

Angela Marie Cook

BAR ADMIS

State of Nevada, admitted 2014

U.S. Federal Court, admitted 2014

EXPERIENCE

University of Nevada, Las Vegas, Las Vegas, NV

Adjunct Faculty Lecturer in the Department of Criminal Justice, August 2018 – present

- Deliver lectures on criminal justice and law
- Prepare course materials
- Evaluate and grade students' assignments

William S. Boyd School of Law, University of Nevada, Las Vegas, Las Vegas, NV

Adjunct Faculty Supervisor in the William S. Boyd School of Law Externship Program, January 2017 – present

- Supervise and advise students in their legal externships
- Deliver lectures on ethical and professional development
- Prepare course materials
- Evaluate and grade students' assignments

Legal Aid Center of Southern Nevada, Las Vegas, NV

Staff Attorney in the Children's Attorneys Project, April 2015 – present

- Represent abused and neglected children in the foster care system
- Conduct legal research on issues such as jurisdiction, mental health, and placement
- Draft memos, motions and orders

Clark County Eighth Judicial District Court - Family Court, Las Vegas, NV

Law Clerk to the Honorable Sandra L. Pomrenze, August 2013 – March 2015

- Conducted legal research on issues such as jurisdiction, custody, child support, deployed parents, and gestational carriers
- Drafted memos and orders
- Prepared case briefs, reviewed decrees and orders
- Maintained Judge's calendar and case files

Barbri (Bar Exam Prep Course), Las Vegas, NV

Course Administrator, May 2013 – July 2013

- Supervised course registration and simulated exams; ensured course location and facilities were functioning

Thomas & Mack Legal Clinic, William S. Boyd School of Law, Las Vegas, NV

Student Attorney in the Family Justice Clinic, January 2013 – May 2013

- Conducted legal research, fact investigation, trial work
- Drafted complaints, motions, pre-trial memos; represented clients in court

Legal Aid Center of Southern Nevada, Las Vegas, NV

Legal Extern in the Domestic Violence Unit, August 2012 – November 2012

- Researched case law on custody, visitation and the Nevada Rules of Civil Procedure
- Assisted in writing complaints, motions and pre-trial memos; conducted interviews with clients

Nevada Supreme Court, Las Vegas, NV

Judicial Extern to the Honorable Justice Michael L. Douglas, January 2012 – April 2012

- Conducted legal research and fact investigation on medical malpractice, construction defect, insurance defense and jurisdiction
- Assisted in drafting bench memos and orders; attended oral arguments

Aspen / Wolters Kluwer Publishers, Las Vegas, NV

Aspen Student Representative, August 2011 – May 2013

- Advertised Aspen/ Wolters Kluwer study aids to law school students; ensured campus bookstore stocked appropriate study aids

Servisair Globe Ground, McCarran Airport Terminal III, Las Vegas, NV

Passenger Service Agent, August 2002 – August 2013

- Checked-in passengers, boarded aircrafts, made announcements
- Trained agents to check-in, solve ticketing issues and process travel /immigration documents
- Trained in detecting hazardous materials and security procedures

Las Vegas Metropolitan Police Department, Las Vegas, NV

Volunteer Research Assistant, August 2007 – September 2009

- Trained in and granted access to utilize primary computer programs used by law enforcement

United States Probation Office, Las Vegas, NV

Student Intern, January 2006 – May 2006

- Maintained and archived case files; conducted home and employment visits
- Attended court sentencing, revocation hearings, and pre-sentence investigation interviews of federal defendants

EDUCATION

William S. Boyd School of Law, University of Nevada, Las Vegas, Las Vegas, NV

Juris Doctor, May 2013

- Honors: Dean's Award, 2013
NLSA Western Region Thurgood Marshall Mock Trial Competition, 2nd place winners, 2013
Las Vegas National Bar Association, Scholarship Recipient, 2012
Society of Advocates (1 of 16 invited to join moot court team), Member, 2010 – 2013
CALI Award (for highest grade in course), Lawyering Process II, Spring 2010; Thomas & Mack Legal Clinic's Family Justice Clinic, Spring 2013

- Activities: UNLV Gaming Law Journal, Business Editor, 2012 – 2013; Junior Staffer, 2011 – 2012
Black Law Student Association, Vice President of Operations & Philanthropy, 2012 – 2013; Vice President of Communications, 2011 – 2012; Member, 2009 – 2013
Minority Law Student Association, President, 2011 – 2012; Secretary, 2010 – 2011; Member, 2009 – 2013
Public Interest Law Association, Vice President of Legal Community Outreach, 2010 – 2011
Organization of Part-time and Non-traditional Law Students, Member, 2009 – 2013
Williams Institute Moot Court Competition, Participant, 2012
Clark County Moot Court Competition, Participant, 2010
Street Law, Volunteer, 2010 – 2013
Thomas & Mack Legal Clinic, Kids' Court Volunteer, Summer 2010

University of Nevada, Las Vegas

Master of Arts, Criminal Justice, May 2008

University of Nevada, Las Vegas

Bachelor of Arts, Criminal Justice, August 2006

PROFESSIONAL AND RESEARCH EXPERIENCE

- Criminal Justice Seminar on Leadership, Innovation, and Adaptability, University of Nevada, Las Vegas, *Guest Lecturer*, 2020
CLE on Basics of Representing Children in Abuse & Neglect Cases, *Presenter*, 2019 & 2020
CLE on Interstate Compact for the Placement of Children in a Nutshell, *Presenter*, 2018
Center for Court Innovation's Commercial Sexual Exploitation of Children Project, *Research Assistant & Account Manager*, 2011 – 2012
Criminal Justice Seminar on Victimization, University of Nevada, Las Vegas, *Guest Lecturer*, 2010, 2017, & 2020
Las Vegas Metropolitan Police Department Domestic Violence Panel, *Moderator*, 2010
Criminal Justice Seminar on Law and Legal Procedure, *Guest Lecturer*, University of Nevada, Las Vegas, 2008
Criminal Justice Department, University of Nevada, Las Vegas, *Research Assistant*, 2007
Sex Offender Management Task Force of Southern Nevada, *Research Assistant*, 2006

