

Call for Quality Charter Schools Application Template



**Nevada State Public
Charter School
Authority**

APPLICATION OVERVIEW AND TIMELINE

The timeline below is intended to provide applicants with an understanding of the application process. While SPCSA staff intend to meet this timeline, in the event that there is a change to the SPCSA's board meeting calendar or other factor that impacts this timeline, applicants will be notified via email of any changes.

Date	Activity	Responsible Party
January 30, 2025	Notice of Intent ¹	Applicant
April 30, 2025	Application Deadline ²	Applicant
May 1-15, 2025	Completeness Check (see section 7)	SPCSA Staff
May 1-15, 2025 (Applicants are provided with approximately 48 hours to respond)	Response to Completeness Findings	Applicant
May 15-June 20, 2025	Application Evaluation	SPCSA Staff & Review Panel
June 24-July 5, 2025	Send Clarifying Questions	SPCSA Staff
June 23-July 11, 2025 (Applicants are provided with 4 business days to respond)	Response to Clarifying Questions	Applicant
July 1-July 18, 2025 (Date and time for each Applicant will be scheduled based on availability of Applicant and Review Panel)	Capacity Interview	Applicant, SPCSA Staff, & Review Panel
August 15, 2025	Recommendation Published	SPCSA Staff
August 22, 2025	Consideration of Approval/Denial	SPCSA Board
August 25-August 29, 2025	Notice of Denial, if applicable	SPCSA Staff
September 1-19, 2025	Meet and Confer on Deficiencies of Denied Application	Denied Applicants who wish to resubmit, SPCSA Staff
September 30-October 3, 2025 (30 days from receipt of Notice of Denial ³)	Resubmission Deadline	Denied Applicants
November 7 or December 5, 2025 (Applicants will be provided with a specific date during the resubmission process)	Resubmission Recommendation Published	SPCSA Staff
November 14 or December 12, 2025 (Applicants will be provided with a specific date during the resubmission process)	Consideration of Approval/Denial of Resubmitted Applications	SPCSA Board

¹ [NAC 388A.260](#) as amended by [Regulation R043-21](#)

² [NAC 388A.260](#) as amended by [Regulation R043-21](#)

³ [NRS 388A.255\(2\)](#)

1 APPLICATION COVER SHEET

1.1 GENERAL INFORMATION

Name of Proposed School: Pahrump Valley Academy

Proposed Opening Year: 2026-2027

Grades Served in Year 1: K-5 Grades Served at Capacity: K-8

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship.

Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that the founding group receives all general communications promptly. As with all aspects of your application, the names of the Primary Contact will become public information.

Primary Contact Name: Dr. Sable Marandi

Street Address: [REDACTED]

City: Pahrump State: NV Zip: 89061

Phone Number: [REDACTED] Email: [REDACTED]

1.2 APPLICANT TEAM INFORMATION

In accordance with [NRS 388A.249](#), a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements contained in the table on the next page and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an Educational Management Organization. A Committee to Form must comply with the membership requirements in [NRS 388A.240](#).

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

☒ Committee to Form

☐ Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit?

For CMO Applicants, if approved, what entity will hold the charter?

Committee to Form Applicants: Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. You may add rows to this table if needed. *Note that the Committee to Form may be different than the proposed Governing Board.*

NRS 388A.240 Membership Category	Full Name	State and County of Residence (list permanent residence)	Role with Proposed School
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS	Dr. Sable Marandi Nevada License Number, if applicable:	Nye County, NV	Committee to Form Member - Proposed Executive Director
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Dr. Julie Williams Nevada License Number, if applicable: AK 4117273	Will move from Alaska to Nye County, NV, if authorized	Committee to Form Member - Proposed School Principal
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Dr. Tom Waters Nevada License Number, 11766 Expires 08/22/2028	Nye County, NV	Committee to Form Member - Proposed Board Member
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Tynia Dickson	Nye County, NV	Committee to Form Member - Proposed Board Member
1(d): a person with knowledge and expertise in: (1) Accounting;	Timothy Burke	Nye County, NV	Committee to Form Member - Proposed Board Member
1(d): a person with knowledge and expertise in: (3) Law	Jonathan K. Nelson	Clark County, NV With an office in Nye County, NV	Committee to Form Member - Proposed Board Member
1(d): a person with knowledge and expertise in: (4) Human resources.	Michelle Caird	Nye County, NV	Committee to Form - Proposed Board Member and President
1(d): a person with knowledge and expertise in: (4) Human resources.	Dr. Maria Jerinic	Clark County, NV	Committee to Form Member - Proposed Board Member
2: Other	Kay LaPointe	Nye County, NV	Committee to Form Member - Proposed School Manager

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence (list permanent residence)
Not Applicable	Not Applicable

CMO Applicants: Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed.

Full Name	Role with Proposed School	Current Employer
Not Applicable	Not Applicable	Not Applicable

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence (list permanent residence)
Not Applicable	Not Applicable

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.

Please see Attachment 1.

1.3 PENDING APPLICATIONS AND SCHOOLS

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes

☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

☐ Yes

☒ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

1.4 PLANNED ENROLLMENT

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	50	50	50	50	50	50
5	25	50	50	50	50	50
6		50	50	50	50	50
7			50	50	50	50
8				50	50	50
9						
10						
11						
12						
Total	275	350	400	450	450	450

1.5 PROPOSED LOCATION

Has a facility been identified for the proposed school?

☐ Yes

☒ No

If a facility has been identified, provide the address and information regarding the facility below.

Facility Address: _____

County: _____ Zip Code(s) to be Served by School: _____

If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

Describe Intended Facility Location: Pahrump, NV

County: Nye Zip Code(s) to be Served by School: 89041, 89048, 89060, 89061

1.6 CHARTER MANAGEMENT ORGANIZATIONS (CMOs) AND EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMOs)

Nevada law permits an operator to contract with a for-profit, Educational Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

☐ Yes

☒ No

If yes, identify the name of the EMO or CMO and specify which designation:

1.7 APPLICATION PREPARATION⁴

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes☒ No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes☒ No

If you answered yes to either of the previous two questions, complete the table below.

The name(s) of the person(s) that prepared or assisted in preparing the application	Not Applicable
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	Not Applicable
The name and address of any public or private school with which the above-referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s)	Not Applicable
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	Not Applicable

Please see Attachment 2.

⁴ [NAC 388A.160\(8\)](#)

1.8 APPLICANT CERTIFICATION

Applicant Responsibilities

- **Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- **Material Changes to Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Katie Broughton (kbroughton@spcsa.nv.gov) with any information or questions.
- **Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Dr. Sable Marandi

April 30, 2025

Date

CONTENTS

1	Application Cover Sheet.....	3
1.1	General Information	3
1.2	Applicant Team Information	3
1.3	Pending Applications and Schools	6
1.4	Planned Enrollment.....	6
1.5	Proposed Location	7
1.6	Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs).....	7
1.7	Application Preparation	8
1.8	Applicant Certification	9
2	Meeting the Need	12
2.1	Mission and Vision	12
2.2	Targeted Plan	16
2.3	Parent and Community Involvement.....	<u>3127</u>
3	Academic Plan.....	<u>4235</u>
3.1	Transformational Change.....	<u>4235</u>
3.2	Curriculum and Instructional Design.....	<u>5042</u>
3.3	Promotion and Graduation Requirements	<u>5949</u>
3.4	Driving for Results	<u>6251</u>
3.5	At Risk Students and Special Populations	<u>6958</u>
3.6	Professional Development	<u>8671</u>
3.7	School Culture	<u>9177</u>
3.8	Student Discipline	<u>9580</u>
3.9	School Calendar and Schedule	<u>10483</u>
3.10	Dual Credit Partnerships	<u>10987</u>
3.11	Programs of Distance Education	<u>10987</u>
4	Operations Plan.....	<u>11189</u>
4.1	Board Governance	<u>11189</u>
4.2	Leadership Team	<u>11996</u>
4.3	Staffing Plan	<u>12299</u>
4.4	Human Resources	<u>123100</u>
4.5	Student Recruitment and Enrollment.....	<u>126104</u>

4.6	Incubation Year Development	<u>132</u> ~~109~~
4.7	Services	<u>133</u> ~~110~~
4.8	Facilities.....	<u>136</u> ~~113~~
5	Financial Plan	<u>141</u> ~~117~~
6	Addendum.....	<u>146</u> ~~121~~
6.1	Past Performance.....	<u>146</u> ~~121~~
6.2	Scale Strategy.....	<u>147</u> ~~122~~
6.3	Network Capacity.....	<u>147</u> ~~122~~
6.4	School Management Contracts.....	<u>148</u> ~~123~~
6.5	Charter Management Organizations Applying for Sponsorship Directly.....	<u>149</u> ~~124~~
7	Completeness Checklist	<u>151</u> ~~126~~

2 MEETING THE NEED

2.1 MISSION AND VISION

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.

1) Provide the mission and vision for the proposed school.

Pahrump Valley Academy, often referred to as PVA, is a proposed college preparatory classical public charter school that will serve as the only school of choice to date for students in grades K-8, in the township of Pahrump with a population of 46,778⁵, in Nye County, Nevada.

Mission

Pahrump Valley Academy provides a rigorous, college-preparatory classical education focused on standards mastery, personal growth, and leadership development. Through high expectations, individualized support, and equitable access to high-quality instruction, PVA prepares all students to succeed in high school, college, and career, and empowers them to contribute meaningfully to their communities and the world.

Vision

All Pahrump Valley Academy graduates will leave equipped with the knowledge, skills, and character to thrive in high school, succeed in college and careers, and lead lives of purpose and contribution to their communities and the world.

Core Values

PVA will adhere to the REACH Core Values:

- R-Respect
 - ❖ Positive, Polite and Proper carriage of self and of self-image
 - ❖ Positive, Polite and Proper interactions with all adults/peers/others
 - ❖ Positive, Polite and Proper interactions with environment
- E-Enthusiasm
 - ❖ Seek and Develop Passion(s)
 - ❖ Apply Passion to every teaching and learning opportunity
 - ❖ Apply Passion to a variety of academic and social pursuits, initiated in and pursued beyond the core classrooms
 - ❖ Demonstrate leadership skills and find them in self and others
- A-Achievement
 - ❖ Meet or Exceed standards mastery as demonstrated by SBAC results
 - ❖ At least 80% of ELLs will have an overall composite score of 4.0 by grade 3 after four years of consecutive enrollment in the United States
 - ❖ Express and Present all ideas and discourse with Linguistic Mastery, Sophistication and Eloquence

⁵ World Population Review. (2025). *Pahrump, Nevada Population 2025*. Retrieved April 21, 2025, from <https://worldpopulationreview.com/us-cities/nevada/pahrump>

- C-Citizenship
 - ❖ Demonstrate constant and progressive character development through the *Leader in Me* Program
 - ❖ Demonstrate knowledge of and esteem for Federal and State Laws and School Rules
- H-Hard Work
 - ❖ Develop and Implement Academic, Social Emotional, and Personal Long-Term and Short-Term Goals and Action-Plans
 - ❖ Develop and Implement Organizational Skills to achieve Long-Term and Short-Term goals

2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:

a) The students and community to be served

PVA is deeply committed to serving the township of Pahrump in Nye County, Nevada, by offering the only publicly funded school of choice for grades K–8. Launching in 2026 with grades K–5, PVA will deliver a college and career preparatory program built on high expectations and equity. PVA’s mission and vision articulate the commitment to serve the community through academic excellence, equity, and leadership development for all students. The 2023–2024 Nevada Report Card data shows the Nye County School District (“NCSD”)⁶ serves a diverse population: 51.7% White, 34.0% Hispanic/Latino, 7.4% Two or More Races, with smaller percentages of Black/African American, Asian, American Indian/Alaskan Native, and Pacific Islander students. More than 95% of students receive Free or Reduced-price Lunch (“FRL”), 12.6% are Students with Disabilities (“SWD”), and 7.4% are English Language Learner (“ELL”). 7.1% are ELL Continuously Enrolled, and <5% ELL Continuously Enrolled Proficient. There are <5% of students who are Homeless Youth (“HY”), Foster Youth (“FY”), and Military Connected. PVA is designed to offer a rigorous, college-preparatory, classical education to meet the needs of all students, especially the anticipated subgroups of Hispanic/Latino, students who receive FRL, ELL, and SWD. PVA’s focus on academics, classical education, and Social Emotional Learning (“SEL”) will ensure students achieve academically, social emotionally, and personally.

b) The key components of your educational model,

The proposed educational model will align a rigorous college and career preparatory elementary and middle school education using the Savvas Learning Company suite of curriculum that is rigorous and aligned to NVAC. The students to be served will reflect the demographics of the Pahrump township. To ensure that all students achieve grade level mastery and above in English Language Arts (“ELA”) and Mathematics (“math”), PVA will incorporate a strong Multi-Tiered System of Supports (“MTSS”) with an embedded Response to Instruction and Intervention (“RtI²”) model that will screen all students and determine areas of opportunity in reading, writing and mathematics. PVA will utilize integrated English Language Development (“ELD”) in English Language Arts and Specially Designed Academic Instruction in English (“SDAIE”) strategies in all core content areas to address the needs of ELLs and will also incorporate designated ELD daily for every ELL. PVA believes in providing a supportive and inclusive program for all SWD in alignment with each Individualized Education Program (“IEP”).

PVA will also incorporate a strong enrichment model for all students based on classical education which focuses on knowledge acquisition, critical thinking and reasoning, and effective communication and expression. This is especially important in rural Nevada, where many students are Hispanic/Latino, qualify for FRL, are ELLs, and/or SWD, to ensure

⁶ Nevada Department of Education. (2024). *Nye County School District accountability report*. Nevada Accountability Portal. <https://nevadareportcard.nv.gov/DI/nv/nye/2024>

that all students have access to art, music, and French regardless of location or background. French, art, and music or classical education supplements the core curriculum and provides rich experiences to all students in preparation for high school, college and beyond. This educational model has been specifically developed to foster cognitive, academic, social emotional development, and personal growth needs of the students of Pahrump. The membership in the town of Pahrump have gathered and provided feedback to the Committee to Form, as to what they want in a new educational institution serving their town. Community feedback from town hall meetings, festivals, and outreach efforts informed the school's development and affirmed the demand for a high-quality, community-rooted school of choice in Pahrump.

c) The outcomes and goals you expect to achieve for students and the school overall

PVA board, site leadership, faculty, and staff will work in collaboration with each other to achieve the following academic, organizational, and financial goals:

Academic Goals

- Smarter Balanced Assessment Consortium ("SBAC")
 - At least 45% of the students enrolled at the academy for a period of two consecutive years will achieve meet or exceed standard mastery in SBAC English Language Arts by 2028. The Charter School will continue to meet or exceed the State goal in each subsequent year.
 - At least 45% of the students enrolled at the academy for a period of two consecutive years will achieve meet or exceed standard mastery SBAC in Mathematics by 2028. The Charter School will continue to meet or exceed the State goal in each subsequent year.
- English Language Proficiency Assessment ("WIDA")
 - At least 80% of the students will have an Overall Composite Score of 4.0 by grade 3 if they have been enrolled in school consecutively in the United States since grade K.
- NWEA MAP Growth Assessments
 - At least 65% of the students will score at or above average on the MAP Growth Assessment on the Spring Reading and Math assessments.
- STAR Assessments- As part of the intervention and enrichment program, Renaissance Accelerated Reader and Accelerated Math, all students will participate in the Renaissance Learning STAR Assessments.
 - At least 80% of the K-3 students will score as Probable Reader by the end of grade 3 on STAR Early Literacy.
 - At least 80% of the independent readers – grade 8 students will score Average or Above Average by the end of each school year on STAR Reading.
 - At least 80% of the 1-8 students will score Average or Above Average by the end of each school year on STAR Math.
- High Quality Schools
 - Achieve a minimum of a 4 Star School rating by the end of the Charter Term.

Social Emotional Learning Goals

- *Leader in Me*
 - Achieve the recognition of a Lighthouse School through full implementation of the *Leader in Me* program as evidenced by improved academics, behavior, teacher satisfaction, and family engagement.

Organizational Goals

- Governance
 - The academy's ~~Board of Directors~~Governing Board will complete recommended trainings as required.
- Operations

- The academy will demonstrate at least 50% licensed employee retention rate, not reflective of the separations for reasons of health, family, or licensure issues.
- The academy will demonstrate at least 80% satisfaction rate in an end of the year survey administered to its student body's parents and legal guardians.

Financial Goals

- Fiscal Solvency
 - The academy will strive for a minimum positive of 3% net income annually.
 - The academy will maintain a minimum cash reserve covering 30 days by the end of the academy's second year in operation.
 - The academy will maintain a minimum cash reserve covering 60 days by the end of the academy's third year of operation.

d) Key supporters, partners, or resources that will contribute to your school's success.

Pahrump Valley Academy has developed and will actively continue to cultivate positive relationships with community partners in Pahrump Valley. Broad community support has been earned through social media and an active presence in the community through events like the Pahrump Chili Cook-Off, Pahrump Business and Home Expo, Pahrump Fall Festival, Pahrump Balloon Festival, Pahrump Fall Festival, and the town's Chamber of Commerce. In addition, PVA has had successful Town Hall meetings, informal gatherings of parents and town members in Open Houses at the house of the proposed Executive Director, and public speaking engagements by the various members of the Committee to Form at various town and county meetings. PVA has become an integral member of the Pahrump community. It is important to note that PVA has established itself as the realization of school choice in the Pahrump community and as the home-grown choice of the township's people.

The members of the Committee to Form are active in the community through organizations like the Rotary Club, Nye County Community Outreach, Not for Profits of Pahrump, Veterans of Foreign Wars 10054, churches, community councils and boards. Pahrump is a small town and many of the partners reached are members of the same families PVA will be serving. Because news travels fast in Pahrump, PVA has been successful in its social media campaign as evidenced by the Charter School's [website](#) and [Facebook](#) and a blog. The families of Pahrump sense great urgency in their need for a publicly funded choice in respect to their children's education. PVA is committed to developing a community supported Charter School offering the children of Pahrump a college and career preparatory Charter School to serve them. PVA Leadership has engaged in multiple local television and radio spots to speak and answer questions about PVA and has been featured in a number of articles in the local newspapers and magazines.

Following the submission of this charter application, the full membership of the PVA Committee to Form are scheduled to be interviewed by the *Pahrump Valley Times*, a local newspaper, to answer questions on the charter application process. Additionally, several members of the leadership team are scheduled to appear on yet another local TV show to report to the people of Pahrump on their charter application submission. Also, the Executive Director and the Principal of the school are scheduled to be interviewed by the local radio station on one of their live radio programs to answer the Pahrump public's questions about their charter application submission.

3) Identify the statutory purpose(s)⁷ that the school will fulfill and explain the alignment to school's the mission and vision. (The six statutory purposes are: a) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational achievement

⁷ [NRS 388A.246\(2\)](#)

of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)

PVA's educational model embedded in the vision and mission is aligned to the multiple statutory purposes outlined in NRS 388A.246(2). PVA is committed to providing a college-preparatory, classical education model which will improve the academic achievement of pupils and prepare them to master academic standards in preparation for high school, college, and career. PVA's educational model based on competency-based instruction and strategic or intensive interventions through MTSS and ~~RtI²~~~~RtI²~~ encourages effective and innovative teaching methods which have been designed to support and meet the needs of ELLs, SWD, and students who qualify for FRL. The use of MAP Growth as summative assessments, Renaissance STAR as formative assessments, and SBAC and WIDA state-mandated assessments provides an accurate measurement of student achievement and progress over time. PVA is committed to establishing transparency and accountability by sharing progress toward meeting stated goals and holding the Leadership Team accountable for ratings generated by the Nevada School Performance Framework ("NSPF"). PVA will provide a reliable method of measuring schoolwide and subgroup achievement as required by law and demonstrated through progress monitoring and the use data to drive instruction. PVA's plan for professional development including ongoing coaching and meaningful feedback on the effective use of instructional strategies based on the needs of the students will create new professional growth opportunities for teachers and will improve the quality of instruction.

2.2 TARGETED PLAN

- 1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.

Pahrump Valley Academy seeks to serve the township of Pahrump, located in Nye County, Nevada. Pahrump is an unincorporated city, a township, situated approximately 63 miles away from Las Vegas. The intended student population is based on the 2023–24 Nevada Report Card data which shows the NCSD serves a diverse population of student special population groups. More than 95% of students receive FRL, 12.6% are SWD, and 7.4% are ELLs (7.1% are ELL Continuously Enrolled, and <5% ELL Continuously Enrolled Proficient). There are <5% of students who are HY, FY, and Military Connected.⁸ Students with a Section 504 Plan was not reported on the Nevada Report Card, but the national average in 2020-21 was 3.26%.⁹ Since Pahrump is the largest city in Nye County, PVA anticipates a similar percentage of students who qualify for FRL, SWD, ELLs, and the percentage of gifted students. The Nevada Report Card does not list the percentage of gifted and talented students by District, so the rationale was formed by the national estimate in 2020-21 of about 6.7%.¹⁰ Though Nevada only reported 1.9% gifted and talented students in 2020-21, PVA believes that with proper identification of gifted and talented students, the estimate will be closer to the national average of 6.7%.

Traditionally only one route has connected the township to its largest metropolitan neighbor, Las Vegas. Over the last five years, the said road has been reconstructed to accommodate greater traffic and smoother travel in service to the increasing population of the township of Pahrump. Over the last ten years, major American builders have moved into the township, built a multitude of residential communities and accommodated family living at highly feasible costs.

⁸ <https://nevadareportcard.nv.gov/DI/nv/nye/2024>

⁹ State 504 Rates

¹⁰ [Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state or jurisdiction: Selected school years, 2004 through 2020-21](#)

Many of these families are larger hard-working families who wish to furnish their family units with a home and as such realize the American homeownership dream. Yet these families are unable to do so in Las Vegas due to the Las Vegas' rising real estate prices. Pahrump has become a home to families growing a vibrant community needing strong choices for schools. Walmart, Home Depot, Good Will, Smith's and Albertson's are five of the major vendors who have come to Pahrump which will increase the sustainability of the community.

The community can be described as the following:

- ❖ It is an unincorporated City and Township served by a Town Manager, who currently is Brett Waggoner.
- ❖ It is populated at a density of 122 people per square mile.
- ❖ In 2023, Pahrump, NV had a population of 45.8K people with a median age of 53.4 and a median household income of \$58,560. Pahrump is the largest settlement in Nye County. Between 2022 and 2023 the population of Pahrump, NV grew from 44,711 to 45,811, a 2.46% increase and its median household income grew from \$54,988 to \$58,560, a 6.5% increase.
- ❖ The five largest ethnic groups in Pahrump, NV are White (Non-Hispanic) (70.2%), Other (Hispanic) (8.03%), Two+ (non-Hispanic) (7.4%), Two+ (Hispanic) (4.14%), and White (Hispanic) (3.76%).¹¹
- ❖ Pahrump is populated by nearly 20,000 households, many of whom have numerous school age children living at home. US Census Bureau
- ❖ Pahrump is served by two major supermarkets, one Walmart superstore, one Home Depot, one Goodwill, three Family Dollar stores, and a growing number of smaller vendors. It is entertained by three wineries, several wine tasting-rooms, one racetrack, three larger casinos and hotels, and a growing number of smaller casinos and lodges. Pahrump is served by one hospital, one medical center, and one pediatric clinic.
- ❖ The local school district which is the only publicly funded educational institution provided to the residents of Pahrump, in the township of Pahrump alone, serves a reported total of 3,264 students in grades K to 8.
- ❖ Pahrump (operated by NCSD) has one high school, one middle school, four elementary schools, one alternate education school, and a significant number of children are home-schooled.
- ❖ In the community there is one private school, Community Christian Academy, which due to being a for-profit school is not available to all parents and families.
- ❖ The number of families choosing home schooling due to the limited choices offered within the township is extremely high and rapidly growing.¹²
- ❖ The community's education attainment rate in Pahrump in 2023 indicates that only 12.5% of the population has a bachelor's degree and only 4.0% with a graduate degree. Unemployment rate in November 2024 is 6.8%, down from 8.7% in 2015. The employment growth rate from 2022-2023 was 0.617% is 0.84% and future job growth rate is predicted to be 35.3%.¹³
- ❖ A great measure of growth is new construction, both commercial and residential, as well as roads and facilities. The population has increased to nearly 46,000, many of whom are highly skilled professionals with young school aged children, struggling with having to choose between excellent employment and housing opportunities and the pressures of having to homeschool their children.

