie Adler, Esq.	Barbara Ross, Esq.
Other Representations	<p>Sterling represents no member of the governing body is employed by or receives compensation from Rite of Passage, Inc.</p> <ul style="list-style-type: none"> • No Board member has held a contract, lease or other agreement with the EMO (other than the proposed management agreement for services under this application) • No EMO family members are on the Founders Board • No Founders Board member is a family member of the EMO • No Board members are currently employed by the EMO 	

Supervisory Responsibilities: All EMO employees will work in collaboration with the Principal but will not provide supervisory responsibilities to school staff. The EMO will supervise its staff, including those who may work at the school (as applicable) because he/she is an EMO employee, but will do so aligned with the mission and vision of the school and the Board of Directors.

Promissory Notes or other Negotiable Instruments: Should the governing board execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or other facility or financing relationship with the EMO (or EMO affiliate), such agreements shall be separately documented and not part of or incorporated into the school management contract.

ATTACHMENT B.3.1.6: ORGANIZATIONAL STRUCTURE

i. Roles and Responsibilities

Sterling Charter High School is structured with the Governing Body providing oversight, planning, direction and overall governance to the school's management team and staff. The administrators, teachers and staff will be employees of Sterling Charter High School. Rite of Passage, our EMO, as approved by the Governing Board, will provide some educational services, administrative, human resources and financial services (see scope of services below).

ii. Scope of Services (for the EMO)

Educational Services

- Curriculum. Work in conjunction with the Charter to provide state-approved curriculum
- Instruction. Procuring instructional tools, equipment and supplies, including educational materials and teaching tools
- Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter as agreed to from time to time between the Charter and ROP.

Administrative Services

- Professional development of personnel and management as required
- Oversight of maintenance of the Charter's facility to the extent consistent with any and all leases and applicable laws, regulations, and/or ordinances
- Business administration of Charter leases and negotiation of vendor contracts (e.g, office supplies) in conjunction and on behalf of the Charter within the budget and scope provided by the Board. The Charter shall retain authority over all leases and contracts.
- Public relations and promotion within the community, including publication design, which shall be approved by the Charter Board of Directors prior to publication

Human Resources

- Services including recruitment, screening, background checks and providing interviewing instruments to the Charter.
- Source and administer benefit plans, including PERS setup and management.

Budgeting and Financial Reporting

- Develop annual budget prepared in conjunction with the Charter and Principal, and provide budget revisions needed throughout the year
- Day-to-day accounting (including general ledger, A/R, A/P and payroll), provide detailed financial statements (Income Statement, Balance Sheet and Cash Flow statements), which include a report of monthly expenses including comparison to budget
- Detailed statements of all revenues received, from whatever source, with respect to the Charter, and detailed statements of all direct expenditures for services rendered to or on behalf of the Charter, whether incurred on-site or off-site, upon request

- Annual audits or other financial statements as may be required by and in compliance with the Code and other applicable laws and regulations, subject to the Charter's approval
- Reports on the finances of the Charter upon the request of the regulatory authorities or the Authority, but not less frequently than as is required by the State Public Charter School Authority Charter Agreement, the Code or other applicable laws and regulations (and no more often than monthly)
- Other information on a periodic basis reasonably necessary to enable the Charter to monitor ROP's performance under this and related agreements to the extent required by the School District or the Code, including the effectiveness and efficiency of operations at the Charter

Payroll Services and Reporting

- Prepare payroll checks and direct deposits and state/federal tax deposits
- Track changes in gross pay, payroll deductions
- Prepare quarterly payroll reports
- Prepare and send annual W-2 along with required federal reporting
- Maintenance of payroll records

Information Technology Management

- Website development with periodic updates of website
- School technology plan including website set-up hosting, analysis of cost effective systems (phone, computer, network), and procurement of computer and network system within the budget and scope provided by the Board. The Charter shall retain authority over the school technology plan
- Training on technology systems

iii. Oversight and Evaluation Methods

The EMO will be responsible and accountable to the Sterling Board for the provisions of services as outlined in the Management Agreement. Educational achievement will be the ultimate responsibility of the Board, and the EMO shall be accountable for the performance and the completion of the tasks identified in the Management Agreement.

Rite of Passage will also be responsible for preparing, at minimum, an annual budget for the Board of Directors approval. Amendments to this budget must be approved by the Board. Budget performance is presented to the Board on a monthly basis, including a comparison of budgeted costs versus actual costs. Any variances are reviewed and explained by Rite of Passage. Corrective action is taken as necessary. A financial audit is completed annually by an independent outside CPA firm who presents the results of said audit to the Board of Directors within a reasonable amount of time after the audit is completed. The CPA firm outlines any issues discovered through the audit process that could impact the operations of the school and/or strengthen internal controls as part of said presentation. Rite of Passage will respond to any recommendations in writing to the Board of Directors.

Rite of Passage's Human Resources reporting systems provide reportable outcomes regarding recruitment, retention and safety. Their monthly report to the Board will include: Number of staff recruited; annual evaluations and percentage of employees scoring in low, average, above average and excellent ranges; staff retention (turnover) ratios; and staff safety (workers' compensation). This

provides the Board the opportunity to focus on employee needs, identify areas for improvement and areas to celebrate, as well as ways to keep staff and students safe during the school day.

Rite of Passage will provide to the Board Key Performance Indicator reports (KPI's) each month in the areas of graduation rates, testing scores, student achievement, community service hours, parent involvement, attendance rates and continuous quality improvement scores. This can be reported by Rite of Passage, but the information shall be collected by Charter staff. This will ensure the Board is given the information needed to measure and track the school's progress toward its goals. This data will be evaluated and discussed during the Board's meetings and during annual planning sessions.

iv. Compensation Structure

For the services described above (and in the Management Agreement), Sterling Charter School shall pay 10% of revenue to Rite of Passage, Inc. once the school is funded.

v. Financial Responsibilities of the School Governing Board and EMO

The extent of the financial responsibilities between the School Governing Board and the EMO is outlined in the Management Agreement and consists of monthly payment, once the school is funded, of 10% of revenue.

vi. Terms and Conditions of Management Agreement

The terms and conditions of the Management Agreement are specified below:

Terms: The term of the management agreement is for two (2) years (see section 2.01 of the Management Agreement).

Renewal/Terminations: Agreement will automatically renew for an additional period (a "Renewal Term") equal to no longer than the remaining term of the written charter of Founders Academy of Las Vegas unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 90 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant the conditions specified in the Management Agreement.

The Charter may terminate the Management Agreement prior to the end of the term specified in Article II in the event that ROP fails to remedy a material breach within 30 days after written notice from the State Public Charter School Authority. A material breach by ROP includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the Charter's material policies, procedures, rules, regulations or curriculum which are not in violation of or conflict with the State Public Charter School Authority Charter Agreement, this Agreement, the Code, and applicable laws and regulations, or (iii) any act or omission of gross negligence that causes the Charter to breach the State Public Charter School Authority Charter Agreement in a material way. Termination by the Charter will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of the termination.

ROP may terminate this Agreement prior to the end of the term specified in Article II in the event that the Charter fails to remedy a material breach within 30 days after written notice from ROP. A material breach includes, but is not limited to (i) ROP's failure to receive any fee or reimbursement as required by the terms of this Agreement, or (ii) an act or omission of gross negligence that causes ROP to be unable to perform its material obligations under this Agreement. Termination by ROP will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination.

Indemnification of the Charter. ROP will indemnify and save and hold the Charter and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by ROP with any agreements, covenants, warranties or undertakings of ROP contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the ROP contained in or made pursuant to this Agreement. In addition, ROP will reimburse the Charter for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section may be met by the purchase of insurance pursuant to the specifications in the Management Agreement.

Indemnification of ROP. The Charter will indemnify and save and hold ROP and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Charter with any agreements, covenants, warranties or undertakings of the Charter contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter contained in or made pursuant to this Agreement. In addition, the Charter will reimburse ROP for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section may be met by the purchase of insurance pursuant to the specifications in the Management Agreement.

vii. Plan for Operation in the Event of Termination of Management Agreement

Should Founders (or Rite of Passage) terminate the Management Agreement based on the specific termination clauses of the agreement, Founders will still operate a viable, quality school. Because the Founders Academy board is made up of individuals with business experience, we know that there is rarely an unannounced, unpredicted “termination” of a contract. Usually it comes with cause, discussion and an opportunity to cure issues (a 30-day remedy period is built into the contract). Therefore, we do not expect to be caught off guard. In the unlikely event a termination occurs, the plan will include:

- Immediate Board of Directors meeting to determine if it is in the best interest to hire a new EMO
- Solicitation of feedback from Hillsdale College
- Work with the current EMO to provide training and transitional services (if appropriate). Gather all records/systems/performance reports and information from EMO.
- Solicit proposals by other EMOs, and interview/select new EMO (several EMOs offered proposals for Founders)
- Within 45-60 days, have a new EMO established

Termination of the Agreement will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination. There shall be no financial obligations to Rite of Passage after the date of termination, however there will still remain financial and contractual obligations by Founders Academy to the State Public Charter School Authority.

viii. Unsigned Contracts between EMO and Key Personnel

There will be no contracts between the EMO and key personnel working for the school and employed by the EMO.

ATTACHMENT B.3.1.7: CONTRACT/MANAGEMENT AGREEMENT

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the _____ day of _____ by and between **Sterling Charter High School**, (the "Charter") and **Rite of Passage, Inc.**, a Nevada corporation ("ROP"). The Charter as a public charter high school providing education services as approved by the Nevada Department of Education ("NDE") and the Nevada State Public Charter School Authority (the "Authority").

RECITALS

- A. The Charter has submitted an application to NDE to participate in the Charter School program pursuant to the Nevada Revised Statutes and the Nevada Administrative Code (the "Code").
- B. ROP is a professional operator and manager of juvenile rehabilitation programs and special schools for the following purposes:
 - promoting and encouraging effective school design and systems of instruction;
 - implementing innovative and effective instructional and educational systems, management and programs for students with special problems; and
 - enabling the Charter and other schools to achieve their statutory purposes and educational goals.
- C. The Charter and ROP desire to enter into a management contract and to create an educational relationship whereby they will develop an effective educational program at the Charter; and whereby ROP will act as the management company for the Charter pursuant to Nevada Administrative Code 386.405.

THEREFORE, the parties mutually agree as follows:

ARTICLE I
EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01. Educational Services.

- (a) For the Term (as defined in Article II below), ROP will provide to the Charter and its students the following educational services (the "Educational Services"):
 - (i) Curriculum. Oversee Board-approved Curriculum and provide curriculum development;
 - (ii) Instruction. Procuring instructional tools, equipment and supplies, including educational materials and teaching tools;
 - (iii) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter as agreed to from time to time between ROP and the Charter.
- (b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil instruction and assessment, policies, school calendar, school schedule and pupils to be enrolled at the Charter (the "Educational Program") as adopted by the Charter, and NDE.
- (c) Subject to this Agreement, NDE and the Code, ROP may modify the Educational Services or related programs and activities.
- (d) ROP will be responsible and accountable to the Charter Board of Directors for the management of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Charter Budget established pursuant to Section 1.02(vi) below, and ROP will not be required to expend funds on such services in excess of the amounts set forth in such Charter Budget.

1.02 Administrative Services.

- (a) For the Term (as defined in Article II below), ROP will provide to the Charter the following administrative services (the "Administrative Services"):
 - (i) Administrative. Human resources services (recruitment, screening, interviewing instruments) and professional development of all personnel providing Educational Services and Administrative Services in accordance with Article VI below;
 - (ii) Facility Operation and Maintenance. Operation and maintenance of the

Charter's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;

- (iii) Business Administration. Administration of all business aspects of the Charter;
- (iv) Transportation and/or Food Services. Management of transportation, and food services for the students enrolled at the Charter;
- (v) Public Relations. Management of any and all advertising and public relations with the community and the media;
- (vi) Information Technology. Management of website, school technology plan, and training on technology systems;
- (vii) Budgeting and Financial Reporting.
 - (A) Beginning with respect to the 2015-2016 school year, a proposed annual budget (the "Charter Budget") will be prepared by ROP in conjunction with the Board, and for approval by the Board. Future annual budgets will be prepared by ROP in the same general manner as the 2015-2016 annual budget and will be subject to the approval of the Board and Authority, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.
 - (B) Detailed statements of all revenues received, from whatever source, with respect to the Charter, and detailed statements of all direct expenditures for services rendered to or on behalf of the Charter, whether incurred on-site or off-site, upon request.
 - (C) Annual audits or other financial statements as may be required by and in compliance with the Code and other applicable laws and regulations, subject to the Charter's approval.
 - (D) Reports on the finances of the Charter upon the request of the regulatory authorities or the Authority, but not less frequently than as is required by the State Public Charter School Authority Charter Agreement, the Code or other applicable laws and regulations (and no more often than monthly).
 - (E) Other information on a periodic basis reasonably necessary to enable the Authority to monitor ROP's performance under this and related agreements to the extent reasonably required by the School District or the

Code, including the effectiveness and efficiency of operations at the Charter.

(viii) Maintenance of Financial and Student Records.

- (A) ROP will maintain accurate financial records pertaining to its operation of the Charter, together with all Charter financial records prepared by ROP and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All of the Charter financial records retained by ROP pertaining to the Charter will be available to the Charter and to all appropriate regulatory authorities for inspection and copying upon reasonable request.
- (B) Charter will maintain accurate student records pertaining to the students enrolled at the Charter as is required and in the manner prescribed by NDE, the Code and applicable laws and regulations, together with all additional Charter student records prepared by or in the possession of ROP, and retain such records permanently on behalf of the Charter or until this Agreement or its successor is terminated, at which time such records will be retained by and become the sole responsibility of the Charter. ROP and the Charter will maintain the proper confidentiality of personnel, students and other records as required by law and NDE;

(ix) Admissions. Implementation of the Charter's admission and lottery policy;

(x) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Charter's duties and obligations under the Code and other applicable laws and regulations;

(xi) Semester Reports. ROP will provide to the Authority on a semester basis (or more often if necessary for the Authority to satisfy its obligations to NDE, the Code and other applicable laws and regulations) a report on (A) the Charter students' academic performance, and (B) ROP's performance of the Educational Services and Administrative Services;

(xii) Rules and Procedures. ROP will enforce the rules, regulations and procedures adopted by the Charter not in direct conflict with this Agreement, NDE, the Code and other applicable laws and regulations. ROP will recommend rules, regulations and procedures applicable to the Charter and its students; and

(xiii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter.

(A) The Administrative Services will be provided in accordance with the Educational Program and the Contract.

(B) Subject to this Agreement, the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations, ROP may modify the methods, means and manner by which such Administrative Services are provided at any time.

(C) ROP will be responsible and accountable to the Authority for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Charter Budget established in Section 1.02(vi) above, and ROP will not be required to expend funds on such services in excess of the amounts set forth in such Charter Budget.

1.03. Place of Performance; Provision of Offices. ROP will manage instructional, extra-curricular and co-curricular services and maintain the records and books of the students and the Charter at the Facility. ROP may provide other services elsewhere, unless prohibited by NDE, the Code and other applicable laws and regulations.

1.04. Authority. By this Agreement, the Charter provides ROP all authority and power necessary and proper for ROP to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code, NDE and other applicable laws and regulations.

ARTICLE II TERM

2.01. Term. Subject to Article VI and Section 2.02 below, this Agreement will become effective as of the date hereof and end two years from the effective date (the "Termination Date"). Notwithstanding anything to the contrary in this Agreement, the Agreement shall be subject to termination by the governing body or the Termination Date, whichever comes first. The Agreement is thereafter subject to the availability of funding and appropriation annually of sufficient funds as may be required to meet the extended obligations hereunder. The parties understand and acknowledge that if funding necessary hereunder is not available or appropriated to the Charter during the term hereof, all of ROP's materials, trade secrets, know-how, proprietary data, trademarks and copyrighted documents, including but not limited to, all of the intellectual property rights and interests therein shall immediately revert to ROP.