PROFESSIONAL ASSOCIATIONS

- Young Lawyers Section of the State Bar of Nevada (YLS), Member, 2014 -2020
YLS Committee Chair for Project Salute, 2014 – 2015
YLS Committee Chair for the Roger D. Foley Essay & Poster Contest, 2015 – 2016
YLS State of Nevada Delegate, 2017-2019
YLS Southern District Representative for Law Related Education, 2016 – 2020
Howard D. McKibben American Inn of Court, Member, 2014 – present
University of Nevada, Las Vegas Alumni Association, Member, 2014 – present

Las Vegas Chapter of the National Bar Association (LVNBA), Member, 2013 – present, Recording Secretary, 2019 – present
LVNBA Racial Justice Committee, Member, 2020 - present
LVNBA Mentorship Program, Attorney Mentor, 2020 - present
LVNBA Team Liaison to the Latino Bar Association's Annual Andale! 5k Run/ Walk Committee, 2020
LVNBA Breathe I: Virtual Vigil & Breathe II: Foreword, *Action-oriented Community Forum facilitating a new era of racial justice*, Organizer, 2020
LVNBA Liaison for the Annual Martin Luther King Drum Major for Justice Advocacy Competition, 2021
Youth & Justice Forum, Instructor, 2013 – present
LGBTQ+ Youth in Out-of-Home Placements Work Group, Liaison to the Legal Aid Center of Southern Nevada, 2018 – present
National Association of Counsel for Children, Member, 2015 – present
Rebel Trojan Mock Trial Competition, Volunteer Judge, 2016 & 2020
Caucus, Precinct Captain, 2016 & 2020
Las Vegas Chapter of the National Lawyer's Guild, Legal Observer, 2020 - present

Publications:

Nevada Lawyer Magazine, Article, "Reflections of a Legal Observer," Author, January 2021
Nevada Lawyer Magazine, Article, "NBA & LVNBA: Still Standing Strong," Co-Author, To be published in February 2021

Biography of Angela M. Cook, Esq.

Angela M. Cook is an attorney in the Children's Attorneys Project at Legal Aid Center of Southern Nevada. She practices in the area of child welfare. She is also an adjunct faculty lecturer in the Criminal Justice Department at University of Nevada, Las Vegas and adjunct faculty supervisor in William S. Boyd School of Law's Externship Program. Angela also serves as recording secretary of the Las Vegas Chapter of the National Bar Association.

Prior to joining Legal Aid Center, Angela served as a law clerk to the Honorable Sandra L. Pomrenze in the Family Division of the Clark County Eighth Judicial District Court. Angela's educational background includes a Bachelor's and a Master's degree in Criminal Justice from the University of Nevada, Las Vegas. She earned her Juris Doctor from the William S. Boyd School of Law in 2013.

While attending law school, Angela worked as a student attorney in the Thomas & Mack Family Justice Clinic, externed in Legal Aid Center of Southern Nevada's Domestic Violence Unit, and served as a judicial extern to the Honorable Michael L. Douglas of the Nevada Supreme Court. She was also a member of the Society of Advocates and the Thurgood Marshall Mock Trial Team. She further held leadership positions as Business Editor of the Gaming Law Journal, President of the Minority Law Student Association, and Vice President of the Black Law Student Association.

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.

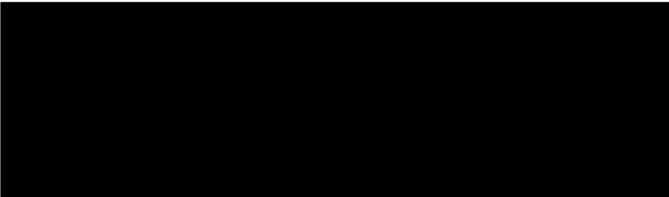
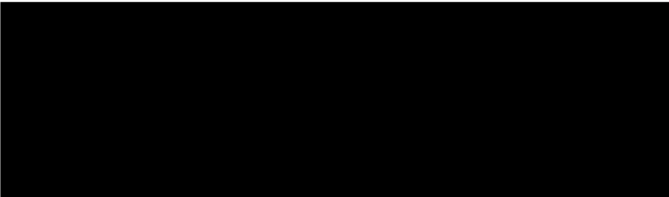
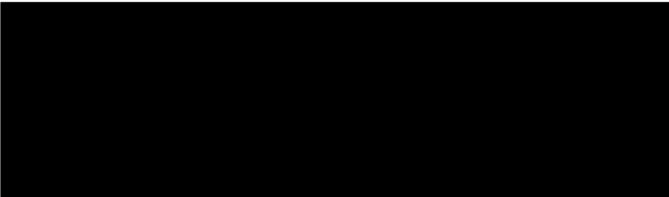
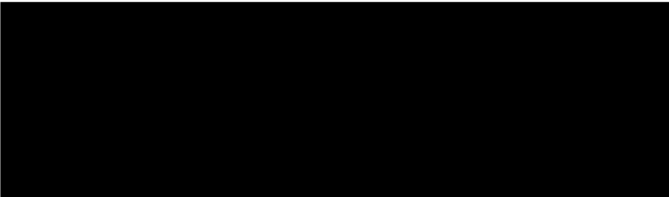
Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations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

2. Full name Angela Marie Cook
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 have a Bachelor's and a Master's degree in Criminal Justice from the University of Nevada, Las Vegas (UNLV). I also earned a Juris Doctor from UNLV William S. Boyd School of Law. I work as an attorney practicing in the area of child welfare. Prior, to this I served as a law clerk for a family court judge.

4. Resume and professional bio are attached.

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).
 Does not apply to me. Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

-I grew up in Las Vegas and care deeply about the success of the people in my community. Nevada's school system has had its challenges and there are areas it can be improved. I want to help contribute to the education of Nevada's youth.

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

-The role of school board members is to understand the mission of the school, demographics of the students and their academic needs, the performance goals of the school, and to help facilitate the school's vision by providing oversight.

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.

-I have served in positions of leadership on the boards of other organizations. Currently, I served as the Recording Secretary of the Las Vegas Chapter of the National Bar Association (LVNBA). In this capacity, I prepare agendas for the executive board and the general assembly meetings; schedule upcoming events, meetings, and reminders. As part of the executive board I help develop and organize events that will help address needs within the community as well as advance minorities in positions of leadership. I recently completed my service as the Southern District Representative of Law Related Education with the Young Lawyer's Section of the State Bar of Nevada. In this role, I helped organize and oversee the Goldilocks Program (volunteer attorneys teach elementary school students about the legal system) and the Roger D. Foley Essay & Poster Competition (provides students an opportunity to learn about the legal system).