¹¹ Data USA. (n.d.). *Pahrump, NV*. Retrieved April 25, 2025, from <https://datausa.io/profile/geo/pahrump-nv>

¹² Pew Research Center. (2023, November 29). *How many U.S. students are homeschooled, and for what reasons?* Retrieved April 25, 2025, from <https://www.pewresearch.org/short-reads/2023/11/29/how-many-us-students-are-homeschooled-and-for-what-reasons/>

¹³ BestPlaces. (n.d.). *Economy in Pahrump, Nevada*. Retrieved April 25, 2025, from <https://www.bestplaces.net/economy/city/nevada/pahrump>

~~The proposed school will be the first and to date, PVA proposes to bring the first and only public charter school in the township of Pahrump, as well as, and in Nye County. It will also provide the only college preparatory curriculum in the township, as well as in the county. PVA proposes to provide a college and career preparatory public charter school that will serve students in grades K-8, delivering a K through 8 college and career preparatory program grounded in a classical education and implemented through research-based practices that ensure equitable access and measurable growth for every learner. Classical education is sometimes mischaracterized as rigid or suited only to already high-achieving students. PVA corrects that misconception by pairing a knowledge-rich, text-centered core with competency-based advancement, individualized intervention within MTSS and RtI², structured Socratic discussion, and a positive school climate that integrates leadership development and social emotional learning. In this design, classical education functions as an engine of inclusion. It invites all students into shared intellectual heritage, builds background knowledge that underpins reading comprehension, and provides explicit language supports that benefit ELLs while offering depth and acceleration for advanced students. Recent randomized studies of content-rich early literacy curricula show significant gains in vocabulary and domain knowledge for young students, outcomes that are foundational for later comprehension and secondary success, with particular promise for students who begin school with less academic language or background knowledge.¹⁴¹⁵~~

~~PVA's rigorous standards-aligned curriculum, anchored by high quality instructional materials and enriched by French, art, and music, ensures that every child receives access to the full curriculum rather than a remedial track. Evidence from recent knowledge-building literacy trials indicates that systematically increasing students' background knowledge improves comprehension by reducing the knowledge bottleneck that often constrains readers from low-income households and English learners.¹⁶ Integrating the arts and world language during the core school day broadens vocabulary, strengthens reasoning, and increases engagement, which in turn supports later academic persistence and college readiness.~~

~~Competency-based advancement ensures students progress upon demonstrated mastery rather than seat time. The Aurora Institute and *CompetencyWorks* describe systems in which assessment yields timely and actionable evidence, students receive differentiated support, and progression is based on proof of learning, all of which align with PVA's design for equitable access to grade level content and continuous catch-up growth for students who start behind. Within that system, PVA's MTSS schedule provides frequent low-stakes diagnostics, eight week Renaissance STAR checks and triannual MAP Growth benchmarks that guide small group instruction, targeted intervention, and enrichment. Regular use of these data makes instruction responsive for students with disabilities, multilingual learners, and students performing above grade level by adjusting lesson complexity, vocabulary supports, and extension tasks in real time.~~

~~PVA integrates a research-based social emotional learning program, *Leader in Me*, within Collaborative for Academic, Social, and Emotional Learning ("CASEL") aligned core competencies. A large meta-analysis of school-based SEL~~

¹⁴ Aurora Institute. (2019). What is Competency-Based Education. Retrieved September 21, 2025, from <https://aurora-institute.org/>

¹⁵ Aurora Institute. (2019). CompetencyWorks: Definition and principles of competency-based education. Retrieved September 21, 2025, from <https://aurora-institute.org/competencyworks/>

¹⁶ Cabell, S. Q., Kim, J. S., White, T. G., et al. (2024). Impact of a content-rich literacy curriculum on kindergarteners' vocabulary, listening comprehension, and content knowledge. *Journal of Educational Psychology*. Retrieved September 21, 2025, from <https://doi.org/10.1037/edu0000865>

programs finds sustained gains in academic achievement equivalent to an average of eleven percentile points, along with improvements in behavior and long-term well-being.¹⁷ These effects are meaningful for long-term quality of life because SEL skills predict persistence, healthier relationships, and workforce readiness beyond K through 12.¹⁸ PVA's leadership routines, student voice opportunities, and schoolwide habits of discussion make SEL and character education daily practices rather than add-ons, which is especially important for at-risk students who benefit from explicit instruction in self-management and collaboration.

Classroom structures at PVA are designed to maximize time on high quality tasks. Extended instructional blocks are allocated to complex text, discussion, writing, and problem solving, with a protected daily period for intervention and enrichment so that students who need additional time receive it without losing access to art, music, or world language. Reviews of extended learning time indicate positive effects when additional time is well targeted, focused on core content, and delivered with quality implementation,^{19,20} which is the approach PVA will follow in its master schedule and coaching cycles. PVA's approach will focus on the quality of implementation and the precise use of instructional time.

In order to strengthen the implementation of the classical education model and ensure fidelity to best practices, PVA intends to pursue mentorship and collaboration with successful classical charter schools and national organizations. While outreach to the two existing classical charter schools in Nevada has not yielded responses, PVA has identified several nationally recognized classical networks and schools that have demonstrated strong academic outcomes and inclusive practices. Organizations such as the Barney Charter School Initiative, the Great Hearts Academies network, and the Classical Academic Press Scholé Communities provide robust training, curricular resources, and implementation support that PVA can draw upon. In addition, PVA will seek guidance from individual classical schools across the country that have documented success in serving diverse student populations, including ELLs, FRL students, and SWD, while maintaining high levels of student achievement. These partnerships will provide professional development, peer mentoring, and access to established instructional frameworks, ensuring that the academic model at PVA is both authentic and responsive to the needs of the Pahrump community.

¹⁷ CASEL. (2017). Promoting positive youth development through school-based social and emotional learning interventions. *Child Development*, 88(4), 1156-1171. Retrieved September 21, 2025, from <https://casel.org/>

¹⁸ Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions. *Child Development*, 88(4), 1156–1171. Retrieved September 21, 2025, from <https://doi.org/10.1111/cdev.12864>

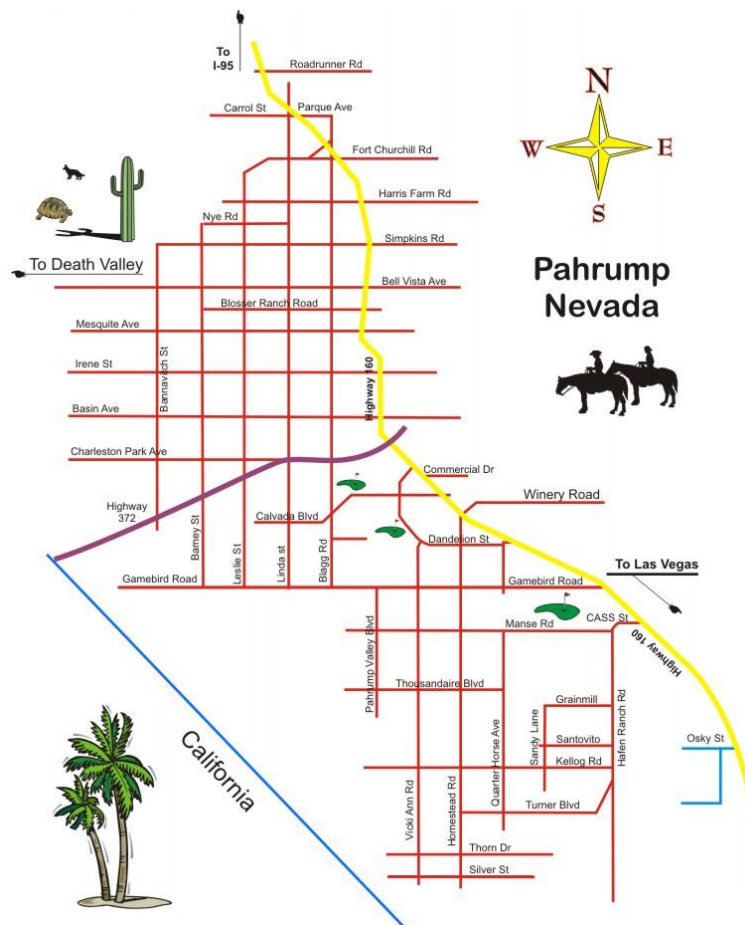
¹⁹ Jez, S. (2015). The impact of learning time on academic achievement. *Education Policy Analysis Archives*, 23(41). Retrieved September 21, 2025, from <https://doi.org/10.14507/epaa.v23.1805>

²⁰ Institute of Education Sciences. (2015). What does the research say about increased learning time and student outcomes. Washington, DC: U.S. Department of Education. Retrieved September 21, 2025, from <https://ies.ed.gov/>

PVA will prepare students for highly successful high school, college, and professional careers through highest quality instruction delivering most rigorous standards aligned curriculum. The curriculum and its instructional delivery are aligned to accommodating students' cognitive, academic, social, and personal growth needs. This is imperative to ensure students become life long independent learners. PVA further proposes to most diligently meet the intervention and enrichment needs of all its students in order to appropriately implement its curriculum and ensure the instruction accelerates students' academic growth.

Figure 1

Map of Pahrump, Nevada



The classical education model was intentionally chosen in response to family input and community need in Pahrump. Parents repeatedly expressed at Town Hall meetings that their children require a strong academic foundation that prepares them for high school success, entry into college, and meaningful career pursuits. They voiced dissatisfaction with the academic performance of the current district schools and a desire for an alternative approach that would build both intellectual discipline and character. Classical education responds to this need by emphasizing a knowledge-rich curriculum rooted in history, literature, mathematics, science, and the arts. This model fosters an inclusive community

by uniting students of diverse backgrounds through shared cultural texts and Socratic discussion, providing every child with access to the great ideas and traditions that have shaped human thought across time.

Classical education also increases student engagement by making learning purposeful and connected to timeless questions of human significance. Instead of fragmented skill practice, students are invited to wrestle with big ideas, engage in dialogue, and develop ownership of learning through inquiry. This approach nurtures curiosity and perseverance, particularly important for at-risk students and English learners who benefit from explicit language development embedded in rich, meaningful content. For students with disabilities, the structure and consistency of the classical model provide a stable framework within which tailored supports and individualized interventions can be delivered. Students above grade level are provided depth and challenge through accelerated readings, higher-level questioning, and opportunities for leadership in discussion-based learning. In this way, classical education inherently reinforces differentiation, ensuring that every child can access, engage with, and master the curriculum at the level most appropriate for their needs.

PVA's academic design was shaped by direct community input. Families asked for an educational program that sets high expectations, addresses academic underperformance with targeted interventions, and empowers children with the tools to succeed beyond Pahrump. The model intentionally integrates high-quality, research-based practices to support English learners, students with disabilities, and those who are socioeconomically disadvantaged while also providing enrichment and leadership opportunities for students who are performing above grade level. By combining rigorous classical instruction with targeted intervention systems, PVA directly addresses the urgent concerns of Pahrump families who seek stronger educational options and outcomes for their children. The classical education model not only addresses academic achievement but also promotes resilience, character formation, and critical thinking, ensuring that students' long-term quality of life is improved through college readiness, professional preparation, and the cultivation of virtue.

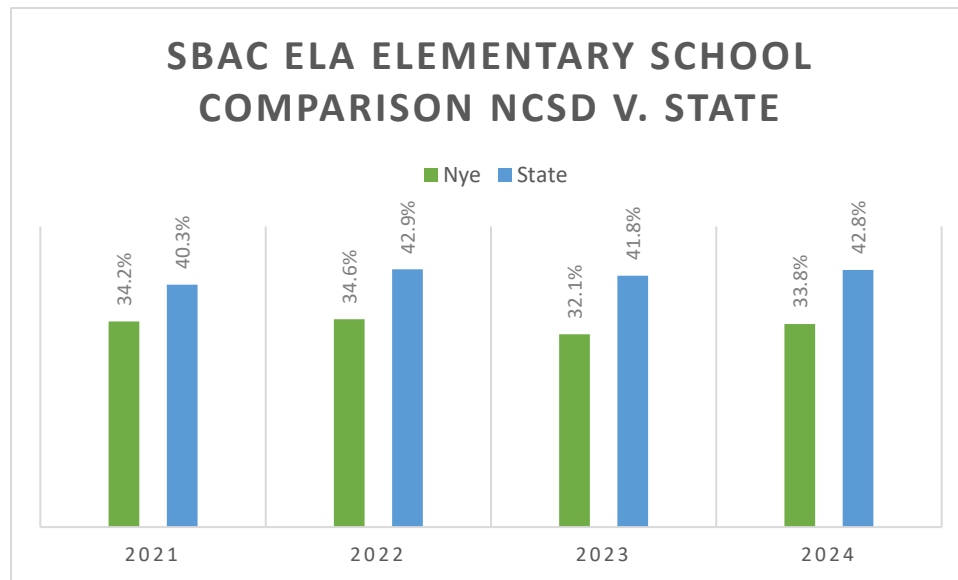
The community has indicated at Town Hall meetings that Pahrump needs a Charter School to address students' academic underperformance, to incorporate high-quality research-based interventions for students who are academically low achieving, and to encourage the potential within each child. The community has further indicated that their children need to be empowered to go to college, and that their children need a strong academic base to be able to begin high school ready for a successful high school career leading to college and professional career pursuits. The community of Pahrump is growing at record speed, and the families feel an urgent need for stronger choices to address the educational needs of their children.

The Pahrump community is dissatisfied with the academic performance of its local school district. The community needs PVA, a proposed public charter school that is home-grown and rooted in the community, that will focus on bringing students up to grade level, to meet and exceed standard mastery through strategic and intensive interventions.

In Chart 1, NCSD is compared to the state on the results of SBAC ELA by showing the percent of students that met or exceeded standards mastery in 2021, 2022, 2023, and 2024 for elementary school students. NCSD has consistently scored lower than the state as evidenced by the last four years. In 2021, NCSD's students scored 34.2% met or exceeded standards mastery compared to the state which was 40.3%. In 2022, 34.6% of NCSD students met or exceeded standards mastery, compared to 42.9% statewide. In 2023, NCSD's students scored 32.1% met or exceeded standards mastery in comparison to the state which was 41.8%. In 2024, 33.8% of NCSD students met or exceeded standards mastery, compared to 42.8% statewide.

Chart 1

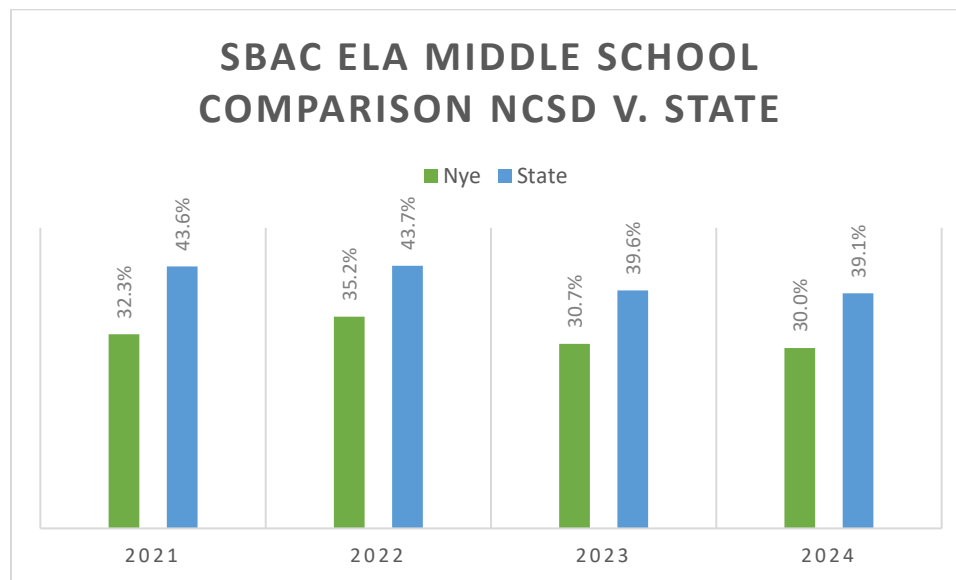
SBAC ELA Elementary School Percent of Students that Meet or Exceed Standards Mastery, Comparison of NCSD and the State, 2021-2024



In Chart 2, NCSD is compared to the state on the results of SBAC ELA by showing the percent of students that met or exceed standards mastery in 2021, 2022, 2023, and 2024 for middle school students. NCSD has consistently scored lower than the state as evidenced by the last four years. In 2021, NCSD's students scored 32.3% met or exceeded standards mastery compared to the state which was 43.6%. In 2022, 35.2% of NCSD students met or exceeded standards mastery, compared to 43.7% statewide. In 2023, NCSD's students scored 30.7% met or exceeded standards mastery in comparison to the state which was 39.6%. In 2024, 30.0% of NCSD students met or exceeded standards mastery, compared to 39.1% statewide. Both NCSD and the state's scores have declined over the last three years.

Chart 2

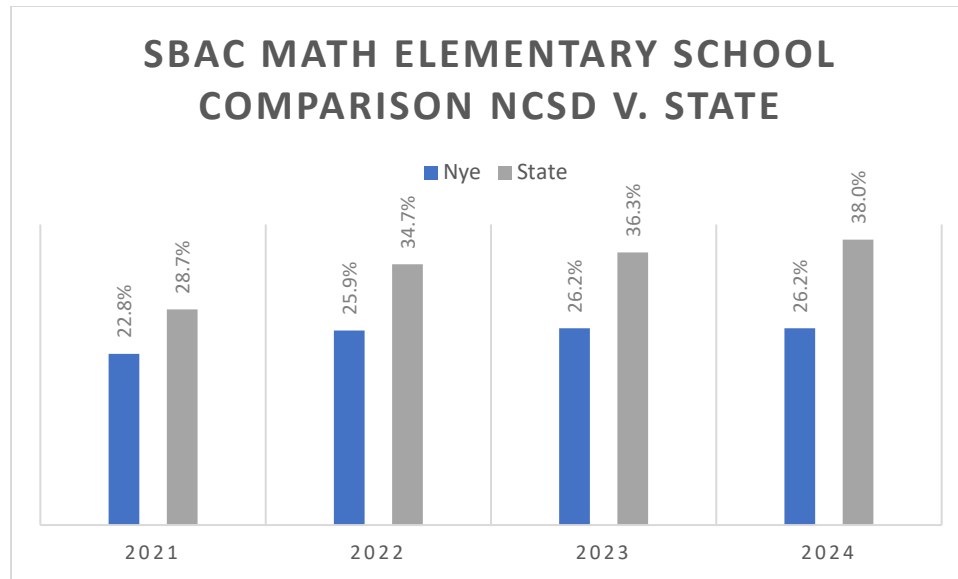
SBAC ELA Middle School Percent of Students that Meet or Exceed Standards Mastery, Comparison of NCSD and the State, 2021-2024



In Chart 3, NCSD is compared to the state on the results of SBAC Math by showing the percent of students that met or exceeded standards mastery in 2021, 2022, 2023, and 2024 for elementary school students. NCSD has consistently scored lower than the state as evidenced by the last four years. In 2021, NCSD's students scored 22.8% met or exceeded standards mastery compared to the state which was 28.7%. In 2022, 25.9% of NCSD students met or exceeded standards mastery, compared to 34.7% statewide. In 2023, NCSD's students scored 26.2% met or exceeded standards mastery in comparison to the state which was 36.3%. In 2024, 26.2% of NCSD students met or exceeded standards mastery, compared to 38.0% statewide. The state scores demonstrate growth on the SBAC Math over the last four years whereas NCSD's scores demonstrate small growth from 2021 to 2022 to 2023 and remained flat in 2024.

Chart 3

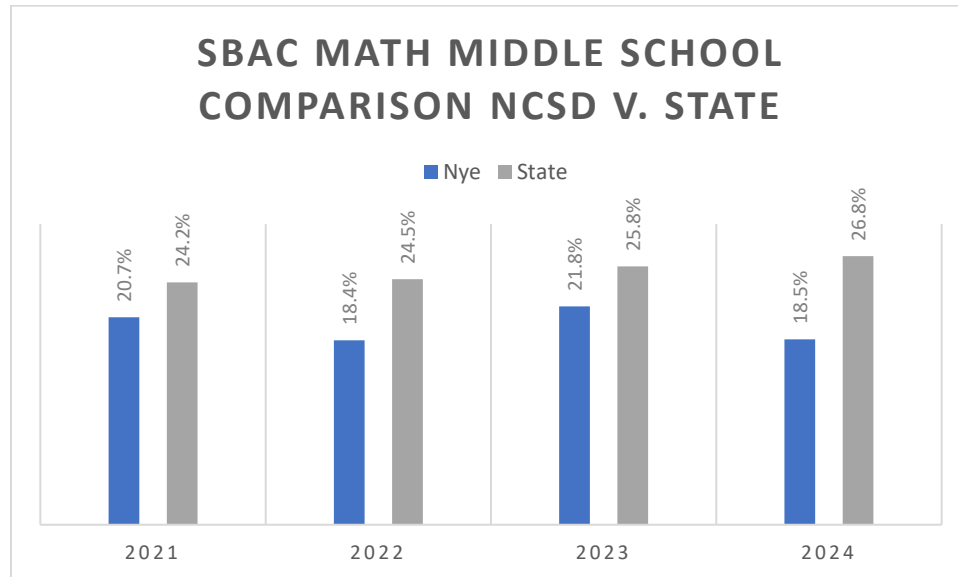
SBAC Math Elementary School Percent of Students that Meet or Exceed Standards Mastery, Comparison of NCSD and the State, 2021-2024



In Chart 4, NCSD is compared to the state on the results of SBAC Math by showing the percent of students that met or exceeded standards mastery in 2021, 2022, 2023, and 2024 for middle school students. NCSD has consistently scored lower than the state as evidenced by the last four years. In 2021, NCSD's students scored 20.7% met or exceeded standards mastery compared to the state which was 24.2%. In 2022, 18.4% of NCSD students met or exceeded standards mastery, compared to 24.5% statewide. In 2023, NCSD's students scored 21.8% met or exceeded standards mastery in comparison to the state which was 25.8%. In 2024, 18.5% of NCSD students met or exceeded standards mastery, compared to 26.8% statewide. The state scores demonstrate minimal growth on the SBAC Math over the last four years whereas NCSD's scores demonstrate variable scores annually.

Chart 4

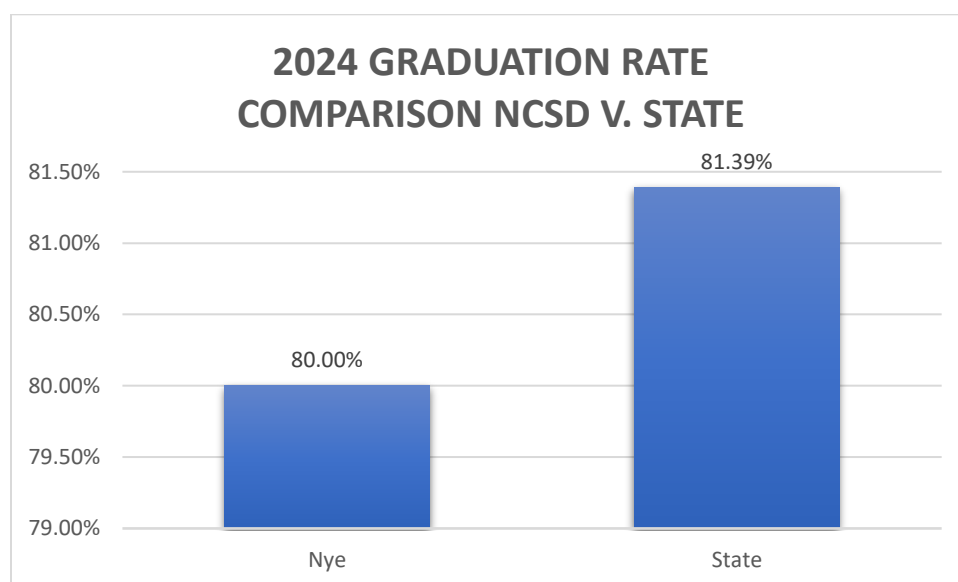
SBAC Math Middle School Percent of Students that Meet or Exceed Standards Mastery, Comparison of NCSD and the State, 2021-2024



In Chart 5, NCSD's Graduation Rate is 80.00% in comparison to the State which is only 81.39%. There is concern that 20% of students in grade 12 in Pahrump do not even attain a high school diploma. PVA intends to improve the high school graduation rate in the community by nurturing life-long independent learners who can meet or exceed grade level standard mastery. By entering high school ready for college preparatory classes, PVA students will be prepared to graduate high school and go on to college and career.