2.02. Renewal. Upon the expiration of the term defined in Section 2.01 or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for an additional period (a

"Renewal Term") equal to no longer than the remaining term of the written charter of Sterling Charter High School of Southern Nevada unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to Article VI below.

ARTICLE III RELATIONSHIP OF
THE PARTIES

- 3.01. Status of the Parties. ROP is not a division or any part of the Charter. The Charter is a body corporate authorized pursuant to the State Public Charter School Authority Charter Agreement and under the Code and is not a division or a part of ROP. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between the Charter and ROP or to make one the agent of the other. Neither the Charter nor ROP will hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the Charter nor ROP has represented, and neither will represent, that it has the power to bind or legally obligate the other. No employee of ROP will be considered an employee of the Charter by either party for any purpose whatsoever, notwithstanding that one or more employees of ROP may be engaged in providing the Educational Services, Administrative Services or Supplementary Programs (defined in Article V below) to the Charter on a full-time basis. All personnel performing educational or administrative services for the Charter, whether employees of ROP or the Charter, shall comply with all applicable licensure or other requirements of the Code and any regulations promulgated thereunder, and shall be entitled to all prerequisites provided thereby.
- 3.02. No Related Parties or Common Control. ROP will not have any role or relationship with the Charter that, in effect, prevents the Charter's ability to exercise its rights, including cancellation rights, under this Agreement. Furthermore, the Charter and ROP will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).
- 3.03. Other Schools. The parties acknowledge that this arrangement is not exclusive and that ROP will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). ROP will maintain separate accounts for reimbursable expenses incurred on behalf of the Charter and Other Schools and only charge the Charter for expenses incurred or consideration earned on behalf of the Charter. All grants or donations received by the Charter, or by ROP for the specific benefit of the Charter, will be maintained in separate accounts and used solely for

the Charter. If ROP incurs authorized reimbursable expenses on behalf of the Charter and Other Schools which are incapable of precise allocation between the Charter and Other Schools, then ROP will allocate such expenses among all such Other Schools and the Charter on a pro rata basis based upon the number of students enrolled at the Charter and the Other Schools, or upon such other equitable basis as it shall elect.

ARTICLE IV
CONSIDERATION

4.01. Compensation for Services.

- (a) For the term of this Agreement, including each and every Renewal Term, the Charter will pay ROP an annual fee (“the Management Fee”) of (i) 10% of the state and local school funds (the "State Aid") that the Charter receives, directly or indirectly, pursuant to the Code, for the particular students enrolled in the Charter (the "State Allocation"), plus (ii) subject to federal law and regulations, 10% of the funds (the "Federal Funds") that the Charter receives, directly from the federal government (the "Federal Allocation"), provided further however, ROP shall in no event receive Management Fees from funds provided to the Charter from the “School Free and Reduced Breakfast and Lunch Program”. To the extent that goods or services are provided to the Charter in lieu of funds, the parties agree to cooperate with each other to determine whether a Management Fee should be paid in respect of such services and the amount thereof. To the extent that the parties are unable to reach agreement with respect thereto, they will use the procedures set forth in Article XII, below, to resolve the dispute. Consideration paid pursuant to this section of the Agreement does not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. ROP's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Charter.

4.02. Payment of Costs. In addition to the Management Fee described in Section 4.01 above, the Charter will reimburse ROP for all expenses paid by ROP in implementing the Charter budget. Such costs include, but are not limited to, personnel costs, curriculum, supplies, supervision and behavior management of students, etc.

4.03. Time and Priority of Payments.

- (a) ROP will receive its Management Fee in the same number of installments and in the same proportion that the Charter receives its revenues. Each installment of the Management Fee will be due and payable within five (5) days of receipt by the Charter of the revenues related thereto.

- (b) ROP will notify the Charter of payments due and owing to ROP pursuant to Section 4.02 above as soon as possible after the end of each month and the Charter will make such payments to ROP within ten (10) days thereafter.
- (c) The Charter will satisfy its payment obligations under this Article to ROP in the following order of priority: (i) payments due and owing pursuant to Section 4.02 above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 4.01 above with the oldest amounts due first.

4.04. Other Revenue Sources.

- (a) The Charter and ROP may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of the Charter, in the name of either ROP or the Charter; provided, however, that any solicitation of such grants by ROP in the name of the Charter or which identifies the Charter shall be subject to the prior approval of the Charter.
- (b) All funds received by ROP or the Charter for the benefit of the Charter from such other revenue sources pursuant to this Section 4.04 will be deemed Charter funds, except that ROP may receive compensation of any such funds as agreed to by both parties and to the extent allowable by the donor or grantor of such other revenue source.
- (c) Nothing in this Section 4.04 will be construed to prohibit ROP from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE V PERSONNEL
AND TRAINING

5.01. Personnel Responsibility.

- (a) Subject to Sections 1.01 and 1.02 above, the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations, ROP will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by the Code or the State Public Charter School Authority Charter Agreement, the Principal (as defined in Section 6.02 below), teachers and support staff provided by ROP pursuant to this Agreement will be employees of ROP. ROP will be responsible for conducting

criminal background checks and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations as if the employees were employed by a charter. Upon request, ROP will provide the Charter documenting evidence of such background checks.

- 5.02. Principal. Unless otherwise determined by the Board, The Charter shall select and hire a Principal as an employee of the Charter. The Principal employed by the Charter will be qualified as Principal to the extent required under the Code and other applicable laws and regulations, and have undergone a criminal background check and unprofessional conduct check to the extent required under the Code and other applicable laws and regulations.
- 5.03 Core Teachers. The Charter will be responsible for the employment of core teachers (English, math, science, social studies, special education) as are required to provide the Educational Services, Administrative Services and Supplementary Programs. The approved Charter budget will determine the number and assignments of such teachers. Such teachers may work at the Charter on a full or part time basis. Each teacher employed by the Charter will be qualified in his or her grade levels and subjects, hold a valid teaching license issued by the NDE under the Code to the extent required under the Code and other applicable laws and regulations, and have undergone a criminal background check and unprofessional conduct check to the extent required under the Code and other applicable laws and regulations.
- 5.04 Non-Core Teachers. The Charter will be responsible for the employment of non-core teachers who may be credentialed in their areas of expertise including but not limited to health, vocational trades, elective subject areas, etc.
- 5.05 Support Staff. The Charter will be responsible for employment of such support staff as is required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at the Charter on a full or part time basis.
- 5.06 Training. ROP will coordinate training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as ROP determines to be reasonable and necessary under the circumstances.
- 5.07 Compliance. All personnel shall be subject to such background checks and other requirements set forth in the Code, or other applicable law.

ARTICLE VI
TERMINATION OF AGREEMENT

6.01 Termination.

- (a) By ROP. ROP may terminate this Agreement prior to the end of the term specified in Article II in the event that the Charter fails to remedy a material breach within 30 days after written notice from ROP. A material breach includes, but is not limited to (i) ROP's failure to receive any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the Charter of an Educational Program in substantial variance from ROP's prescribed Curriculum or the material recommendations of ROP, or (iii) an act or omission of gross negligence that causes ROP to be unable to perform its material obligations under this Agreement. Termination by ROP will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination.

- (b) By Charter. The Charter may terminate this Agreement prior to the end of the term specified in Article II in the event that ROP fails to remedy a material breach within 30 days after written notice from the Authority. A material breach by ROP includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the material policies, procedures, rules, regulations or curriculum which are not in violation of or conflict with the State Public Charter School Authority Charter Agreement, this Agreement, the Code, ROP's Curriculum and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the State Public Charter School Authority Charter Agreement, (iv) the employment of teachers in violation of the Code or this Agreement, or (v) any act or omission of gross negligence that causes the Charter to breach the State Public Charter School Authority Charter Agreement in a material way. Termination by the Charter will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of the termination.

- (c) Termination of the Contract. This Agreement will terminate upon the Charter's ceasing to remain a NDE approved special and non-special education service provider, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable) if (i) the Charter has received a subsequent State Public Charter School Authority Charter Agreement, and (ii) this Agreement has not been terminated pursuant to this Article VII. Termination pursuant to this paragraph will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination.

6.02 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and will include the use of a third party arbitrator for alternative dispute

resolution pursuant to Article XII below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days further written notice or at the end of a school year, whichever is earlier.

- 6.03 Real and Personal Property. Upon termination, all real and personal property leased or provided by ROP to the Charter will remain the real and personal property and leases of ROP, and all other personal property purchased by ROP with the funds provided to ROP by the Charter pursuant to Section 4.02 above will be the personal property of the Charter.
- 6.04 Future Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, all advances or out-of-pocket expenses relating to services under this Agreement paid by ROP with ROP's own funds, will be immediately repaid by the Charter unless otherwise agreed in writing by ROP.

ARTICLE VII
PROPRIETARY INFORMATION AND OWNERSHIP

- 7.01 Ownership. Educational materials purchased by ROP with funds ROP receives pursuant to this Agreement will be the property of the Charter. Notwithstanding the foregoing, the Charter acknowledges and agrees that ROP owns the intellectual property rights and interests in ROP's Curriculum and materials. The Charter further acknowledges and agrees that it has no intellectual or property interest or claims in ROP's Curriculum and materials.

ARTICLE XVIII
INDEMNIFICATION

- 8.01 Indemnification of ROP. The Charter will indemnify and save and hold ROP and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Charter with any agreements, covenants, warranties or undertakings of the Charter contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter contained in or made pursuant to this Agreement. In addition, the Charter will reimburse ROP for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.01 may be met by the purchase of insurance pursuant to Article IX below.
- 8.02 Indemnification of the Charter. ROP will indemnify and save and hold the Charter and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by ROP with any agreements, covenants, warranties or undertakings of ROP contained in or made pursuant to this Agreement, and any misrepresentation

or breach of the representations and warranties of the ROP contained in or made pursuant to this Agreement. In addition, ROP will reimburse the Charter for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.02 may be met by the purchase of insurance pursuant to Article IX below.

- 8.03 Limitations of Liabilities. The Charter will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of ROP.

ARTICLE IX
INSURANCE

- 9.01 Insurance Coverage. The Charter will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Code. The Charter will comply with any information or reporting requirements applicable to the Charter with its insurer(s).
- 9.02 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.
- 9.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article IX. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

ARTICLE X
WARRANTIES AND REPRESENTATIONS

- 10.01 Representations and Warranties of ROP. ROP hereby represents and warrants to the Charter:
- (a) ROP is a duly organized corporation in good standing in Nevada and is authorized to conduct business in the State of Nevada.
 - (b) To the best of its knowledge, ROP has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
 - (c) ROP's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.
 - (d) To the best of its knowledge and belief, that it is not aware of any information bearing on the existence of any potential organizational conflict of interest.

10.02 Representations and Warranties of the Charter. The Charter hereby represents and warrants to ROP:

- (a) To the best of its knowledge, the State Public Charter School Authority Charter Agreement received by the Charter (i) authorizes the Charter to operate and receive the State, Federal and Local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the Charter with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
- (b) To the best of its knowledge, the Charter has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.
- (c) The Charter's actions and those of the Authority have been duly and validly authorized, and the Charter and Authority will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the Charter and the Charter has sufficient funds in the Budget to pay for such expenditures.
- (d) The Charter has provided and will provide ROP all authority and power necessary and proper for ROP to undertake its responsibilities, duties, and obligations provided for in this Agreement.
- (e) The Charter is not in breach of the terms of the State Public Charter School Authority Charter Agreement and will not breach the State Public Charter School Authority Charter Agreement once fully issued.
- (f) To the best of its knowledge, the Charter is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter's required performance under this Agreement.
- (g) The Educational Program has been reviewed and approved by unanimous resolution by the Authority.
- (h) To the best of its knowledge, the Educational Program complies with and will continue to comply with the requirements of the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations.

- (i) The Charter has no intellectual or property rights or claims in the curriculum, programs, or processes of ROP.

10.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI
ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

11.01 Alternative Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be Las Vegas, Nevada. The arbitration will be conducted by a panel of three arbitrators and will be held in accordance with the rules of the American Arbitration Association (AAA). Of the three arbitrators, ROP will select one, one will be selected by Sterling Charter High School and the two arbitrators so selected will select the third. Each party will give notice to the other party of the arbitrator selected by it within thirty days of such selection. In the event that the arbitrators selected by ROP and Sterling Charter High School are unable to agree on the third arbitrator, the President of the AAA will select the third arbitrator. The decision and award (if any) of the arbitrators will be final and binding, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to Nevada law, and a judgment upon the award may be entered in any court having jurisdiction thereof, or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne in accordance with the determination of the arbitrators with respect thereto. Pending the decision by the arbitrators with respect to the dispute or difference undergoing arbitration, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The arbitrators will make their decision in accordance with the laws of the State of Nevada and the United States.

ARTICLE XII
MISCELLANEOUS

12.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter and ROP.

- 12.02 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.
- 12.03 Governing Law. The laws of the State of Nevada will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.
- 12.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.
- 12.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.
- 12.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:

Sterling Charter High School

Attn:

Fax:

To:

With a copy to:

Rite of Passage, Inc.
2560 Business Parkway, Suite A
Minden, NV 89423

Attn: Lawrence W. Howell

Fax: (775) 267-9420

Attn:

Fax:

- 12.07 Assignment. This Agreement will not be assigned by ROP without the prior consent in writing of the Charter (which consent will not be unreasonably withheld) or by the Charter without the prior consent in writing of ROP (which consent will not be unreasonably withheld), provided that ROP may assign this Agreement to an affiliated entity and may without the consent of the Charter, delegate the performance of but not

responsibility for any duties and obligations of ROP hereunder to any independent contractors, experts or professional advisors.