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

-I grew up in Las Vegas and am familiar with the education system. Also, in my professional role as a children's attorney, representing children in the child welfare system, I am familiar with the challenges that students and their families face that can impact their education. I have deep ties to the community and am able to contribute my knowledge of resources and experience to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

-PilotED's mission is to help children reach their full potential by taking a holistic approach to each students' education to be successful. This means not only focusing on the academic needs of the children, but also addressing their social and emotional needs and engaging and supporting the families and the community.

2. What is your understanding of the school's proposed educational program?

-The school's educational program is focused on helping students that come from a community

Start-Up Charter School Board Member Information

that has been traditionally underserved, struggles with funding, and addressing the specific challenges and needs that affect the students and their families. The educational program is focused on addressing and teaching students about their social identity, emotional well-being, improving their academics, encouraging them to be civically engaged, and engage and support their families.

3. What do you believe to be the characteristics of a successful school?

- A successful school has a clear mission, is organized, has consistent funding, access to resources, adaptable, has a strong and experienced team (members that believe in the school's mission and dedicated to it, that are hard working, respectful, exhibit kindness, promote diversity and inclusion, open lines of communication, empathy and understanding, and people are held accountable for their actions).

4. How will you know that the school is succeeding (or not) in its mission?

-By regularly reviewing the school's performance (reviewing the instruction, culture of the school, academic performance, and impact on the community).

Governance

1. Describe the role that the board will play in the school's operation.

-The board will help support the school leaders in upholding the mission of the school and meeting its goals, develop solutions, and address issues that arise.

2. How will you know if the school is successful at the end of the first year of operation?

-The school's success can be determined by the progress it is making towards its goals and the expectations for what should be accomplished in that timeline.

3. How will you know at the end of three years if the school is successful?

-The success of the school can be determined by assessing the school's progress towards its long-term goals and feedback from the students, their families, and the community. Comparing it to similarly situated schools across the state and nation can also be used as a benchmark to its success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

-The board will need to be properly trained, informed, engaged, communicate, and meet regularly to ensure the school's success.

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?

- I will communicate my concerns, present the facts and evidence to support them and seek

Start-Up Charter School Board Member Information

guidance from the bylaws and follow the rules laid out to execute the appropriate response for the said action(s).

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

7. If the school plans to contract with an education management organization or education service

Start-Up Charter School Board Member Information

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, Angela M. Cook, 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 pilotED Schools of Nevada Charter School is true and correct in every respect.



01/15/2021
Date

Start-Up Charter School Board Member Information

Statement of Assurances

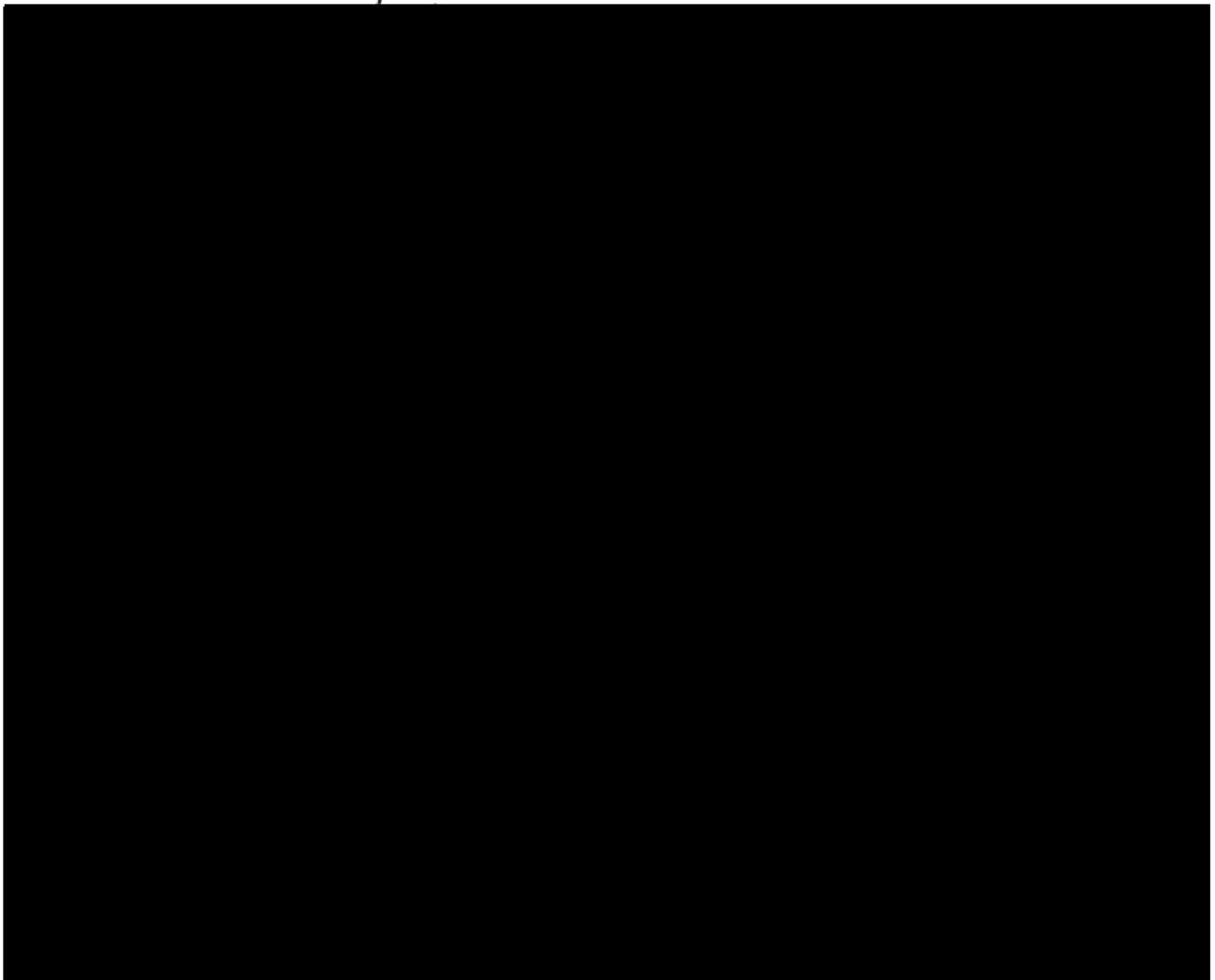
Revised June, 2015

1. The charter school herein named, pilotED Schools of Nevada 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.

Start-Up Charter School Board Member Information

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.