Chart 5

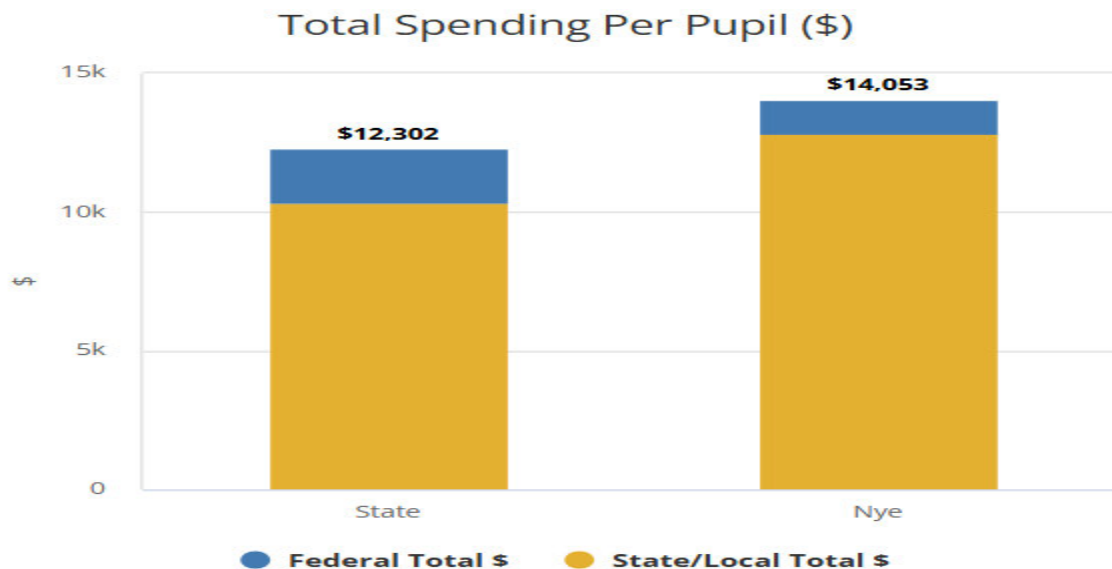
High School Graduation Rate, Comparison of NCSD and the State, 2024



Interestingly in Chart 6, NCSD spends \$14,053 per pupil spending compared to \$12,302 statewide average per pupil spending.²¹ NCSD spends over 14% more than the state, but lags behind the state in academic achievement.

Chart 6

Total Spending per Pupil, Comparison of the State and NCSD, 2023-24



The Pahrump community is long overdue for a public K-8 school of choice. PVA will provide families with school choice and offer a meaningful educational experience for the students.

- 2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.

Pahrump Valley Academy is a proposed public charter school that will serve as the township of Pahrump's first and only publicly funded K–8 school of choice. Opening in 2026, PVA will offer a rigorous college- and career-preparatory program rooted in the principles of classical education, designed to prepare all students for success in high school, college, and life. The model combines standards-based instruction, targeted academic interventions, and a strong focus on social-emotional development to ensure that every child achieves at high levels.

PVA's educational model is a direct response to the academic and demographic needs of the Pahrump community, where families have limited options and the existing public schools are persistently underperforming. More than 95 percent of local students qualify for free or reduced-price lunch, nearly 13 percent are students with disabilities, and approximately 7 percent are English learners. PVA is specifically designed to serve these populations by providing equitable access to high-quality instruction, strategic interventions, and enrichment opportunities previously unavailable in the community.

²¹ Nevada Department of Education. (2024). *Nye County School District accountability report*. Nevada Accountability Portal. <https://nevadareportcard.nv.gov/DI/nv/nye/2024>

The academic program pairs rigorous, standards-aligned curricula with effective instructional strategies and a comprehensive MTSS. Frequent assessments, including NWEA MAP Growth, Renaissance STAR, and state tests such as SBAC and WIDA, will drive timely interventions in literacy, numeracy, and core content. Students will receive individualized supports, from RtI² in early literacy and math to specialized services for English learners and students with disabilities.

In keeping with the classical model, PVA emphasizes knowledge acquisition, critical thinking, and effective communication. Core instruction is complemented by French, art, and music, ensuring all students receive a well-rounded education that fosters cultural literacy and creativity. The curriculum is enriched through practices such as chanting and singing to build memory, storytelling and artistic expression to honor cultural backgrounds, Socratic dialogue to strengthen reasoning and respectful discourse, and hands-on inquiry to promote curiosity and engagement. These approaches ensure inclusion, differentiation, and a joyful, cohesive learning environment.

Social-emotional learning is woven throughout the school day using the *Leader in Me* program, which instills leadership, responsibility, and civic engagement. This integration of academic rigor, character development, and SEL ensures that students not only meet high academic expectations but also develop resilience, empathy, and a strong sense of purpose.

PVA's model reflects the urgent voice of the Pahrump community, which has expressed strong demand for a high-quality, community-rooted school of choice. Through family partnerships, community engagement, and a leadership team embedded in the local fabric, PVA is positioned to accelerate student achievement, close opportunity gaps, and establish itself as a high-performing charter school that families trust and students are proud to attend.

Pahrump Valley Academy is a proposed public charter school that will serve the township of Pahrump in Nye County, Nevada, offering the community's first and only publicly funded K–8 school of choice. Offering a rigorous college and career preparatory program rooted in the principles of classical education, PVA is designed to prepare all students for success in high school, college, and life through standards-based instruction, targeted academic interventions, and strong social-emotional development.

PVA's educational model meets the critical academic and demographic needs of the community by directly addressing low student achievement rates in the existing schools. The educational model is designed to meet the needs of Pahrump's diverse and growing student population, particularly students from low income backgrounds, English language learners, and students with disabilities. Using a rigorous, standards-aligned curriculum, supported by the most effective instructional strategies, PVA will ensure that all students can achieve mastery of grade-level standards. Regular formative and summative assessments, including MAP Growth and Renaissance STAR, will monitor student progress and drive individualized support through a strong MTSS framework, including Response to Instruction and Intervention. Students' academic progress will be measured by state assessments like SBAC and WIDA. Students will receive strategic and intensive interventions based on data, with a strong focus on early literacy, numeracy, and standards mastery.

PVA's classical education model emphasizes knowledge acquisition, critical thinking and reasoning, and effective communication and expression, blending a strong foundation in core subjects with access to French, art, and music. These components, traditionally essential to a classical education, are critical to developing well-rounded, culturally literate students equipped for a global society. PVA will foster leadership, responsibility, and civic engagement through the *Leader in Me* program and ensure all students social-emotional health and well-being.

PVA's model, deeply informed by the voice of the Pahrump community, is driven by urgent academic and demographic needs. With strong family and community support, strategic partnerships, and a leadership team embedded in the local

~~fabric, PVA is committed to accelerating student achievement, closing opportunity gaps, and becoming a high-performing, community-anchored charter school that families trust and students are proud to attend.~~

- 3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment²²: 1) Demographic Need, 2a) Academic Need: Geographies with Consistently Underperforming Schools, and/or 2b) Academic Need: Students at Risk of Dropping Out of School. *For details on the identified needs, refer to the [SPCSA's Academic and Demographic Needs Assessment](#).*

Pahrump Valley Academy meets both the academic and demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment. PVA has a deep understanding of the community needs and the lack of educational choices in Pahrump. Additionally, PVA understands the importance of serving students who have been identified as historically underperforming. Unfortunately, all students are slated to attend underperforming schools in Pahrump.

Academic Need: Geographies with Consistently Underperforming Schools

The five public schools serving the Pahrump township meet the SPCSA's definition of geographic academic need. Based on the NSPF performance over the past two years shows that Pahrump is a geography with consistently underperforming schools. All five public schools in Pahrump rate 1- or 2-stars over the last two years. J. G. Johnson ES has remained as a 1-star rating over the past two years which is consistently Very Low. Hafen ES was 1-star in 2022-23 and improved to 2 stars in 2023-24 which is still Low. Manse ES and Floyd ES have remained as 2-stars ratings over the past two years which is persistently Low. The only middle school in Pahrump, Rosemary Clark MS, declined from 2-stars in 2022-23 to only 1-star in 2023-24 which is Very Low. PVA's community has been outspoken about the need for school choice based on the performance of the schools available to them. These five public schools serve the zip codes of 89041, 89048, 89060, and 89061 which are the zip codes that PVA intends to serve.

²² [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)

Table 1

Nevada School Performance Framework Star Ratings, 2022-23 and 2023-24

School	Grades	2022-23 NSPF	2023-24 NSPF	NSPF Trend
JG Johnson ES	ES	★☆☆☆☆	★☆☆☆☆	Consistently Very Low
Hafen ES	ES	★☆☆☆☆	★★★★☆	Improved from Very Low to Low
Manse ES	ES	★★☆☆☆	★★★★☆	Persistently Low
Floyd ES	ES	★★☆☆☆	★★★★☆	Persistently Low
Rosemary Clarke MS	MS	★★☆☆☆	★☆☆☆☆	Declined from Low to Very Low

Academic Need: Students at Risk of Dropping Out of School

The national public high school graduation rate in 2021 was 86% and in 2022 was 87%.²³ Nevada lags behind the nation, and Nye County lags behind Nevada (except for 2022). PVA is committed to closing the graduation rate gap in Pahrump before the students ever attend high school. PVA's college preparatory K-8 model addresses the dropout risk by ensuring that students receive early academic supports by incorporating and monitoring student achievement through formative and summative assessments and implementing MTSS to ensure the students receive strategic interventions at the earliest level. Since the FRL eligibility is 95% across all schools in Pahrump, PVA acknowledges the link between poverty and dropout risk. PVA will ensure that students who receive free and reduced lunch will have access to meals, supplies, and activities previously unavailable to them like art, music, and French. Based on the nearly 10% of anticipated ELLs, PVA is committed to honoring the students' language and culture while providing integrated ELD in the core content areas focusing on the key language uses (narrate, inform, explain, argue) to acquire English while providing access to the content areas in English. In addition, ELLs will receive designated ELD daily to explicitly instruct based on the Nevada ELD Standards at each student's proficiency level. PVA will focus on the four language domains of listening, speaking, reading, and writing. PVA will use the WIDA Standards and Assessment System Framework to guide the implementation of SDAIE strategies for ELLs. PVA will deliver inclusive special education services to ensure that students with disabilities have access to core content with accommodations and specialized academic instruction to ensure that students meet their annual IEP goals. For foster youth and students experiencing homelessness, PVA will become their home away from home by creating a positive and structured school culture that will maintain high expectations, provide interventions and enrichment, and develop a sense of belonging. ~~S~~For students who identify as Hispanic/Latino, Black/African American, or American Indian/Alaskan Native historically experience barriers to high school graduation and future success in college and career, as supported by the Nye County data which indicates that Hispanic students are, on average, 0.7 grades behind White students and White students are 1.7 times more likely to take at least one Advanced Placement (AP) course than Hispanic students. It should be noted that data for Black and American Indian students is missing indicating that significant inequities in academic achievement and access to advanced coursework like AP courses is present.²⁴ Moreover, based on the National Center for Education Statistics, the national graduation rate was 87% in 2021-22, and Black, Hispanic, and American Indian student graduation rates were lower than 87% with

²³ National Center for Education Statistics. (n.d.). *Condition of Education: At a Glance*. U.S. Department of Education. Retrieved April 24, 2025, from <https://nces.ed.gov/programs/coe/ataglance>

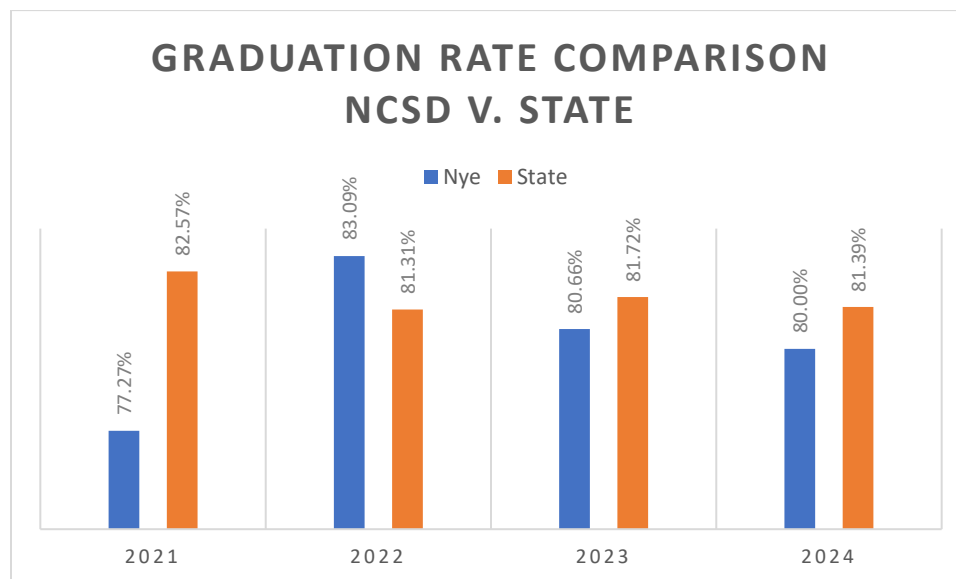
²⁴ [Miseducation | Nye County School District | ProPublica](#)

Black students at 81%, Hispanic students at 83%, and American Indian students at 74%.²⁵ These trends indicate barriers to high school graduation and eventually to future success in college and career for students identifying as Black, Hispanic, or American Indian. PVA will proactively address the barriers to high school graduation and future success in college and career by fostering an inclusive community with individualized supports. PVA's focus on SEL and supports will provide resources to all students, especially these subgroups.

The graduation rate in NCSD is historically lower than the State. Chart 7 demonstrates that in 2021, the graduation rate in NCSD was only 77.27% compared to 82.57% in the State. In 2022, NCSD made significant improvement to the graduation rate which was 83.09% compared to 81.31% in the State. NCSD's graduation rate declined to 80.66% in 2023 compared to 81.72% in the State. In 2024, both NCSD and the State's graduation rates remained relatively flat at 80.00% and 81.39% respectively.

Chart 7

High School Graduation Rate, Comparison of NCSD and the State, 2021-2024



Demographic Need

PVA will provide a choice for families. All four public elementary schools and the one middle school report over 95% of students qualifying for ~~Free or Reduced Price Lunch ("FRL")~~ which means that nearly all the students live in poverty. PVA recognizes that this often means that students are educationally disadvantaged as well. Through a longer school day and access to enrichment activities during the school day to include art, music, and French will provide opportunities that the current schools do not offer. The percent of ELLs at the Pahrump schools are relatively low ranging from 5% to 9.5 % with the highest percentages coming from J. G. Johnson Elementary School at 8% and Manse Elementary School at 9.5%. PVA will support ELLs through integrated ELD in the core content areas and designated ELD daily to implicitly instruct based on the Nevada ELD Standards at each student's proficiency level, as previously discussed. The percent of

²⁵ [COE - High School Graduation Rates](#)

students with disabilities at the Pahrump schools are 10.8% and 16% of the student population at each school. This is well-above the state average in most cases, especially Hafen Elementary School which has 16% students with disabilities. PVA is cognizant that students need to receive their IEP aligned services and supports; moreover, students with disabilities also need to receive the interventions in reading, writing, and math that are provided to students without disabilities. The model for PVA supports students with disabilities by ensuring a deep collaboration between special educators and general educators. Though the percent of foster youth and students experiencing homelessness at the NCSD's schools in Pahrump equates to less than 5% for each subgroup, PVA knows that these students are often the most vulnerable. By providing McKinney-Vento services, forming community partnerships, supporting the families by assigning a specific employee who will provide resources to the families, and addressing the social emotional health and well-being of the students is paramount to student success. PVA will ensure that families understand their rights and ensure they have access to be actively involved in their child's education. PVA's proposed school model incorporates a standards-based curriculum while following a MTSS framework to support students' academic, social, emotional, and behavioral needs. PVA will rely on formative and summative data to monitor the progress of the students to determine the effectiveness of instruction and interventions. PVA believes in building on a student's strengths with full support of families to support the whole child.

PVA is a direct and strategic response to the academic and demographic needs of Pahrump in Nye County. PVA is a community-driven proposal to address the needs of the persistently underperforming public schools. PVA has the capacity, plan, and community engagement to achieve 3-, 4-, 5-star performance. The proposal targets the academic and demographic needs by targeting the high-need subgroups of the region.

2.3 PARENT AND COMMUNITY INVOLVEMENT

1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.

PVA's Committee to Form is strongly tied to the Pahrump community through long-term residence, public service, civic leadership, and the community-based development of this Charter School.

Dr. Sable Marandi, the proposed Executive Director, is a homeowner in Pahrump. Dr. Marandi is an established name in the community of Pahrump for her commitment to education and philanthropy. She has a record of academic excellence in the field of education. Dr. Marandi is an active member of the local parish and the Rotary Club where she has worked with other Rotarians in Pahrump to provide homeowners with accessibility ramps and to sponsor home building projects outside the United State. Dr. Marandi is a cognitive scientist and public educator whose passion is the promotion of highest quality education through public means in remote and difficult to reach locations without disrupting the local culture. With a background in strategic marketing and education, Dr. Marandi is recognized for her public lectures on cognition and instruction, life-long independent learning, and academic readiness. She will continue to serve Pahrump Valley with the passion, zeal, and commitment to mastery and excellence that are her trademarks. She plans to retire in her home in Mountain Falls, Pahrump.

Dr. Julie Williams, the proposed Principal, looks forward to moving to Pahrump when the Charter application is approved. Dr. Williams has extensive leadership experience in education and is committed to the success of the program.

Kay LaPointe, the proposed school office manager, is a proud resident of Pahrump and an active member of the community. She has served and continues to serve on numerous committees serving the interests of Nye County in leadership positions. Ms. Lapointe is the founder and owner of a small business in Pahrump that is now operated by her

son. Additionally, in the recent years, she has founded a not for profit which has since become the best known and most popular afterschool program in the community serving the local school district on funds raised by Ms. LaPointe, *The Cotillion*. Ms. LaPointe's professional experience also includes serving as an after-school administrator in Southern California, and she will transition from a role with Nye County to join the PVA team professionally.

The proposed PVA Board of Directors Governing Board is a strong team of individuals who are aligned to the formation of PVA who represent education, business, and civic service. They are the driving force behind the PVA charter application.

Dr. Tom Waters is the host of Nye County TV and a local resident. He is a member of the Community Outreach Commission, the Great Basin College Steering Committee, the Nevada Center of Public Policy Dialogue, the Pahrump Valley Rotary Club, the Veterans of Foreign Wars (VFW), the Disabled American Veterans (DAV), the Military Order of the Purple Heart (MOPH), and the American Legion. Dr. Waters is recognized as a community leader and a highly respected father figure in Pahrump.

Dr. Maria Jerinic is an Associate Dean of the Honors College of UNLV. She is heavily invested in the academic communities throughout the Southern Nevada region and encourages high school graduates in rural communities to consider attending UNLV's Honors College in the future.

Jonathan Kevin (J. K.) Nelson is known as "The Pahrump Lawyer," and has law practices in Las Vegas and Pahrump. He recognizes that there is a substantial need for a high-quality law firm with reasonable prices and a dedication to customer service in rural America. He is licensed in Nevada, Michigan and the Federal Courts for the District of Nevada. He serves as the Official Legal Counsel of the Pahrump Valley Chamber of Commerce, was named Top 40 Under 40 by the National Trial Lawyers, Legal Elite in 2017 and myVegas' Top 100 Lawyers in 2018. J. K. Nelson is known locally in Pahrump as THE PAHRUMP LAWYER.

Timothy Burke, Tynia Dickson, and Michelle Caird are active residents of Pahrump who are recognized for their service to the community. Tim is especially respected for his opinions on start-up projects.

The PVA Committee to Form members are embedded in the community. Each member is committed to the success of PVA which grows with each community event. They are strengthened by the support from the community, deeply believe that the students deserve a high-quality elementary and middle school, and inspired by the conviction that the children and families of Pahrump deserve an opportunity to achieve academically and social emotionally. They value education and recognize its significance for the future success of the community.

2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.

The development of the PVA charter application has been grounded in the sustained feedback ~~that the Committee to Form has received from~~ parents, ~~and~~ families, business ~~owners, es and~~ nonprofit ~~organizations~~ leaders, and other ~~contributing sectors~~ community members and entities of Pahrump community. ~~From the earliest stages, The role of~~ parents, ~~families, and~~ community members ~~has have played been~~ an integral ~~part role in shaping of~~ the demand ~~for and the design of and development of~~ PVA. ~~Their advocacy is the central reason that The development of the school model is a direct result of a community-centered process rooted in stakeholder engagement and input. In fact, it is the persistent promotion of PVA from parents, families, and community members that has motivated~~ the Committee to Form has continued to refine and resubmit the to submit the PVA charter application ~~for a third time~~. The ~~stakeholders~~ parents

and community members have consistently communicated their ~~have shared their input on PVA which has been included in this application. Most importantly, they want a high-quality, college preparatory, public charter school that will meet the diverse needs of the local children. They are very concerned about t~~ dissatisfaction with ~~he~~ underperforming schools in the area ~~and their desire for a high-quality. They want a rigorous, standards-based, college preparatory curriculum~~ public charter school that will meet the diverse needs of local children. They have asked for a ~~rigorous standards-based curriculum. They want a longer school day (beginning at 7:45 AM and ending at 4 PM) to support working parents, that allows their children~~ students to catch up and then to excel academically, ~~and actively participate in~~ access to enrichment activities such as art, music, and French language instruction, and a safe inclusive community where parents are respected as partners. They want the administration and the Board to maintain high expectations for academics, attendance, and behavior. They want the students to wear school uniforms for safety and fairness. They want small class sizes and qualified teachers who believe that all students are capable of achieving at high levels. They want French to be taught as a world language and insist on art and music classes. They want students who leave PVA to be prepared for high school and in turn, prepared for college and career. They want a safe, inclusive school community that treats parents as partners. It is the parents, families, and community members' unwavering support and commitment that will ensure the success of PVA ~~have asked for small class sizes, qualified teachers, student uniforms that promote fairness and safety, and a school culture that maintains high expectations for academics, attendance, and behavior.~~

These expectations are fully aligned with the principles of the classical education model. Classical education emphasizes a coherent and knowledge rich curriculum that integrates literature, history, science, mathematics, art, and world languages. Parents' insistence on the inclusion of French, art, and music mirrors classical education's commitment to developing culturally literate, well-rounded students who can think critically, express themselves effectively, and participate as global citizens. Their demand for rigor and high expectations echoes classical education's emphasis on academic excellence and moral character formation. Their call for small class sizes, longer instructional blocks, and structured enrichment opportunities reflects the classical model's focus on extended time with core content, opportunities for discourse, and individualized support that benefits both struggling learners and students performing above grade level. In seeking a school that will prepare their children not only for high school but also for college and meaningful careers, the families of Pahrump are asking for the very outcomes that classical education is designed to produce: intellectual discipline, civic responsibility, and lifelong learning.

The specific strategies ~~that have been implemented~~ used to engage parents and community members have been informal and formal. Informally, parents have led the campaign for PVA through word of mouth, conversations on the soccer field, ~~chats outside of school to pick up their children, and discussions in the neighborhoods~~ neighborhood gatherings, and daily interactions throughout the town. Formally, the Committee to Form, all of whom are active stakeholders in the Pahrump community, have hosted ~~a variety of events. There have been~~ Town Halls and Open Houses where the ~~Committee to Form have shared their goals for of PVA were presented and facilitated discussions and ideas from~~ parents, families, and community members contributed ideas and priorities. which has empowered the community to take ownership of PVA. Committee to Form members have appeared on local television, ~~been interviewed by radio, and in the local newspapers, and hosted radio programs to share information about PVA and encouraged open communication. They have developed a digital presence through the development~~ while also developing of a website and a Facebook page to sustain communication. Most importantly, since the Committee to Form members are active ~~leaders in the community, it has been their~~ They have ensured a visible presence at major local events like the Pahrump Chili Cook Off, Pahrump Home and Biz Expo, Pahrump Fall Festival, Pahrump Balloon Festival, Pahrump Grape Stomp, Pahrump Wellness Fair, and Pahrump Education Fair. These events have positioned ~~that encourage the parents, families,~~

~~and community to see PVA not as an abstract idea but as a community project woven into the as the answer to school choice. PVA is already woven into the culture~~real fabric of the town.