- 12.08 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Authority and signed by both the President of the Charter and an authorized officer of ROP.
- 12.09 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.
- 12.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by ROP are found to be over broad or an invalid delegation of authority by the Charter, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.
- 12.11 Successors and Assigns. Except as limited by Section 13.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 12.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter and ROP. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 12.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

RITE OF PASSAGE, INC.,
a Nevada corporation

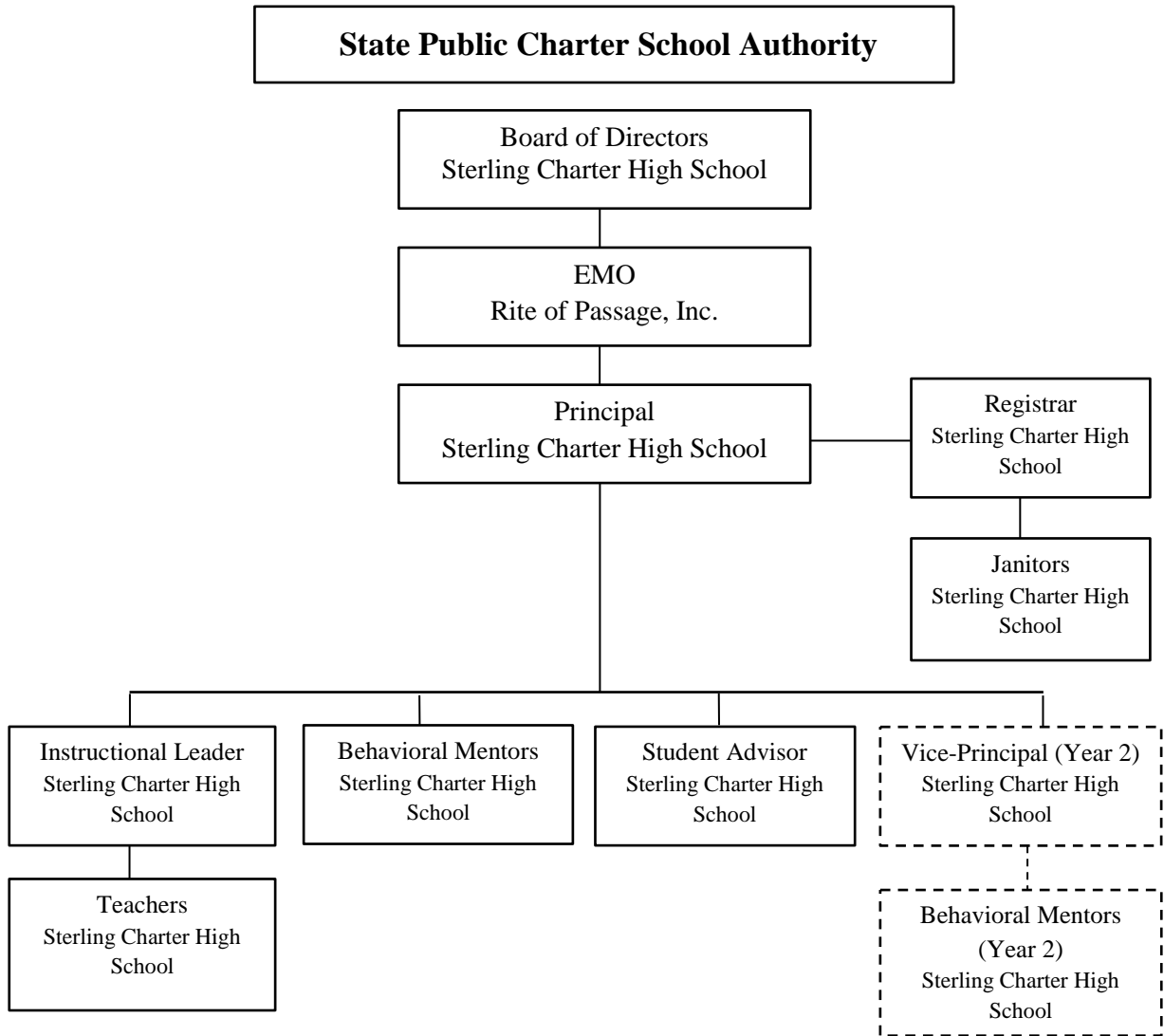
By: _____
Carolyn Jenkins-Bower, Treasurer

STERLING CHARTER HIGH SCHOOL

By: _____

ATTACHMENT B.3.3: ORGANIZATIONAL CHART

Organizational Chart



ATTACHMENT B.3.6 LOTTERY DESCRIPTION

Sterling Charter High School affirms that it shall adopt the following lottery method presented by statute and as identified in the Authority's website.

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

A. Lottery exemptions are identified in NRS 386.580(2).

Sterling Charter High School will adopt the following NRS 386.580(2) and/or NRS 386.520(5)(p) lottery exemptions:

- Sibling of a pupil who is currently enrolled in the school;
- A child of a person who is:
 - employed by the school; or
 - a member of the committee to form the school or the governing body.

B. As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

C. For the situations identified below, only, our school will establish and advertise an enrollment window between May 4 to August 3, during which it will accept applications.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

D. We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, **all** enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.

3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list **in the order determined by the lottery.**
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, **but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.**
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

B.4 STAFFING & HUMAN RESOURCES

Narrative B.4.1, Staffing plan. Sterling Charter High School will recruit and hire qualified staff to support the students and implement Sterling’s program of instruction. We will seek qualified, experienced staff that also possess a strong shared vision of the mission and philosophy of Sterling. Sterling will select staff that are innovative and have openness to new ideas and that can provide a nurturing and supportive environment for students and their families. Competitive salaries, benefits, administrative support with appreciation and awards are all strategies to retain the staff.

Our staffing plan begins with identified positions that will provide administrative, instruction and support for the school and its students which is also aligned with our program of instruction. The first year’s enrollment is 200 students with steady increase in year two to 350 students, then capping at 400 students in subsequent years. Staffing will keep pace with these enrollment increases; maintaining a consistent ratio of Teachers to students necessary for sound operations and successful implementation of the school’s educational program.

	Year 1	Year 2
Total Enrollment	200	350
Position		
Instructional Leader	1	1
Teachers	5.5	10.5
Special Education Teacher	2	3
Guidance Counselor	1	1
Behavioral Mentors	5	9
Instructional FTEs	14.5	24.5
Principal	1	1
Vice-Principal	0	1
Registrar	1	1
Janitor/Maintenance	1	2
Non-Instructional FTEs	3	5
Calculated Ratios:		
Student: Teacher*	200/8 = 25	350/14 = 25
Student: Instructor	200/14.5 = 14	350/24.5 = 14
Student: Instructor for Advisement**	200/14.5 = 14	350/25.5 = 14

* Calculation includes Instructional Leader at .5 FTE and all the Teachers and Special Education

** Calculation includes Vice-Principal (no Vice-Principal for first year)

The staffing pattern includes a unique position – Behavioral Mentors – who will provide assistance and supervision, mentoring and instruction to ensure pro-social culture at school. While these are non-certificated personnel, they are not providing direct classroom instruction to the students. These staff members will be hired based on their capabilities and experience providing mentoring and guidance to at-risk student populations. We have budgeted for this unique position and believe strongly Behavioral Mentors will help facilitate a positive learning environment as well as address the needs of the whole child by supporting appropriate behavior and decisions that will lead to success in school, within their lives and within their community.

Narrative B.4.2, *Employment contract negotiation.* Sterling Charter High School Teachers will each have an Employment Agreement that outlines their professional duties and responsibilities, as well as the policies of their employer (Sterling Charter High School). During the month of June, each Teacher will individually meet with a representative of the Board and the school’s Administrator to discuss that Teacher’s annual performance. Based on a minimum of a “basic” performance evaluation, the Teacher is offered an Agreement for the term of July 1 through June 30th.

Narrative B.4.3, *Instructor qualifications.* Instructional staff will be hired for the based on specific qualifications:

- Principal qualifications include, but are not limited to, a valid Principal’s Certificate, Master’s Degree and five years of experience
- Vice-Principal qualifications include, but are not limited to, a valid Nevada Teaching Certificate, Special Education Endorsement, Master’s Degree and three years of experience
- Instructional Leader qualifications include, but are not limited to, a valid Nevada Teaching Certificate, Master’s Degree and three years of experience
- Guidance Counselor qualifications include, but are not limited to, Special Education Endorsement, Bachelor’s Degree and three years of experience

- Teachers (including Special Education) qualifications include, but are not limited to, a valid Nevada Teaching Certificate, Special Education Endorsement (for Special Education Teachers), and three or more years of teaching desired
- Behavioral Mentors qualifications include, but are not limited to, Associate's Degree and related experience. A Bachelor's Degree is preferred

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

Narrative B.4.5, *Administrator information.* The administrator (Principal) is not known at this time. However, the EMO's Director of Education is Tracy Bennett-Joseph and the EMO's Chief Operations Officer is Lawrence W. Howell. Both may be contacted through the corporate office at Rite of Passage's

corporate office at 2560 Business Parkway, Suite A, Minden, NV 89423. The phone number is 775.267.9411.

Narrative B.4.6, *Administrator position description:* The administrator (Principal) position is described in Narrative B.3.2, and aligns with the position's description provided in the application. The Principal shall report to the Director of Education. Ms. Bennett-Joseph holds a Masters in Educational Leadership and is in the process of obtaining the highest professional distinction, Doctorate of Education. Ms. Bennett-Joseph has over 15 years of experience in the field of education, having held positions including Teacher, Principal, Director of Curriculum, Special Education Administrator and currently, Director of Education.

Narrative B.4.7, *Employing administrators.* Beginning in March of 2015, the first recruitment effort will be for selecting and hiring a Principal for Sterling Charter High School to begin employment May of 2015. Because the Principal is a key position, our EMO may utilize its existing relationship with an executive search firm or "headhunter" to find candidates for the position. Other recruitment strategies include on-line job boards and networking with the Governing Board and the EMO's professional educators to find qualified candidates. The Principal will be selected with Board involvement, after an extensive interview process (at least two interviews) with the Governing Board representatives and representatives from the EMO. Any future selection for the Principal will follow a similar process.

Narrative B.4.8, *Employing instructors/others.* Beginning in May, the EMO's Human Resource Department at the direction and in collaboration with the Board, will begin placing employment advertisements to locate teaching staff. Job openings will be posted at current ROP schools (Rite of Passage employs over 1,000 teachers and staff) and in local newspapers and on-line job boards. Additionally, networking and developing professional relationships with Principals from schools in the area will be encouraged and will provide assistance with recruiting qualified staff. Qualified candidates will be hired based on a formalized interview process with at least one member of the Board and the

School Director. The process will include a review of a candidate's education, experience, references as well as meeting requirements (such as Special Education and other Endorsements) of the position.

Narrative B.4.9, Licensed and non-licensed staff. Licensed and non-licensed staff are not known at this time with the exceptions of qualifications of the EMO team, including Ms. Bennett-Joseph whose qualifications are provided above.

ATTACHMENT C.1.1: BUDGET

See attached

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.

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/13	WEIGHTED ACTUAL CURRENT YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
3. Elementary	<u> </u>	<u> </u>	<u> </u>
4. Secondary	<u> </u>	<u> </u>	<u> 200</u>
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> 0.0</u>	<u> 0.0</u>	<u> 200.0</u>
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u> 0.0</u>	<u> 0.0</u>	<u> 200.0</u>
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15 Estimated per SB522 77th session Fill in information for each district:		<u>5,544</u>		
	WEIGHTED		Use rates below:	Reference amounts for #12
	2014-2015	2014-2015		Estimate: "Outside Revenue"
<u>School District</u>	<u>Rate revised 5/24/2013</u>	<u>Enrollment</u>	<u>Subtotal</u>	
Carson City	\$ 6,643	0.0	\$0	\$ 1,086
Churchill	\$ 6,629	0.0	\$0	\$ 1,069
Clark	\$ 5,544	200.0	\$1,108,800	\$ 997
Douglas	\$ 5,998	0.0	\$0	\$ 2,386
Elko	\$ 6,692	0.0	\$0	\$ 1,113
Esmeralda	\$ 15,798	0.0	\$0	\$ 8,308
Eureka	\$ 100	0.0	\$0	\$ 43,870
Humboldt	\$ 5,409	0.0	\$0	\$ 2,047
Lander	\$ 385	0.0	\$0	\$ 9,884
Lincoln	\$ 10,500	0.0	\$0	\$ 1,295
Lyon	\$ 7,186	0.0	\$0	\$ 922
Mineral	\$ 9,622	0.0	\$0	\$ 1,683
Nye	\$ 7,085	0.0	\$0	\$ 1,368
Pershing	\$ 8,738	0.0	\$0	\$ 2,272
Storey	\$ 8,455	0.0	\$0	\$ 6,494
Washoe	\$ 5,585	0.0	\$0	\$ 1,138
White Pine	\$ 7,315	0.0	\$0	\$ 1,902
Multidistrict		200.0	\$1,108,800	<u>5,544</u>

12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.		<u>\$199,400</u>		
13. Total basic support for enrollee including outside revenue			<u>Total Weighted-#9</u>	<u>Hold Harmless-#10</u>
			\$40,988,800.00	\$ -
14. Estimated number of special education program units	<u> </u>	(Should be 0 or 2 maximum - see prior year allotment)		
	X <u>39,768</u> amount per unit		<u>\$0</u>	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			<u>Total Weighted</u>	<u>Hold Harmless</u>
			\$40,988,800.00	\$ -

Fiscal Year 2014-2015 Charter School Sterling Charter School - Southern

Form 3	(1)	(2)	(3)		(4)
Sterling Charter School - Southern REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		(4) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
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				206,000	
TOTAL LOCAL SOURCES	0	0	0	206,000	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)				1,108,800	
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	1,108,800	0

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

	(1)	(2)	(3)	(4)	(4)
--	-----	-----	-----	-----	-----

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed				28,800	
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				44,100	
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	72,900	0
OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	(4) AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance				3,510	
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	3,510	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	0	1,391,210	0

Sterling Charter School - Southern Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS							
1000 Instruction							
100 Salaries						421,190	
200 Benefits						79,925	
300/400/500 Purchased Services							
600 Supplies						21,000	
700 Property							
800 Other							
2100-2600, 2900 Other Support Services							
100 Salaries						44,053	
200 Benefits						8,370	
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	0	0	574,538	0	0
140 Summer School for Reg Programs							
1000 Instruction							
100 Salaries							
200 Benefits				0			
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2100-2600, 2900 Other Support Services							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2700 Student Transportation							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
140 TOTAL Summer School - Reg Prog	0	0	0	0	0	0	0

Sterling Charter School - Southern PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries				82,232	
200 Benefits				15,624	
300/400/500 Purchased Services				16,800	
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	114,656	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	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	(4) FINAL APPROVED	
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	(4) FINAL APPROVED	
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Ins	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				3,200	
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				14,796	
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	17,996	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries				112,440	
200 Benefits				21,364	
300/400/500 Purchased Services				10,000	
600 Supplies				12,300	
700 Property				2,400	
800 Other				10,100	
2300 SUBTOTAL	0	0	0	168,604	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	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property				8,400	
800 Other				130,820	
2500 SUBTOTAL	0	0	0	139,220	0

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
2600 Operating/Maintenance Plant Service					
100 Salaries				29,900	
200 Benefits				5,684	
300/400/500 Purchased Services					
600 Supplies				5,400	
700 Property				203,400	
800 Other				59,262	
2600 SUBTOTAL	0	0	0	303,646	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	611,470	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other				44,100	
3100 TOTAL FOOD SERVICES	0	0	0	44,100	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service				9,670	
000 EXPENDITURES	0	0	0	665,240	0
TOTAL ALL EXPENDITURES	0	0	0	1,372,430	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	0	1,372,430	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXX	0	0	41,173	0
	Calculated Total Ending Fund Balance:	0	0	0	18,780	0

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

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	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	0	0	0	0
FINAL BUDGET 2014-2015				
	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	465,243	88,295	21,000	574,538
200 Special	82,232	15,624	16,800	114,656
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	17,996	17,996
PROGRAM TOTALS	547,475	103,919	55,796	707,190
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	142,340	27,048	442,082	611,470
3100 Food Service	0	0	44,100	44,100
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			9,670	9,670
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	142,340	27,048	495,852	665,240
TOTAL ALL FUNDS FINAL BUDGET	689,815	130,967	551,648	1,372,430

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

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	ESTIMATED CURRENT YEAR ENDING 06/30/09	BUDGET YEAR ENDING 06/30/10	
			TENTATIVE APPROVED	FINAL 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	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	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	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	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Sterling Charter School - Southern

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing

- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2014	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/15		(11) (9) + (10) 6/30/2015 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
Start Up Loan - EOM		39	\$240,000	03/01/15	06/01/18	4.07%	\$0	\$9,670	\$0	\$9,670
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$240,000				\$0	\$9,670	\$0	\$9,670

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

Form 7 INDEBTEDNESS

3/5/2014

Sterling Charter School - Southern

REPORT FOR ALL FUNDS		2014-2015		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA			
				(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION		
REVENUES	Revenue CODES	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD
Nevada Individuals	1310/1410								
Nevada School Districts	1321/1421								
Out-of-state Individuals	1310/1410								
Out-of-State School Districts	1331/1431								
			\$0		\$0		\$0		\$0

EXPENDITURES		2014-2015		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
		Object Codes		561	511	562	512
100 - Regular Programs							
200 - Special Programs							
300 - Vocational Programs							
400 - Other PK-12 Programs							
500 - Nonpublic Programs							
600 - Adult Programs							
TOTALS			\$0		\$0		\$0