Cecelia L. González, BA, MA, M.Ed.



Education – University of Nevada, Las Vegas

2018 – 2019 Master of Education – Curriculum & Instruction: Multicultural Education

2016 – 2018 Master of Arts – Criminal Justice

2010 – 2015 Bachelor of Arts – Criminal Justice; Minor: Sociology

Professional Experience

June 2019 – Current Field Organizer

Elizabeth Warren for President – Las Vegas, NV

January 2019 – May 2019 Response to Intervention Instructor (RTI)

Futuro Academy – Las Vegas, NV

May 2019 – November 2018 Canvass Coordinator

For Out Future Nevada – Las Vegas, NV

March 2017 – Current Volunteer

NARAL Pro-Choice Nevada – Las Vegas, NV

April 2016 – Current Sexual & Reproductive Rights Peer Trainer

Amnesty International – Amnesty International USA

Community Involvement

2019 Personal Story & Field Pitch Speech — August Town Hall (800 people)

Elizabeth Warren for President, Henderson, NV

2019 Community Small Group Leader – Gun Violence Prevention Democratic Discussion

Elizabeth Warren for President, Henderson, NV

2019 Mass Liberation Leadership Team

Mass Liberation, Las Vegas, NV

2019 Sexual and Reproductive Rights Peer Trainer

Amnesty International, USA

2017 Fight for a Future National Leadership Council

Generation Progress, Washington, D.C.

2017 Substance Abuse Treatment and Recovery Intern

Florence McClure Women’s Correctional Facility, Las Vegas, NV

2013 C.A.R.E Advocate

Jean Nidetch Women’s Center, University of Nevada, Las Vegas

Awards

2017 1st Place Social Science Poster - \$200

Graduate & Professional Student Associate Research Forum – University of Nevada, Las Vegas

2015 Spirit of Community

C.A.R.E Advocates Award Ceremony – University of Nevada, Las Vegas

Training & Facilitation

2019 Data Director Track, Arena Academy

Arena Academy – Texas Cohort

2019 Sexual & Reproductive Rights Peer Trainer

Amnesty International AIUSA

2018 Cultural Leadership Retreat Facilitator

Office of Civic Engagement and Diversity – University of Nevada, Las Vegas

2017 Sexual & Reproductive Rights Peer Trainer

Amnesty International AIUSA

2017 Cognitive Behavioral Interventions for Substance Abuse

Nevada Department of Corrections

2017 Ohio Risk Assessment System (ORAS)

Nevada Department of Corrections

2017 National Education for Women’s Leadership (NEWL)

Women’s Research Institute of Nevada

2017 Global Advocacy Summit

Center for Health and Gender Equality (CHANGE) Washington, D.C.

2016 Title IX Boot Camp

Know Your IX

2016 Sexual & Reproductive Rights Peer Trainer

Amnesty International AIUSA

2015 Green Dot Bystander Training

Jean Nidetch Women’s Center – University of Nevada, Las Vegas

2015 Sexual Health Educator Program (SHEP)

Planned Parenthood of the Rocky Mountains

2015 Domestic Violence Volunteer Training Program (36-Hours)

S.A.F.E. House – Las Vegas, NV

2015 Domestic Violence Advocacy Training (36-Hours)

S.A.F.E. Nest – Las Vegas, NV

2014 Cultural Leadership Retreat Facilitator

Office of Civic Engagement and Diversity – University of Nevada, Las Vegas

2013 Campus Advocacy Resource Empowerment (C.A.R.E.) Advocacy (35-hours)

Jean Nidetch Women’s Center – University of Nevada, Las Vegas

2013 Rape Crisis Advocacy Volunteer Training (50-Hours)

Rape Crisis Center – Las Vegas, NV

Start-Up Charter School Board Member Information

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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.

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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 Cecelia González
2. Full name Cecelia González
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.
4. Resume and professional bio are attached.
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).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school?
I wish to serve on the board of the proposed charter school because I am passionate about education in my community. I went to high school in the area of the proposed charter school and have worked in a charter school as well. I wish to serve on this board to provide insight about the community and the needs of our students and parents. I also wish to serve on this board to collaborate and work with other members in my

Start-Up Charter School Board Member Information

community that have the same values and goals.

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

My understanding about the role is to provide insightful knowledge, strategy, and development to the school, as well as recruit and find educators that fit our mission, family, and goals. My role is to understand the community in which we serve, and to understand how to meet the needs of our students, educators, and staff. We are leaders within the school.

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 not been on a board on any official capacity, I believe that I will make a great addition because I am well emersed in my community. I have held countless leadership positions in organizing the community around issues that are important/matter to me. For example, I have been an active leader in registering and mobilizing previously disenfranchised folks to vote. I believe that my many different leadership position will make me a good fit for the board. I am currently studying in my doctoral program in Multicultural Education and I hold a Masters of Education as well. These academic roles have allowed to study education and how to strive for a more equitable and just system.

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

My background in community organizing will bring unique skills to this role. I have previously learned how to collaborate with others in my community and how to build strong coalitions. My policy and advocacy work has allowed me to learn how to advocate for our most vulnerable populations, including our students. I am a team player and look forward to growing in this role as well.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission and guiding beliefs is that the foundation of learning is based on the student's identity. This is vital in teaching students other frameworks than the common Eurocentric curriculum that is commonly outdated. The school's mission is for children to succeed in a space that celebrated who they are racial, ethnically, and socioeconomically.

2. What is your understanding of the school's proposed educational program?

My understanding of the school's proposed educational program is that again, it focuses on student's racial identities and overall mental health. The purpose of this educational program is to promote and incorporate and center students' experiences to further their academic and professional success and development. The purpose of this educational program is to provide validation and equity in a child's learning environment.

3. What do you believe to be the characteristics of a successful school?

I believe that the characteristics of a successful school are that they are student focused, goal focused, and communicative to parents, teachers, and staff. I believe that transparency is vital in the success of a school as well. Schools that continue to grow and center their students. Understanding the needs of students makes for overall success.

4. How will you know that the school is succeeding (or not) in its mission?

I think that this can be a complicated question due to the uniqueness of the school and its purpose and mission. Student achievement can be based on things like test scores and

Start-Up Charter School Board Member Information

grades, however, given the schools mission, it could also be in a student's overall mental wellness and social identity understanding. I believe that this should be a continuous process of self-evaluation, however, tools used to evaluate can change, based on the needs of the students.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be held responsible for the school's overall operation, logistics, fundraising, work within the community, network, grow the school's message/base/enrollment/outreach.