Evidence of community input has been collected through these structured and unstructured interactions. While no formal survey instrument was administered, the Committee to Form has gathered consistent themes over time through repeated dialogues and ongoing community engagement. Across multiple venues and settings, stakeholders have expressed the same core priorities: rigorous instruction, college readiness, extended learning time, high behavioral expectations, safe and inclusive climate, uniforms for fairness and safety, small class sizes, and access to the arts and world language. The repetition and consistency of these priorities across different groups and forums provide validity and demonstrate the community's collective vision for a new school option. This feedback has been documented and synthesized in Committee meetings and has directly shaped PVA's academic design, operational structure, and governance priorities. By aligning these expressed needs with the classical education model, PVA demonstrates that the community's desires are not only heard but embedded in a school design that is both responsive to local voices and grounded in proven educational philosophy.

Based on the enrollment interest forms collected and documented in the charter application attachment, over 100 families have expressed written support for the PVA charter school. Of these, at least 95 families have school-aged children eligible for grades K–8, as outlined in the charter petition. This number is based on a detailed review of the submitted forms that include specific student names, grade levels, and parent contact information. Many of these families have multiple children within the targeted grade span, further demonstrating strong demand and support for the proposed school model in the Pahrump community.

- 3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?

Since parents, families, neighborhoods, and community members have played such an integral role in the development of PVA, the belief in authentic school and community partnership will continue to ensure student success and long-term sustainability. PVA will, from the time the application is approved through the opening of the school and once the school is operating, continue to engage parents, families, neighborhoods, and community members. Undoubtedly, PVA's progress will continue to be shared between friends, families, and neighbors. PVA will continue to include events that are inclusive to all families, especially low-income, non-English speaking, and parents of students with disabilities like Town Hall Meetings and Open Houses (translation in English and Spanish, and other languages as the need arises). PVA will present to neighborhood councils, Chamber of Commerce, and civic organization meetings. PVA will continue to appear on local television, provide updates to the local newspaper, and advertising and hosting radio programs. PVA will also collaborate with faith organizations, cultural groups, and nonprofits to host informational meetings. PVA will provide information about the school opening, charter schools in Nevada, the mission, vision, and educational model of the school on the website and Facebook. These strategies will continue to secure buy-in for PVA and will provide parents, families, and community members the opportunity to ask questions, share concerns, and state priorities. PVA will respond individually to these comments and reflect if something needs to be shared out with the community via presentations, public announcements, posting on website, and/or sending emails to families of enrolled students.

As the opening of school gets closer, PVA will host informational booths at town events like the Fall Festival (Sep 2025), Grape Stomp (Oct 2025), Social Powwow (Nov 2025), during which laptops will be available for visitors to sign-up for information or begin the onsite enrollment opportunities in English and Spanish. During the events, PVA will answer

questions and provide information. Following the events, PVA will host Town Hall Meetings to present the school, answer questions and turn interests to potential enrollments. Other meet and greets are currently being negotiated with public organizations open to all in the community. Additional informational events will include Town Hall meetings and Open Houses with opportunities for in person conversations.

Once PVA opens in the Fall of 2026, PVA will develop committees or councils to ensure the engagement of parents, families, neighborhoods, and the community. These may include Parent Teacher Organization, a Parent Steering Committee, and/or School Community Leadership Council. PVA will also host family and community engagement nights on topics such as music performances, Art Show, Literacy Night, Math Night, Science Fair, and History Wax Museum. Many parents and community members have already volunteered to serve on these committees which indicates strong buy-in and shared ownership for the success of PVA.

4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?

PVA recognizes the significance of a community's engagement in the successful achievement and growth of a school, if the school is to successfully achieve all its goals and grow in service to the given community, as PVA is committed to do in Pahrump. PVA has been actively networking to create and nurture strategic partnerships in the Pahrump Valley community in order to best serve future students and their families. PVA has also been reaching out to potential partners, creating and nurturing strategic partnerships within the education community in order to situate itself both as a member of Pahrump community, as well as that of the greater community of education. PVA is supported by numerous members of the Pahrump local community and that of the greater community of education. Some examples are as follows:

- The Kiwanis Club of Pahrump has agreed to provide before and after school care to ensure students of PVA will benefit from supervised care before and after school hours, through a Kiwanis Club Internationally/Nationally recognized before school and after school care program at no cost to PVA.
- The Lion's Club of Pahrump is interested in conducting vision exam for students and donating eyeglasses.
- The Rotary Club of Pahrump supports the Charter School and is contemplating ways they can participate which is anticipated to include sponsoring essay contests with attached rewards of scholarships.
- 4H-Club of Pahrump is interested in collaborating with PVA in order to maximize the learning experience for youth served by both institutions of learning.
- Veterans of Foreign Wars ("VFW") in Pahrump will be sponsoring essay contests with attached rewards of scholarships.
- Pahrump Wellness Center will be sponsoring free educational seminars on health and wellness for PVA families.
- Pahrump Valley Museum will be offering free tours of the museum to PVA students, faculty, staff, and families on special occasions.
- Pahrump Miss Senior Golden Years will be adopting the causes of college and career preparatory education and of charter education as two of the platforms that a Miss Senior Golden Years contestant may adopt and may run her campaign for the title.

PVA is also seeking to establish strategic partnerships after authorization with the following entities:

- Pahrump Chamber of Commerce will be collaborating with PVA to bring about the most successful learning experience for its students on Career Fairs and ensuring third service providers of highest quality and integrity are always available to the school.
- Charter School Association of Nevada, CSAN

- [Opportunity 180](#)

- National Association for College Admission Counseling, NACAC
- Western Association for College Admission Counseling, WACAC
- University of Nevada at Las Vegas, Honors College
- Nevada State College, Department of Education
- College of Southern Nevada, Department of Education
- Great Basin College, Department of Education
- Smith Center for the Performing Arts
- Cleveland Clinic Lou Ruvo for Brain Health-Las Vegas
- Counselors, optometrists, and dentists to work through a mutually beneficial referral system at a discounted rate for the families

Still additional strategic partnerships are currently under negotiation and will ensure the future success of PVA and the wraparound services needed by the community.

Please see Attachment 3.

5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.

PVA recognizes the role parents and guardians, herein referred to as parents, play in the education of their children. In order to provide meaningful opportunities for all parents to volunteer and actively participate in school events and meetings, PVA will provide childcare to the extent possible for children. Parents, especially parents of SWD and parents of ELLs, need to be supported to actively participate in the school community by removing common barriers like childcare. Once open, childcare will be provided by classified staff. Throughout the last several years, during most of our events, from Town Hall meetings and Open Houses, PVA has provided childcare for the younger children through volunteers who have taken turns monitoring the children during these meetings, allowing the parents to fully engage.~~PVA will provide meaningful opportunities for all parents to volunteer, including parents of students with disabilities and parents of ELLs. PVA will provide childcare (including students with disabilities) for school events to the extent possible and~~ will hold meetings in English and Spanish (and other languages as the need arises). In order to develop a culture of parent engagement and facilitate the role of parents in the daily instruction of the students, PVA will encourage parents to volunteer a minimum of twenty hours per year, through helping in the classroom, participating in Charter School committees, supporting school activities and events, and attending Family Workshops, Informational Sessions, and Board meetings. PVA shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the Charter School's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to PVA.

Through parent volunteer participation in the routine activities of the Charter School, parents will become more aware of the school's culture, communicate with school administration, faculty, and staff, distinguish opportunities to support their children, as well as potentially discover niches for their own gifts to be nurtured while enriching the school. These niches can range from activities such as technology, chess, debate, government, books, various literacy genres such as science fiction or poetry, and more, and all of their respectively organized clubs.

PVA will engage parents, teachers and community leaders to meet on a periodic basis to advise on the operations of PVA, with the purpose of increasing student achievement, sense of belonging to a greater learning community, and pride in how students are demonstrating their learning. These opportunities will include, though not be limited to the following:

- Parent-Teacher Organization: engaged parents meet monthly with engaged teachers in English and Spanish
- Parent Steering Committee: member parents meet monthly with designated board member and designated school leader in English and Spanish
- School Community Leadership Council: two (2) Middle School Students (grades 6-8), two (2) member parents, two (2) member teachers, two (2) staff members, and two (2) community members meeting monthly with designated Board member and designated school leader. Each of these two (2) members will share with their constituents for discussion. The School Community Leadership Council will develop, plan and approve required policies and plans for the Charter School as a part of the greater Pahrump Valley community.
- Monthly bilingual Family Workshops presented by the Executive Director, Principal, Teachers, Paraprofessionals or other Parents. Topics may include Parenting for Success, Importance of Attendance, How to Prepare for Parent and Teacher Conferences, How to Participate in an IEP, How to Understand the ELL Program and WIDA Scores, How to Understand SBAC Scores, How to Understand Parent Engagement Policies.

- Monthly bilingual events for families to gather together to celebrate their children and the education the students are receiving. Topics may include Donuts with Dads, Muffins with Moms, Literacy Nights, Open House, Math Nights, Science Night, Wax Museum, Game Nights, and Movie Nights.
- Bilingual Report Card Nights on the first Friday following every report card distribution, where parents may briefly conference with the teachers to discuss report cards and decide on follow up discussions as desired.
- PVA website: PVA has made certain that its website is well-designed and user-friendly while providing a wealth of information about the proposed school.
- PVA Facebook: PVA keeps the Facebook Page current.

Additional schoolwide policies will be adopted in order to promote a culture of parent engagement that will include the minimum required communication for teachers and the means to facilitate teacher-parent communication en mass, as well as individual levels through the Charter School's website. Each teacher will have their own webpage with monthly schedules of the class events, deadlines, weekly learning standards, focus vocabulary, and relevant weekly assignments required to be posted on the Friday prior to the relevant week. The teachers and parents' private communications will be facilitated and subsequent arrangements will be made as deemed needed. School planners, currently under design, will be differentiated and distributed by the grade level. Monthly awards assemblies will be held to honor Excellence in Academics, Excellence in Citizenship, Excellence in Attendance, and Student of the Month. Moreover, students will have the opportunity to participate in the National Junior Honor Society which will help the parents recognize the value of academics in preparation for National Honor Society in High School and future College opportunities.

Parents or community members who volunteer will be fingerprinted. During years 0 and 1, this responsibility will be assumed by Executive Director and Office Manager. Beginning the second year, the Office Manager will take over the process which will include parents/volunteers fill out an application (will be available via the Charter School's website), be fingerprinted, (Nye County Sheriff's Office offers finger-printing services for various job and community service-related purposes. Appointments may be made by anyone interested and need to be fingerprinted at the Pahrump Office.), criminal background checks will be run by the Department of Public Safety and FBI, and the results will be reported to the appropriate department or office at the Charter School (the Office Manager's office). Initially, the individuals being fingerprinted will assume financial responsibility for the process. In Nye County, these expenses are about \$59 for fingerprinting and between \$20 to \$39 for State and background checks. The total cost of fingerprinting and background checks in Nye County is less than \$100. In future years, PVA will budget the costs for fingerprinting for parents and community members who volunteer unless the cost is covered by the Parent Teacher Organization.

Although PVA already has built a rather large and enthusiastic following in the community of Pahrump, and among those community members who hope to send their children to the proposed school, PVA realizes that constant and continuous parent engagement requires constant and continuous action from the school. In particular in a growing community such as the community of Pahrump, it is important to stay in front of the growing town. PVA commits to nurturing and growing its relationship with the town and with its parents through best communication practices at all times.

6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing

evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general letters of support for the proposed charter school, this section seeks information regarding specific partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.*

PVA recognizes the importance of ~~the collaborations~~collaborations and partnerships that help strengthen and grow any entity. It recognizes the importance of quality of the associated products and the urgency of the reliability of the relevant services. PVA has chosen to seek out those vendors with proven track records of delivering the best products and services as required to carry out the vision and mission of the academy. Some examples include:

Partner Name	CSMC Charter School Management Corporation
Briefly describe this partnership	Back-Office Support Provider
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	PVA will contract with CSMC to provide back-office services, payroll, and student data. CSMC is established in Nevada and will work as a strategic thought partner and provide comprehensive finance, accounting, compliance, and academic data support services.

Partner Name	Les Olson Company
Briefly describe this partnership	A print and technology provider
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	A print and technology provider to various businesses and not for profits with a proven track record in Nevada that includes service to all Academics schools.

Partner Name	Infinite Campus
Briefly describe this partnership	Student management system recognized in Nevada
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	PVA will contract with Infinite Campus as required by Nevada to provide a comprehensive Student Information System to securely host student data.

Partner Name	MAP Growth (NWEA)
Briefly describe this partnership	Student assessment system recognized in Nevada

Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	PVA will contract with MAP Growth assessments as required in Nevada to provide summative benchmark data in Reading and Math three times per year.

Partner Name	DRC Data Recognition Corporation
Briefly describe this partnership	Student assessment system recognized in Nevada
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	PVA will contract with DRC to provide an online testing platform which supports all assessment types especially LAS Links which will be used for the ELLs.

Partner Name	Savvas Learning Company
Briefly describe this partnership	Curriculum Publisher
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	PVA will contract with Savvas to purchase textbooks and online access to the instructional suite of curriculum.

Partner Name	Renaissance Learning
Briefly describe this partnership	Student assessment system recognized in Nevada
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	PVA will contract with Renaissance Learning to provide STAR Reading and Math formative assessments every eight weeks. It will also support the use of Accelerated Reader and Accelerated Math specifically designed to accelerate achievement.

Partner Name	Charter Schools Association of Nevada, CSAN
Briefly describe this partnership	Charter Schools Association of Nevada, CSAN
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from	PVA will enroll in the Charter Schools Association of Nevada, CSAN, as means to learn of all the best practices incorporated by other successful charter schools and for purposes of developing greater

community organizations or individuals that will enrich student-learning opportunities

understanding of operations and high expectations for Charter Schools in Nevada.

3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

In its 2025-2030 Strategic Plan, the SPCSA established goals related to student enrollment and school performance that each charter school applicant should consider when setting their own respective goals:

- 1. Provide communities with access to excellent schools that students and families want to attend. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
- 2. Provide equitable access to charter schools. The SPCSA aims for sponsored schools to serve a student population that is representative of the state in terms of race/ethnicity and other student groups.*

- 1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?

PVA is fully committed to achieving a 4- or 5- star rating by the end of its first charter term and will do so by maintaining an unwavering focus on academic excellence, access, and innovation. PVA's instructional model has been developed to remediate students' skills and accelerate students' skills to ensure exceptional student outcomes and close opportunity gaps. Through rigorous, standards-aligned curriculum, every student will be empowered to reach their fullest academic potential. PVA insists on using data to drive instruction, providing every student what they need to learn at the highest levels. By using frequent formative assessments, teachers will be taught how to analyze the data and use the data to drive instruction. Teachers will differentiate their lessons to reteach essential standards until the students reach mastery. The greatest measure in Nevada's star rating system is that all students are making accelerated academic growth.

The key focus for student success is wraparound student support. PVA will implement a comprehensive MTSS that provides layered academic, behavioral, and social-emotional interventions. Part of MTSS will be based on a formal RtI² process. MTSS at PVA will identify students' academic, behavioral, and social emotional needs early and then provide targeted instruction and interventions. Tier 1 will provide universal supports in the classroom. Tier 2 will provide small group instruction, strategic tutoring, and progress monitoring to ensure students are responding to instruction and intervention. PVA will pay special attention to students who have been historically underserved, specifically ELLs, SWD, and students who receive FRL. This responsive instructional model will provide students the opportunity to excel and close the opportunity gap.

PVA is cognizant that academic growth is only part of transformational change. Students need to feel a sense of belonging by building strong, trusting relationships with the adults at school and with each other. Develop a strong school climate and culture supports student engagement and improves attendance. PVA will remain connected to families through two-way, home-to school communication, school events, and numerous opportunities for families to be partners in their child(ren)'s education. PVA will focus on SEL to help students to self-regulate, self-advocate, and resolve conflict.

Accountability is paramount at PVA. PVA is accountable to the Pahrump community and is expected to deliver on the promises made to the families and community partners. PVA's leadership team is accountable to participating in quarterly performance reviews aligned to the NSPF metrics. The Board will hold the PVA leadership team accountable to meeting the benchmarks of academic and operational goals. PVA is accountable to adjust interventions and supports if all students are not making accelerated progress.

PVA is the definition of transformational change. PVA and the Pahrump community will not accept failure. PVA must accelerate student achievement and close opportunity gaps. PVA will be a model SPSCA school as a 4- or 5-star school by the end of the charter term.

2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

PVA is committed to achieving transformational change by driving growth among students at all achievement levels, particularly students who are the most behind. All curriculum that will be used by PVA, along with their respective assessments, have been chosen for their potential for systematic and methodic driving of the student advancement. The entire Savvas Learning Company suite of programs methodically drives student advancement by scaffolding learning from basic conceptual understanding to higher level critical thinking and application. Savvas Learning Company curriculum embeds intervention practices and materials to support students who are behind while providing access to the core curriculum. Savvas Learning Company curriculum specifically addresses the needs of ELLs and SWD.

Renaissance STAR will be administered every eight weeks as a formative benchmark assessment to inform instruction, measure the effectiveness of instruction and interventions, and indicate the need for adjustment. Renaissance Learning systematically drives student advancement through basics of literacy and numeracy. Renaissance will clearly identify students' strengths and areas of opportunity by standard. MAP Growth assessments will be administered three times per year in Reading and Math as a summative assessment to provide nationally normed, standards-aligned data to identify each student's growth over time. Students who score below the 40th percentile will be included in intensive interventions with the Reading Specialist to target specific skill deficits and remediate specific skills. Students who score between the 40th percentile and below the 65th percentile will be included in strategic intervention with the teacher on the standards not mastered. Students who score above the 65th percentile will be provided opportunities to deepen and broaden their skills beyond grade-level standards.

Administrators will analyze data to inform professional development needs, coaching cycles, and instructional rounds. Administrators will monitor the progress of the students and through implementation of MTSS incorporating RtI². Students identified as needing intensive interventions based on MAP Growth, Renaissance STAR, or teacher observations may be referred to the Student Success Team ("SST"). The SST is a positive schoolwide early intervention process designed to support students who are not making satisfactory academic, behavioral, or social progress. The team includes parents or guardians, teachers, administrators, other professionals, and the student when appropriate. Referrals may be made by school staff or parents and must include concerns and prior interventions. The team gathers and reviews information such as student records, assessments, teacher and parent input, attendance, and health history before meeting to highlight strengths, identify concerns, and create a practical support plan. Meetings include documentation of interventions, work samples, and evaluation forms, with translators available if needed. Progress is monitored through follow-up meetings, and if initial plans are unsuccessful, revised interventions are tried within a 4 to 6 week period. If a student does not respond, the SST may consider a Section 504 Plan or refer the student for special education evaluation. Throughout the process, communication remains open among administrators, staff, parents, and special education personnel to ensure coordinated and effective support.~~The SST (which includes the parents) will develop an individualized plan for success through intensive interventions and progress monitoring.~~ Teachers will receive continuous professional development on analyzing the data to inform their instruction. Teachers will become experts in making instructional decisions that are evidence-based and student-centered. The results of these assessments will be shared with the families. Families will be notified about the interventions and strategies they can use at home to support their child(ren).

PVA feels confident that this comprehensive and proactive approach will ensure that students will make progress toward standards mastery, and eventually, toward on-time graduation. PVA has been designed to deliver measurable growth for all students through the use of standards-aligned curriculum, formative assessments, summative assessments, interventions, and progress monitoring.

3) Describe the distinguishing features of your school, including programmatic components that make your school unique. For each feature, describe how it will be implemented. Key features may include:

Note that this question is aimed at understanding what makes your school unique, how those features are implemented, and how they fit together. If a key feature is described in another portion of the application, you may reference that section rather than repeating information and focus your response to this question on implementation of the key feature.

a) Programs (e.g., curriculum, professional development, afterschool program, parent program, etc.),

PVA is unique in that it has developed a college preparatory K-8 Charter School rooted in the principles of classical education that will remediate and accelerate the learning of students while ensuring that students have access to art, music, and French in an inclusive school community. The distinguished features of the school have been intentionally developed to focus on a transformational change for the community and to design programs, principals, and structures that advance the mission of academic excellence, personal growth, and leadership through service.

The key programs start with a rigorous, standards aligned curriculum. PVA's program focuses on standards mastery of foundational skills in ELA, Math, Science, and Social Science, higher level thinking skills through a classical education of art, music, and French, and the integration of strong SEL focused on leadership. The curriculum chosen for PVA is the academically rigorous, standards-aligned Savvas Learning Company (previously Pearson Learning Company K-12 Learning). This includes *myView Literacy* for K-5 ELA and *myPerspectives English Language Arts* for 6-8, *enVision Mathematics Common Core* for K-8 math, *elevateScience* for K-8 science, and *myWorld Interactive* for K-8 social studies.

Classical education is a foundational program designed to develop students' knowledge, critical thinking, and expressive communication from an early age. As part of this model, all students will participate in French, art, and music throughout their K–8 experience. These subjects are not seen as enrichment or electives, but as essential components of a well-rounded education that cultivates cultural literacy, creativity, and intellectual discipline. Studying a world language like French builds foundational language skills, cognitive flexibility, and global awareness. Art education fosters creativity, observation, and interpretation, while music education strengthens memory, mathematical reasoning, and collaboration. Together, these elements of classical education reinforce core academic skills, deepen students' understanding of the world, and prepare them to excel academically, socially, and personally. By integrating French, art, and music into the core school day, PVA ensures that every student, regardless of background, has access to a rich and comprehensive educational experience essential for success.

Assessments are the second part of the program, and PVA will use Renaissance Learning and MAP Growth. Renaissance Learning will be utilized to develop individualized literacy plans and individualized numeracy plans. These plans are designed to accelerate the literacy and numeracy performance of each student through normed equivalences to the month of the year in grade level of a student's education. They are individually designed for every student to commence at the student's performance level. MAP Growth, a nationally normed suite of assessments, provides screening, the measuring of growth, projection of proficiency, skill level, and the ability to create effective intervention programs. Additionally, MAP Growth provides tools for teachers and intervention staff to plan appropriate instruction targeting specific skills, differentiated instruction plans, tracking of student progress, and the monitoring of individual students.

MAP Growth assessments allow for teachers to drill down to the specific skill set gap and then provide specific interventions or lessons to target these gaps.

Professional Development is the third part of the program, and PVA will implement relevant professional development to administrators, teachers, and classified staff. PVA has included eight full days of professional development in the calendar. Though it is allowed to use up to five days of instruction for professional development, PVA has kept the instructional days for students at 180 rather than drop it to 175. Professional development will be provided during these eight days as well as weekly for one hour, and then the Executive Director, Principal, Instructional Coach, and Special Education Director will provide ongoing coaching and feedback to the teachers and staff to ensure proper implementation of the programs including MTSS and RtI² and fidelity to the curriculum.

The afterschool program at PVA is designed to enrich students' academic, social, and personal development. Participation is voluntary but strongly encouraged due to the meaningful opportunities it provides. Community partners such as the Kiwanis Club of Pahrump will offer K-Kids and Builders Club at the elementary and middle school levels, which emphasize academic support, community service, character development, and recognition through initiatives like Terrific Kids and B.U.G. (Bring Up Grades). The Rotary Club of Pahrump will also provide afterschool programs, including Rotakids and Interact, which focus on leadership development, personal growth, and service learning, with additional opportunities such as the Rotary Youth Leadership Awards. These programs are provided at no cost to the school and are led by respected community members, including retired educators. PVA will also offer the Cotillion program for students in grades 4 and 5, led by Committee to Form member Ms. Kay LaPointe. This self-sustaining program focuses on personal development, social skills, and etiquette and has become a favorite enrichment activity in the Pahrump community. Students who do not participate in afterschool programming will continue to receive academic instruction and enrichment during the regular school day, ensuring that all students benefit from the school's rigorous educational model. The Afterschool program is the fourth part of the program, and the Kiwanis Club will potentially provide the program through their K-Kids program. K-Kids complements PVA's educational model by providing strong adult role models, engaging students in community service projects, and supporting students' social emotional development. Kiwanis also incorporates Kiwanis Terrific Kids for recognition of terrific student behavior and Kiwanis B.U.G. (Bring Up Grades) for recognition of students who improve their grades or maintain good grades.