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

FUND TRANSFERS 2014-2015 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

LOBBY EXPENSES 2014-2015

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:

2. Funding Source:

3. Transportation \$

4. Lodging and meals \$

5. Salaries and Wages \$

6. Compensation to lobbyists \$

7. Entertainment \$

8. Supplies, equipment & facilities; other personnel and services spent in Carson City \$

Total **\$** -

Entity:

Lobbying Expense Estimate,

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

CASH FLOW STATEMENT

2014-2015

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 328,700.00		\$ 328,700.00			\$ 328,700.00			\$ 328,700.00			\$ 1,314,800.00	\$ 1,314,800.00	\$ -
Donations													\$ -	\$ -	\$ -
Federal Grant A													\$ -	\$ -	\$ -
IDEA					\$ 12,000.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 28,800.00	\$ 28,800.00	\$ -
NSLP			\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 44,100.00	\$ 44,100.00	\$ -
BB Start Up Grant	\$ 3,510.00												\$ 3,510.00	\$ 3,510.00	\$ -
													\$ -	\$ -	\$ -
													\$ -	\$ -	\$ -
Total Revenues	\$ 3,510.00	\$ 328,700.00	\$ 4,410.00	\$ 333,110.00	\$ 16,410.00	\$ 6,810.00	\$ 335,510.00	\$ 6,810.00	\$ 6,810.00	\$ 335,510.00	\$ 6,810.00	\$ 6,810.00	\$ 1,391,210.00	\$ 1,391,210.00	\$ -
Total Revenues Y-T-D	\$ 3,510.00	\$ 332,210.00	\$ 336,620.00	\$ 669,730.00	\$ 686,140.00	\$ 692,950.00	\$ 1,028,460.00	\$ 1,035,270.00	\$ 1,042,080.00	\$ 1,377,590.00	\$ 1,384,400.00	\$ 1,391,210.00			
EXPENDITURES															
Salaries & Benefits															
Salaries	\$ 10,949.23	\$ 84,858.10	\$ 56,572.06	\$ 56,572.06	\$ 56,572.06	\$ 56,572.06	\$ 56,572.06	\$ 56,572.06	\$ 84,858.10	\$ 56,572.06	\$ 56,572.06	\$ 56,572.06	\$ 689,814.00	\$ 689,814.00	\$ -
Benefits	\$ 2,069.24	\$ 16,334.33	\$ 10,692.12	\$ 10,692.12	\$ 10,692.12	\$ 10,692.12	\$ 10,692.12	\$ 10,692.12	\$ 16,334.33	\$ 10,692.12	\$ 10,692.12	\$ 10,692.12	\$ 130,967.00	\$ 130,967.00	\$ 0.00
Total Salaries & Ben	\$ 13,018.48	\$ 101,192.43	\$ 67,264.18	\$ 67,264.18	\$ 67,264.18	\$ 67,264.18	\$ 67,264.18	\$ 67,264.18	\$ 101,192.43	\$ 67,264.18	\$ 67,264.18	\$ 67,264.18	\$ 820,781.00	\$ 820,781.00	\$ 0.00
Operating															
Supplies	\$ 5,120.00	\$ 15,360.00	\$ 3,072.00	\$ 3,072.00	\$ 3,072.00	\$ 3,072.00	\$ 3,072.00	\$ 3,072.00	\$ 3,072.00	\$ 3,072.00	\$ 3,072.00	\$ 3,072.00	\$ 51,200.00	\$ 51,200.00	\$ -
Rent	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 156,000.00	\$ 156,000.00	\$ -
Utilities	\$ 6,400.00	\$ 6,400.00	\$ 5,760.00	\$ 1,097.14	\$ 1,097.14	\$ 1,097.14	\$ 1,097.14	\$ 1,097.14	\$ 1,097.14	\$ 1,097.14	\$ 5,760.00	\$ 6,400.00	\$ 38,400.00	\$ 38,400.00	\$ -
Contracts													\$ -	\$ -	\$ -
Textbooks		\$ 6,750.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 9,000.00	\$ 9,000.00	\$ -
Equipment	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 2,400.00	\$ 2,400.00	\$ -
Professional Fee's	\$ -	\$ -	\$ 1,680.00	\$ 1,680.00	\$ 1,680.00	\$ 1,680.00	\$ 1,680.00	\$ 1,680.00	\$ 1,680.00	\$ 1,680.00	\$ 1,680.00	\$ 1,680.00	\$ 16,800.00	\$ 16,800.00	\$ -
Audit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Training	\$ -	\$ 3,600.00	\$ 240.00	\$ 240.00	\$ 240.00	\$ 240.00	\$ 240.00	\$ 240.00	\$ 240.00	\$ 240.00	\$ 240.00	\$ 240.00	\$ 6,000.00	\$ 6,000.00	\$ -
Insurance	\$ 11,852.40	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 5,267.73	\$ 59,262.00	\$ 59,262.00	\$ -
Food Service	\$ -	\$ -	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 4,410.00	\$ 44,100.00	\$ 44,100.00	\$ -
Management Fee	\$ -	\$ -	\$ 27,720.00	\$ -	\$ 27,720.00	\$ -	\$ -	\$ 27,720.00	\$ -	\$ -	\$ 27,720.00	\$ -	\$ 110,880.00	\$ 110,880.00	\$ -
1.5% Admin Fee	\$ -	\$ 4,985.00	\$ -	\$ 4,985.00	\$ -	\$ -	\$ 4,985.00	\$ -	\$ -	\$ 4,985.00	\$ -	\$ -	\$ 19,940.00	\$ 19,940.00	\$ -
Audit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ -
Athletics	\$ -	\$ -	\$ -	\$ 1,066.67	\$ -	\$ -	\$ 1,066.67	\$ -	\$ 1,066.66	\$ -	\$ -	\$ -	\$ 3,200.00	\$ 3,200.00	\$ -
Bus Passes	\$ -	\$ 1,479.60	\$ 1,479.60	\$ 1,479.60	\$ 1,479.60	\$ 1,479.60	\$ 1,479.60	\$ 1,479.60	\$ 1,479.60	\$ 1,479.60	\$ 1,479.60	\$ -	\$ 14,796.00	\$ 14,796.00	\$ -
Interest	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 805.83	\$ 9,670.00	\$ 9,670.00	\$ 0.00
													\$ -	\$ -	\$ -
Total Expenses	\$ 50,396.71	\$ 159,040.60	\$ 131,124.35	\$ 104,793.16	\$ 126,461.49	\$ 98,741.49	\$ 104,793.16	\$ 126,461.49	\$ 133,736.40	\$ 103,726.49	\$ 125,856.62	\$ 107,297.02	\$ 1,372,429.00	\$ 1,372,429.00	\$ 0.00
Total Expenses Y-T-D	\$ 50,396.71	\$ 209,437.31	\$ 340,561.66	\$ 445,354.82	\$ 571,816.31	\$ 670,557.81	\$ 775,350.97	\$ 901,812.47	\$ 1,035,548.87	\$ 1,139,275.36	\$ 1,265,131.98	\$ 1,372,429.00	\$ 1,372,429.00	\$ 1,372,429.00	\$ 0.00
Percent of Budget	3.67%	15.26%	24.81%	32.45%	41.66%	48.86%	56.49%	65.71%	75.45%	83.01%	92.18%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ (46,886.71)	\$ 169,659.40	\$ (126,714.35)	\$ 228,316.84	\$ (110,051.49)	\$ (91,931.49)	\$ 230,716.84	\$ (119,651.49)	\$ (126,926.40)	\$ 231,783.51	\$ (119,046.62)	\$ (100,487.02)	\$ 18,781.00	\$ 18,781.00	\$ 0.00
Begin Cash Balance(F/B)	\$ 3,510.00	\$ (43,376.71)	\$ 126,282.69	\$ (431.66)	\$ 227,885.18	\$ 117,833.69	\$ 25,902.19	\$ 256,619.03	\$ 136,967.53	\$ 10,041.13	\$ 241,824.64	\$ 122,778.02			\$ -
End Cash Balance (F/B)	\$ (43,376.71)	\$ 126,282.69	\$ (431.66)	\$ 227,885.18	\$ 117,833.69	\$ 25,902.19	\$ 256,619.03	\$ 136,967.53	\$ 10,041.13	\$ 241,824.64	\$ 122,778.02	\$ 22,291.00	\$ 18,781.00	\$ 18,781.00	\$ 0.00

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.

il Education).

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/13	WEIGHTED ACTUAL CURRENT YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 = <u>0.0</u>	<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>	<u> </u> x .6 = <u>0.0</u>
3. Elementary	<u> </u>	<u> </u>	<u> </u>
4. Secondary	<u> </u>	<u> </u>	<u>350</u>
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u>0.0</u>	<u>0.0</u>	<u>350.0</u>
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u>0.0</u>	<u>0.0</u>	<u>350.0</u>
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15 Estimated per SB522 77th session Fill in information for each district:		<u>5,544</u>		
	WEIGHTED		Use rates below:	Reference amounts for #12
	2014-2015			Estimate: "Outside Revenue"
<u>School District</u>	<u>Rate revised 5/24/2013</u>	<u>Enrollment</u>	<u>Subtotal</u>	
Carson City	\$ 6,643	0.0	\$0	\$ 1,086
Churchill	\$ 6,629	0.0	\$0	\$ 1,069
Clark	\$ 5,544	350.0	\$1,940,400	\$ 997
Douglas	\$ 5,998	0.0	\$0	\$ 2,386
Elko	\$ 6,692	0.0	\$0	\$ 1,113
Esmeralda	\$ 15,798	0.0	\$0	\$ 8,308
Eureka	\$ 100	0.0	\$0	\$ 43,870
Humboldt	\$ 5,409	0.0	\$0	\$ 2,047
Lander	\$ 385	0.0	\$0	\$ 9,884
Lincoln	\$ 10,500	0.0	\$0	\$ 1,295
Lyon	\$ 7,186	0.0	\$0	\$ 922
Mineral	\$ 9,622	0.0	\$0	\$ 1,683
Nye	\$ 7,085	0.0	\$0	\$ 1,368
Pershing	\$ 8,738	0.0	\$0	\$ 2,272
Storey	\$ 8,455	0.0	\$0	\$ 6,494
Washoe	\$ 5,585	0.0	\$0	\$ 1,138
White Pine	\$ 7,315	0.0	\$0	\$ 1,902
Multidistrict		350.0	\$1,940,400	<u>5,544</u>

12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.		<u>\$348,950</u>		
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 #####	Hold Harmless-#10 \$ -
14. Estimated number of special education program units X <u>39,768</u> amount per unit		(Should be 0 or 2 maximum - see prior year allotment)		\$0
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted #####	Hold Harmless \$ -

Fiscal Year 2014-2015 Charter School Sterling Charter School - Southern

Form 3	(1)	(2)	(3)		(4)
Sterling Charter School - Southern REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		(4) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	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 1200 than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
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				360,500	
TOTAL LOCAL SOURCES	0	0	0	360,500	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)				1,940,400	
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	1,940,400	0

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

	(1)	(2)	(3)	(4)	(4)
--	-----	-----	-----	-----	-----

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds				22,500	
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed				50,400	
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				414,508	
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	487,408	0
OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	(4) AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance				18,781	
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	18,781	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	0	2,807,089	0

Sterling Charter School - Southern Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS							
1000 Instruction							
100 Salaries						767,096	
200 Benefits						172,781	
300/400/500 Purchased Services						89,004	
600 Supplies							
700 Property							
800 Other						9,600	
2100-2600, 2900 Other Support Services							
100 Salaries						46,800	
200 Benefits						10,296	
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	0	0	1,095,577	0	0
140 Summer School for Reg Programs							
1000 Instruction							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2100-2600, 2900 Other Support Services							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2700 Student Transportation							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
140 TOTAL Summer School - Reg Prog	0	0	0	0	0	0	0

Sterling Charter School - Southern PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(4) TENTATIVE APPROVED	(4) FINAL APPROVED	
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries				128,281	
200 Benefits				28,222	
300/400/500 Purchased Services				36,000	
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	192,503	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	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	(4) FINAL APPROVED	
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	(4) FINAL APPROVED	
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Ins	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries				5,000	
200 Benefits				1,100	
300/400/500 Purchased Services					
600 Supplies				24,000	
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	30,100	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries				176,938	
200 Benefits				38,926	
300/400/500 Purchased Services					
600 Supplies				19,200	
700 Property					
800 Other				6,850	
2100 SUBTOTAL	0	0	0	241,914	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	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				12,000	
600 Supplies					
700 Property				12,000	
800 Other				1,500	
2300 SUBTOTAL	0	0	0	25,500	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	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property				12,600	
800 Other				223,146	
2500 SUBTOTAL	0	0	0	235,746	0

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
2600 Operating/Maintenance Plant Service					
100 Salaries				63,648	
200 Benefits				14,003	
300/400/500 Purchased Services				65,188	
600 Supplies				9,600	
700 Property				229,240	
800 Other					
2600 SUBTOTAL	0	0	0	381,679	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				90,000	
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	90,000	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	974,839	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other				127,008	
3100 TOTAL FOOD SERVICES	0	0	0	127,008	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service				130,000	
000 EXPENDITURES	0	0	0	1,231,847	0
TOTAL ALL EXPENDITURES	0	0	0	2,550,026	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance				257,063	
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	257,063	0
TOTAL APPLICATIONS	0	0	0	2,807,089	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	0	0	76,501	0
	Calculated Total Ending Fund Balance:	0	0	0	257,063	0

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

TENTATIVE BUDGET 2014-2015				
(1) PROGRAM OR FUNCTION	Obj 100 (2) SALARIES AND WAGES	Obj 200 (3) EMPLOYEE BENEFITS	Obj 300-900 (4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	0	0	0	0
FINAL BUDGET 2014-2015				
(1) PROGRAM OR FUNCTION	Obj 100 (2) SALARIES AND WAGES	Obj 200 (3) EMPLOYEE BENEFITS	Obj 300-900 (4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	813,896	183,077	98,604	1,095,577
200 Special	128,281	28,222	36,000	192,503
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	5,000	1,100	24,000	30,100
PROGRAM TOTALS	947,177	212,399	158,604	1,318,180
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	240,586	52,929	681,324	974,839
3100 Food Service	0	0	127,008	127,008
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			130,000	130,000
6300 Contingency				0
8000 Ending Balance				257,063
UNDISTRIBUTED TOTALS	240,586	52,929	938,332	1,488,910
TOTAL ALL FUNDS FINAL BUDGET	1,187,763	265,327	1,096,936	2,807,089

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

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	ESTIMATED CURRENT YEAR ENDING 06/30/09	BUDGET YEAR ENDING 06/30/10	
			TENTATIVE APPROVED	FINAL 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	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	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	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	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Sterling Charter School - Southern

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing

- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2014	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/15		(11) (9) + (10) 6/30/2015 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
Start Up Loan - EOM		39	\$240,000	03/01/15	06/01/18	4.07%	\$240,000	\$7,500	\$122,500	\$130,000
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$240,000				\$240,000	\$7,500	\$122,500	\$130,000

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

Form 7 INDEBTEDNESS

3/5/2014

Sterling Charter School - Southern

REPORT FOR ALL FUNDS		2014-2015		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
				(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
			\$0	\$0	\$0	\$0	\$0

EXPENDITURES		2014-2015		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
		Object Codes		561	511	562	512
100 - Regular Programs							
200 - Special Programs							
300 - Vocational Programs							
400 - Other PK-12 Programs							
500 - Nonpublic Programs							
600 - Adult Programs							
TOTALS			\$0	\$0	\$0	\$0	\$0

