

Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve

Discovery Charter School

2. Full name

William Sterling Peterson

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I graduated from Brigham Young University in 1992 with a bachelor's in English Teaching and a minor in German Teaching. While I was going to school, I worked as the assistant manager of a 7-11 for 3 years. In that capacity, I managed finances, staffing, scheduling, and inventory for the store. After 1992, I began teaching English at a junior high school in Yuma, Arizona. I stayed at that school for 7 years and then moved to a high school in 1998 teaching English and German. I also earned a Master's Degree in Educational Leadership in 1997. In 2000, I moved to Las Vegas and worked at Desert Pines High School. I then moved the next year and opened Cram middle school teaching English on an interdisciplinary team in 2001. I began a second Master's Degree in School Counseling. I earned that degree in 2002 and began as a high school counselor in 2002 at Mojave High School. I moved to Arbor View High School in 2005 and began as the department chair for the counseling department. I have been at Arbor View High School for the past 15 years.

- 4.

Resume and professional bio are attached.

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5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

X Does not apply to me. Yes

6. Why do you wish to serve on the board of the proposed charter school? My children attend the charter school and it has done some amazing things in the progress of my children. I truly believe in the vision and direction of the school. I believe that the staff and leaders of the school are truly there to help kids succeed. I would like to lend my experience to direct the school to overcome the challenges they are facing and lead the school into a positive direction.
7. What is your understanding of the appropriate role of a public charter school board member? It is very important that the school board member maintain a vision for positive change and to ensure that the school has the policies and funding it needs to achieve its goals. Every board member must maintain a positive influence on the school as well as maintaining the legality and fiscal responsibility so that the school can fully educate its students. A board member must be aware and involved in the vision of the school, yet also maintain a professional responsibility to keep the administration accountable to the students and parents of the population.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Although I have never served on a school board, I have been an educator for the past 27 years. I have served as a teacher in a classroom, coach, advisor, and am currently serving as a guidance counselor. I understand the process of education and I have strong feelings that an educational entity should always look out for the best interest of its students. I have been involved in fundraising, extracurricular activities, educational programs, development of lesson plans, overall educational planning, development of a master schedule, resolving scheduling conflicts, staffing, and development of a general counseling program for a large public high school.

9. Describe the specific knowledge and experience that you would bring to the board.

My experience is basically an educational one. I have been an educator for 27 years in direct contact with students. I believe that I understand education from the inside and from a student's perspective.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Discovery Charter School is committed and dedicated to education children on their level. They understand the importance for students to be engaged and challenged at a fundamental level so they can grow from where they are.

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2. What is your understanding of the school's proposed educational program? The school is a project based individual educational setting. Coupled with rigorous curriculum, the students are encouraged to explore different methods to learn the content and progress as an educated person.
3. What do you believe to be the characteristics of a successful school? I believe that a successful school focuses on students as individuals. Not every child will respond and learn in the same manner. It is a schools responsibility to individualize the experience so a child can learn from his or her strengths and weaknesses.
4. How will you know that the school is succeeding (or not) in its mission? The school will succeed if its students make progress on their own goals and progress.

Governance

1. Describe the role that the board will play in the school's operation. The board is tasked with the financial and operational of the school. It is primarily required to allow the teachers to create the educational programs designed to educate each child.
2. How will you know if the school is successful at the end of the first year of operation? We need to allow the teachers to assess the students in their learning goals and to facilitate the measurement of those goals. If the majority of students achieve those goals, the year can be considered a success.
3. How will you know at the end of three years of the school is successful? Again, the outcome of student learning is the primary measurement of the school and its mission. The other component is if the board operates in a manner which provides the financial resources to educate students.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? It will be very important that the school and its board maintain fiscal responsibility in allowing the school to remain solvent. We will be tasked with overcoming some financial challenges and allowing the educators to operate in their roles so that the students can succeed. We are currently going through a transition phase and will need to reestablish the culture and community so that all members can work together effectively.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? This is unacceptable to me. If a board member were to act unethically or not in the best interest of the school, that behavior would need to be confronted. If laws were broken, the authorities would need to be contacted. It is important that the board members always see their role as one of facilitator so the school can achieve its goals.