The Family Workshops are the final part of the program, and PVA is committed to providing monthly, bilingual Family Workshops on Parenting for Success, Importance of Attendance, How to Prepare for Parent and Teacher Conferences, How to Participate in an IEP, How to Understand the ELL Program and WIDA Scores, How to Understand SBAC Scores, or How to Understand Parent Engagement Policies. PVA recognizes that parents who are partners in their child(ren)'s education that students are more academically and social emotionally successful.

b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and

The key academic principle of PVA is based on a competency-based education model. The students must demonstrate mastery of the requisite standards prior to moving to the next standard. If students do not master the requisite standards, then they get farther behind, and the opportunity gap widens. Students continue to receive exposure to grade-level content while receiving targeted support to master essential standards. Under this model, students must demonstrate proficiency before progressing, but they are never removed from access to grade-level instruction.

~~Through the implementation of a robust MTSS, PVA maintains high expectations for all learners by embedding interventions within the extended instructional day. Students participate in core instruction with rigorous, standards-aligned curricula from Savvas Learning Company in ELA, math, science, and social studies, ensuring daily exposure to grade-level content. Students who have not yet demonstrated mastery receive targeted interventions between 3:00 and 4:00 PM, allowing for skill development without removing them from the core academic experience. During this same hour, students who have demonstrated proficiency engage in accelerated learning through enrichment, further supporting the individualized nature of the competency-based approach. Daily sustained silent reading enhances literacy development across grade levels, while ongoing progress monitoring through Renaissance STAR and MAP Growth assessments ensures data-driven instruction and early identification of learning gaps. The integration of small class sizes, extended learning time, and professional development further supports teachers in delivering differentiated instruction and maintaining grade-level rigor. PVA's competency-based model ensures that no student is held back from accessing content aligned to their grade level, even as they receive personalized supports to meet and exceed academic expectations. All students will participate in a structured MTSS that embeds universal supports for all learners (Tier 1), targeted small-group interventions (Tier 2), and intensive, individualized interventions (Tier 3) when needed. Students who have not demonstrated standards mastery will receive strategic and/or intensive interventions and/or be referred to a SST as previously discussed. By focusing on mastery, students have a strong foundation upon which instruction can be built.~~

One of the key principles of PVA is the SEL curriculum called *Leader in Me* developed by FranklinCovey. *Leader in Me* is approved by the it has been recognized by the Collaborative for Academic, Social, and Emotional Learning ("CASEL") as a SEL program for being a comprehensive, evidence-based program. The program is based on *The 7 Habits of Highly Effective People* and *The 4 Disciplines of Execution* and has been developed as a program for schools to support social emotional health and well-being while fostering leadership skills. There are 43 schools in the greater Las Vegas area that are *Leader in Me* schools and several Lighthouse Schools. *Leader in Me* schools work with all educational partners, including students or Leaders, to develop a shared vision for leadership in their school culture. It focuses on school culture, academics, and leadership to accelerate academic achievement, improve student behavior, increase teacher satisfaction, and foster family engagement. PVA is excited to begin the three-year installation process and hopes to be recognized as a Lighthouse School by the end of the first charter term.

Supporting *Leader in Me* and K-Kids, PVA will work on Leadership through Service as part of our core values. Leadership through Service will be realized through the use and principles of "REACH". REACH stands for:

- Respect
- Enthusiasm
- Achievement
- Citizenship
- Hard work

c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

Pahrump Valley Academy's structural model is designed to create an environment where every student can thrive academically, socially, and personally. PVA will maintain small class sizes to ensure individualized attention, close monitoring of student progress, and strong student-teacher relationships. Students will benefit from dedicated intervention blocks built into the master schedule for targeted support and enrichment, allowing all learners to receive the instruction they need at their level.

Instruction will be organized around a standards mastery and competency-based advancement model, ensuring that students only progress once they have demonstrated proficiency. PVA will implement a longer school day (7:45 AM to 4:00 PM) to provide additional time for both academic intervention and enrichment opportunities, including French, art, and music as part of a classical education model.

Pahrump Valley Academy believes that students must demonstrate respect for themselves, others, and their environment across all areas of learning. PVA is committed to cultivating the natural enthusiasm for learning that young students bring to their early schooling years by providing rigorous instruction and relevant, real-world content. Fostering enthusiasm for service learning is equally important to students' success at PVA, helping them connect academic growth with meaningful contributions to their communities. Achievement is at the core of PVA's mission and will be measured not only through academic mastery but also through students' social and emotional development. As a global learning community, PVA teaches students to understand their impact on both the local and broader world. By emphasizing the importance of giving back through academic success and personal growth, PVA instills in students a sense of purpose and responsibility.

These REACH values are intentionally embedded into the daily routines, expectations, and celebrations at PVA, forming a key structure of the school's climate and culture. Students practice these principles through structured reflection, leadership opportunities, and community engagement activities, while staff reinforce them through professional development, classroom instruction, and modeling. PVA's positive school climate is a foundational structure designed to support student success, engagement, and well-being. The programs supporting this climate have been carefully selected for their complementary nature and effectiveness, and their development was guided by input gathered from town halls and open houses, ensuring alignment with the values and aspirations of the Pahrump community.

4) Explain how these key features will influence student success. Cite evidence from your own experience, valid research, and/or provide a well-defined logic model and plans for studying the effectiveness.

PVA's key features are rigorous, standards-aligned curriculum, classical education, competency-based advancement, individualized intervention, social-emotional leadership development, and a positive, structured school climate. These are purposefully designed to accelerate academic achievement, promote personal growth, and close opportunity gaps for all students, particularly those historically underserved. These features are grounded in both educational research and the collective experience of the PVA leadership team.

Rigorous, standards-aligned curriculum is one of the most effective strategies for improving academic outcomes. Research by the Institute of Education Sciences demonstrates that the use of high-quality instructional materials, such as the Savvas Learning Company curriculum suite selected by PVA, is a powerful driver of academic achievement, particularly for students from low-income backgrounds.²⁶ Embedding classical education subjects like French, art, and music into the core school day ensures that all students, regardless of socioeconomic status, receive a well-rounded education that builds critical thinking, creativity, global awareness, and intellectual discipline. Research from the

²⁶ Institute of Education Sciences. (2016). *Use of Evidence-Based Programs and Practices in Federal Education Programs*. U.S. Department of Education. <https://ies.ed.gov>

National Endowment for the Arts and American Academy of Arts and Sciences link to higher academic achievement and college readiness.²⁷

The competency-based instructional model at PVA, where students must demonstrate mastery of standards before advancing, is strongly supported by the Aurora Institute²⁸ and *CompetencyWorks*²⁹, both of which highlight that personalized learning pathways improve engagement, reduce skill gaps, and promote equitable outcomes. By integrating MTSS and RtI², PVA ensures that targeted academic supports are timely, data-driven, and responsive to each student's individual needs, addressing gaps early and systematically.

The integration of a research-based social-emotional learning program, *Leader in Me*, strengthens PVA's ability to support the whole child. According to the CASEL, students participating in high-quality SEL programs show an 11-percentage-point gain in academic performance compared to peers who do not.³⁰ *Leader in Me's* focus on leadership development, responsibility, and collaboration directly reinforces PVA's goals for academic mastery, personal growth, and civic engagement.

Structurally, small class sizes, extended instructional time, and embedded intervention and enrichment periods are key supports for individualized instruction and high levels of engagement. Research from the National Center for Education Evaluation shows that smaller class sizes in the early and middle grades have lasting effects on student achievement and graduation rates.³¹ Extended learning time, particularly when focused on core content and enrichment, has been shown to improve both academic outcomes and student motivation.³²

PVA will measure the effectiveness of these key features through a continuous improvement cycle. Student progress will be monitored using Renaissance STAR assessments every eight weeks, MAP Growth benchmarks three times per year, SBAC proficiency rates, WIDA scores for ELLs, and school climate surveys. The leadership team will analyze formative and summative data in weekly professional development and adjust instruction, intervention, and enrichment plans based on the findings. Regular instructional rounds, coaching cycles, and quarterly board updates tied to the NSPF will ensure accountability and transparency.

²⁷ National Endowment for the Arts. (2012). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. <https://www.arts.gov>

²⁸ American Academy of Arts and Sciences. (2013). *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation*. <https://www.amacad.org/publication/heart-matter>

²⁹ Patrick, S., Kennedy, K., & Powell, A. (2011). *Mean What You Say: Defining and Integrating Personalized, Blended, and Competency Education*. CompetencyWorks. <https://www.competencyworks.org>

³⁰ CASEL. (2013). *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*. <https://casel.org>

³¹ Dynarski, M., Hyman, J., & Schanzenbach, D. W. (2007). *The Effects of Small Class Sizes on Academic Achievement: Evidence from Tennessee's Project STAR*. National Center for Education Evaluation and Regional Assistance.

³² National Center on Time and Learning. (2012). *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement*. <https://timeandlearning.org>

Chart 8

Pahrump Valley Academy: Logic Model Chart

Logic Model Component	Description
Inputs	• Rigorous, standards-aligned Savvas Learning Company curriculum (ELA, Math, Science, Social Studies) - Classical education programs (French, Art, Music) • <i>Leader in Me</i> SEL program • Professional development days and weekly coaching • Renaissance STAR and MAP Growth assessments • Small class sizes and extended school day (~~7:45 AM to 4:00 PM~~) • MTSS and RtI² frameworks for intervention and enrichment • Family engagement workshops and partnerships (e.g., Kiwanis, Rotary Club)
Activities	• Daily rigorous instruction in core academic and classical subjects • ~~Ongoing~~ formative assessment and progress monitoring • <u>Guiding and monitoring portfolio development to ensure consistency and rigor</u> • Small group interventions and targeted enrichment blocks • <i>Leader in Me</i> SEL lessons and leadership opportunities • Weekly professional development for staff • Regular family engagement events and communication
Outputs	• Students' participation in standards-aligned lessons and classical enrichment • Completed individualized literacy and numeracy plans • MTSS interventions and SST meetings held as needed • Family attendance at workshops and school events • Staff participation in professional development sessions
Short-Term Outcomes	• Increased student engagement and sense of belonging • Improved standards mastery rates in ELA, Math, Science, and Social Studies • Stronger student leadership skills and SEL competencies • Greater family involvement in student learning
Long-Term Outcomes	• Increased rates of ~~students~~ meeting or exceeding standards on SBAC, MAP Growth, and STAR • ~~Reduced~~ opportunity gaps for ELLs, SWD, and FRL students • Higher on-time graduation rates • Students prepared for success in high school, college, career, and community leadership

Continuous Improvement and Monitoring:

- STAR assessments every 8 weeks
- MAP Growth assessments three times a year
- Data-driven staff meetings and instructional rounds
- Quarterly Board progress reviews against NSPF benchmarks

- Annual family and student satisfaction surveys

5) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

PVA is not using any portion of an existing school model.

3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

The proposed framework for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

1) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.

PVA's proposed instructional design is rooted in classical education while fully aligned with will implement rigorous academic program based on the Nevada Academic Content Standards ("NVACS") and the Common Core State Standards ("CCSS"), ensuring that all students meet or exceed grade-level expectations. Classical education is centered on cultivating knowledge, reasoning, expression, and character, and PVA integrates these principles with research-based instructional strategies, universal supports, and competency-based advancement to ensure that every student, including those who qualify for FRL, ELLs, and SWD, can succeed. The school's academic design reflects the needs of Pahrump's diverse population, including students who qualify for FRL, ELLs, and SWD. The Charter School developers have selected a comprehensive, standards-aligned curriculum to support the academic program of PVA pursuant to NRS 389.018. Choosing the curriculum suite of Savvas Learning Company includes the following components of the instructional program: English Language Arts and Literacy includes K-5, *myView Literacy* and 6-8, *my Perspectives*; English Language Development is integrated and incorporated in *myView Literacy* and *myPerspectives*; Mathematics includes K-8, *enVision Math Common Core*, and if necessary, *enVision Algebra I*; Science includes K-8 *elevateScience*; Social Studies includes K-5 *myWorld Interactive*, and 6-8 *myWorld Interactive* for World History, World Geography, and American History; French Language curriculum will include K-5 *French for Children* and 6-8 *Bon Voyage* by McGraw Hill. Classical education values the arts and languages as central to the cultivation of the whole child, so art, music, health, and physical education are also integral parts of the curriculum. ~~In addition, the Charter School will provide physical education, health, art and music.~~

PVA will also use Accelerated Reader ("AR") and Accelerated Math ("AM") by Renaissance Learning to support individualized-targeted literacy and numeracy ~~plans~~ development. These programs are guided by Renaissance STAR data, which ensures that instruction is responsive to student needs and aligned with MTSS. Classical education emphasizes mastery rather than mere exposure, and AR and AM are used as tools for students to practice and demonstrate mastery of foundational skills. ~~ensuring targeted skill development based on Renaissance STAR assessment data. All instructional programs have been selected for their proven ability to drive student achievement and are fully aligned with NVACS.~~

PVA's curriculum is integrated through a comprehensive instructional framework that emphasizes cross-curricular connections, standards mastery, and competency-based advancement. This design allows students to encounter knowledge in coherent and cumulative ways, reinforcing classical education's emphasis on building background knowledge that supports critical thinking and comprehension. Students will be taught to demonstrate knowledge through multiple formats, integrating academic writing, oral presentation, and technology. Each student will compile a digital portfolio annually, showcasing growth through writing samples, projects, assessments, and reflections aligned to

NVACS. The portfolio process is designed to embody the principles of classical education while embracing modern tools that allow students to document and reflect on their growth. Classical education is centered on cultivating knowledge, reasoning, expression, and character. The portfolio provides a structured means for students to gather evidence of these qualities over time. While the medium is digital, the content reflects classical practices such as Socratic discussion, close reading of texts, rhetorical writing, and cross-disciplinary inquiry. For example, a student may upload a recording of a Socratic dialogue, a written essay comparing texts across history, or a project presentation that demonstrates mastery of reasoning and rhetoric. In this way, the portfolio becomes a curated record of students' engagement with classical forms of learning while using twenty-first century tools. Students will demonstrate their growth from the beginning to end of each year. They will be required to present and defend their portfolio before a panel of teachers, parents, and peers. The defense of the portfolio will be in the form of answering relevant questions. At the end of grade 8, the students will be required to present and defend an electronic portfolio encompassing their learning progression throughout grades K to 8. Every grade level, as well as the comprehensive kindergarten to grade 8 portfolios, are required to be organized and presented with attention to the NVACS for learning. The portfolio culminates in an eighth-grade defense before a panel of teachers, peers, and family members. This defense reflects the rhetorical tradition of classical education by requiring students to present, justify, and analyze their learning progression across grades K through 8.

Curriculum maps designed prior to the beginning of the school year will guide the instructional pacing, interdisciplinary ~~alignment~~connections, and ~~ensure~~ vertical and horizontal ~~coherence~~alignment across grade levels and content areas. ~~The purpose of t~~These curriculum maps and interdisciplinary alignment ensure that students encounter ideas and skills in a coherent sequence, which is central to classical education's commitment to building knowledge cumulatively over time. Interdisciplinary alignment allows students to examine a single concept from multiple perspectives, such as studying ancient civilizations in history while reading classical texts in literature and applying related mathematical and scientific principles. This approach reinforces critical thinking, promotes transfer of learning, and mirrors the classical aim of educating students to see truth across disciplines. ~~is to facilitate critical thinking. Students will be able to present, interpret, and reinforce a single concept in various contexts and from various vantage points.~~

The average class size ~~from K-8 is~~will be 25 students ~~per class. Every student will receive, which allows for~~ individualized attention and frequent participation in discussions, seminars, and project-based work. ~~I, and~~ instructional assistants may be utilized in primary grades or classrooms with higher ~~numbers~~concentrations of students ~~needing~~requiring intervention ~~support~~. Students needing additional support will receive small-group, targeted intervention in daily scheduled blocks, ensuring that all students, including ELLs and SWD, receive instruction at their instructional level.

The teaching methods at PVA are research-based and student-centered, designed to meet the diverse learning needs of its students. Teachers will employ Direct Instruction paired with the Gradual Release of Responsibility Model ("I do, We do, You do") moving students from teacher modeling to guided practice to independent mastery. This method aligns with the classical model's belief in structured guidance leading to autonomy. Teachers model close reading of texts, careful reasoning, and effective expression, then gradually release responsibility so that students develop confidence in thinking and communicating independently.

For ELLs, classical education's language-rich environment is enhanced by integrated and designated ~~to ensure clear modeling and guided practice of academic skills. Integrated ELD will be embedded across all content areas, with daily~~ Designated ELD periods for ELLs using myView and myPerspectives supports. These programs provide scaffolds for vocabulary, grammar, and discourse, while teachers employ ~~Core instruction will also integrate~~ SDAIE strategies to

ensure access to grade-level texts and content. The use of Socratic dialogue and discussion is particularly supportive for ELLs, as it provides authentic opportunities for structured oral language practice in meaningful contexts.~~scaffold content for ELLs.~~

For SWD, instruction will be grounded in Universal Design for Learning (“UDL”) principles. Teachers will provide multiple means of representation, engagement, and expression, ensuring that students can access rigorous content while developing their individual strengths. The classical model’s emphasis on multiple modalities, including oral recitation, visual analysis, writing, and dialogue, naturally aligns with UDL by offering varied entry points for learning.

For students who qualify for FRL, extended instructional time and individualized supports will ensure that academic gaps are addressed without loss of enrichment. Unlike remedial models that track students away from the arts or advanced content, PVA will provide equitable access to art, music, French, and classical literature alongside targeted intervention. This reflects the classical conviction that every child, regardless of background, is entitled to the pursuit of truth, beauty, and goodness through exposure to the full curriculum.

~~A comprehensive~~PVA’s MTSS framework with embedded RtI² will ensure early identification of learning gaps and ~~timely remediation~~targeted intervention. Instruction will be differentiated based on ongoing formative and summative assessments, including MAP Growth, Renaissance STAR, and SBAC interim assessments. Blended learning strategies utilizing technology will allow for individualized practice and skill reinforcement. In classical subjects such as art, music, French, and literature, students will engage in Socratic discussions and inquiry-based learning to deepen critical thinking and communication skills. Advancement at PVA will be based on competency-based progression, ensuring students move forward only after demonstrating mastery of key skills and concepts.

PVA’s instructional model is designed to meet the needs of students from historically underserved groups, including FRL students, ELLs, and SWD. Universal supports will be embedded for all learners (Tier 1) through high-quality initial instruction. Students performing below the 65th percentile on MAP Growth will receive targeted small group interventions (Tier 2), while students performing below the 40th percentile will be provided intensive individualized interventions (Tier 3). These supports are paired with enrichment for students who are ready for acceleration, ensuring that all students engage in challenging and meaningful work. Assessments such as MAP Growth, Renaissance STAR, and SBAC interim assessments provide data to guide interventions, while WIDA standards support English language acquisition~~For students with disabilities, services will be aligned to their IEPs to ensure access to core instruction and achievement of annual goals. ELLs will receive explicit instruction in academic language and scaffolds aligned to the WIDA-ELD Standards to support English acquisition~~ alongside content mastery.

The learning environment at PVA will be designed to be academically rigorous, setting and maintaining high expectations for all students. Classical education holds that the pursuit of truth and knowledge is for all students, not only the privileged. This belief drives PVA’s commitment to high expectations for students who have historically been underserved. Classrooms will reflect the diverse linguistic, cultural, and socioeconomic backgrounds of Pahrump’s families, and instruction will include universal supports, differentiated pathways, and opportunities for all students to engage deeply with content.~~Classrooms will be culturally responsive, reflecting the diverse linguistic, cultural, and socioeconomic backgrounds of Pahrump’s families.~~ PVA will be an inclusive and supportive community, providing wraparound academic, behavioral, and social emotional interventions to ensure that every student feels safe, valued, and challenged.

Character development and leadership growth will be essential components of the school culture, reinforced through the *Leader in Me* program. Students will be explicitly taught to demonstrate respect, enthusiasm, academic achievement, citizenship, responsibility, and perseverance as integral aspects of their development. These values will be nurtured daily through structured reflection, classroom discussions, leadership opportunities, and frequent family and community engagement events. This integration of character education reflects the classical vision of forming virtuous citizens prepared not only for academic success but also for meaningful participation in civic life. SWL practices will ensure that students develop resilience and collaboration skills that support long-term well-being and achievement. This model will prepare all students to achieve mastery, cultivate intellectual discipline, and grow as leaders within their community and beyond. ~~Together, these features will ensure that students are prepared not only for academic success but for meaningful participation and leadership in their local and global communities.~~

- 2) *Using the table below, provide a comprehensive list of the school's curricula for core academic subjects^{6F33}: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards^{7F34}. Add rows as needed until the table reflects all grade levels and subjects.*

Grade(s)	Subject	Product Name	Rationale for Selection
K-5	English Language Arts	<i>myView Literacy</i>	Aligned to NVACS; Comprehensive, standards-based curriculum focusing on reading, writing, speaking, listening, and language development; Develops strong literacy skills through a variety of text and writing assignments; Provides direct instruction on comprehension, academic vocabulary, and higher-level thinking skills; Aligned to NV college and career readiness competencies.
6-8	English Language Arts	<i>myPerspectives</i>	Aligned to NVACS; Rigorous, standards-based curriculum focusing on reading, writing, speaking, and listening; Develops higher-level thinking skills and academic writing;

³³ [NRS 389.018\(1\)](#)

³⁴ <https://doe.nv.gov/offices/office-of-teaching-and-learning>

			Aligned to NV college and career readiness competencies.
K-8	Mathematics	<i>EnVision Math Common Core</i>	Aligned to NVACS; Rigorous curriculum focusing on problem-solving, numeracy, and real-world application; Develops higher-level thinking skills; Aligned to NV college and career readiness competencies.
8	Mathematics	<i>EnVision Algebra I</i>	Aligned to NVACS; Rigorous curriculum focusing on problem-solving, numeracy, and real-world application; Develops higher-level thinking skills; Aligned to NV college and career readiness competencies.
K-8	Science	<i>elevateScience</i>	Not on the NV Science Instructional Materials List, but it is Aligned to NVACS; Aligned to NGSS; 3-D, evidence-based, inquiry-based curriculum focusing on scientific concepts and ideas; Includes science and engineering; Develops higher-level thinking skills.
K-5	Social Studies	<i>myWorld Interactive</i>	Aligned to NVACS; Rigorous standards-based curriculum; Focuses on history and civic engagement; Develops higher-level thinking skills and academic writing using evidence; Aligned to NV college and career readiness competencies.
6	Social Studies	<i>myWorld Interactive World History</i>	Aligned to NVACS; Rigorous standards-based

			curriculum; Focuses on world events and civilizations; Develops higher-level thinking skills and academic writing using evidence; Aligned to NV college and career readiness competencies.
7	<i>Social Studies</i>	<i>myWorld Interactive World Geography</i>	Aligned to NVACS; Rigorous standards-based curriculum; Focuses on geography and the human dependency; Develops higher-level thinking skills and academic writing using evidence; Aligned to NV college and career readiness competencies.
8	Social Studies	<i>myWorld Interactive US History</i>	Aligned to NVACS; Rigorous standards-based curriculum; Focuses on events and principles of the US; Develops higher-level thinking skills and academic writing using evidence; Aligned to NV college and career readiness competencies.

3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education³⁵.

PVA is committed to providing a comprehensive fine arts program for all students in grades K–8 as part of its classical education model. Visual art will be taught through the *Art in Action* curriculum, a sequential, standards-based program offering twelve age-appropriate lessons at each grade level. Students will explore a wide variety of artistic techniques, media, and cultural traditions, developing creative confidence, visual literacy, and critical thinking. *Art in Action* connects naturally to other disciplines such as language arts, mathematics, science, and social studies, supporting a truly integrated, liberal arts approach to learning. This curriculum is aligned to the National Core Arts Standards (“NCAS”) and the NVACS for Fine Arts.

Music education at PVA is equally essential and fully integrated into the school’s classical education model. In the early grades (K–2), students will focus on developing musical awareness, rhythm, and basic vocal skills through singing,

³⁵ [NRS 389.018\(3\)](#)

movement, and simple instrument exploration. In grades 3–5, instruction will expand to reading musical notation, studying composers, and beginning ensemble performance through recorders, percussion, and basic keyboarding. By middle school (grades 6–8), students will engage in more formal music theory, composition, choral work, and instrumental ensemble opportunities. Music instruction strengthens mathematical reasoning, memory, collaboration, and communication skills which are foundational pillars of classical education. Both art and music will be provided weekly as core academic offerings, not treated as optional enrichment.