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

FUND TRANSFERS 2014-2015 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

LOBBY EXPENSES 2014-2015

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:

2. Funding Source:

3. Transportation \$

4. Lodging and meals \$

5. Salaries and Wages \$

6. Compensation to lobbyists \$

7. Entertainment \$

8. Supplies, equipment & facilities; other personnel and services spent in Carson City \$

Total **\$** -

Entity:

Lobbying Expense Estimate,

Sterling Charter School - Southern

Budget Fiscal Year 2014-2015

Sterling Charter School - Southern

CASH FLOW STATEMENT

2014-2015

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 575,225.00		\$ 575,225.00			\$ 575,225.00			\$ 575,225.00			\$ 2,300,900.00	\$ 2,300,900.00	\$ -
Donations													\$ -	\$ -	\$ -
Title I	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,458.00	\$ 22,462.00	\$ 269,500.00	\$ 269,500.00	\$ -
Title II	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00	\$ 18,000.00	\$ -
IDEA					\$ 21,000.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 50,400.00	\$ 50,400.00	\$ -
E-Rate	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	1875	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 22,500.00	\$ 22,500.00	\$ -
NSLP	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 127,008.00	\$ 127,008.00	\$ -
Year 1 Beginning Bal.	\$ 18,781.00												\$ 18,781.00	\$ 18,781.00	\$ -
Total Revenues	\$ 55,198.00	\$ 611,642.00	\$ 36,417.00	\$ 611,642.00	\$ 57,417.00	\$ 40,617.00	\$ 615,842.00	\$ 40,617.00	\$ 40,617.00	\$ 615,842.00	\$ 40,617.00	\$ 40,621.00	\$ 2,807,089.00	\$ 2,807,089.00	\$ -
Total Revenues Y-T-D	\$ 55,198.00	\$ 666,840.00	\$ 703,257.00	\$ 1,314,899.00	\$ 1,372,316.00	\$ 1,412,933.00	\$ 2,028,775.00	\$ 2,069,392.00	\$ 2,110,009.00	\$ 2,725,851.00	\$ 2,766,468.00	\$ 2,807,089.00			
EXPENDITURES															
Salaries & Benefits															
Salaries	\$ 91,366.46	\$ 137,049.69	\$ 91,366.46	\$ 91,366.46	\$ 91,366.46	\$ 91,366.46	\$ 91,366.46	\$ 91,366.46	\$ 137,049.69	\$ 91,366.46	\$ 91,366.46	\$ 91,366.46	\$ 1,187,764.00	\$ 1,187,764.00	\$ -
Benefits	\$ 20,447.81	\$ 30,423.93	\$ 20,447.81	\$ 20,447.81	\$ 20,447.81	\$ 20,447.81	\$ 20,447.81	\$ 20,447.81	\$ 30,423.93	\$ 20,447.81	\$ 20,447.81	\$ 20,447.81	\$ 265,326.00	\$ 265,326.00	\$ (0.00)
Total Salaries & Ben	\$ 111,814.28	\$ 167,473.62	\$ 111,814.28	\$ 111,814.28	\$ 111,814.28	\$ 111,814.28	\$ 111,814.28	\$ 111,814.28	\$ 167,473.62	\$ 111,814.28	\$ 111,814.28	\$ 111,814.28	\$ 1,453,090.00	\$ 1,453,090.00	\$ (0.00)
Operating															
Supplies	\$ 11,775.40	\$ 35,326.20	\$ 7,065.24	\$ 7,065.24	\$ 7,065.24	\$ 7,065.24	\$ 7,065.24	\$ 7,065.24	\$ 7,065.24	\$ 7,065.24	\$ 7,065.24	\$ 7,065.24	\$ 117,754.00	\$ 117,754.00	\$ -
Rent	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 13,520.00	\$ 162,240.00	\$ 162,240.00	\$ -
Utilities	\$ 9,666.67	\$ 9,666.67	\$ 8,700.00	\$ 1,657.14	\$ 1,657.14	\$ 1,657.14	\$ 1,657.14	\$ 1,657.14	\$ 1,657.14	\$ 1,657.14	\$ 8,700.00	\$ 9,666.67	\$ 58,000.00	\$ 58,000.00	\$ -
Contracts													\$ -	\$ -	\$ -
Textbooks		\$ 13,500.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 18,000.00	\$ 18,000.00	\$ -
Equipment	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00	\$ 12,000.00	\$ -
Professional Fee's	\$ -	\$ -	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 36,000.00	\$ 36,000.00	\$ -
Audit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ -
Training	\$ -	\$ 5,760.00	\$ 384.00	\$ 384.00	\$ 384.00	\$ 384.00	\$ 384.00	\$ 384.00	\$ 384.00	\$ 384.00	\$ 384.00	\$ 384.00	\$ 9,600.00	\$ 9,600.00	\$ -
Insurance	\$ 13,037.60	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 5,794.49	\$ 65,188.00	\$ 65,188.00	\$ -
Food Service	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 10,584.00	\$ 127,008.00	\$ 127,008.00	\$ -
Management Fee	\$ -	\$ -	\$ 48,510.00	\$ -	\$ 48,510.00	\$ -	\$ -	\$ 48,510.00	\$ -	\$ -	\$ 48,510.00	\$ -	\$ 194,040.00	\$ 194,040.00	\$ -
1.5% Admin Fee	\$ -	\$ 7,276.50	\$ -	\$ 7,276.50	\$ -	\$ -	\$ 7,276.50	\$ -	\$ -	\$ 7,276.50	\$ -	\$ -	\$ 29,106.00	\$ 29,106.00	\$ -
Audit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ -
Athletics	\$ -	\$ -	\$ -	\$ 8,000.00	\$ -	\$ -	\$ 8,000.00	\$ -	\$ 8,000.00	\$ -	\$ -	\$ -	\$ 24,000.00	\$ 24,000.00	\$ -
Bus Passes	\$ -	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ -	\$ 90,000.00	\$ 90,000.00	\$ -
Interest	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 7,500.00	\$ 7,500.00	\$ -
Loan Repayment	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.33	\$ 10,208.37	\$ 122,500.00	\$ 122,500.00	\$ -
Total Expenses	\$ 182,231.27	\$ 289,734.81	\$ 231,255.33	\$ 190,978.98	\$ 224,212.48	\$ 175,702.48	\$ 190,978.98	\$ 224,212.48	\$ 239,361.83	\$ 182,978.98	\$ 225,460.85	\$ 192,917.55	\$ 2,550,026.00	\$ 2,550,026.00	\$ (0.00)
Total Expenses Y-T-D	\$ 182,231.27	\$ 471,966.08	\$ 703,221.42	\$ 894,200.39	\$ 1,118,412.87	\$ 1,294,115.35	\$ 1,485,094.33	\$ 1,709,306.80	\$ 1,948,668.63	\$ 2,131,647.61	\$ 2,357,108.45	\$ 2,550,026.00	\$ 2,550,026.00	\$ 2,550,026.00	\$ (0.00)
Percent of Budget	7.15%	18.51%	27.58%	35.07%	43.86%	50.75%	58.24%	67.03%	76.42%	83.59%	92.43%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ (127,033.27)	\$ 321,907.19	\$ (194,838.33)	\$ 420,663.02	\$ (166,795.48)	\$ (135,085.48)	\$ 424,863.02	\$ (183,595.48)	\$ (198,744.83)	\$ 432,863.02	\$ (184,843.85)	\$ (152,296.55)	\$ 257,063.00	\$ 257,063.00	\$ (0.00)
Begin Cash Balance(F/B)	\$ -	\$ (127,033.27)	\$ 194,873.92	\$ 35.58	\$ 420,698.61	\$ 253,903.13	\$ 118,817.65	\$ 543,680.67	\$ 360,085.20	\$ 161,340.37	\$ 594,203.39	\$ 409,359.55			\$ -
End Cash Balance (F/B)	\$ (127,033.27)	\$ 194,873.92	\$ 35.58	\$ 420,698.61	\$ 253,903.13	\$ 118,817.65	\$ 543,680.67	\$ 360,085.20	\$ 161,340.37	\$ 594,203.39	\$ 409,359.55	\$ 257,063.00	\$ 257,063.00	\$ 257,063.00	\$ (0.00)

ATTACHMENT C.1.2: BUDGET

A budget for Sterling Charter High School has been developed using the same criteria used in budgeting for other sites operated and managed by Rite of Passage, and based on similar charter schools in the area. A conservative approach has been taken in estimating revenue and expenses. Sterling Charter High School will begin its first year with an enrollment of 200 students growing to a total of 350 in its second year of operation. Provided below are descriptions for budget items:

2yr Budget Assumptions

Description of Line Item	Amount
STUDENT COUNT	
Sterling will begin its first year with an enrollment of 200 students growing to a total of 350 in its second year of operation.	Yr 1 – 200 students Yr 2 – 350 students
CARRY OVER	
The balance from start-up budget, in year 1. In year 2 this is the previous years ending balance.	Yr 1 - \$ 3,510 Yr 2 - \$ 18,781
REVENUE	
State Funding State funding was calculated using the budget worksheet provided on the NDE Charter website Local Funding was calculated by using the 2014 rate as indicated on the Nevada Charter Website for budgets	Yr1 - \$1,108,800 Yr2 - \$1,940,400 Yr1 - \$206,000 Yr2 - \$360,500
Title I Once a charter is approved Sterling will begin completing its ESEA plan in an attempt to have the plan approved prior to the first day of school. Once school has begun and all student data has been properly entered into Infinite, Sterling will request that NDE come out and perform a current year count of the schools Title I. Sterling anticipates having at least 70% of the student body qualifying for funding.	Yr 1 –\$ -0- Yr 2 - \$269,500
Title II Beginning in year two, Sterling will begin receiving Title II funds which will be used for staff development and training.	Yr 1 - \$0.00 Yr 2 - \$18,000
IDEA Funds During the First year of operations Sterling will work with its Special Education Provider and onsite specialist to properly identify Sterling’s student population. Based on populations of current schools in the area, Sterling assumed 10% of students will qualify for IDEA funding.	Yr 1 - \$28,800 Yr 2 - \$50,400
E-Rate During the first year of operation, Sterling will apply for an E-Rate grant, which we anticipate will cover up to 90% of the cost of the Sterling’s monthly telephone and internet usage.	Yr 1 - \$0.00 Yr 2 - \$22,500
National School Lunch Program Sterling that 70% of students enrolled will qualify for free or reduced meals.	Yr 1 - \$44,100 Yr 2 – 127,008

Description of Line Item	Amount
EXPENDITURES (AIS)	
<p>Salaries Sterling will have three administrative staff; Principal, Vice-Principal, and Registrar. The Principal and Registrar will both start in May. The Vice-Principal will begin in Year 2 as enrollment grows. Administrative salaries are based on those salaries paid at surrounding schools and other EMO facilities in Nevada. A 4% salary increase is assumed each year.</p>	<p>Principal: - Yr 1 - \$75,000 - Yr 2 - \$78,000 Vice-Principal - Yr 1 - \$0.00 - Yr 2 - \$60,000 Registrar - Yr 1 - \$37,440 - Yr 2 - \$38,938</p>
<p>Salaries (continued) Sterling will have both regular and Special Education Teachers and an Instructional Leader. The current split assumes 10% of students will be identified as needing special education services. Salaries are based those paid to Teachers at surrounded schools and other ROP facilities in Nevada. A 4% salary increase is assumed each year.</p>	<p>Instructional Leader: - Yr 1 - \$46,842 - Yr 2 - \$48,715 Regular Education: - Yr 1 - \$217,347 (5.5 FTE) - Yr 2 - \$431,381 (10.5 FTE) Special Education: - Yr 1 - \$82,232 (2 FTE) - Yr 2 - \$128,281 (3 FTE)</p>
<p>Salaries (continued) Sterling's support staff will consist of a Student Advisor, Behavioral Mentors, and Janitor/Maintenance. Salaries are based on those paid at other EMO facilities in Arizona. A 4% salary increase has been assumed each year.</p>	<p>Student Advisor: - Yr 1 - \$44,053 - Yr 2 - \$46,800 Behavioral Mentor: - Yr 1 - \$157,000 (5 FTE) - Yr 2 - \$284,000 (9 FTE) Janitor/Maintenance - Yr 1 - \$29,900 (1 FTE) - Yr 2 - \$63,648 (2 FTE)</p>
<p>Teacher Stipends Teacher stipends will be paid for Coaching, Title I Tutoring (Before and/or After school), and Title I Active Parenting classes. Stipends will not be paid during the first year.</p>	<p>Title I Stipends: Yr 1 - \$0 Yr 2 - \$3,000 Athletic Stipends: Yr 1 - \$0.00 Yr 2 - \$5,000</p>

<p>Employee Benefits Benefits include employer FICA taxes, workers compensation and unemployment tax. The employer FICA taxes were calculated using the current rate of 7.65% (Social Security & Medicare). Workers Compensation was calculated using the current rate being paid in Nevada by ROP, 3.7%. Unemployment was based on the current wage base of \$7000 calculated at the current rate being paid by EMO in Nevada, 3.5%, and assumes an employee turn-over of 7%. All staff will be eligible for comprehensive benefits upon hire. All rates used are based on the current rates being paid by ROP in Nevada. We acknowledge that PERS will be a benefit of Sterling employees in lieu of FICA and 401(k) as stated above.</p>	<p>FICA: - Yr 1 - \$51,877 - Yr 2 - \$86,230 Work Comp: - Yr 1 - \$9,291 - Yr 2 - \$15,555 Unemployment: - Yr 1 - \$4,139 - Yr 2 - \$6,898 Med, Den, 401(k) - Yr 1 - \$65,661 - Yr 2 - \$156,642</p>
<p>Office Supplies Office Supplies purchases will be for the administrative offices. Most supplies will be purchased through a corporate account at Staples which will be set-up as through EMO and billed to the school.</p>	<p>- Yr 1 - \$12,000 - Yr 2 - \$18,000</p>
<p>Contracted Services Contracted Services are for outside special education services. Sterling will use blueprint for credit recovery which is billed monthly based on usage at \$119/student/mo. Infinite Campus fees are in this category.</p>	<p>- Yr 1 - \$ 13,100 - Yr 2 - \$ 27,300 Blueprint: - Yr 1 - \$3,700 - Yr 2 - \$8,700</p>
<p>Auditor Fees Auditor fees are based on current fees being paid by similar schools in Nevada.</p>	<p>- Yr 1 - \$10,000 - Yr 2 - \$12,000</p>
<p>Staff Training/Recruitment This money will be used to hire additional teachers and training for the first year staff.</p>	<p>- Yr 1 - \$6,000 - Yr 2 - \$9,600</p>
EXPENDITURES (O&M)	
<p>Fees/Permits Sterling will be a member of the charter association, at a cost of \$500 annually. The remaining budget is set aside for membership in other professional organizations for teachers.</p>	<p>- Yr 1 - \$2,100 - Yr 2 - \$2,100</p>
<p>Phone/Internet Phone and internet service rates are based on those from other similar schools in Nevada. During Year Two, Sterling charter will begin receiving E-Rate funding to cover 90% of phone/internet service.</p>	<p>Phone/Internet - Yr 1 - \$14,400 - Yr 2 - \$ 2,500 E-Rate Expense - Yr 1 - \$0 - Yr 2 - \$22,500</p>
<p>Liability Insurance Sterling will maintain General Liability Insurance and a D&O policy. Premiums are based those from other ROP facilities in Nevada.</p>	<p>- Yr 1 - \$59,262 - Yr 2 - \$65,188</p>
<p>Janitorial Supplies Sterling will purchase supplies for maintenance staff</p>	<p>- Yr 1 - \$2,400 - Yr 2 - \$3,600</p>
<p>Building & Improvements This includes supplies for minor building repairs.</p>	<p>- Yr 1 - \$3,000 - Yr 2 - \$6,000</p>
<p>Utilities Based estimated size of school facility</p>	<p>- Yr 1 - \$24,000 - Yr 2 - \$33,000</p>
<p>Building Rent/Lease/Loan</p>	<p>- Yr 1 - \$156,000</p>