2. How will you know if the school is successful at the end of the first year of operation?

I believe that this question depends on the goals set by the board and overall leadership of school.

3. How will you know at the end of three years of the school is successful?

I believe that this question depends on the goals set by the board and overall leadership of school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Open communication and transparency on all parties.

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?

I would follow policies and procedures in handling a matter of this sort and also discuss with leadership depending on the process.

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

Start-Up Charter School Board Member Information

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

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, Cecelia Gonzalez, 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 PilotEd Schools of Nevada Charter School is true and correct in every respect.

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[Redacted Signature]

Signature

1/14/2021

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, pilotED Schools of Nevada,
(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.

Start-Up Charter School Board Member Information

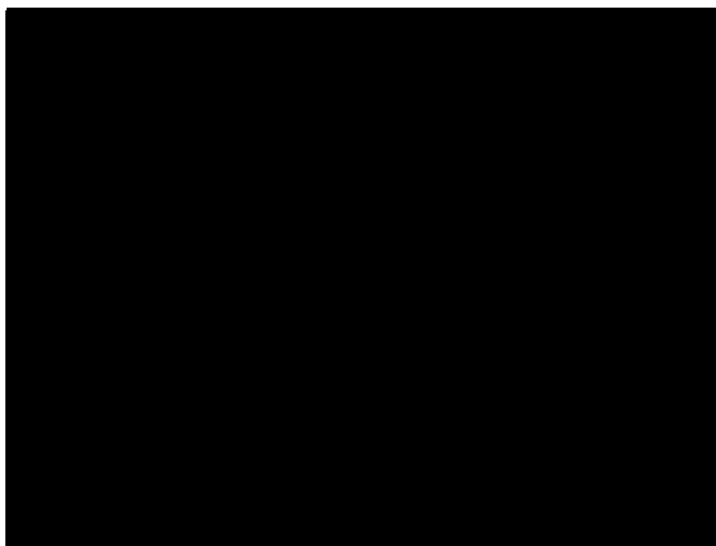
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

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.

	Cecelia Gonzalez
Signature of Certifying Charter School Official	Name Printed
<u>Board Member</u>	1/15/21
Title	Date

Subscribed and sworn to before me



Dinisha M. Gray-Mingo



Education

- University of Nevada, Las Vegas, Las Vegas, Nevada
M.S. in Educational Psychology
Fall 2015, Cumulative GPA 3.2
- Concordia University, Portland, Oregon
B.A. in Degree in Psychology; Spanish Minor
Honors Graduate, May 2010, Cumulative GPA 3.4
Completed Senior Thesis

Leadership Experience

- November 2019 - Elected Board Member of the Las Vegas Urban Chamber of Commerce
- November 2020 – Candidate for Board Membership with Nevada Faith and Health Coalition
- December 2019- December 2020 – Pillar Member of Nevada Partners West Las Vegas Promise Neighborhood Initiative

Certifications & Training

- May 2020 – Psychological First Aid Training
- June 2019 – Certified Smoking Cessation Instructor from American Lung Association
- February 2018 – ASIST (Applied Suicide Intervention Skills Training) certified and trained in Suicide Intervention
- July 2017 – Youth Mental Health First Aid USA Training
- February 2017 – SAFE TALK trained suicide prevention

Business Experience

Mingo Health Solutions (MHS) Behavioral Services (March 2016 – Current) – provides outpatient therapy and behavior intervention services for those with mental health diagnoses including addictions. Services include in-office and home therapy for individuals, families and groups. MHS services children and adults

- CEO and Director – Supervise and direct staff: QBAs/QMHAs/QMHPs, BCBA's, RBTs Quality Assurance department, treatment coordinating department, Autism program coordinator, client services coordinator and receptionist.
 - Build and expand services for company:
 - **May 2016 - Created curriculum, provided and facilitated Medicaid 16 hour training for behavior interventionists (QMHAs & QBAs) to provide basic skills training and psychosocial rehabilitation for intensive outpatient services for Medicaid recipients with mental and behavioral health diagnoses. Training covers HIPAA, CONSENT, MANDATED REPORTING, DOCUMENTATION, COMMUNICATION AND CRISIS DE-ESCALATION, INTERVENTIONS SKILLS, CONFLICT RESOLUTION**
 - June 2017 - Added Applied Behavioral Analysis Services for children with Autism providing in home ABA therapy, parent-training and social skills groups. Contracted with State of Nevada Aging and Disability services through ATAP (Autism Treatment Assistance Program)
 - August 2018 – Respite services added in for families caring for those with disabilities and needing time for self-care; contracted with Desert Regional Center to service populations approved for respite services

- 2019 – Expanded Organization to Colorado Springs, CO

Solutions of Change (January 2017- Current) – non-profit organization providing mental health counseling, education, awareness and community intervention. Goal is to offer wrap-around services and support mental health advocacy with a holistic approach.

- Founder and Chair – organized the board for implementing the plan and vision of the non-profit, delegating tasks to create programs to carry out the vision of the non-profit.
 - Mental Health Block Grant – Awarded Mental Health Block Grant to provide trauma-informed counseling, crisis intervention and family support to youth and adolescents.
 - Fancy Friday – In response to COVID-19, in April 2020, Fancy Friday is a live show discussing various mental health topics among various populations, sharing personal stories and providing tips, resources, warning signs and coping skills to encourage mental wellness and teach how to manage various mental health diagnoses, symptoms and triggers. Initially, Fancy Friday ran 8 consecutive weeks through April and continued in May for Mental Health Awareness month, and thereafter, on the 2nd Friday of each month. Guests include licensed clinicians and community members and leaders. Community members are encouraged to get dressed and be fashionable in order to feel better, increase productivity, motivation, mood and have something to look forward to in lieu of being home. The atmosphere, while serious in information and stories shared, is fun and light and includes live music from a Licensed Music Therapist. The premise is for everyone to understand that mental health matters and we are “in this together”. Topics have included teen suicide, veteran’s mental health, domestic violence, minority mental health, trauma, family relations, faith, fitness, finances, mental health for men and parenting strategies for educating students during pandemic.
 - Healing to Health – created vision and organized community outreach event bringing the dialogue of mental health to the faith-based community through by understanding how mental health is correlated with spiritual health. The purpose is to educate, empower and equip the community with tools to manage and maintain healthy mental states. The event brings licensed professionals, experts in areas of topic, and experienced people to provide testimonials to relate to the population.
 - April 2017: Stress-Out Summit
 - October 2017: Family Business Summit
 - April 2018: Mind Over Matter
 - October 2019: Mental Health Matters