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Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

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7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Certification

I, William Sterling Peterson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Discovered Charter School is true and correct in every respect.

William Sterling Peterson
Signature

6/27/19
Date

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Statement of Assurances

Revised June, 2015

1. The charter school herein named, Discovery Charter 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, 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.

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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.

William Sterling Peterson

Signature of Certifying Charter School Official

William Sterling Peterson

Name Printed

Board Member

Title

6/27/19

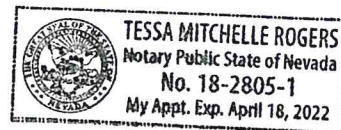
Date

Subscribed and sworn to before me

Tessa Rogey

This 27 day of June 2019
date month year

(Notary Public Seal)



W. STERLING PETERSON

9053 BLUE RAVEN AVENUE
LAS VEGAS, NV 89043
(702) 375-4673
ENGLISHTEACH102@GMAIL.COM

1988-1993 Brigham Young University Provo, UT
B.A., English Teaching Major German Teaching Minor
1996-1998 Northern Arizona University Flagstaff, AZ
M.Ed., Educational Leadership and Administration
2001-2003 University of Phoenix Las Vegas, NV
M.A., Educational Counseling

2003 - 2006 Mojave High School North Las Vegas, NV
Guidance Counselor

Implemented comprehensive guidance program to high school students.

Served as 9th Grade counselor for one academic year.

Sponsored Peer Mediation program. Implemented school wide Edline program. Trained staff in use of computer programs and technology.

2006 – Present Arbor View High School Las Vegas, NV
Guidance Counseling Department Chair

Implemented comprehensive guidance program to high school students.

Created Master Schedule.

Responsible for department goals and procedures.

AVID Counselor – Responsible for recruiting and retaining students for academic program.

PSAT, SAT, and ACT test administrator.

Testing Coordinator for state mandated proficiency exams.

2000 – 2012 College of Southern Nevada Las Vegas, NV
Adjunct Faculty

Instruct college students in English grammar, structure, and composition.

Develop syllabus for English instruction.

Evaluate and grade student work and other assessment.

W. STERLING PETERSON

OBJECTIVE

To serve as a board member for Discovery Charter Schools

EXPERIENCE

1993-1998 Gila Vista Junior High School Yuma, AZ

English Teacher 7th Grade

Instructed students on an interdisciplinary 7th grade team in the approved English Curriculum

1995-2000 Arizona Western College Yuma, AZ

Adjunct Professor of English

- Instructed college students in basic writing and composition.

1998-2000 Cibola High School Yuma, AZ

English and German Teacher

- Worked on an interdisciplinary 9th grade team instructing students in a cross-curricular program

2000-2001 Desert Pines High School Las Vegas, NV

English Teacher

Taught 9th and 10th grade English classes.

Sponsored Peer Mediation, assistant Drama Coach, TAC committee, SIP Committee, Discipline Committee, and English textbook selection committee.

2001-2003 Brian & Teri Cram Middle School North Las Vegas, NV

English/Drama Teacher 7th Grade

Taught 7th grade on a cross-curricular interdisciplinary team

Sponsored Drama Club, National Junior Honor Society, Peer Mediation, and Student Council. Served on the Discipline committee, Technology committee, and the SAP committee.

2003 - 2006 Mojave High School North Las Vegas, NV

Guidance Counselor

Implemented comprehensive guidance program to high school students.

Served as 9th Grade counselor for one academic year.

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PSAT, SAT, and ACT test administrator.
Testing Coordinator for state mandated proficiency exams.

2000 – 2012 College of Southern Nevada Las Vegas, NV
Adjunct Faculty
Instruct college students in English grammar, structure, and
composition.
Develop syllabus for English instruction.
Evaluate and grade student work and other assessment.

EDUCATION

1988-1993 Brigham Young University Provo, UT
B.A., English Teaching Major German Teaching Minor
Member Phi Kappa Gamma Honor Fraternity

1996-1998 Northern Arizona University Flagstaff, AZ
M.Ed., Educational Leadership and Administration
Graduated with high honors.

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Graduated with high honors.