Sterling charter assumes leasing a 10,000 sq ft facility. The current market rate is \$12/sq ft/yr and assume a slight increase in year 2.	- Yr 2 - \$162,240
Athletics Sterling will introduce athletics in year 1, most likely soccer, but will depend on the student's interest.	- Yr 1 - \$3,200 - Yr 2 - \$24,000
Transportation Sterling will use monthly city bus passes transport students, this also includes the cost of transportation for special education.	- Yr 1 - \$14,756 - Yr 2 - \$90,000
Other Leases Through a relationship the EMO has with Xerox, Sterling will lease one copy machine beginning July 1 which will include a maintenance agreement. Due to growth a second machine will be leased beginning year 2.	- Yr 1 - \$8,400 - Yr 2 - \$12,600
Instructional Supplies Most supplies will be purchased during start up, and replenished as needed throughout the year.	- Yr 1 - \$9,000 - Yr 2 - \$54,000
School Supplies Most supplies will be purchased during Start-up and be replenished as need throughout the year.	- Yr 1 - \$6,000 - Yr 2 - \$35,004
Office Furniture & Other Equipment Upgraded equipment will be purchased replace, server, switches, etc as needed.	Equipment: - Yr 1 - \$2,400 - Yr 2 - \$12,000
Marketing/Advertising Advertising includes brochures, flyers and other media for the promotion of the school.	- Yr 1 - \$8,000 - Yr 2 - \$4,750
Food Service Sterling Charter will contract for food services. An RFP for competitive bids will be sent out in May 2015.	- Yr 1 - \$44,100 - Yr 2 - \$127,008
Purchased Services (O&M) Sterling has a management agreement with Rite of Passage, the fee as defined in the management agreement is 10% of Sterling's state funding and 1.5% paid to the Charter School Authority.	Management Fee: - Yr 1 - \$110,880 - Yr 2 - \$194,040 Admin Fee: - Yr 1 - \$ 19,940 - Yr 2 - \$ 29,106
Other Miscellaneous Expenses Allowance projected for miscellaneous expenditures for postage, freight and employee mileage reimbursement expenses.	Postage & Freight: - Yr 1 - \$ 300 - Yr 2 - \$ 1,200 Mileage: - Yr 1 - \$ -0- - Yr 2 - \$ 1,500
Interest/Loan Repayment During Year one, Sterling Charter will make interest only payments. Principal payments will begin in year two, at which point Sterling will repay the loan over 24 month.	Interest: - Yr 1 \$ 9,670 - Yr 2 - \$7,500 Principal: - Yr 1 - \$0.00 - Yr 2 - \$122,500

Depreciation Per Policy and GAAP Accounting, Sterling will capitalize certain assets and depreciate them according to their useful life. Depreciation is assumed by looking at the amount of capitalized start-up costs at other ROP facilities.	- Yr 1 - \$9,000 - Yr 2 - \$9,000
--	--------------------------------------

ATTACHMENT C.1.5: PRE-OPENING BUDGET

The start-up budget to operate Sterling Charter High School has been developed based on historical information and research of similar charter schools and the current market.

Start-Up Budget Assumptions

Description of Line Item	Timeline	Amount
START-UP REVENUE		
Secure funds - Loans Sterling Charter High School has secured a loan from Rite of Passage (ROP) to cover start-up costs.	<i>Funds will be drawn down beginning March 2015. Any unused funds will be carried into Year 1 Budget.</i>	\$240,000
EXPENDITURES (AIS)		
Salaries (Administration) - Principal and Registrar Administrative Salaries during the start-up period will include	<i>Principal and Registrar will start May 1st.</i>	<i>Principal:</i> - \$12,500 (2 mo at \$75,000/yr) <i>Registrar</i> - \$6,240(2 mo at \$18/hr)
Employee Benefits Employee Benefits includes payroll taxes, worker's compensation, unemployment and Comprehensive Benefits beginning at the date of hire	<i>May 1st for Principal and Registrar.</i>	<i>FICA</i> - \$1,434 (7.65%) <i>Work Comp</i> - \$693 (3.7%) <i>Unemployment</i> - \$450 (3.4% on first \$7k) <i>Medical/Dental Insurance</i> - \$1,920.6
Instructional Consumables Instructional Consumables include materials for students.	<i>June</i>	\$30,000 (\$150/student)
Textbooks Textbooks and materials for students		\$30,000 (\$150/student)
Membership Dues, Registrations & Travel Membership to the Charter School Association.	<i>May</i>	\$500
Curriculum and Resource Materials Sterling will purchase the following curriculum materials: - READ 180 - MAP Assessments - Catch Up Math	<i>June</i>	<i>READ 180 - \$36,000</i> <i>MAP Assessments - \$10,000</i> <i>Catch-up Math - \$1,000</i>
SAIS Software PowerSchool will be purchased as Sterling's Student Data Management System.	<i>June</i>	\$9,800

Description of Line Item	2013 Timeline	Amount
EXPENDITURES (O&M)		
Marketing & Advertising Includes advertising materials (flyers, brochures) and advertising media.	<i>May - June</i>	\$6,552.50
Building Rent/Lease/Loan Sterling Charter will lease a temporary office space for May and June. Sterling will then occupy the school facility Mid June to begin any needed improvements	<i>May - June</i>	<i>Temp office - \$6,000 ½ June Rent on School - \$5,000 Rental Deposit - \$10,000</i>
Building & Improvements Building improvements will depend on the needs of Sterling Charter Schools Facility.	<i>June</i>	\$4,500
Building Rent/Lease/Loan July rent including utilities.	<i>July</i>	\$8,750
Phone/Internet Phone system w/ 25 handsets purchase and set-up on school facility	<i>June</i>	20,000
Student Furniture Students desks for the classrooms and computer tables for Lab. Used items will be purchased	<i>June</i>	\$17,400
Office Furniture Desks and chairs for administrative and instructional staff as well as filing cabinets. Used items will be purchased.	<i>June</i>	\$4,000
Student Computers 30 student computers will be purchased to equip the computer lab. Used computers will be purchased.	<i>June</i>	\$9,000 (<i>Used @ \$300/ea</i>)
Office Technology Equipment 10 staff computers, Server, and other networking equipment. Used items will be purchased when available	<i>June</i>	\$17,200 (<i>10 Used Staff computers @ \$3,000. Server and network equip @ \$14,400</i>)

C.5 Start-Up Budget

Applicant Name: STERLING CHARTER SCHOOL

<i>Provide Assumptions by Line</i>		Inception to July 1					
START-UP REVENUE			Total \$	Timeframe for Acquisition			
Secured Funds - Private Donations							
Secured Funds - Loans			\$ 240,000.00	March - June			
Secured Funds - Other							
Total Start-up Revenue			\$240,000				
Administration, Instruction, & Support (AIS) EXPENDITURES (add lines as necessary)		# of FTE Staff	@ Salary	Required Employer Contributions per FTE	Total \$	Timeframe for Acquisition	Timeframe for Payment (if not in column E)
Salaries							
Principal		1.00	\$ 12,500.00		\$ 12,500.00	Principal Salary May-June	
Registrar		1.00	\$ 4,766.67		\$ 4,766.67	May - June Salary	
Employee Benefits					\$ 4,144.00	Employee Benefits @ 24%	
Office Supplies (Paper, Postage, etc.)					\$ 1,500.00		
Instructional Consumables					\$ 30,000.00	\$150/Student	
TextBooks					\$ 30,000.00	\$150/Student	
Membership Dues, Registrations, & Travel					\$ 500.00	Charter Assoc Dues-May	
Curriculum & Resource Materials					\$ 47,000.00	Read 180, MAP & Catch-up Math	
Educational Software					\$ 9,800.00	Educational Software	
Total Administration, Instruction, & Support					\$ 140,210.67		
Operations & Maintenance (O&M) EXPENDITURES (add lines as necessary)					Total \$	Timeframe for Acquisition	Timeframe for Payment (if not in column E)
Marketing/Advertising					\$ 6,552.50	May - July	
Building Rent/Lease/Loan					\$ 21,000.00	Rental Deposit, Temp office 2 mo., 1/2 June Rent	
Building & Improvements					\$ 4,500.00	Depends on need/Location	
Phone/Communications/Internet Connectivity					\$ 20,000.00	Phone System w/25 Phones	
Student Furniture & Equipment					\$ 17,000.00	200 student desks & 30 Computer Tables	
Office Furniture & Equipment					\$ 4,000.00	10 Staff Desks & Chairs Used	
Student Technology Equipment					\$ 9,000.00	30 Student Computers - Used	
Office Technology Equipment					\$ 17,400.00	10 Staff Computers - Used, Tech Equip (Server, Swit	
Total Operations & Maintenance					\$ 99,452.50		
Total Expenditures					\$239,663		
Total Start-up Revenues					\$240,000		
Budget Balance (= Revenues - Expenditures)					\$337		

ATTACHMENT C.1.8: SPECIAL POPULATIONS BUDGET

The budget for Sterling Charter High School includes an assumption of 10% of the population requiring special education services. Provided below are descriptions for budget items:

2yr Budget Assumptions

Description of Line Item	Amount
Sterling will begin its first year with an enrollment of 200 students growing to a total of 350 in its second year of operation.	Yr 1 – 200 students Yr 2 – 350 students
IDEA Funds During the First year of operations Sterling will work with its Special Education Provider and onsite specialist to properly identify Sterling’s student population. Based on populations of current schools in the area, Sterling assumed 10% of students will qualify for IDEA funding.	Yr 1 - \$28,800 Yr 2 - \$50,400
EXPENDITURES (AIS)	
Salaries (continued) Sterling will have both regular and Special Education Teachers and an Instructional Leader. The current split assumes 10% of students will be identified as needing special education services. Salaries are based those paid to Teachers at surrounded schools and other ROP facilities in Nevada. A 4% salary increase is assumed each year.	Instructional Leader: - Yr 1 - \$46,842 - Yr 2 - \$48,715 Regular Education: - Yr 1 - \$217,347 (5.5 FTE) - Yr 2 - \$431,381 (10.5 FTE) Special Education: - Yr 1 - \$82,232 (2 FTE) - Yr 2 - \$128,281 (3 FTE)
Contracted Services Contracted Services are for outside special education services.	- Yr 1 - \$ 13,100 - Yr 2 - \$ 27,300
Transportation Sterling will use monthly city bus passes transport students, this also includes the cost of transportation for special education.	- Yr 1 - \$14,756 - Yr 2 - \$90,000

ATTACHMENT C.2.8: MINIMUM NUMBER OF PUPILS NECESSARY

The minimum number of pupils necessary for break-even in year one is 200. When factoring in the start-up loan, Sterling will start the school year with a carryover of \$3,510 and end with an estimated \$18,781. The carry forward will be applied toward outstanding loan debt. Please see C.1.3 for the Cash Flow Statement for year 1.

ATTACHMENT C.3.2: INSURANCE

See attached

**AFFIDAVIT FOR PROVISION OF INSURANCE COVERAGE
FOR A PUBLIC CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Mountain West Series of Lockton Companies, LLC, a broker of insurance, being first duly sworn states under penalty of perjury as follows:

1. I or the insurance provider I represent am/is authorized by the Nevada Division of Insurance to operate in Nevada.
2. The attached insurance proposal I have prepared for Rite of Passage, Inc., a public charter school, meets the stipulations of NRS 386.550(1)(l) and the requirements listed in NAC 386.215, as stated below. The charter school herein named has obtained from me the types and amounts of insurance required by

NAC 386.215. The coverage is in effect from July 1, 2014 to July 1, 2015 (dates of coverage).

NAC 386.215 Provision and maintenance of insurance coverage. (NRS 386.540)

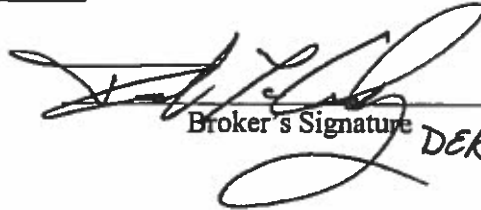
1. Except as otherwise provided in subsection 4 of NAC 386.140, a committee to form a charter school shall obtain insurance from an authorized insurer as follows:
 - (a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.
 - (b) Except as otherwise provided in subsection 2, general liability insurance with a minimum coverage of \$1,000,000. The general liability insurance policy must include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:
 - (1) The sponsor of the charter school;
 - (2) All employees of the charter school, including, without limitation, former, present and future employees;
 - (3) Volunteers at the charter school; and
 - (4) Directors of the charter school, including, without limitation, executive directors.
 - (c) Umbrella liability insurance with a minimum coverage of \$3,000,000.
 - (d) Professional liability that encompasses educators' legal liability insurance with a minimum coverage of \$1,000,000.
 - (e) Employment practices liability insurance with a minimum coverage of \$1,000,000.
 - (f) Employment benefits liability insurance with a minimum coverage of \$1,000,000.
 - (g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of \$1,000,000.
 - (h) If applicable, motor vehicle liability insurance with a minimum coverage of \$1,000,000.

Affidavit

I certify, (declare) under penalty of perjury that the forgoing is true and correct:

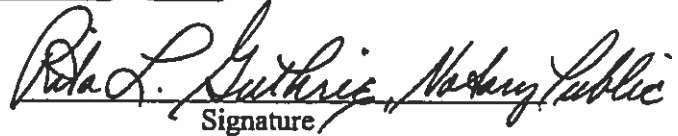
Executed this 25th day of August 2014 In the city of Denver

In the state of Colorado


Broker's Signature DEREK CADY

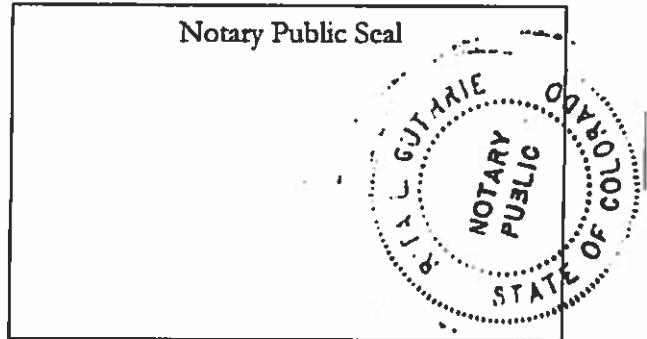
Notarized Statement

Subscribed and sworn to before me at Denver, Colorado
on this 25th day of August 2014.


Signature

My Commission Expires 06-01-2015

Seal



ROP - Premium Estimate Sterling Charter School

Coverage	Premium	Premium Based on:
Property	\$0	No Property
GL/PL/ Sexual Abuse	\$34,414	200 Students & 7.5 Teachers /10,000 Square Ft / No Swimming Pool
Auto	\$0	No vehicles
Umbrella	\$2,098	Excess of GL/PL/SA
Educators Legal Liability	\$1,125	\$1,000,000 limit / Higher limits available upon request
Work Comp	\$9,839	7.5 Teachers/9 Other professionals/1Maintenance - Payroll total \$689,000
D&O	\$8,000	For the non-profit entity \$1,000,000 limit with \$25,000 retention
Total 1st year Estimate Premium	\$55,476	

While not required per NAC 386.215, an additional \$3,786 has been budgeted for property (contents) insurance, for a total of \$59,262.



August 28, 2014

Re: Sterling Charter High School

To Whom it may Concern:

The attached estimate for the cost of insurance is based upon the types and amounts of insurance that are required by Nevada Administrative Code (NAC) 386.215.