Work Experience

Therapeutic Wellness Services (November 2012 – November 2015)

- Executive Director – Supervise QBA’s/QMHA’S, Quality Assurance for clinical notes, facilitate monthly supervision, communicate/coordinate with Clinical supervisor about clients’ treatment, in charge of employee intake (interviews, hiring, assuring employee file is complete and in compliance with Medicaid), Marketing (contacting referrals for clients), All Administrative Duties and maintaining office and files, Continue to perform all duties mentioned below as QMHA
- November 2012 – November 2015: QMHA – conducted intake assessments, par writing, wrote treatment plans, provided BST/PSR

Whole Life Health Support Services (April 2012 to November 2015)

- QMHA: Day Treatment (Groups for children and adults) Coordinator; Day Treatment Facilitator; BST/PSR for individuals ages four to 65 (worked in Adult group homes/day care centers); conducted treatment planning and wrote treatment plans along with authorization requests for service provision; provided case management services for children and adults; Quality Assurance

Achievements/Awards Skills

- November 2020: Nominated, Awarded Scholarship and Completed the Small Business Leadership Academy
- August 2017: Won the Urban Chamber Business Pitch Competition
- April 2014: Earn Miss American Beauties Plus Pageant Queen (devoted to community service and leadership)

- **May 2010: Elected to provide the Commencement Address for Concordia University Spring Graduation Class of 2010 for over 2000 people**

Special Projects

- November 2020: Nominated, Awarded Scholarship and Completed the Small Business Leadership Academy
- August 2017: Won the Urban Chamber Business Pitch Competition
- April 2014: Earn Miss American Beauties Plus Pageant Queen (devoted to community service and leadership)
- **May 2010: Elected to provide the Commencement Address for Concordia University Spring Graduation Class of 2010 for over 2000 people**
-

Teaching/Presentation Experience

May 2016 – Current: Created and facilitates 16 hour training qualifying and certifying mental health associates to provide rehabilitative mental health services for Medicaid providing over 30 trainings; Trained 2 Graduate degree professionals to facilitate training and 1 post-graduate student to facilitate training

June 2020 – Trauma workshop for National Association of Black Journalists

July 2020 – Grief and Loss training for Nevada Public Health Training Center; University of Nevada, Reno CASAT

December 7, 2019 – Teach For America – Presented on Preventing Teacher Burnout

May 2019 - Zappos Lunch and Learn on stress management, self-calming techniques and work and life balance for Black Awareness Empowerment (BAE) committee

March 17, 2019 – Wellness University – Presented on the relationship between mental and physical health

December 3, 2018 – Teach For America - Recognizing Behavioral Problems and intervening with appropriate communication (emotional intelligence)

October 26, 2018 – Montevista Hospital - Facilitated CEU for licensed clinicians on Effective Communication

October 25, 2018 – Served as panelist for FOCUS LAS VEGAS on Mental Health Challenges in community at LV City Hall

October 9, 2018 – Provided training for JAG program teaching specialists on crisis de-escalation

Speaking Experience

September 2020 – Channel 8 News on Teen Suicide

November 8, 2019 – Presented to Leadership Las Vegas class discussing how the census affects small, social service organizations

May 19, 2019 – Keynote speaker and panelist for discussion of mental health for people of faith at Free Believers Church

May 9, 2019 – Spoke on the importance of mental health for the health of business for the Christian Women's Business Organization

February 14, 2019 – **Spoke on Channel 3 News** regarding emotional support animals for those with mental health needs
<https://news3lv.com/news/local/study-half-of-pet-owners-cuddle-more-with-their-pooch-than-significant-other>

January 11th, 2019 – **Moderated "Quality of Life Panel" for FOCUS Las Vegas Leadership** at Summerlin Hospital

November 10, 2018 - Panelist at Shades of Health Wellness Summit, Town Square

June 13th, 2018 – **Spoke on Channel 3** News in regard to suicide prevention for youth:

<https://news3lv.com/news/local/henderson-teen-killed-friends-stole-his-wallet-bragged-on-social-media>

June 8th, 2018 – **Spoke on Channel 3** news in regard to suicide prevention:

<https://news3lv.com/news/local/get-help-today-local-resources-for-suicide-prevention-in-las-vegas>

October 25, 2018 – **FOCUS Las Vegas Leadership** Panelist for Challenges of Mental Health in Community

October 21, 2018 - Panelist for Strength at SOAR Empowerment Event (300 women)

June 2012 – Current: spoken at multiple faith-based programs providing inspirational messages and main sermon/teaching for spiritual services

Leadership Experience

- 2019 – Current – Free Believers Church – Minister and Leader of Merge for new members
- **2015 – 2018** – CODA Ministries - Licensed minister; Leader of Women's ministry, praise and worship team
- **2013 to 2015**: Antioch Ministries COGIC - Leader/Supporter of the Women's Ministry/Department, Praise dance ministry
- **2010 to 2015**: Antioch Ministries COGIC - Minister of Praise & Worship
- **2006-2009**: Concordia University Teacher Corps – tutored and monitored challenged, low-income elementary students in English and Mathematics
- **2009**: Coordinator for New Student Orientation - planned, organized and hosted (along with a committee) Freshman Orientation for Concordia University 2009
- **2007-2010**: Church Youth Leader – mentored and assisted with events for the youth of Vancouver Avenue First Baptist Church, Portland, OR
- **2009-2010**: Treasurer of Concordia University Psi Chi Chapter (a collegiate honor society for psychology students)
- **2006-2009**: Writing Center Tutor, Concordia University
- **2006-2007**: President of Neil's Residence Hall, Concordia University

Skills

- English; Conversational Spanish (5 years - Intermediate) – Study Abroad in Salamanca, Spain Spring Semester 2008 (5 months)
- Public Speaking for youth and adults (occasions to be listed)
- Strong social, organizational, time management skills; ability to work proficiently alone or with group

Dinisha Mingo is the CEO and Founder of MHS Behavioral Services, Inc. MHS, founded in 2016, is an organization that provides outpatient mental and behavioral health services to children, adults and families who experience depression, anxiety, trauma and addictions. MHS also provides ABA services for children with Autism in home and in clinic.