PVA will provide structured physical education and health instruction to all students in grades K–8, supporting students' physical and mental well-being. Physical education classes will emphasize skill development, fitness, teamwork, leadership, and sportsmanship through participation in age-appropriate individual, partner, and team sports. Health education will address topics such as personal hygiene, nutrition, sleep, mental health, stress management, injury prevention, first aid, and healthy decision-making. Both physical education and health courses will align to the NVACS for Health and Physical Education, and instruction will be culturally sensitive, developmentally appropriate, and focused on creating lifelong healthy habits.

Recognizing the importance of 21st-century skills, PVA will provide technology instruction beginning in kindergarten and building through eighth grade. Early grades (K–2) will focus on basic digital literacy, keyboarding, and responsible use of technology. By grades 3–5, students will engage in word processing, multimedia presentations, and online research projects, learning foundational skills in academic technology use. In middle school (grades 6–8), students will explore introductory computer science concepts, including basic coding, spreadsheets, digital communication, and cyber citizenship. Technology will be used intentionally to support academic learning, differentiated instruction, and individualized student growth. The technology curriculum will align to the NVACS for Computer Science and Integrated Technology, ensuring students are prepared for advanced studies and modern careers.

4) Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

PVA is committed to implementing a research-based, student-centered instructional framework that meets the academic and developmental needs of all students, including ELLs, SWD, and students who qualify for FRL. Instructional strategies at PVA are selected to build foundational skills, critical thinking, communication, and deep content mastery, preparing students to thrive in a rigorous, college-preparatory environment.

PVA will use explicit/direct instruction as a core strategy across all grade levels and subjects. Explicit instruction involves systematic delivery of content with clearly defined learning objectives, frequent checks for understanding, and gradual release of responsibility ("I do, We do, You do"). Extensive research has shown that explicit instruction significantly improves outcomes for students across a range of demographics and abilities, particularly when foundational academic skills are being taught.³⁶ This method is especially effective for PVA's target population, including students who may require clear, structured teaching and consistent feedback to close learning gaps.

Socratic Seminar will be introduced beginning in third grade to nurture critical thinking, unbiased listening, thoughtful articulation of ideas, and engagement in academic discourse. As part of the classical education model, Socratic dialogue

³⁶ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press

prepares students for the expectations of high school, college, and beyond. It supports intellectual rigor, academic ownership, and thoughtful expression. These skills are essential for future leaders and lifelong learners.

Graphic organizers will be utilized across all subjects and grade levels to scaffold student learning. Organizers such as mind maps, Venn diagrams, and flow charts visually guide students in organizing ideas, analyzing relationships, and structuring written work. Graphic organizers are particularly effective in supporting ELLs, SWD, and struggling learners by making complex content accessible, fostering comprehension, and supporting written expression.

Checking for understanding will be embedded into daily instruction to ensure real-time assessment of student learning. Teachers will continuously monitor student responses during lessons through questioning strategies, signal responses, and exit tickets. By frequently checking for understanding, teachers can adapt instruction immediately, reteach concepts as needed, and prevent misconceptions from taking root. Research recommends ongoing formative assessments like checking for understanding as a key driver of improved academic achievement.³⁷

Activating and accessing prior knowledge will be an integral part of lesson design at PVA. Strategies such as KWL charts, anticipation guides, and predictive questioning will help students connect new material to their existing schema, even if their life experiences vary widely. Making these connections is crucial for building comprehension, engagement, and higher-order thinking, especially for ELLs and students from diverse backgrounds.

Constructed response writing will be emphasized across the curriculum to promote deep comprehension, evidence-based reasoning, and clear communication. Students will learn to craft thoughtful written responses that require citing textual evidence, synthesizing information, and constructing logical arguments. This is an essential skill aligned to NVACS and 21st-century college and career expectations.

PVA will ensure differentiated instruction through robust use of formative and summative assessments. Teachers will analyze student performance data from MAP Growth (administered three times annually), Renaissance STAR (every eight weeks), SBAC Interim Assessments, classroom formative checks, and ongoing work samples. Teachers will use these data points to group students strategically for small-group interventions, plan individualized supports, and provide targeted extensions for students who have mastered content.

Students scoring below the 40th percentile on MAP Growth or Renaissance STAR assessments will receive intensive interventions during designated intervention blocks. Students scoring between the 40th and 65th percentiles will receive targeted small-group instruction aligned to their skill gaps. ELLs will receive integrated ELD instruction during core classes and designated ELD daily, while SWD will receive accommodations and specialized instruction aligned to their IEPs.

PVA's MTSS structure will ensure a systematic, data-driven approach to instruction. Student progress will be monitored every eight weeks, with intervention plans adjusted as needed based on assessment outcomes. Regular SST meetings, involving parents, teachers, interventionists, and administrators, will review data and develop individualized action plans for students requiring additional supports.

³⁷ American Federation of Teachers. (2012). *Checking for understanding: Formative assessment techniques for your classroom*. American Educator, Winter 2012-2013. Retrieved April 28, 2025, from <https://www.aft.org/sites/default/files/periodicals/CheckingforUnderstanding.pdf>

Teachers will engage in weekly data team meetings facilitated by instructional coaches or administrators to analyze student achievement trends, identify students needing support or acceleration, and share best practices for differentiation. Ongoing professional development will build teacher capacity to effectively implement instructional strategies and use data to personalize instruction.

5) Explain how the proposed instructional model and curriculum will meet the needs of and enable measurable growth for all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level, according to the Nevada Academic Content Standards³⁸.

PVA is committed to ensuring measurable academic growth for all students, including ELLs, SWD, students who qualify for FRL, at-risk students, and students performing above or below grade level. As a college and career preparatory academy, PVA's instructional model incorporates a robust MTSS embedded with RtI² practices to identify and meet the needs of all learners.

Upon enrollment, students' academic records will be reviewed and all students will complete STAR assessments in reading and math through Renaissance Learning. During the first week of school, AR and AM profiles will be created and housed electronically. Mastery will be required at 80% proficiency before students advance to the next level. Parents will receive information regarding their child's AR and AM starting points, the significance of the data, and instructions for monitoring growth. Students identified as far below or far ahead of grade-level expectations (more than one year) will trigger Executive Director notification and conference requests. In cases where students are three years or more discrepant from their enrolled grade, an SST will be convened.

Every eight weeks, PVA students will participate in schoolwide Renaissance STAR assessments in reading and math. STAR data will be used to place students into intervention or enrichment groups based on performance: Tier 3 intensive intervention for students below the 40th percentile, Tier 2 strategic intervention for students between the 40th–65th percentiles, and enrichment opportunities for students above the 65th percentile. These cycles allow for early identification and responsive instruction before academic gaps widen.³⁹ All instructional decisions will be evidence-based and adjusted regularly through formative assessment data.

PVA's instructional teams will participate in regular professional development and collaboration cycles, analyzing MAP Growth, STAR, and SBAC assessment data to inform instructional practices. Staff will focus on determining what works, for whom, and under what conditions to best meet student needs.⁴⁰ Staff will determine if the student is making progress with the instruction and interventions. If the progress is not sufficient, there will be an SST to review strategies and adjust interventions.

Families will have ongoing access to real-time academic information through digital portfolios, parent-teacher conferences, and quarterly progress reports. Transparent communication and active family engagement are core to PVA's instructional philosophy.

PVA views intervention, enrichment, and student growth as a collective responsibility of teachers, staff, and leadership. By combining standards-based instruction, differentiated support, regular progress monitoring, and strong home-school

³⁸ <https://doe.nv.gov/offices/office-of-teaching-and-learning>

³⁹ Buffum, A., Mattos, M., & Weber, C. (2012). *Simplifying response to intervention: Four essential guiding principles*. Solution Tree Press.

⁴⁰ Buffum, A., Mattos, M., & Weber, C. (2010). *Pyramid response to intervention: RTI, professional learning communities, and how to respond when kids don't learn*. Solution Tree Press.

partnerships, PVA will ensure that all students demonstrate continuous growth toward mastery of the NVACS and readiness for high school, college, and career.

- 6) If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented by the charter school.

PVA does not intend to include a career and technical education center, therefore, a response to this section is not applicable.

3.3 PROMOTION AND GRADUATION REQUIREMENTS

Questions 1 and 2 are required of all applicants. Questions 3 and 4 are only required if the proposal includes a high school program.

- 1) Explain how students will matriculate through the school (e.g., promotion/retention policies) and how stakeholders will be informed of these policies.

Students at PVA will matriculate based on clearly defined, transparent promotion and retention policies aligned with the NVACS, applicable state and federal laws, and PVA’s mission of preparing all students for success in high school, college, and career. The policy incorporates academic achievement, social-emotional development, and behavioral readiness to ensure whole-child progress. Promotion and retention decisions will be data-informed, student-centered, and grounded in equity.

Grades K–2: Foundational Readiness

Promotion Criteria:

- Demonstrates growth in foundational literacy and numeracy based on classroom performance, STAR Early Literacy (K–1), MAP Growth scores (Grade 2), and work portfolios.
- Consistent classroom participation, developmental readiness, and emerging self-regulation aligned with SEL goals.
- Teacher recommendation supported by documented evidence of progress toward grade-level benchmarks.

Retention Consideration:

- Persistent below-grade-level performance in reading and/or math despite intervention (e.g., STAR Early Literacy below benchmark, MAP below 40th percentile).
- Identified social-emotional or developmental delays that impede readiness for next grade.
- Decision follows intensive MTSS supports, SST review, and parent meetings.

Grades 3–5: Standards Mastery and Growth

Promotion Criteria:

- Semester grades of “C” or higher in all core content areas.
- Demonstrated growth on MAP Growth assessments and achievement aligned with NVACS.
- Completion of grade-level portfolio requirements showing mastery in writing, projects, and academic reflection.
- Age-appropriate SEL growth, positive behavior, and classroom engagement.

Retention Consideration:

- MAP Growth and STAR scores persistently below the 40th percentile with minimal growth.
- Final grades below “C” in two or more core subjects.
- Incomplete or underdeveloped portfolio demonstrating lack of standards mastery.
- Ongoing behavioral or SEL concerns affecting academic success, even after SST intervention.

Grades 6–8: Readiness for Secondary SuccessNote: Grades 6–8 will be phased in starting Year 4Promotion Criteria:

- Minimum semester grades of “C” or higher in ELA, math, science, and social studies.
- Growth on MAP Growth assessments consistent with college-readiness benchmarks.
- Completion and maintenance of a cumulative digital portfolio documenting academic, civic, and leadership development.
- Active participation in Socratic Seminars and constructed response writing.
- Evidence of leadership and responsibility aligned with Leader in Me principles.

Retention Consideration:

- Failing grades in core subjects with no evidence of progress despite interventions.
- Repeated failure to demonstrate standards mastery through portfolios and assessment data.
- Documented disengagement or behavioral issues unresolved through MTSS and SST processes.
- Lack of readiness for academic and social demands of high school.

Multi-Tiered Support and Intervention

- Early Warning Signs: Students identified with low MAP/STAR scores, declining grades, or behavioral/SEL challenges will be formally flagged for intervention.
- Parent Notification: Formal written notice and conference within one week of risk identification.
- Interventions:
 - Small-group academic support during the intervention block (3:00–4:00 PM).
 - Tiered literacy/numeracy instruction based on formative assessment data.
 - Daily ELD instruction for English Learners.
 - Counseling, behavior plans, and SEL coaching where needed.
 - Progress Monitoring:
 - STAR assessments every 8 weeks.
 - MAP Growth 3 times per year.
 - Ongoing classroom-based formative checks.

Decision-Making Process

- SST Review: Convened when students fail to show adequate progress. Includes parent(s), teacher(s), administrator, and relevant specialists.
- Promotion/Retention Recommendation: Based on a holistic review including academic data, portfolio, SEL observations, and intervention outcomes.
- Parent Engagement: Parents are partners throughout the process and receive all documentation and communication in their primary language.

Philosophy and Communication

Retention will be considered only when data clearly shows that promotion would not support the student’s long-term academic, social, or emotional success. Promotion and retention policies will be communicated annually via the Parent-Student Handbook, PVA’s website, Open House events, and individual conferences. PVA is committed to proactive family engagement, cultural responsiveness, and personalized success planning to ensure each child is supported to meet their full potential. Promotion decisions will be based on multiple measures of academic performance, including semester grades in all core subjects, performance on MAP Growth benchmark assessments, STAR assessment levels, work portfolio evaluations, and other formative and summative academic data.

- ~~— At the first sign of academic risk such as declining grades, MAP Growth scores below the 40th percentile, or STAR assessment results indicating a delay in literacy or numeracy development, parents will be formally notified in writing. Intervention measures will be immediately activated through the school's MTSS framework, and the student may be referred to the SST process to develop an individualized support plan. SST action plans may include, but are not limited to, intensive interventions, academic coaching, social-emotional supports, and additional family engagement strategies.~~
- ~~— PVA will promote students who demonstrate adequate academic progress, defined as meeting or exceeding standards mastery (typically a "C" or higher in core subjects) and demonstrating growth on MAP Growth and STAR aligned with grade-level expectations. Students who do not demonstrate mastery may be considered for retention after a comprehensive review, in collaboration with the SST, teachers, administration, and families. Final promotion and retention decisions will be based on a holistic review of academic, social-emotional, and developmental readiness data, with family input considered at every step. Stakeholders, including students and families, will be informed of the school's promotion and retention policies annually through the Parent Student Handbook, Open House presentations, website postings, and conferences when necessary.~~

2) Explain what systems and structures the school will implement for students at risk for retention, and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

PVA will implement proactive systems to identify and support students at risk of retention, dropping out, or falling below academic standards. The foundation of this support will be a tiered intervention model embedded into the school's MTSS framework. Students performing below grade level will receive strategic interventions tailored to their needs, delivered during dedicated intervention blocks built into the master schedule.

Students identified as overage for their grade level will receive individualized academic plans through SST processes and will be offered additional opportunities for acceleration, including targeted small-group instruction, after-school tutoring, and intensive summer interventions. The goal is to remediate gaps while supporting social-emotional development to minimize stigma or disengagement.

Frequent progress monitoring (every eight weeks through Renaissance STAR assessments) will be used to determine the effectiveness of interventions. If progress is insufficient despite targeted support, the school will convene follow-up SST meetings to adjust intervention plans or recommend retention, when necessary, to ensure students build a firm foundation for long-term academic success.

PVA will maintain a philosophy that retention is a last resort and only applied when data clearly indicate that promotion would not serve the student's academic, social, or emotional best interests. Clear communication with families, culturally responsive engagement strategies, and individualized student success planning will be integral to ensuring that every student is given the opportunity to thrive.

2)3) For high school programs, explain how the school will meet state graduation requirements⁴¹. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and

⁴¹ https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/24_25_diploma_requirements_one_pager_7d76501bd0.pdf

what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

PVA will not be providing a high school program, therefore, a response to this section is not applicable.

3)4) For high school programs, explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

PVA will not be providing a high school program, therefore, a response to this section is not applicable.

3.4 DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework⁴², the Nevada School Performance Framework adopted by the Nevada Department of Education⁴³, and applicable law and regulation.

Applicants are expected to propose additional goals to complement or supplement, but not supplant, the SPCSA's performance standards. These goals should be school-specific, mission-driven academic, financial, or organizational goals. All included indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

1) Describe the **mission-specific academic goals** for the school. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

PVA is committed to preparing all students for success in high school, college, and life through rigorous, standards-aligned instruction and holistic development. To ensure that mission fulfillment is measurable, PVA has developed clear, ambitious, and attainable academic goals that complement the NSPF and the SPCSA Charter School Performance Framework. These mission-specific goals focus on measurable student growth, proficiency, and college and career readiness skills, ensuring accountability for all subgroups, including ELLs, SWD, students who qualify for FRL, and students at all academic performance levels.

Academic Goals

- At least 65% of students enrolled for two consecutive years will meet or exceed their projected growth targets on the NWEA MAP Growth assessments in reading and mathematics annually.
- At least 65% of ELL students enrolled for two consecutive years will meet their individual growth targets on the WIDA ACCESS assessment, increasing their Overall Composite Score toward reclassification.
- By 2029, at least 45% of students enrolled for two consecutive years will meet or exceed standards on the SBAC English Language Arts (ELA) assessment.
- By 2029, at least 45% of students enrolled for two consecutive years will meet or exceed standards on the SBAC Mathematics assessment.

⁴² <https://charterschools.nv.gov/ForSchools/Accountability/>

⁴³ <https://doe.nv.gov/accountability/nspf/>

- At least 80% of students in grades K–3 will achieve "Probable Reader" status on the Renaissance STAR Early Literacy assessment by the end of Grade 3.
- At least 80% of students in grades 1–8 will achieve an "Average" or "Above Average" rating on Renaissance STAR Reading and Renaissance STAR Math by the end of each academic year.
- 100% of students will develop and maintain an annual electronic portfolio documenting evidence of standards mastery, critical thinking, and leadership growth. Students will present and defend their portfolios in an end-of-year oral defense before a panel of teachers and family members.

Leadership Development and Social-Emotional Goals:

- PVA will fully implement the *Leader in Me* program with the goal of becoming a Lighthouse School by the end of its first charter term, as measured by academic outcomes, student behavior, staff satisfaction, and family engagement metrics.

PVA's leadership team, under the direction of the Executive Director and Principal, will review baseline data from MAP Growth, Renaissance STAR, SBAC, WIDA, and formative assessments to set schoolwide, grade-level, subgroup, and classroom-specific targets annually. Targets will be differentiated for each student population based on prior achievement data to ensure ambitious yet attainable growth expectations.

Data-driven decision-making will be at the core of the instructional program. Teachers will engage in quarterly data conferences with administrators to review interim assessment results, adjust instruction, identify students in need of additional interventions or enrichment, and set short-cycle goals to accelerate learning. Parents will be informed of student progress quarterly through report cards, data meetings, and individualized academic plans for students requiring additional support. The ~~Board of Directors~~Governing Board will receive quarterly updates aligned to these mission-specific goals as part of schoolwide accountability and continuous improvement efforts.

PVA's academic program is designed to meet or exceed all SPCSA standards, while mission-specific goals will drive the transformational outcomes the Pahrump community expects and deserves. Through systematic use of data, individualized supports, and a relentless focus on standards mastery and leadership development, PVA will ensure that all students are prepared to succeed beyond middle school and thrive in high school, college, and beyond.

- 2) In the table below, outline the **annual performance and growth goals** that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF). *You may add rows as needed.*

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline 2023-24 Nye CSD	2026-27	2027-28	2028-29
65% of students meet/exceed growth targets on MAP Growth (Reading and Math)	Both	MAP Growth (3x/year)	27.2%	55%	60%	65%

65% of ELL students meet growth targets on WIDA ACCESS	SPCSA	WIDA ACCESS (annually)	<5	55%	60%	65%
45% of students meet/exceed standards on SBAC ELA	Both	SBAC ELA (annually)	33.8%	35%	40%	45%
45% of students meet/exceed standards on SBAC Math	Both	SBAC Math (annually)	26.2%	35%	40%	45%
80% of K-3 students achieve 'Probable Reader' status on STAR Early Literacy	SPCSA	STAR Early Literacy (every 8 weeks)	N/A	70%	75%	80%
80% of 1-8 students achieve 'Average' or 'Above Average' on STAR Reading	SPCSA	STAR Reading (every 8 weeks)	N/A	70%	75%	80%
80% of 1-8 students achieve 'Average' or 'Above Average' on STAR Math	SPCSA	STAR Math (every 8 weeks)	N/A	70%	75%	80%
Achieve a minimum of a 4-star rating by the end of the charter term	Both	NSPF Rating annually	J.G. Johnson ES ★☆☆☆☆, Hafen ES ★☆☆☆☆ to ★☆☆☆☆, Manse ES ★☆☆☆☆, Floyd ES ★☆☆☆☆,	2 Stars	2-3 Stars	3 Stars

			Rosemary Clarke MS ★☆☆☆☆			
<i>Achieve Leader in Me</i> Lighthouse School status	SPCSA	<i>Leader in Me</i> rubric and schoolwide SEL and academic metrics (annually)	N/A	1 st Year of Installation	2 nd Year of Installation	3 rd Year of Installation

3) Explain how the baselines in the table above were set.

The baselines in the table were established using the 2023–24 academic performance data for NCSD schools located in Pahrump, as reported by the NSPF. Baseline academic proficiency rates were set using NCSD’s 2023–24 SBAC results, which show 33.8% of elementary students and 30.0% of middle school students meeting or exceeding standards in English Language Arts, and 26.2% of elementary students and 18.5% of middle school students meeting or exceeding standards in Math. Growth goals for WIDA and MAP assessments were similarly anchored to the most recent NCSD performance trends. Renaissance STAR (“STAR”) assessments are based on best practice. These baselines ensure that PVA’s performance targets are ambitious yet grounded in the current academic realities of the community it is designed to serve.

4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?

PVA will implement a comprehensive assessment and reporting system to measure, evaluate, and communicate academic progress for individual students, student cohorts, special populations (including ELLs, SWD, FRL-eligible students, and historically underserved groups), and the entire school. Academic progress will be monitored throughout the year using multiple measures: Renaissance STAR Reading and Math assessments administered every eight weeks, MAP Growth assessments administered three times annually, and ongoing formative assessments embedded in daily instruction. Summative assessments, including SBAC and WIDA ACCESS, will be used to evaluate end-of-year proficiency and growth. Teachers and administrators will engage in regular data cycles to include reviewing data after each benchmark to analyze student progress, identify trends across subgroups, and adjust instruction and interventions accordingly. Students' portfolios, which include AR and AM scores, formative performance tasks, and unit assessments, will provide additional qualitative and quantitative evidence of growth. Schoolwide academic reports will be presented to the Board quarterly, disaggregated by student groups, to monitor disparities in achievement and ensure equity goals are met. Targeted action plans will be developed and implemented if subgroup gaps are identified. Annual accountability reports will be prepared to measure year-over-year growth, culminating in a longitudinal six-year analysis to ensure that all students, regardless of background, are making accelerated progress and that PVA is consistently meeting or exceeding SPCSA and NSPF expectations.

5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year

assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.

If PVA falls short of student academic achievement goals at the classroom, cohort, special population, or schoolwide level during the school year or based on end-of-year assessments, a structured system of corrective actions will be immediately implemented. Trigger points for corrective action include: 1) cohort proficiency levels falling below the annual MAP Growth or STAR benchmark targets by more than 5%; 2) subgroup performance gaps exceeding 10 percentage points compared to overall school performance; 3) individual classrooms where less than 50% of students demonstrate standards mastery on interim assessments; or 4) a decline in STAR Early Literacy, Reading, or Math performance over two consecutive eight-week assessment cycles. When these thresholds are met, the Executive Director will direct an immediate performance review. School leadership (Executive Director, Principal, Instructional Coach, and Special Education Director) will conduct instructional observations, review lesson plans, and audit assessment data. Action steps may include individualized coaching for teachers, targeted professional development, reallocation of intervention resources, SST referrals, revised intervention groupings, and, if necessary, mid-year intervention plan redesign. Progress monitoring checkpoints will be intensified, and updates on corrective action implementation will be presented at monthly leadership team meetings and quarterly Board meetings. Leadership is collectively responsible for implementing these actions, with the Executive Director having ultimate accountability for ensuring that corrective strategies are effective and that student achievement is realigned to meet the Charter School's ambitious goals.

If interim data reveal that growth rates are insufficient to meet quarterly or annual targets, PVA will implement a formal action plan process. This includes the use of differentiated interventions such as small-group targeted instruction, leveled skill-based grouping, and more intensive progress monitoring cycles moving from monthly to weekly checks. Teachers will collaborate with instructional support staff to deliver specific skill-based lessons. Administration will facilitate regular data analysis meetings and closely monitor individual teacher and grade-level progress. Programmatic structures will be reviewed and adjusted if necessary to better support student achievement. If gaps persist despite adjustments, a review of staffing assignments and effectiveness will be conducted to ensure instructional quality.