We hope this provides you with the information you need.

Very truly yours,

LOCKTON COMPANIES LLC

Lauren Hawkins
Account Manager

ATTACHMENT C.4.4: EMERGENCY DRILLS

Drills and Procedures in the Event of an Emergency

Sterling Charter High School understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

I. Training

A. Training and refresher training sessions shall be conducted for all school personnel. In the case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

1. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

II. Drills

A. Sterling Charter High School will plan for 3 Evacuation and 1 Drop-Cover and Hold drill.

1. Evacuation Drills: A map detailing the evacuation protocols and route are posted in each classroom and office. Students are to follow their Teacher/Administrator and stay with their class as they exit the building and when they are outside the building. No deviation from the route will be accepted, including going to the restroom. When outside, a student count shall be conducted by the Teacher/Administrator. When all staff and students are accounted for, they shall return to their regularly assigned classroom/office.

2. Drop-Cover and Hold Drill: Teachers will instruct students to duck under their desks and cover their heads with their arms and hands. Teachers will instruct students to move away from the windows. Teachers will account for their students and inform the administration of any student that is missing.

B. Sterling Charter High School will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.

SCHOOL EMERGENCY

And

CRISIS RESPONSE PLAN

Sterling Charter High School

Promulgation Statement

Sterling Charter High School is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of Sterling Charter High School emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of Sterling Charter High School. It is a result of a comprehensive review and update of school policies in the context of its location in Las Vegas, NV and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

SCHOOL BOARD

DATE

LOCAL EMERGENCY MANAGEMENT

DATE

Approval and Implementation

Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

PRINCIPAL

DATE

EDUCATION LEADER

DATE

SCHOOL BOARD

DATE

DATE

DATE

TABLE OF CONTENTS

A. INTRODUCTION – page 7

1. Authority
2. Purpose
3. Mission & Goals
4. Explanation of Terms

B. SITUATION and ASSUMPTIONS – page 10

1. Situations
2. Building Information
3. Hazard Analysis
4. Assumptions
5. Limitations

C. CONCEPT OF OPERATIONS – page 15

1. Objectives
2. General
3. Operational Guidance
 - A. Initial Response
 - B. Notification Procedures
 - C. Implementation of Incident Command System (ICS)
 - D. Sources and Use of Resources
4. Incident Command System
5. Incident Command System (ICS) – Emergency Operations Center (EOC) Interface
6. Activities by Phases of Emergency Management

D. ORGANIZATION and ASSIGNMENT OF RESPONSIBILITIES – page 22

1. Executive Group Responsibilities
 - a. The School Board
 - b. The District Superintendent
 - c. The District Emergency Management Coordinator
 - d. The School Principal
 - e. Emergency Operations Planning Team
 - f. Emergency Response Teams
 - g. Teachers
 - h. Technology/Information Services
 - i. Transportation
 - j. The Incident Commander

E. DIRECTION and CONTROL – page 28

1. General
2. Emergency Facilities
3. Continuity of School Administration

- F. READINESS LEVELS – page 29**
1. Readiness Levels
 2. Readiness Action Level Descriptions
- G. ADMINISTRATION and SUPPORT – page 30**
1. Agreements and Contracts
 2. Reports
 3. Records
 4. Preservation of Records
 5. Post-Incident and Exercise Review
- H. PLAN DEVELOPMENT and MAINTENANCE – page 31**
1. Plan Development and Distribution of Planning Documents
- I. REFERENCES – page 32**
- J. APPENDICES – page 33**
1. Incident Command System Summary
 2. Incident Command Structure
 3. Campus Map
 4. Classroom Teacher Buddy List
 5. Telephone Tree
 6. Emergency Operations Planning Team
 7. Emergency Contact Numbers
 8. Resource Inventory
 9. Sample School-Parent Letter
 10. Staff Skills Survey and Inventory
 11. Master Campus Schedule
 12. Emergency Response Drill Log
 13. Security Audit Information
 14. School Committee
- K. ANNEX – PLANNED RESPONSES/TEACHER ACTION GUIDES (SECURE MATERIALS) – page 51**
- Planned Responses – Action Guides
- A. Functional Protocols – Immediate Response Actions
 - Evacuation Procedures
 - Reverse Evacuation Procedures
 - Lockdown
 - Shelter-in-Place Procedures
 - Drop, Cover and Hold Procedures
 - Off-campus Evacuation
 - Mental Health/Crisis Intervention
 - B. Incident Specific Procedures
 - Bomb Threat/Suspicious Packages
 - Bus Accidents
 - Fires
 - Intruder/Hostage Situation

- Severe Weather
- Hazardous Material Release
- Earthquake
- Armed Intruder/Active Shooter
- Utilities Loss or Failure
- Structural Failure
- Medical Emergency

A. INTRODUCTION

1. Authority

A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654;
FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and
Emergency Planning Zones

B. State: RS 17:416.16 School crisis management and response plans

C. Local:

D. School Board:

2. Purpose

A. This Basic Plan outlines Sterling Charter High School approach to emergency management and operations. It has been developed to assist Sterling Charter High School protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

3. Mission and Goals

A. The mission of Sterling Charter High School in an emergency/disaster is to:

1. Protect lives and property
2. Respond to emergencies promptly and properly
3. Coordinate with local emergency operations plans and community resources
4. Aid in recovery from disasters

B. The goals of Sterling Charter High School are to:

1. Provide emergency response plans, services, and supplies for all facilities and employees
2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
3. Restore normal services as quickly as possible
4. Coordinate the use of school personnel and facilities
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process.

4. Explanation of Terms

A. Acronyms

- | | | |
|----|------|-------------------------------------|
| 1. | AED | Automated External Defibrillator |
| 2. | CERT | Community Emergency Response Team |
| 3. | CFR | Code of Federal Regulations |
| 4. | CPR | Cardio-Pulmonary Resuscitation |
| 5. | EOC | Emergency Operations Center |
| 6. | EOPT | Emergency Operations Planning Team |
| 7. | EPI | Emergency Public information |
| 8. | FEMA | Federal Emergency Management Agency |

9.	Hazmat	Hazardous Material
10.	IC	Incident Commander
11.	ICP	Incident Command Post
12.	ICS	Incident Command System
13.	NIMS	National Incident Management System
14.	SC	School Commander
15.	SOPs	Standard Operating Procedures
16.	UC	Unified Command

B. Definitions

1. Emergency Public Information (EPI)

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

3. Emergency

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects.

Characteristics of an emergency include:

- A. Involves a limited or large area, limited or large population, or important facilities.
- B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- C. Warning and public instructions are provided in the immediate area, not communitywide.
- D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- E. May require external assistance from other local response agencies or contractors.
- F. May require community-wide warning and public instructions.
- G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

4. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- A. Involves a large area, a sizable population, and/or important facilities.
 - B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
 - C. Requires community-wide warning and public instructions.
 - D. Requires a response by all local response agencies operating under one or more ICs.
 - E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
 - F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.
5. **Hazard Analysis**
A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.
 6. **Hazardous Material (Hazmat)**
A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmat includes toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.
 7. **Inter-local agreement**
These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.
 8. **Standard Operating Procedures (SOP)**
SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. SITUATION AND ASSUMPTIONS

1. Situation

A. Sterling Charter High School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is approximately 200 students. The school's current enrollment of students with special needs is approximately 10%. Special needs students are located in the following building(s) / room(s): _____

The school's staff is comprised of:

- _____ teachers
- _____ administrators
- _____ office/support staff
- _____ behavior mentors
- _____ cafeteria staff
- _____ custodial staff

C. The school employs approximately _____ people with special needs. Employees with special needs are located in the following building(s)/room(s): _____

D. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 11.

2. Building Information

A. Sterling Charter High School is made up of _____ building(s).

B. The school consists of a main campus located at _____

C. The school also includes the following buildings: _____

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 3.

3. Hazard Analysis

A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for Sterling Charter High School. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by:

B. THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1. Earthquake, Flash Flooding, Flooding (River or Tidal), Tornado, Wildfire, Winter Storm, Chemical / Hazardous Materials, Dam Failure, Fire, Nuclear Facility Incident, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Figure 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
<i>NATURAL</i>					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
<i>HUMAN MADE</i>					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4. Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

- A. Sterling Charter High School will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.
- B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
- C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
- D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.
- E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
- F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.
- G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

5. Limitations

A. It is the policy of Sterling Charter High School that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, Sterling Charter High School can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

C. CONCEPT OF OPERATIONS

1. Objectives

A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

A. It is the responsibility of Sterling Charter High School officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. Sterling Charter High School recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. Sterling Charter High School will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.

2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (<http://training.fema.gov/EMIWeb/IS/is700>). All persons tasked in the Basic Plan or annexes will take the IS-700 course.

3. Participate in local government's NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

J. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the

emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

3. **Operational Guidance**

A. **Initial Response**

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

However, at no time will school officials transfer responsibility for student care.

2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:

- a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.
- b. **Reverse Evacuation** – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building.
- c. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.
- d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
- e. **Drop, cover and hold** – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

B. **Notification Procedures**

1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the school Principal to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.
2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

C. Implementation of the Incident Command System (ICS)

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.
2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

D. Source and Use of Resources

1. Sterling Charter High School will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
 - A. Request assistance from volunteer groups active in disasters.
 - B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

- A. Sterling Charter High School intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary

emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.
6. Requesting additional resources from the EOC.

7. The EOC is generally responsible for:
 - a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warning.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
8. Organizing and implementing shelter and massive arrangements for evacuees.
9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6. Activities by Phases of Emergency Management

- A. This plan addresses emergency actions that are conducted during all four phases of emergency management.
- B. Mitigation/Prevention
 1. Sterling Charter High School will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:
 2. Hazard Analysis
 3. Identifying hazards
 4. Recording hazards
 5. Analyzing hazards
 6. Mitigating/preventing hazards
 7. Monitoring hazards
 8. Security Audit
- C. Preparedness
 1. Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

- a. Providing emergency equipment and facilities.
 - b. Emergency planning, including maintaining this plan, its annexes, and appendices.
 - c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
 - d. Conducting periodic drills and exercises to test emergency plans and training.
 - e. Completing an After Action Review after drills, exercises and actual emergencies.
 - f. Revise plan as necessary.
- D. Response
1. Sterling Charter High School will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.
- E. Recovery
1. If a disaster occurs, Sterling Charter High School will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.
- F. Emergencies Occurring During Summer or Other School Breaks
1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
 - a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix 5.

- b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- c. Notify staff or families of students identified in #2 and recommend community resources for support.
- d. Notify general faculty/staff by letter or telephone with appropriate information.
- e. Schedule faculty meeting for an update the week before students return to school.
- f. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D. ASSIGNMENT OF RESPONSIBILITIES

1. Executive Group Responsibilities

A. The School Board

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.
- c. Appoint a district Emergency Management Coordinator to assist in planning and review.

B. The District Superintendent

- a. Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.
- b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- c. Authorize implementation of emergency preparedness curriculum.
- d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

- g. Implement the policies and decisions of the governing body relating to emergency management.
 - h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/
 - i. Coordinate emergency assistance and recovery.
- C. The District Emergency Management Coordinator**
- a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
 - b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
 - c. Develop and coordinate in-service emergency response education for all school personnel.
 - d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
 - e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
 - f. Request assistance from local emergency services when necessary.
 - g. Serve as the staff advisor to the superintendent and principal on emergency management matters.
 - h. Keep the superintendent and principal apprised of the preparedness status and emergency management needs.
 - i. Coordinate local planning and preparedness activities and the maintenance of this plan.
 - j. Prepare and maintain a resource inventory.
 - k. Arrange appropriate training for district emergency management personnel and emergency responders.
 - l. Coordinate periodic emergency exercises to test emergency plans and training.
 - m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
 - n. Serve as the school's Emergency Management Coordinator.
 - o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.

- p. Encourage incorporation of emergency preparedness material into regular Curriculum.
- q. Provide copies of the school plan to the district superintendent and local Emergency Management office.
- r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency
- t. Establish an Incident Command Post

D. The School Principal

- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
- c. Keep school board informed of emergency status.
- d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- e. Ensure that the plan is coordinated with the district's plans and policies.
- f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
- g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- h. Conduct drills and initiate needed plan revisions based on After Action Reports.
- i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
 - 2. Appoint monitors to assist in proper evacuation.
 - 3. Ensure that all exits are operable at all times while the building is occupied.
 - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

- j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.
- E. Emergency Operations Planning Team will:**
- a. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.
 - b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
 - c. Organize Emergency Response Teams.
 - d. Recommend training for the Emergency Response Teams.
 - e. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 4.
 - f. Provide information to staff, student and community on emergency procedures.
 - g. Provide assistance during an emergency in accordance with designated roles.
 - h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.
- F. Emergency Response Teams will:**
- a. Participate in the Community Emergency Response Team (CERT) program.
 - b. Create annexes for their specific emergency function.
 - c. Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
 - d. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
 1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.
 2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.
 3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations.

They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.

4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.

7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

G. Teachers will:

- a. Prepare classroom emergency Go Kits.
- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
- d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in student assembly area.
- f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.
- g. Establish a buddy system for students and teachers with disabilities.
- h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

H. Technology/Information Services will:

- a. Coordinate use of technology.

- b. Assist in establishment/maintenance of emergency communications network.
- c. Assist in obtaining needed student and staff information from the computer files.
- d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
- g. As needed, report various sites involved in the communication system if there are problems in that system.

I. Transportation will:

- a. Establish and maintain school division protocols for transportation-related emergencies.
- b. Provide division-wide transportation for bus drivers.
- c. Establish and maintain plans for the emergency transport of district personnel and students
- d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

J. The School Incident Commander will:

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. General

A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will

assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

B. The District Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. Emergency Facilities

A. Incident Command Post

1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. Continuity of School Administration

A. The line of succession for the principal is:

1. Registrar
2. Counselor
3. Administrative Assistant

B. The lines of succession for each position shall be in accordance with the SOPs established by the school.

F. READINESS LEVELS

1. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

2. Readiness Action Level Descriptions

A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

1. Green – Low
 - a. Assess and update emergency operations plans and procedures.
 - b. Discuss updates to school and local emergency operations plans with emergency responders
 - c. Review duties and responsibilities of emergency response team members.
 - d. Provide CPR and first aid training for staff.
 - e. Conduct training and drills.
 - f. Conduct 100% visitor ID check
2. Blue - Increased Readiness
 - a. Review and upgrade security measures
 - b. Review emergency communication plan
 - c. Inventory, test, and repair communication equipment.
 - d. Inventory and restock emergency supplies
 - e. Conduct emergency operations training and drills
3. Yellow – Elevated
 - a. Inspect school buildings and grounds for suspicious activities.
 - b. Assess increased risk with public safety officials.
 - c. Review crisis response plans with school staff.
 - d. Test alternative communications capabilities.
4. Orange – High
 - a. Assign staff to monitor entrances at all times.
 - b. Assess facility security measures.
 - c. Update parents on preparedness efforts.
 - d. Update media on preparedness efforts.
 - e. Address student fears concerning possible emergency.
 - f. Place school and district emergency response teams on standby alert status.

5. Red – Severe
 - a. Follow local and/or federal government instructions (listen to radio/TV).
 - b. Activate emergency operations plan.
 - c. Restrict school access to essential personnel.
 - d. Cancel outside activities and field trips.
 - e. Provide mental health services to anxious students and staff

G. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

2. Reports

A. Initial Emergency Report

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

B. Situation Report

A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

C. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

3. Records

A. Record Keeping for Emergency Operations

Sterling Charter High School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

1. The ICP and the district office shall maintain accurate logs recording key response activities, including:

- a. Activation or deactivation of emergency facilities.
- b. Emergency notifications to local emergency services.
- c. Significant changes in the emergency situation.
- d. Major commitments of resources or requests for additional resources from external sources.
- e. Issuance of protective action recommendations to the staff and students.
- f. Evacuations.
- g. Casualties.
- h. Containment or termination of the incident.