Dinisha began direct service work in behavioral health in 2011, providing outpatient rehabilitative services to children, adults and families. She has worked with diverse populations aged 4-82 individually and in group settings. Dinisha has worked in many areas of behavioral health as a treatment coordinator, case manager and Director of an organization.

Dinisha earned her Master's Degree in Educational Psychology in 2015 and has a passion for mental health and education. As a result, one of MHS' specialties is bridging the gap between behavior and education. Dinisha is an educator. Through MHS, she often works in the community to bring awareness and knowledge regarding mental health. In addition, Dinisha created and facilitates a 16 hour training on behavior intervention, crisis, communication, clinical documentation and HIPAA for paraprofessionals in the mental health field. Dinisha is A.S.I.S.T. certified for suicide prevention and crisis de-escalation. MHS hosts an annual suicide hotline for World Suicide Awareness Day.

In 2017, Dinisha founded Solutions of Change, a nonprofit that aides in the rehabilitation of mental health through awareness and direct service provision. SOC completed a 6 week youth empowerment program for teen girls aged 13-16. The program, entitled "Color Me Beautiful" targeted self-esteem, feelings, boundaries, friendship and goals setting, ending with a graduation celebration. SOC partnered with MHS to host 3 "Healing to Health" summits bringing the dialogue of mental health to the faith based community with speaking addressing the importance of physical, mental and spiritual health. Dinisha was appointed Board member of the Nevada Faith and Health Coalition in 2020, furthering her passion and efforts for health in the faith-based community.

Solutions of Change is currently hosting an event in response to COVID-19, "Fancy Friday" a cause for mental health awareness, calling for people to get dressed and feel good in spite of working from home and not being able to go "out". Although in isolation and having to "physical distance", we must not allow the circumstances to negatively impact our mental health. Fancy Friday is also a fundraiser to raise money for Solutions of Change to offer mental health support for those unable to afford it.

Dinisha is a public speaker and has spoken at numerous community events for various reasons including business development and empowerment, mental health awareness, motivational speaking, faith-based ministering, and has sat on and moderated panels regarding community development. Dinisha has been invited to NBC, local channel 3 news to speak on various mental health crises in the Las Vegas community.

Dinisha has a passion for teaching and training. She has facilitated many workshops and outreach events for youth and adults. One of her most notable teaching achievements was the creation of state required training for paraprofessionals to render rehabilitative mental health skills to those experiencing and impairment in function due to mental and behavioral health needs. She is adamant about ensuring provider are properly equipped with the skills to best serve these underserved populations so those suffering can be restored to their optimal level of functioning. She partnered with University of Nevada, Reno to training the only 10 Certified Community Behavioral Health Centers on these skills.

Dinisha's purpose is to serve and she believes in servant leadership. In 2019, She was appointed board member of the Las Vegas Urban Chamber of Commerce where she is able to advocate for opportunities and success for small business. She has a passion for helping business owners maintain their optimal mental health as well. She loves to support at-risk and underserved populations. She believes in education and empowerment but absolutely invested giving others tools to change their lives for the better. She is a mentor, writer, minister, singer and podcaster. Dinisha's goal is for everyone to leave her presence better than when they came. She strives to do this by walking out the mission she has for herself and MHS. That mission is to BE THE CHANGE.

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 PilotEd Schools
2. Full name Dinisha Mingo
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 have a Master's in Educational Psychology and Bachelor's in Psychology. I have worked in behavioral health since 2011 providing direct treatment to children and adults diagnosed with mental and behavioral health disorders in group, individual, office and home settings. I have been self-employed for 5 years and supervising treatment of mental disorders. (Please see resume attached)
4. Resume and professional bio are attached.
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).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school?
Bridging the gap between behavior and education is a passion of mine. I am eager to approach

Start-Up Charter School Board Member Information

this need from an administrative, teaching and direct service approach to combat poor academic achievement as a result of mental and/or behavioral health issues. In addition, I want to see fewer misdiagnoses of minority children with behavioral disorders, learning disabilities due to lack of support and barriers to perform educationally. Training teachers to properly intervene, recognize warning signs and having educational institutions invested in the holistic health of students will help this but also increase academic achievement of underprivileged (and all) youth by getting the appropriate and proper supports in place.

7. What is your understanding of the appropriate role of a public charter school board member?
To govern, oversee implementation of school practices and curriculum to ensure they are in alignment with the school's purpose as well as support with policy, financial opportunities or other avenues that would further the purpose and success of the school.
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.
I currently serve on the board of our local Urban Chamber of Commerce as well as the Nevada Faith and Health Coalition. I also serve as chairwoman of a nonprofit that I founded that provides mental health treatment to youth and families. I am new to serving on boards, but my education, insight, knowledge, experience and passion is what I can contribute. I am learning and will be invested in the vision and mission of the school and am open to feedback and desire to grow.
9. Describe the specific knowledge and experience that you would bring to the board.
I have some knowledge on mental illness, how it impacts youth, what the disconnects are in the school environment from home life and mental health. I have knowledge on interventions that are effective for students, family and staff. I have experience working directly with youth and families as well as training teachers on recognizing warning signs and supporting youth with mental illness in an academic environment. I have knowledge on how mental and behavioral health disorders can impact education as well as peers interactions. I have knowledge and experience on youth, family engagement and taking a community approach to healing and wellness.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Being very lay – to increase educational performance of minority and disadvantaged youth through a liberal and holistic approach to education, incorporating and addressing mental health needs including social environment, community, family, and professional support. Not only do we want this youth to excel academically but we want to equip and empower them with support to be successful in life and thrive in all areas of life.
2. What is your understanding of the school's proposed educational program?
To incorporate holistic wellness as a way of life and not a segregated area of life. In order for a person to be whole and achieve optimally, health and wellness are foundational to success.
3. What do you believe to be the characteristics of a successful school?
 - a. Having a strong and progressive administration
 - b. Having qualified and healthy teachers who have the support they need to teach and feel

Start-Up Charter School Board Member Information

- appreciated.
- c. Having finances to support all educational needs including curriculum, activities, materials, payroll and activities.
 - d. Having a clean and safe environment (physically and mentally).
 - e. Having support who truly care and understand the REAL needs of the students and staff and capability to meet these needs.
 - f. Ability to operate flexibly within a structure with understanding that one size does not fit all
 - g. Having the ability to expose students to all areas of life for educational and career opportunities.
 - h. Having family investment and engagement and tools /resources to support the families.
 - i. Having high educational outcomes.
 - j. Having invested teachers with longevity.
4. How will you know that the school is succeeding (or not) in its mission?
By having appropriate measurements in place that align with the mission and demonstrating success in those measurements. For example, educational outcomes, low or regressing incidents of disruptions, low turnover rate in staff and admin.