Interim data will guide instructional decisions at all levels. Teachers will use assessment data to reteach concepts where mastery is not yet demonstrated, accelerate instruction when students show readiness, and provide enrichment opportunities for students above grade level. Teachers and instructional leaders will be trained on data-driven instruction methods, including the use of student grouping, progress monitoring strategies, and formative assessment cycles. Progress toward performance targets will be reviewed during weekly meetings and quarterly data days. Interim assessments will thus serve as a continuous feedback loop to adjust instruction, close achievement gaps, and accelerate growth for all learners, including FRL students, ELLs, SWD, and students performing above or below grade level.

6) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student learning needs and ensure progress towards SPCSA and state proficiency targets. Describe how these assessments will be used.

In addition to mandatory state testing (SBAC and WIDA), PVA will use Renaissance STAR Reading, STAR Math, and STAR Early Literacy as its primary interim assessments, administered every eight weeks. MAP Growth assessments in Reading and Math will be administered three times per year (fall, winter, and spring) to measure standards-aligned growth and project proficiency levels. These interim assessments will provide actionable data to guide instructional decisions, target interventions, and monitor student progress toward meeting SPCSA and state proficiency targets.

STAR assessments will be used to develop individualized literacy and numeracy growth plans for every student. MAP Growth will be used to group students for strategic or intensive interventions based on percentile rankings (below 40th percentile = Tier 3; 40th–65th percentile = Tier 2; above 65th percentile = Tier 1 enrichment). Assessment results will be analyzed every eight weeks during dedicated data days with leadership and teaching staff to adjust instruction and reassign intervention groupings as needed. End-of-year STAR and MAP Growth scores will be compared to fall benchmarks to determine annual student growth and cohort advancement toward schoolwide proficiency goals.

- a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

PVA will provide ongoing professional development and coaching to support teachers in designing embedded formative assessments and checks for understanding within daily instruction. Teachers will receive training in techniques such as exit tickets, thumbs up/down, whiteboard response, think-pair-share, constructed response questions, and quick quizzes aligned to the lesson's essential standards. Teachers will receive targeted professional development focused on proper administration of MAP Growth and STAR assessments, data aggregation, and data-driven instructional planning. Ongoing training and support will ensure that teachers consistently use assessment data to modify instruction and target interventions.

PVA's Instructional Coach will model best practices in embedded assessment design and conduct regular instructional rounds to observe, give feedback, and guide improvement. Teachers will be expected to document embedded assessments in their weekly lesson plans, and their effectiveness will be discussed during weekly meetings. Administrators will also monitor use of checks for understanding during formal observations and walkthroughs.

- b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals, and the Nevada Academic Content Standards.

PVA selected Renaissance STAR and MAP Growth because both assessments are nationally normed, statistically validated, and extensively used in K–8 schools across the country. STAR assessments demonstrate strong correlations with state testing performance, particularly in ELA and Math.⁴⁴ MAP Growth was selected for its high reliability and validity in measuring individual student growth over time and its direct alignment with Common Core and NVACS.⁴⁵ Both STAR and MAP Growth provide standards-specific reporting aligned to the NVACS, ensuring that the data directly informs instruction tied to grade-level expectations. PVA's selection ensures that interim data is both predictive of state testing outcomes and useful for timely instructional adjustments.

Assessment results are expected to align with student performance observed in classrooms. Since AR and AM are used daily for literacy and math practice, students' assessed reading and math levels should correspond closely with their independent work and engagement with leveled texts. Teachers will validate the reliability of assessments by cross-referencing student work samples, pacing guides, and assessment outcomes. Alignment to curriculum pacing plans will ensure that assessments accurately reflect the material taught each quarter.

⁴⁴ Renaissance Learning. (2022). *Accelerated Reader and Accelerated Math Research Foundation*. <https://www.renaissance.com>

⁴⁵ NWEA. (2022). *Technical report for MAP Growth*. Northwest Evaluation Association. <https://www.nwea.org/resource/technical-manual-for-map-growth/>

- c) Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?

Interim assessments will drive instructional adjustments, intervention placements, and professional development priorities throughout the school year. After each STAR testing cycle (every eight weeks), teachers and administrators will conduct data analysis meetings to review class, cohort, and subgroup results. Students scoring below the 40th percentile will be assigned to Tier 3 interventions with the Reading Specialist. Students scoring between the 40th and 65th percentile will receive small group strategic support during intervention blocks. MAP Growth results will guide long-term instructional planning and allow teachers to set individualized growth goals with students. Data analysis results will be documented and shared with parents during Family-Teacher Conferences twice annually. Training for teachers and school leaders on how to analyze and act upon interim assessment data will occur during summer Professional Development (“PD”) days, weekly meetings, and targeted coaching cycles. The Executive Director, Principal, and Instructional Coach will be responsible for ensuring the effective use of data to drive student achievement at all levels.

- 7) For each interim assessment identified above, provide **quarterly performance targets** that you will use to confirm that the school is on-track to meet the previously described academic goals throughout the school’s first year with students. *Add rows as needed.*

Target	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading Proficiency (K-8)	MAP Growth - Reading	40% of students at/above national norm	45% of students at/above national norm	50% of students at/above national norm	55% of students at/above national norm
Math Proficiency (K-8)	MAP Growth - Math	35% of students at/above national norm	40% of students at/above national norm	45% of students at/above national norm	50% of students at/above national norm
Literacy Skills Development (K-3)	STAR Early Literacy	70% identified as probable readers	75% identified as probable readers	80% identified as probable readers	85% identified as probable readers
Reading Comprehension Proficiency (4-8)	STAR Reading	60% average or above	65% average or above	70% average or above	75% average or above
Math Skills Development (1-8)	STAR Math	60% average or above	65% average or above	70% average or above	75% average or above
Progress Monitoring for Students Below 40th %ile	MAP Growth / STAR	90% of students receive intervention plans	90% of students with progress monitoring	90% of students show growth toward target	90% of students improve proficiency level

ELL Language Development	WIDA-aligned Formative Checks	70% of ELLs demonstrate growth in at least one domain	75% of ELLs demonstrate growth in at least one domain	80% of ELLs demonstrate growth in at least one domain	85% of ELLs demonstrate growth in at least one domain

8) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

PVA will use Infinite Campus, the statewide student information system, as required by Nevada law to collect, manage, and store all student data, including demographics, enrollment records, grades, attendance, discipline, special programs participation, and assessment results. All teachers will be required to enter at least two grades per week per core subject into Infinite Campus for each student, along with brief behavioral notes if warranted. This practice ensures continuous monitoring of academic progress and student behavior throughout the school year. The administrative team will conduct regular reviews of Infinite Campus entries to ensure accuracy, timeliness, and completeness. In addition to Infinite Campus, PVA will use MAP Growth and STAR online systems to store interim assessment data, allowing for detailed progress monitoring in literacy and math. These systems are secure, FERPA-compliant, and integrate reporting features to help teachers and administrators track individual, classroom, and schoolwide academic growth over time.

9) Describe the school's organizational or financial performance goals the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks.

PVA's organizational and financial goals are aligned to the SPCSA Organizational and Financial Performance Frameworks to ensure the school's stability, legal compliance, and operational excellence. Organizationally, PVA will maintain at least an 80% parent satisfaction rate annually, ensure that 100% of board members and school leaders complete required governance training, and operate with full compliance with federal and state regulations, including those related to special education, ELL services, and student safety. These measures align with the SPCSA's expectations for strong school governance, transparency, and legal compliance.

Financially, PVA will maintain a minimum end-of-year positive net income margin of 3% and achieve a minimum of 30 days cash on hand by the end of the second year, growing to 60 days cash on hand by the end of the third year of operation. PVA will maintain an annual audit free of material findings and submit all financial reports to SPCSA accurately and on time. These financial goals are directly aligned with the SPCSA's Financial Performance Framework, which emphasizes sustainability, sound fiscal management, and stewardship of public funds. Regular monthly financial reports will be reviewed by the Board of Directors Governing Board to ensure that fiscal health is maintained and that proactive measures are taken if trends indicate a risk of falling below benchmarks.

3.5 AT RISK STUDENTS AND SPECIAL POPULATIONS

At Risk Students

1) What is the school's definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?

At PVA, an at-risk student is defined as any student who is in danger of not achieving academic success or failing to meet grade-level expectations in core subjects such as reading, mathematics, or writing. Identification of at-risk students will begin at the time of enrollment through a comprehensive review of academic records, including previous report cards,

standardized test scores, IEPs, Section 504 Plans, and ELL documentation if applicable. Upon entering PVA, all students will participate in the STAR assessments for early identification of skill gaps in literacy and numeracy. Students scoring below grade-level benchmarks on these assessments will be flagged for further monitoring and support. In addition, teachers will play an active role in ongoing identification through classroom observations, formative assessments, and progress monitoring. Behavioral data, including attendance, discipline referrals, and social-emotional indicators, will also be reviewed to identify students who may be at risk due to external factors affecting academic performance. Furthermore, PVA will maintain consistent and proactive communication with families to understand external circumstances, such as health, housing instability, foster youth, or other socioeconomic barriers, that may contribute to a student's risk status. A multi-tiered, data-informed approach will guide the early identification and continuous monitoring of at-risk students, ensuring that timely interventions and supports are provided.

2) Describe the school's approach to help remediate students' academic underperformance. Detail the interventions to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)?

PVA is committed to ensuring that all students meet and exceed grade-level expectations through a clearly defined, evidence-based remediation framework. PVA's approach to addressing academic underperformance centers around the MTSS model, integrated with a comprehensive assessment system and ongoing instructional refinement. Students will be assessed during the first week of school using Renaissance STAR assessments in Reading and Math, which will establish a personalized baseline of literacy and numeracy skills for every student. Renaissance STAR will continue to be administered every eight weeks throughout the year to monitor student progress. AR and AM will provide personalized daily practice and progress monitoring aligned to each student's instructional level.

Additionally, PVA will utilize MAP Growth in Reading and Math three times per year (fall, winter, and spring) as summative assessments to track longitudinal growth and ensure alignment with NVACS. Students performing below the 40th percentile on MAP Growth will receive targeted Tier 2 interventions in small groups, while students significantly behind or ahead of grade level will receive Tier 3 individualized supports. Initial identification will be based on enrollment records, STAR results, MAP Growth data, and teacher observations, ensuring early and accurate identification of students who require support.

The Instructional Coach, Principal, Special Education Director, Executive Director, and teachers will collaborate weekly during scheduled professional development meetings to review student data, identify students needing interventions, and refine instructional strategies. Teachers will be trained to monitor individual AR and AM progress, ensuring students achieve mastery (80% or higher) before advancing levels. Students' growth in literacy and math will be tracked consistently, with eight-week intervention cycles adjusting supports based on updated assessment results. SSTs will be convened for students who are significantly behind (three or more academic years) or not making adequate progress after two intervention cycles.

Family engagement will be critical. Parents will be informed about their child's academic performance, AR and AM progress, and intervention plans through regular communication, parent-teacher conferences, and electronic portfolios accessible through PVA's online parent portal. The Executive Director will be responsible for notifying families of students who are far below or far ahead of grade-level expectations, coordinating necessary meetings to discuss additional supports.

Academic remediation success will be measured using clear benchmarks. In Year 1, PVA expects that 90% of identified students below grade level will have formal intervention plans in place, and at least 60% of those students will

demonstrate growth on interim assessments. By Year 3, PVA targets that 50% of previously below-grade-level students will achieve grade-level proficiency. By Year 5, the school will reduce the overall number of students below grade level by at least 30% compared to the first-year baseline and will achieve a minimum 4-star rating under the NSPF. If schoolwide data or subgroup data reflect insufficient growth, targeted corrective actions—including adjusting intervention intensity, reallocating staff resources, and reviewing program effectiveness—will be triggered and led by the Executive Director, Principal, Instructional Coach, and Special Education Director.

PVA's multi-measure, multi-tiered, team-driven remediation system ensures that every student, whether performing below, at, or above grade level, is supported to reach their highest potential through timely interventions, skillful instruction, and ongoing collaboration among teachers, leaders, families, and students.

3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.

PVA employs a comprehensive RtI² model as part of its MTSS to ensure that all students, regardless of background or need, receive timely, targeted, and data-informed academic support. RtI² functions as both a prevention and intervention framework that integrates high-quality instruction, assessment, and interventions matched to individual student needs. Frequent progress monitoring ensures that all interventions result in measurable growth. The model aligns with guidelines established by the Nevada Department of Education ("NDE") and reflects widely recognized evidence-based practices.

Tier 1 instruction refers to the core curriculum and general education program delivered to all students. Instruction is standards-aligned, rigorous, and designed to be accessible to all learners through differentiation, integrated supports for ELLs, and Universal Design for Learning ("UDL") principles. Teachers use embedded formative assessments, such as daily checks for understanding and Renaissance STAR benchmarks, to monitor progress and respond with reteaching or enrichment as necessary. Weekly professional development sessions, led by the Principal, Special Education Director, and instructional coaches, support staff in maintaining high instructional quality. Approximately 80–85% of students are expected to meet or exceed grade-level expectations with Tier 1 instruction alone.

Tier 2 interventions support students who are not making adequate progress within the core program and who fall below the 40th percentile on MAP Growth or STAR assessments. These students receive targeted, small-group instruction during designated intervention blocks using research-based strategies and materials aligned to their specific skill deficits. Tier 2 instruction is in addition to, not a replacement for, Tier 1 instruction. Interventions are monitored biweekly, and progress is reviewed every eight weeks. Students who do not respond sufficiently to Tier 2 interventions may be referred to the SST process for additional supports or evaluation. Roughly 10–15% of students are expected to require Tier 2 interventions at any given time.

Tier 3 interventions are designed for students who demonstrate persistent learning challenges and score more than two grade levels below expectation in reading and/or math. These students receive intensive, individualized interventions that are developed and monitored by an SST. Plans may include one-on-one instruction, specialized programs, and accommodations aligned to each student's learning profile. In some cases, students may be referred for special education assessment. Tier 3 students receive weekly progress monitoring to ensure that instruction remains responsive to their needs. Approximately 3–5% of students will be served at this level.

All intervention decisions are data-driven. PVA administers Renaissance STAR (Reading and Math) every eight weeks to track student growth and inform instruction. MAP Growth assessments are given three times annually (fall, winter, spring) to triangulate data and measure standards-based proficiency. AR and AM provide ongoing diagnostic and

personalized practice aligned to each student's instructional level. These tools enable teachers to adjust instruction effectively and promptly. Weekly teacher data meetings, facilitated by the Principal and Special Education Director, offer structured time for reviewing student progress, adjusting instructional groups, and planning next steps.

The overarching goal of RtI² at PVA is to strengthen Tier 1 instruction and provide early, effective interventions to reduce the number of students needing Tier 2 and Tier 3 supports. By year five, success will be measured by a consistent decrease in Tier 2/3 percentages, increases in proficiency rates on MAP Growth and SBAC, and improved subgroup performance as reported in the NSPF.

4) How will you communicate the need for remediation to parents?

Pahrump Valley Academy will communicate the need for academic remediation to parents through clear, consistent, and proactive outreach. The school's online portal will provide families with access to real-time academic data, including grades, assessment results, attendance, and intervention placement. When a student is identified as performing below grade level on benchmark assessments such as Renaissance STAR or MAP Growth, classroom teachers will contact the family directly to discuss areas of concern, the specific skills needing improvement, and the initial support strategies being implemented.

If additional interventions are required, and the student qualifies for Tier 2 or Tier 3 support under the school's MTSS and RtI² model, parents will receive a formal notification letter. This letter will outline the intervention plan, including the instructional approach, frequency of progress monitoring, and expected goals for improvement. Parents will be invited to attend an SST meeting where the intervention plan will be developed collaboratively and tailored to the student's individual needs.

PVA will also host monthly family workshops to help parents interpret assessment results, understand their child's learning profile, and implement strategies to support learning at home. These workshops will be bilingual to meet the needs of all families. Teachers will regularly update parents on student progress and will meet with administrators and support staff to review data and adjust interventions as needed. Through open communication, structured updates, and family engagement, PVA ensures that parents are informed partners in supporting their child's academic success.

5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

PVA will implement a comprehensive, multi-tiered system of support to identify and address behavioral concerns, mental health needs, and social-emotional challenges at the earliest signs. The foundation of this approach begins with the first two weeks of school, which are dedicated to explicitly teaching schoolwide expectations rooted in the school's REACH values. These values will be reinforced through the *Leader in Me* program, which provides students with a shared language, proactive behavior strategies, and developmentally appropriate social-emotional learning aligned to CASEL competencies.

In Year 2, PVA will expand its support systems by hiring two full-time school social workers who will provide counseling services, coordinate referrals, and facilitate intervention plans. In Year 3, the addition of a Dean of Students will provide further capacity to support behavioral interventions and monitor implementation of individualized behavior plans.

Students exhibiting early signs of behavioral or emotional concerns will be identified through teacher observations, office discipline referrals, and social-emotional screeners. Once identified, students will be referred to the school's SST, ~~which will include administrators, teachers, social workers, and, as appropriate, the Special Education Director.~~

The SST will develop individualized support plans that may include classroom-based strategies, counseling sessions, peer mentoring, and behavioral contracts. Plans will be reviewed biweekly ~~by the SST~~ to monitor student progress and make necessary adjustments. Interventions will be tiered based on student need, with Tier 1 supports provided universally through classroom instruction, Tier 2 supports including small group SEL lessons and targeted behavior check-ins, and Tier 3 supports involving intensive, individualized counseling or mental health referrals.

PVA will partner with local organizations to extend wraparound services. The Pahrump Wellness Center will sponsor free educational seminars for PVA families focused on mental health, nutrition, and wellness. Additionally, families requiring more intensive services will be referred to community-based counseling agencies, ensuring that students and their families have access to external mental health supports. Through proactive schoolwide practices, layered interventions, dedicated staff, and community partnerships, PVA will create a responsive and supportive environment that meets the social-emotional and behavioral needs of every student.

Special Populations

- 1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:
 - a) students with disabilities, including students with mild, moderate, and severe disabilities,

The Executive Director of PVA brings extensive and diverse experience serving special populations, with a consistent track record of raising academic outcomes for students historically considered at risk. Dr. Marandi holds a Ph.D. in Cognition and Instruction, with specialized research in academic resilience and accelerating reading proficiency among general and special education students in high-needs environments. Her professional background spans urban, rural, and correctional education settings, including serving as a classroom teacher, counselor, school administrator, and district-level assessment coordinator.

Throughout her career, the Executive Director has directly supported students with a wide range of disabilities, including mild, moderate, and severe disabilities. In her work with integrated classrooms in East Los Angeles and Las Vegas, she developed and implemented targeted literacy interventions for students reading between first and fifth grade who had documented IEPs and complex behavioral needs. She has participated in numerous IEP meetings, contributed to individualized goal-setting, and delivered professional development for school counselors on supporting students with disabilities. She also supported co-teaching models and MTSS implementation that aligned instructional strategies with accommodations and modifications based on students' specific learning profiles.

- b) English language learners,

The Executive Director has worked extensively with ELL populations, including students in South Central and East Los Angeles, where over 80% of the student population spoke a language other than English at home. She employed SDAIE strategies, integrated language development supports, and structured literacy interventions tailored to the unique needs of ELLs. At PVA, she has committed to embedding Designated and Integrated ELD across the instructional day, using the WIDA ELD standards and incorporating formative assessments to monitor language development. Her instructional leadership emphasizes culturally responsive pedagogy and targeted language instruction to support ELLs in accessing rigorous academic content.

- c) homeless and migrant students, and

In her work with high-poverty schools and correctional facilities, the Executive Director has supported highly mobile student populations, including homeless and transient youth. She coordinated with school social workers and

community organizations to ensure students had access to McKinney-Vento protections, wraparound services, and consistent academic placement. Her leadership has prioritized trauma-informed practices and ensured that students experiencing housing instability were connected to school counselors, attendance monitoring, and academic interventions. At PVA, these practices will be embedded in Tier 1 and Tier 2 supports through MTSS and monitored through regular data reviews.

d) **intellectually gifted students.**

In both urban and rural school systems, the Executive Director has supported gifted learners by differentiating instruction and creating personalized learning pathways. She developed portfolio-based and project-based enrichment programs, particularly in literacy and STEM, that allowed gifted students to explore content beyond grade level. At PVA, students who exceed grade-level expectations based on MAP Growth, STAR, and classroom performance data will be offered targeted enrichment, including leveled group instruction, Socratic seminars, and leadership opportunities. Gifted students will be monitored for growth through individualized learning plans and will be supported in accelerating through curriculum content once mastery is demonstrated.

- 2) **Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:**
 - a) **How will the school identify students who require special education services? How will the school handle over-identification of students having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?**

PVA is committed to identifying and meeting the needs of students with mild, moderate, and severe disabilities in the least restrictive environment (“LRE”) possible. Consistent with federal and state law, PVA ensures that students with disabilities are provided access to the general education curriculum alongside their typically developing peers to the maximum extent appropriate. This commitment is supported by robust systems of early identification, targeted intervention, and progress monitoring.

PVA will utilize a comprehensive Child Find process in accordance with the Individuals with Disabilities Education Act (“IDEA”) to identify students who may require special education services. All students will be universally screened using the STAR and MAP Growth assessments in reading and math. Additionally, classroom-based formative assessments and behavioral observations will be regularly reviewed. Students demonstrating academic or behavioral concerns will first be supported through a structured MTSS, which includes ~~Response to Intervention and Instruction (RtI²)~~. Targeted Tier 2 and intensive Tier 3 supports are implemented prior to considering a special education referral. This layered support model ensures that students receive timely and appropriate interventions and prevents premature or inaccurate referrals for special education.

To prevent over-identification, PVA emphasizes fidelity to RtI² protocols, data-based decision making, and collaboration with general education teachers, specialists, and families. Documentation of intervention strategies, duration, and student response will be maintained and reviewed by the SST before initiating any formal evaluation for special education eligibility.

In cases where a student has previously been identified for special education services but appears to be progressing without the need for continued specialized instruction, PVA will initiate an early triennial review process. This involves obtaining parental consent for updated psychoeducational assessments to determine whether the student continues to meet eligibility criteria under IDEA. The IEP team will reconvene to review the results and, if appropriate, develop a plan to exit the student from special education services.

To ensure a smooth transition, a support plan may be developed to include short-term RtI²-based supports, such as weekly academic monitoring, scheduled check-ins with the Specialized Academic Instructor (“SAI”), and continued collaboration between general and special education staff. The student’s progress will be reviewed at monthly team meetings for a minimum of three months to confirm continued academic and behavioral success in the general education setting. Through these proactive and student-centered processes, PVA ensures that all students receive the appropriate level of support they need, while upholding their rights to be educated in the LRE and maintaining high expectations for achievement.

- b) What specific instructional programs, practices, and strategies the school will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

PVA is committed to providing a full continuum of services to ensure that SWD supporting all students with disabilities, including those with severe intellectual, learning, and/or emotional disabilities, through a full continuum of services provided in the LRE receive equitable access to the curriculum and meaningful opportunities for academic and personal growth. All services will be provided in the LRE as required by the IDEA, with the placement decision based on the individual needs of each student as documented in the IEP. These services will be delivered by appropriately credentialed on-site staff or through qualified external educational service providers, ~~depending on the individual needs of each student.~~

The school will implement evidence-based instructional programs that support students with diverse learning needs. These include the Savvas Learning Company’s standards-aligned curriculum for English Language Arts, Mathematics, Science, and Social Studies, which integrates supports for English learners and students with disabilities. Universal Design for Learning principles will guide daily instruction so that lessons are accessible through multiple modalities, including visual, auditory, and kinesthetic strategies. The Gradual Release of Responsibility model will be used to help students move from teacher-led instruction toward independence, ensuring that scaffolding is gradually removed as mastery is demonstrated. MTSS will provide a framework for early identification of learning or behavioral needs, and RtI² strategies will be embedded to ensure timely remediation or enrichment.

Students with disabilities will have access to specialized academic instruction, accommodations, modifications, and related services identified in their IEPs. General education teachers will receive training on differentiation, scaffolding, and accommodations such as chunking assignments, providing alternative formats for assessments, and modifying pacing. Special education teachers and paraprofessionals will collaborate with general education teachers, ensuring that students are fully included in the classroom environment whenever appropriate. Related service providers, including speech-language pathologists, occupational therapists, school psychologists, and counselors, will support students through individualized or small-group interventions delivered during the instructional day. General education and special education teachers, along with related service providers and paraprofessionals, will collaborate regularly in structured meetings to evaluate student progress, share instructional strategies, and identify new supports as needed. Special education paraprofessionals will be present in general education classrooms to assist students with disabilities in

accessing the curriculum, implementing accommodations, and supporting IEP goals. These supports will include both academic and social-emotional mentoring by staff.