4. Preservation of Records

- A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.
- B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

5. Post-Incident and Exercise Review

- A. The Principal, District Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H. PLAN DEVELOPMENT and MAINTENANCE

1. Plan Development and Distribution of Planning Documents

- A. The school committee shall consist of at least four (4) members. The list of committee members can be found in Appendix 14. The school committee shall develop the plan for response to crises and emergencies.
- B. Distribution of Planning Documents
 - 1. The Principal shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
 - 2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the

basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts.

C. Review

1. The school committee shall review and update (if deemed necessary) the plan annually. The updated plan, once approved, will be given to the governing body of Sterling Charter High School and posted as necessary. The Superintendent will establish a schedule for annual review of planning documents.

2. Update

a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the school committee.

c. The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I. REFERENCES

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified School District Model Safe School Plan
11. Fairfax County Public Schools Crisis Management Workbook
12. Chicago Public Schools Emergency Management Plan
13. Georgia Emergency Management Agency Family Reunification Protocol

APPENDIX 1

Incident Command System Summary

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions

- a. Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
- b. Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
- c. Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
- d. Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support.
- e. Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and

provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. **Unity and Chain of Command.** Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. **Organizational Flexibility.** Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. **Integrated Communications.** Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. **Resource Management.** Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

Unified Command

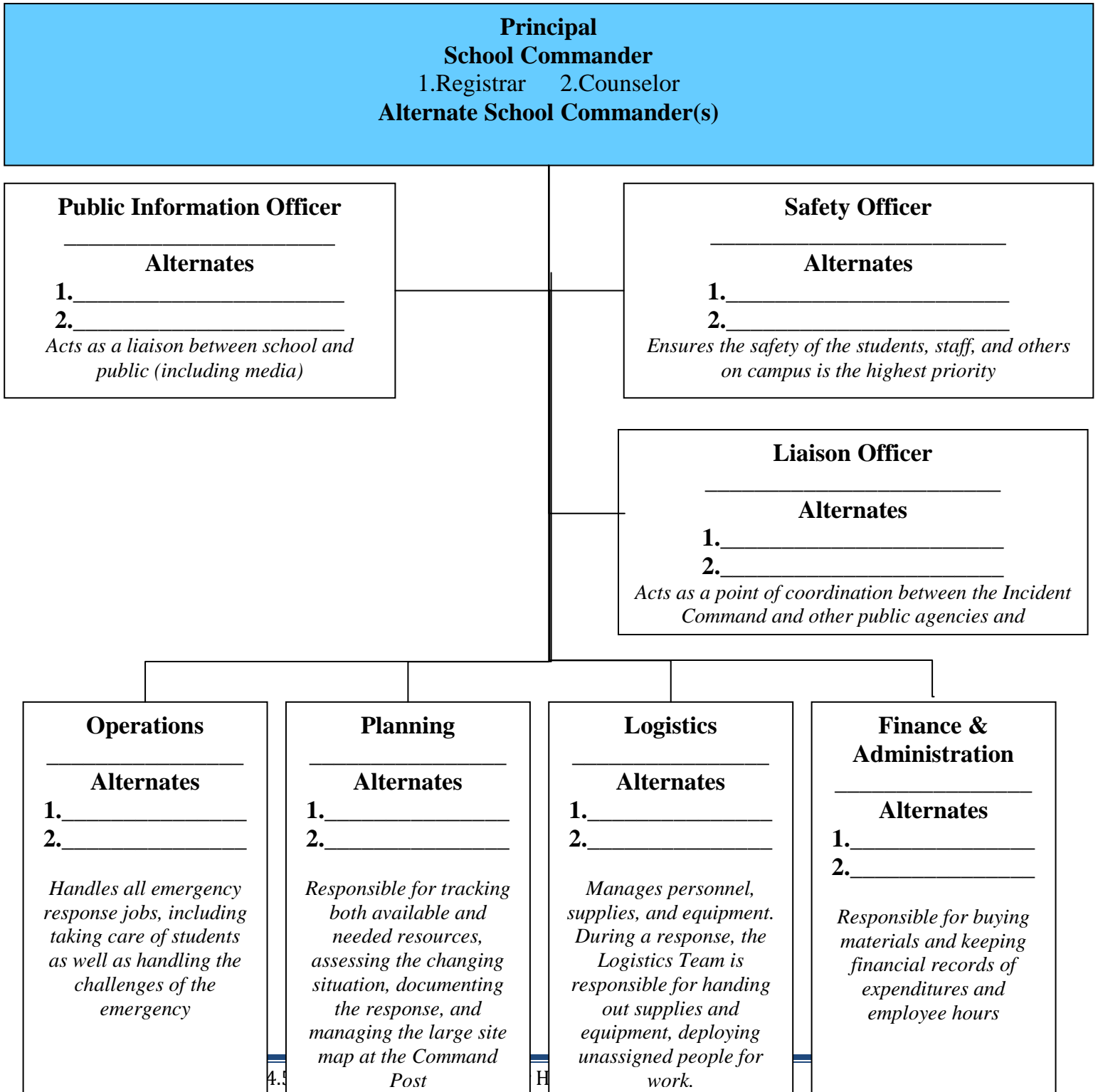
1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

APPENDIX 2

Incident Command Structure

Insert ICS staff assignments and back-up personnel assignments here



APPENDIX 3

Campus Map

Insert map of campus and surrounding area. At minimum, include the following information on the map:

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

Note:

- *Primary and Alternative evacuation route maps should be posted in each room of each building on campus.*
- *It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.*

APPENDIX 4

Classroom Teacher Buddy List

Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a "go kit" that contains the teacher's class roster and the buddy teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

APPENDIX 5

Phone Tree

Insert phone tree

APPENDIX 6

Emergency Operations Planning Team

Title/Name Phone Number Email Address Other

District Emergency
Management
Coordinator

Principal

School Resource/
Liaison Officer

Building & Grounds
Supervisor

Transportation
Director

Counselor(s)

Other Staff

APPENDIX 7

Emergency Contact Numbers

Public Safety Agencies Number

- General Emergency
- Police/Sheriff/Fire
- Poison Control
- Local Hospital

District Contacts Number

- Superintendent
- School Safety
- Transportation
- Operations
- Food Services
- Health Services

School Contacts Number

- Principal
- Assistant Principal
- School Nurse
- Counselor
- School-Based Law Enforcement
- Resource Officer
- Maintenance Department

NOTE: Determine the appropriate sequence required to **dial 911** from your sites phone system.

APPENDIX 8

Resource Inventory

Insert resource inventory of emergency equipment.

Include:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

Note: Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies.

APPENDIX 9

Same 'School/Parent' Letter

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Principal
Sterling Charter High School

APPENDIX 10

Staff Skills Survey & Inventory

Name & School _____ / _____
Name School Room #

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO WHERE APPROPRIATE.

- | | | | |
|--|--|-------------------------------------|--------------------|
| _____ First Aid (current card yes/no) | _____ CPR (current yes/no) | _____ Triage | _____ Firefighting |
| _____ Construction (electrical, plumbing, carpentry, etc.) | _____ Running/Jogging/physical fitness | | |
| _____ Emergency Planning | _____ Emergency Management | _____ Search & Rescue | |
| _____ Law Enforcement | Bi/Multi-lingual (what language (s)) _____ | | |
| _____ Mechanical Ability | _____ Structural Engineering | _____ Bus/Truck Driver (CDL yes/no) | |
| _____ Shelter Management | _____ Survival Training & Techniques | _____ Food Preparation | |
| _____ Military Experience (current reserves/national guard yes/no) | _____ CB/Ham Radio Operator | _____ Journalism | |
| _____ Camping | _____ Waste Disposal | _____ Recreational Leader | |

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY? (i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

APPENDIX 11

Master Campus Schedule

Insert Master Campus Schedule

APPENDIX 12

Emergency Response Drill Log

School: Sterling Charter High School County: Clark County

Date	Type of Drills	Comments
-------------	-----------------------	-----------------

•		
---	--	--

APPENDIX 13

Security Audit

Insert Security Audit information

APPENDIX 14

The school committee shall consist of the following individuals:

1. Sterling Charter High School Principal: _____

2. Two licensed employees of Sterling Charter High School: _____
_____ and _____
3. One employee of the school who is not a licensed employee and who is not responsible for the administration of the school _____

4. One parent or legal guardian of a pupil who is enrolled in the school _____

5. Other (optional) _____

K. ANNEX - Restricted Information

1. PLANNED RESPONSES - ACTION GUIDES

- A. Functional Protocols-Immediate Response Actions
 - Evacuation Procedures
 - Reverse Evacuation
 - Lockdown
 - Shelter-in-Place Procedures
 - Drop, Cover and Hold Procedures
 - Off-Campus Evacuation
 - Mental Health/Crisis Intervention

- B. Incident Specific Procedures
 - Bomb Threat/Suspicious Packages
 - Bus Accidents
 - Fires
 - Intruder/Active Shooter/Hostage Situation
 - Nuclear Power Plant Accident
 - Severe Weather
 - Hazardous Materials Release (indoors and outdoors)
 - Earthquakes
 - Active Shooter/Armed Intruder
 - Utilities Loss or Failure
 - Media
 - Structural Failure
 - Medical Emergency
 - Public Health Emergency

Functional Protocols (District-wide)

Functional protocols form the district-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- lockdown,
- evacuation,
- reverse evacuation,
- shelter-in place,
- duck and cover,
- family reunification,
- off-campus evacuation and
- crisis intervention (mental health)

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

Evacuation

Purpose: *Whenever it is determined that it is safer outside than inside the building (i.e., fire, explosion, hazardous material spill inside, structural failure, etc.)*

School Commander:

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

- Notify the district office of the school evacuation.
- Designate someone to contact the Transportation Director or bus service to take students to the alternate off-campus relocation site.

Office staff:

- Take visitor log and student sign out sheet to the assembly area.

- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, orchestra, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators
- At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff:

- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Report to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

Reverse Evacuation

***Purpose:** When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)*

School Commander:

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the district office of the situation.

Teachers:

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.

- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff are allowed outside the building.
- Close and lock all exterior doors and windows. Monitor the main entries until the “All Clear” is given.

Lockdown

***Purpose:** Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (i.e. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediate move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office
- Direct staff to turn off alarms and bells

Office Staff:

- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

Custodians:

- Close and lock all delivery doors.

- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

Teachers:

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the “All Clear” signal.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

****Consider using a duress code to authenticate any all-clear signal*
(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)***

Shelter-in-Place

***Purpose:** Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.

- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is **SHELTERING-IN-PLACE**.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

Custodians:

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

Teachers:

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
 - a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
 - b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

Drop, Cover and Hold

***Purpose:** Drop, Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.*

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.

- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.

Off-Campus Evacuation

***Purpose:** This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

School Commander:

- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO _____ LOCATED AT _____. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION.”

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.

- Request the district office to activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

Teachers and staff

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

FAMILY REUNIFICATION

***Purpose:** The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

School Commander:

- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the Family Reunification Center.

Reunification Site Commander:

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.

- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Mental Health/Crisis Intervention

***Purpose:** These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

School Commander:

- Notify the Principal of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.

- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team:

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student’s class schedule for the remainder of the day if that will help teachers in those classes.
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

Teachers and staff:

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.

- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

Bomb Threat

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Page ___ of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller’s voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

School Commander:

-
- School Commander or designee notifies law enforcement by calling 911 (Insert the actual sequence to dial 911 from your phone system).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO _____ ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Superintendent.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet. is the general rule. Consult with Fire and Police officials

- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Superintendent, and the Incident Commander, the School Commander may move students to _____ if weather is inclement or building is damaged. (primary relocation center)
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

BUS ACCIDENT

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
 1. Who
 2. What,
 3. When,
 4. Where(location)
 5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Commander:

- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the School Commander and Superintendent's office.
- School Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Superintendent

- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.

- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

FIRE

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration:

- School Commander or designee calls 911 (Insert the actual sequence to dial 9-1-1 from your phone system) to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- After consulting with Superintendent, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to _____ if weather is inclement or building is damaged.
(Primary relocation center)
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Take the class roster, the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.

- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

INTRUDER/HOSTAGE

Intruder- When an unauthorized person enters school property:

- Notify School Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies Superintendent and may issue Lockdown procedures (see Lockdown Procedures section).

Hostage Situation:

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (insert the actual sequence to call 9-1-1 from your phone system). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- The SC or designee will redirect any buses enroute to the school to an alternate location.
- School Commander notifies Superintendent.
- The SC will give control of scene to police and hostage negotiation team.
- The SC will ensure detailed notes of events are taken.

- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the “All Clear” or if directed in person by a uniformed law enforcement officer.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

SEVERE WEATHER

When a Severe Weather Watch or Warning has been issued in the area near the school.

Severe Weather Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.

- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

HAZARDOUS MATERIAL RELEASE

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The SC directs staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system,) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the Superintendent’s office and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

District spokesperson

Telephone Numbers (home, work, mobile)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SC or designee will call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the Superintendent’s office and request activation of media and parent notification protocol.
- Refer media to:

District Spokesperson

Telephone Numbers (home, work, mobile)

- The SC will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The SC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Superintendent.
- When emergency responders determine it is safe to do so, the SC will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

School Commander:

- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system)
- After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).

- The SC will contact the Superintendent’s office and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.
- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)
- The SC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The SC will consult with the Superintendent concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE student’s off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

Teachers and staff:

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

ACTIVE SHOOTER/ARMED INTRUDER

An active shooter or armed assault on campus involves one or more individual’s intent on causing physical harm to students and staff. Intruders may possess a gun, a knife a bomb or other harmful device.

Administrator

- The School Commander (SC)/Principal will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The SC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.

- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.
- The SC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will assign someone to meet and brief arriving law enforcement officers.
- The SC or designee will switch bells to manual mode and disarm the fire alarm.
- The SC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The SC will notify the Superintendent’s office and request activation of media and parent notification protocols
- Refer media to:

District Spokesperson

Telephone Numbers (home, work, mobile)

- Assign staff to meet and brief responding law enforcement officers.

Teachers:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN. .
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Place a RED or GREEN card on an outside window, on inside door window or under the door to communicate with first responders. A GREEN card means “Everything is OK in the classroom”; a RED card means, “Emergency assistance is needed.”
- Teachers, staff and students will remain in LOCKDOWN until given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
- If an intruder enters the classroom use a pre-determined code to communicate when the office calls for a status check.
- If an intruder enters and begins shooting, “TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE”, exit the building or run to another location that can be locked.

Recovery

- After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request bus transportation or alternate transportation to the relocation site.
- The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The SC will activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.
- The SC will debrief the school Emergency Management Team.
- The Superintendent in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)

UTILITY LOSS OR FAILURE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.

- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to:

District Spokesperson	Telephone Numbers (home, work, mobile)
-----------------------	--

- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the Superintendent’s Office.

MEDIA

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

District Spokesperson	Telephone Numbers (home, work, mobile)
-----------------------	--

Alternate District spokesperson:

Name	Telephone Numbers (home, work, mobile)
------	--

- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person: _____

Name	Room #
------	--------

Alternate Public Information person: _____
Name Room #

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment”.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building

- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary
- The SC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary.(Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse

- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The SC will notify the Superintendent and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Superintendent and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

MEDICAL EMERGENCY

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
 - a. Live electric wires
 - b. Gas leak
 - c. Building damage
 - d. Animal threat
- Immediately notify the building's emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or main office.

- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report, 4:170-E7. If appropriate, a supervising staff member completes the report.

Administration:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report, 4:170-E7.
- Follow-up with the parents or guardian