Governance

1. Describe the role that the board will play in the school's operation.
Making decision in regard to some policy, direction of the school, community relations
2. How will you know if the school is successful at the end of the first year of operation?
If the appropriate (SMART) goals are set and met.
3. How will you know at the end of three years of the school is successful?
If the appropriate (SMART) goals are set and met, if the school is retaining staff, student needs are met, educational outcomes are met, and funding grows.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Ensuring a healthy culture is in place, training is in place, budget for hiring appropriate personnel is in place, and be willing to listen to feedback of staff and families and incorporating that feedback. In addition, having a strong quality assurance person in place to audit and assess needs, feedback and performance.
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?
I would address it directly with the board, ensure that knowledge and expectations are clear, discuss appropriate consequences and or potential rehabilitation or removal. If it is handled or action not taken, I would remove myself.

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

Start-Up Charter School Board Member Information

I know who Cecelia Gonzalez is from a community level, not personally.

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.
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 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.
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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

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

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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, _____, 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 _____ Charter School is true and correct in every respect.

Signature

Date

Start-Up Charter School Board Member Information

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All forms must be signed by hand.

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Background

1. Name of charter school on whose Board of Directors you intend to serve PilotEd Schools
2. Full name Dinisha Mingo
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 have a Master's in Educational Psychology and Bachelor's in Psychology. I have worked in behavioral health since 2011 providing direct treatment to children and adults diagnosed with mental and behavioral health disorders in group, individual, office and home settings. I have been self-employed for 5 years and supervising treatment of mental disorders. (Please see resume attached)
4. Resume and professional bio are attached.
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).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school?

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Bridging the gap between behavior and education is a passion of mine. I am eager to approach this need from an administrative, teaching and direct service approach to combat poor academic achievement as a result of mental and/or behavioral health issues. In addition, I want to see fewer misdiagnoses of minority children with behavioral disorders, learning disabilities due to lack of support and barriers to perform educationally. Training teachers to properly intervene, recognize warning signs and having educational institutions invested in the holistic health of students will help this but also increase academic achievement of underprivileged (and all) youth by getting the appropriate and proper supports in place.

7. What is your understanding of the appropriate role of a public charter school board member?
To govern, oversee implementation of school practices and curriculum to ensure they are in alignment with the school's purpose as well as support with policy, financial opportunities or other avenues that would further the purpose and success of the school.
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.
I currently serve on the board of our local Urban Chamber of Commerce as well as the Nevada Faith and Health Coalition. I also serve as chairwoman of a nonprofit that I founded that provides mental health treatment to youth and families. I am new to serving on boards, but my education, insight, knowledge, experience and passion is what I can contribute. I am learning and will be invested in the vision and mission of the school and am open to feedback and desire to grow.
9. Describe the specific knowledge and experience that you would bring to the board.
I have some knowledge on mental illness, how it impacts youth, what the disconnects are in the school environment from home life and mental health. I have knowledge on interventions that are effective for students, family and staff. I have experience working directly with youth and families as well as training teachers on recognizing warning signs and supporting youth with mental illness in an academic environment. I have knowledge on how mental and behavioral health disorders can impact education as well as peers interactions. I have knowledge and experience on youth, family engagement and taking a community approach to healing and wellness.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Being very lay – to increase educational performance of minority and disadvantaged youth through a liberal and holistic approach to education, incorporating and addressing mental health needs including social environment, community, family, and professional support. Not only do we want this youth to excel academically but we want to equip and empower them with support to be successful in life and thrive in all areas of life.
2. What is your understanding of the school's proposed educational program?
To incorporate holistic wellness as a way of life and not a segregated area of life. In order for a person to be whole and achieve optimally, health and wellness are foundational to success.
3. What do you believe to be the characteristics of a successful school?
 - a. Having a strong and progressive administration

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- b. Having qualified and healthy teachers who have the support they need to teach and feel appreciated.
 - c. Having finances to support all educational needs including curriculum, activities, materials, payroll and activities.
 - d. Having a clean and safe environment (physically and mentally).
 - e. Having support who truly care and understand the REAL needs of the students and staff and capability to meet these needs.
 - f. Ability to operate flexibly within a structure with understanding that one size does not fit all
 - g. Having the ability to expose students to all areas of life for educational and career opportunities.
 - h. Having family investment and engagement and tools /resources to support the families.
 - i. Having high educational outcomes.
 - j. Having invested teachers with longevity.
4. How will you know that the school is succeeding (or not) in its mission?
By having appropriate measurements in place that align with the mission and demonstrating success in those measurements. For example, educational outcomes, low or regressing incidents of disruptions, low turnover rate in staff and admin.

Governance

1. Describe the role that the board will play in the school's operation.
Making decision in regard to some policy, direction of the school, community relations
2. How will you know if the school is successful at the end of the first year of operation?
If the appropriate (SMART) goals are set and met.
3. How will you know at the end of three years of the school is successful?
If the appropriate (SMART) goals are set and met, if the school is retaining staff, student needs are met, educational outcomes are met, and funding grows.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Ensuring a healthy culture is in place, training is in place, budget for hiring appropriate personnel is in place, and be willing to listen to feedback of staff and families and incorporating that feedback. In addition, having a strong quality assurance person in place to audit and assess needs, feedback and performance.
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?
I would address it directly with the board, ensure that knowledge and expectations are clear, discuss appropriate consequences and or potential rehabilitation or removal. If it is handled or action not taken, I would remove myself.

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.

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I / we do not know any such trustees. Yes

I know who Cecelia Gonzalez is from a community level, not personally.

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

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

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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, Dinisha Mingo, 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 ProEd Charter School is true and correct in every respect.

Signature

Date

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Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pilot Ed,
(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.



Signature of Certifying Charter School Official

Dinisha Mingo

Name Printed

BOARD MEMBER

Title

1/28/2021

Date

Subscribed and sworn to before me