PVA will provide a range of placements to meet the needs of SWD. Services will begin with full inclusion in the general education classroom, supplemented by in-class supports such as co-teaching, push-in special education support, and the assistance of paraprofessionals. For students who require additional support, pull-out small-group or one-on-one instruction will be available in a resource setting. Students with more significant needs will have access to a designated special education classroom, where instruction will be individualized and tailored to functional, academic, and behavioral goals while maintaining opportunities for inclusion in general education classes and school-wide activities. PVA shall provide special education instruction and related services in accordance with the IDEA and Nevada Administrative Code (“NAC”) requirements.

Students with severe intellectual disabilities will receive highly individualized programs that focus on both academic and functional life skills. Instruction will be adapted to each student’s cognitive level and will emphasize communication, daily living skills, and social interaction while integrating core academics. For students with severe learning disabilities, evidence-based interventions such as structured literacy, multisensory math, and visual supports will be used to close skill gaps and promote mastery of standards at an individualized pace. For students with severe emotional disabilities, the school will implement behavioral support plans developed collaboratively by the IEP team. These plans will be supported by school counselors and licensed therapists, and may include access to counseling, behavior intervention services, and restorative practices. All students in this group will have access to positive behavioral interventions and supports, as well as opportunities for social-emotional growth through programs such as *Leader in Me*.

IEP teams will meet at least annually, or more frequently if necessary, to evaluate student progress, adjust goals, and determine appropriate placement along the continuum of services. Student progress will be evaluated through formal and informal assessments, classroom performance, and data from benchmark testing. Teachers and related service providers will meet regularly to review student progress and collaborate on instructional strategies. Parents will receive progress reports aligned to IEP goals on the same schedule as report cards, ensuring transparency and accountability.

Through this inclusive and collaborative model, Pahrump Valley Academy ensures that all students with disabilities, including those with severe intellectual, learning, and emotional disabilities, receive individualized services that address their academic, social, and emotional needs. By combining high expectations with targeted supports, PVA will provide access to rigorous instruction, meaningful peer interaction, and the skills necessary for students to achieve independence and long-term success.

~~Students with disabilities will receive specialized academic instruction and designated services based on their IEPs. Services will be provided during the instructional day and tailored to support progress toward each student’s specific IEP goals. PVA will ensure that all general education teachers receive confidential copies of the IEPs for students they serve, and are trained to implement the required accommodations and modifications.~~

~~General education and special education teachers, along with related service providers and paraprofessionals, will collaborate regularly in structured meetings to evaluate student progress, share instructional strategies, and identify new supports as needed. Special education paraprofessionals will be present in general education classrooms to assist students with disabilities in accessing the curriculum, implementing accommodations, and supporting IEP goals. These supports will include both academic and social-emotional mentoring by staff.~~

~~Students requiring additional, individualized services including low-incidence disabilities, will receive instruction and support in a designated classroom space designed for special education services. Related services such as speech and language therapy, counseling, occupational therapy, and psychoeducational assessments will be conducted in private, child-friendly settings to ensure confidentiality and comfort.~~

~~Through this collaborative and inclusive model, PVA ensures that all students receive the supports they need to thrive academically, socially, and emotionally, while maintaining access to high-quality instruction and peer interaction.~~

- c) How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

At Pahrump Valley Academy, special education and related service personnel will work closely with general education teachers to ensure all students have access to a rigorous, standards-aligned academic curriculum. This collaboration will be built into the school's instructional framework through regularly scheduled monthly meetings between special education and general education teachers. During these collaboration sessions, staff will review student progress, share instructional strategies, analyze student data, and adjust support plans to address individual learning needs. The Director of Special Education will play a central role in facilitating these meetings and will provide ongoing guidance, coaching, and oversight to ensure that services are aligned with students' Individualized Education Programs. In addition to scheduled meetings, informal collaboration will occur through co-planning, joint participation in professional development, and frequent communication between case managers, general educators, and related service providers. The shared goal is to maintain inclusive classrooms where instruction is differentiated, accommodations and modifications are implemented consistently, and all students, including those with disabilities, are engaged and challenged to meet high academic expectations.

- d) How will you ensure qualified staffing to meet the needs of students with disabilities? *Federal and Nevada law requires licensure for special education teachers, related service personnel, and psychologists at charter schools.*

Pahrump Valley Academy will ensure compliance with all federal and Nevada state requirements by hiring only licensed special education teachers, related service providers, and school psychologists. The school will implement a targeted recruitment strategy that includes posting job openings on the school's website, state education job boards, and national special education networks, as well as engaging in outreach through social media platforms. PVA will also participate in education-focused job fairs and establish formal partnerships with teacher preparation programs at colleges and universities, including those offering credentialed special education programs.

Currently, PVA is exploring a collaborative relationship with a local community college that offers a four-year ~~education degree~~teacher preparation program, with the goal of creating an internship-to-employment pipeline. This model will allow the school to host student interns in special education settings, providing a hands-on experience while evaluating candidates for future employment. In addition to competitive compensation and benefits, PVA will create a supportive and growth-oriented work environment that emphasizes professional development, mentorship, and opportunities for leadership. To retain high-quality special education personnel, PVA will foster a professional and inclusive work environment. Special education staff will receive robust professional development opportunities aligned to evidence-based instructional practices, compliance procedures, and inclusive teaching strategies. Staff will be supported through coaching, regular collaboration with general education colleagues, and recognition of their contributions to student success. This investment in workplace culture will help attract and retain qualified special education staff and encourage

employee referrals, building a stable and highly qualified team to meet the diverse needs of students with disabilities. PVA is committed to meeting all federal and state requirements regarding special education staffing, including the employment of appropriately licensed special education teachers, related service providers, and school psychologists. To ensure a strong pool of qualified candidates, PVA will recruit through a multi-faceted approach that includes outreach via the school's website, targeted postings on educational employment platforms, participation in job fairs, and active engagement on social media.

In addition, PVA will establish partnerships with local colleges and universities, including those with credentialing and special education programs. The school is currently exploring a collaboration with the local community college, which offers a four-year teacher preparation program. This partnership would allow PVA to serve as a placement site for student teachers and interns, providing an opportunity to mentor and evaluate prospective staff for future employment.

To retain high-quality special education personnel, PVA will foster a professional and inclusive work environment. Special education staff will receive robust professional development opportunities aligned to evidence-based instructional practices, compliance procedures, and inclusive teaching strategies. Staff will be supported through coaching, regular collaboration with general education colleagues, and recognition of their contributions to student success.

This strategic focus on recruitment, pipeline development, and retention supports the school's commitment to delivering equitable, high-quality services for students with disabilities in accordance with all applicable laws and best practices.

- e) What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?

PVA will establish a structured and legally compliant process for developing, incorporating, monitoring, and evaluating students who qualify for Section 504 plans and special education services. The school will ensure full compliance with the IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act ("ADA").

Upon enrollment, the school will review all existing evaluations, Section 504 plans, or IEPs to ensure that accommodations, modifications, and related services are implemented without delay. For students not previously identified, referrals for evaluation will occur through MTSS when academic, behavioral, or developmental concerns suggest a possible disability. Evaluations will be completed within required timelines, and eligibility determinations will follow Nevada Department of Education and federal guidelines.

Once eligibility is confirmed, the school will convene an IEP or Section 504 team meeting that includes parents or guardians, general and special education teachers, specialists, and administrators. The team will develop a plan that identifies specific goals, accommodations, modifications, and services aligned to the student's individual needs. Teachers and service providers will be trained to implement supports with fidelity.

Monitoring and evaluation will occur through multiple systems of accountability. Student progress will be measured through ongoing data collection, benchmark assessments, classroom performance, and teacher observations. For SWD, progress toward annual goals will be reported to families on the same schedule as general education report cards, with

updates tied to measurable data. For students with Section 504 plans, progress will be evaluated through teacher feedback, student performance data, and annual review meetings to determine whether accommodations continue to ensure equal access.

Evaluation will go beyond monitoring by assessing the effectiveness of services and supports in improving student outcomes. IEP teams will review whether goals have been met, whether progress is sufficient for the student to close gaps, and whether instructional strategies remain appropriate. When goals are consistently met, teams may increase rigor or consider a reduction in services. When insufficient progress is documented, teams will revise goals, adjust services, or intensify supports. Triennial reevaluations will be conducted for SWD to determine ongoing eligibility, or sooner if data indicate that changes are needed. Exit from special education services will occur only when a multidisciplinary team determines, through evaluation data, that the student no longer meets eligibility criteria and can succeed in the general education environment with supports available to all students.

Curricular and instructional decisions will be tracked and evaluated through documentation in the IEP or Section 504 plan, as well as through collaborative team reviews of student performance data. Administrators and special education staff will conduct classroom observations and data audits to verify fidelity of implementation and to ensure that instructional strategies are producing the intended outcomes.

PVA will safeguard the rights of SWD and their families through procedural protections as required by IDEA and Section 504. Parents and guardians will receive written notice of their rights at the time of referral, evaluation, plan development, and annually thereafter. These safeguards include the right to participate in meetings, the right to access educational records, the right to receive prior written notice before any change in services, the right to provide consent for evaluations and services, and the right to an impartial due process hearing when disagreements arise.

Disputes regarding eligibility, placement, or services will first be addressed through collaborative problem solving, parent conferences, and facilitated IEP meetings. Mediation will be offered consistent with Nevada Department of Education procedures. If resolution cannot be achieved, families retain the right to pursue due process hearings or file complaints with the Nevada Department of Education or the Office for Civil Rights. The school will comply fully with all state and federal requirements and will protect students and families from retaliation when exercising their rights.

e) —

~~PVA is committed to meeting all federal and state requirements regarding special education staffing, including the employment of appropriately licensed special education teachers, related service providers, and school psychologists. To ensure a strong pool of qualified candidates, PVA will recruit through a multi-faceted approach that includes outreach via the school's website, targeted postings on educational employment platforms, participation in job fairs, and active engagement on social media.~~

~~In addition, PVA will establish partnerships with local colleges and universities, including those with credentialing and special education programs. The school is currently exploring a collaboration with the local community college, which offers a four-year teacher preparation program. This partnership would allow PVA to serve as a placement site for student teachers and interns, providing an opportunity to mentor and evaluate prospective staff for future employment.~~

~~To retain high-quality special education personnel, PVA will foster a professional and inclusive work environment. Special education staff will receive robust professional development opportunities aligned to evidence-based instructional practices, compliance procedures, and inclusive teaching strategies. Staff will be supported through~~

~~coaching, regular collaboration with general education colleagues, and recognition of their contributions to student success.~~

~~This strategic focus on recruitment, pipeline development, and retention supports the school's commitment to delivering equitable, high-quality services for students with disabilities in accordance with all applicable laws and best practices.~~

- f) What your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?

PVA will implement a comprehensive compliance monitoring system to ensure its special education program aligns with all applicable federal and state laws, including the IDEA, Section 504 of the Rehabilitation Act, the ~~Americans with Disabilities Act (“ADA”)~~, and ~~Nevada Administrative Code (“NAC”)~~NAC. Oversight will be led by the school's Special Education Director, who will be appropriately credentialed and experienced in special education compliance and program implementation.

PVA will maintain accurate and confidential special education records for each student with an IEP and will ensure that all timelines for evaluations, IEP meetings, and service implementation are consistently met. The school will use a secure digital compliance platform to track timelines, monitor service minutes, and ensure IEP goals are being addressed. This platform will also support coordination among general and special education staff to provide timely updates and documentation.

Internal audits will be conducted quarterly by the Special Education Director to review IEP compliance, service delivery logs, progress toward IEP goals, and parent communication. The Executive Director will review these audit results as part of the school's broader accountability framework. Additionally, PVA will participate in all required external compliance reviews conducted by the NDE, as applicable.

Any identified compliance concerns will result in immediate corrective action plans, with oversight from school leadership to ensure timely resolution. Professional development sessions will be scheduled annually and as needed to train all staff on updated laws, procedural safeguards, and their roles in upholding student rights. Through this structured and proactive approach, PVA will ensure full legal compliance and promote educational equity for students with disabilities.

- g) *For proposed middle and high schools, discuss how you will develop and implement transition plans for special education students.*

PVA will develop and implement transition plans for SWD that align with state and federal requirements and are appropriate for a K–8 educational setting. Transition planning at PVA will focus on the key milestone of moving from elementary to middle school and then from middle school to high school. The process will be individualized, based on each student's strengths, interests, and needs, and will be formally incorporated into the student's IEP no later than age 14.

The goal of each transition plan will be to prepare students for success in their next educational environment by supporting academic development, building social and self-advocacy skills, and promoting independence. Transition activities will include targeted instruction, goal-setting, skill development, and familiarization with the expectations and structures of middle and high school settings. These activities will help SWD gain the competencies necessary to thrive in more independent learning environments.

Families will be engaged as equal partners in the transition planning process. They will receive timely communication, resources, and support to participate meaningfully in IEP meetings and transition decisions. The IEP team will ensure that planning is coordinated and that all relevant stakeholders, including general and special education teachers and related service providers, contribute to the development and monitoring of the plan. The Special Education Director will oversee compliance and implementation, ensuring that transition goals are clearly defined, developmentally appropriate, and effectively supported.

2) Explain how the school will meet the needs of English language learners (EL), including:

- a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?

To meet the NDE and SPCSA expectations for serving ELLs, PVA will implement a comprehensive and compliant process for identification, accurate placement, and support of all EL students. Upon enrollment, PVA will administer the Nevada-mandated Home Language Survey (“HLS”) to all students. Any student whose survey indicates a language other than English spoken at home will be screened using the WIDA ACCESS Placement Test (“W-APT”) or the Kindergarten W-APT, as appropriate. These tools will determine the student's English language proficiency level and eligibility for EL services, in accordance with state and federal guidelines.

To ensure accuracy and avoid both under- and over-identification, PVA’s registrar will review all incoming student records, including those in Infinite Campus, to cross-reference prior EL designations and services. The registrar will work closely with the school’s designated EL Coordinator and Special Education Director to verify placement decisions and ensure no duplication or misclassification of services, especially for students who may also have an IEP. Additionally, professional development will be provided annually for all instructional staff on the proper identification and instructional strategies for supporting ELs, as required under Every Student Succeeds Act (“ESSA”) and Nevada Revised Statutes (NRS 388.405–388.439).

This identification process ensures timely access to Designated and Integrated ELD services and supports the school’s mission to provide equitable access to rigorous, college-preparatory instruction for all students, including those learning English.

- b) How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?

PVA will ensure that the results of the WIDA Screener and all English Language Learner program placement decisions are communicated clearly, promptly, and in compliance with state and federal requirements. Once a student has been identified as an EL through the WIDA Screener, the administrative team, supported by the ELL Teacher/Reading Specialist, will notify the student’s parents or guardians in writing within 30 days of the start of the school year or within two weeks of enrollment during the year. The written notice will be provided in a language the family understands and will include the student’s English proficiency level, an explanation of the WIDA scoring scale, the instructional services the student will receive, and how the designation may impact the student’s educational experience.

These results will also be communicated internally to the relevant instructional staff. Teachers will receive domain-specific WIDA scores for Listening, Speaking, Reading, and Writing, along with instructional strategies to support student learning. The ELL Teacher/Reading Specialist will work directly with staff to guide appropriate instruction, ensure proper accommodations are provided, and assist in flexible grouping and intervention planning based on proficiency levels.

To support the ELL program from the beginning, PVA will hire a certified ELL Teacher/Reading Specialist in Year 1. As the student population grows and ELL needs increase, PVA will add a second ELL Teacher/Reading Specialist by Year 3 to expand capacity for both direct services and teacher support. Additionally, Infinite Campus will be used to track and store all ELL identification and placement data to maintain compliance and support ongoing program monitoring. Teachers will receive regular professional development on interpreting WIDA data and embedding appropriate scaffolds in classroom instruction.

- c) How will you ensure qualified staffing to meet the needs of EL students, conduct assessments, and monitor the progress of EL students? *Nevada law requires licensure (TESL endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.*

To ensure compliance with Nevada law and to effectively meet the needs of ELLs, PVA will prioritize hiring licensed teachers with the Teaching English as a Second Language (“TESL”) endorsement to provide ELL services in both inclusive and pull-out instructional settings. In Year 1, PVA will hire a TESL-endorsed ELL Teacher/Reading Specialist who will be responsible for delivering direct services, conducting WIDA assessments, supporting instructional staff, and monitoring student progress. As the ELL student population grows, a second TESL-endorsed ELL Teacher/Reading Specialist will be added in Year 3 to expand service delivery and professional support.

To build long-term internal capacity, PVA will incorporate TESL certification support into its professional development program. Teachers hired in the founding year will be strongly encouraged to pursue TESL endorsement, with the school providing resources and guidance for completing the required coursework and licensure process. This approach ensures compliance with licensure requirements and creates a sustainable model for distributed ELL expertise across grade levels.

Progress monitoring of ELL students will be ongoing and data-driven. The ELL specialists will use WIDA ACCESS for ELLs and formative WIDA-aligned assessments throughout the year to track growth in all language domains. Results will be reviewed in weekly professional development meetings that include the Principal, Special Education Director, and instructional teams, to inform instructional planning and identify necessary interventions. This collaborative model supports a high-quality, compliant, and inclusive ELL program aligned to Nevada expectations and the needs of all learners.

- d) What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English language learners?

PVA will ensure academic success and equitable access to the core academic program for ELLs through both integrated and designated ELD. Integrated ELD will be embedded across all core content areas, including English Language Arts, mathematics, science, and social studies, and aligned to both NVACS and WIDA standards. Designated ELD will be delivered daily through *myView Literacy* and *myPerspectives*, which include ELD Companions, bilingual section summaries, interactive readers at multiple proficiency levels, and a digital library in over 46 languages. The goal of designated ELD is to help students attain English language proficiency as quickly as possible.

In all content areas, instruction will include strategies such as sentence frames, visual aids, realia, modeling, scaffolding, and structured academic conversations to develop reading, writing, speaking, and listening skills. Math instruction will incorporate vocabulary development, visual representations, and hands-on learning to support ELL access to abstract concepts. Science and social studies curricula (e.g., *elevateScience* and *myWorld Interactive*) offer multilingual supports and leveled readers to ensure comprehension and engagement. Instructional materials and supports will be tailored to

meet the individual language development needs of ELLs while maintaining high expectations for academic achievement.

- e) What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?

Daily progress evaluations for English learners occur at the classroom level. Classroom teachers reflect on these evaluations during weekly professional development meetings. When students are deemed ready to exit English learner classification, a member of the administrative team, along with the student's parent or guardian, will participate in a reclassification meeting. This process will consider the student's English language proficiency level, performance in core content areas, and literacy skills. Final decisions will be guided by the results of the WIDA ACCESS assessment and confirmed through multiple academic indicators.

To help determine readiness for reclassification, student scores from interim assessments such as Renaissance STAR and MAP Growth will be reviewed to identify patterns of sustained growth. If data indicate that a student has met English proficiency criteria and is achieving successfully in the general education setting, the ELL Teacher will issue a notice to the parent or guardian to solicit their input. If all parties agree that reclassification is appropriate, the student will be formally exited from English learner services.

After reclassification, the ELL Teacher will monitor the student's academic progress for four consecutive quarters. If challenges arise, a team consisting of the classroom teacher, support staff, parent or guardian, and student will meet to determine appropriate interventions or supports. The goal is to ensure continued academic success and prevent regression following reclassification.

- 3) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.

PVA is committed to identifying and serving intellectually gifted students through research-based practices and individualized academic planning. Students will be referred for cognitive ability testing by parents, teachers, or the Executive Director. PVA will administer a nationally normed, age-appropriate cognitive abilities test, such as the CogAT or similar assessment, twice per year to measure reasoning and problem-solving skills. Testing will be conducted in compliance with state and federal guidelines, and families will be informed of the assessment tools, results, and educational implications.

Upon identification, students who meet eligibility criteria will receive a Differentiated Education Plan (DEP), which outlines their academic strengths, enrichment strategies, and specific instructional supports. DEPs will be individualized, regularly reviewed, and adjusted as needed to reflect student growth and interests. The DEP model draws from best practices in gifted education, including differentiation of content, process, and product to ensure rigorous and meaningful learning experiences.⁴⁶

Gifted students will engage in flexible small-group instruction, project-based learning, and interest-driven inquiry that fosters depth over breadth. Rather than simply assigning additional work, PVA will offer opportunities to explore advanced topics, create presentations, lead discussions, and produce creative products such as blogs, models, or

⁴⁶ Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). ASCD.

multimedia projects. Instruction will be scaffolded to promote higher-order thinking, complex problem solving, and independent learning.

Staff will receive professional development in supporting high-achieving learners, including strategies aligned with Tomlinson's differentiated instruction model¹. Teachers, paraprofessionals, and support staff will meet regularly to evaluate the progress of gifted students and ensure ongoing alignment between instructional practices and student needs. PVA understands that gifted students require the same degree of structure, support, and challenge as other student populations. Just as Response to Intervention addresses academic gaps, enrichment supports for gifted students will be deliberate, proactive, and data-informed.

4) Explain how the school will meet the needs of homeless/migrant students:

- a) How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?

PVA is committed to meeting the needs of students experiencing homelessness, in accordance with the McKinney-Vento Homeless Assistance Act. To ensure accurate identification, the school will administer a standardized Student Residency Questionnaire at the time of enrollment, asking families to self-report housing instability or lack of a fixed, regular, and adequate nighttime residence. Staff will be trained annually to recognize signs of homelessness, understand the rights of homeless students, and implement appropriate referral protocols. Posters and informational materials outlining McKinney-Vento rights and school contacts will be visibly posted in the main office, enrollment areas, and on the school website, and announcements will be shared at parent events to increase awareness.

Upon identification, the school will designate a McKinney-Vento liaison to support homeless students and ensure compliance with the McKinney-Vento Homeless Assistance Act. In the first year of operation, this responsibility will be assigned to the Executive Director, who brings prior experience as a school counselor and has served as a McKinney-Vento liaison at the school site level. Beginning in the second year, the school plans to hire a social worker who will assume the responsibilities of the McKinney-Vento liaison. This position will not be a full-time standalone role but will be integrated as a designated responsibility within an existing staff position. Responsibilities of the McKinney-Vento liaison will include:

- Identifying homeless children and youth enrolled at the school.
- Ensuring homeless students are enrolled without delay and are given full and equal opportunity to succeed academically.
- Assisting with enrollment even in the absence of typical records such as proof of residency, immunization records, or previous academic documentation.
- Supporting parents, guardians, and unaccompanied youth in obtaining necessary documentation and determining appropriate grade placements.
- Facilitating access to educational supports and services, including transportation, tutoring, and academic interventions.
- Coordinating access to health, mental health, dental, housing, substance abuse, and other needed community services.
- Providing referrals to both school-based and external community resources.
- Informing parents and guardians of their educational rights under the McKinney-Vento Act.
- Posting public notices of McKinney-Vento rights in locations required by law.
- Maintaining regular communication with homeless students and their families.

- Collaborating with school staff, counselors, and external agencies to remove barriers to education.
- Mediating disputes related to school enrollment or access to services.
- Providing annual training for all school staff on the rights of homeless students and how to support them.
- Participating in professional development related to McKinney-Vento and remaining current on federal, state, and local policy changes.
- Ensuring unaccompanied homeless youth are informed of their rights and receive proper documentation to qualify for relevant assistance.

~~,who will coordinate services and ensure immediate enrollment, regardless of documentation. Homeless students will receive transportation assistance (as needed), school supplies, meals, and equitable access to all academic and extracurricular programs. The liaison will also facilitate referrals for community-based supports, including the Pahrump Wellness Center and other social service providers. Student progress will be closely monitored by the student support team, and individualized support plans will be created as needed to address attendance, academic performance, and social-emotional needs.~~

PVA will identify migrant students through a Home Language and Employment Survey administered at enrollment. Families who indicate seasonal or temporary employment in qualifying agricultural or fishing industries will be flagged for further review by administrative staff. Suspected migrant students will be referred to the Nevada Migrant Education Program (“MEP”) regional contact for verification and services.

To avoid misidentification, staff will be trained on the specific criteria that define migrant eligibility and how to engage families in a culturally responsive and respectful manner. Once identified, migrant students will be provided with academic support, access to supplemental instructional services, and coordination with state and regional MEP resources. Services may include tutoring, summer programs, and health or nutrition referrals, as appropriate. Teachers and the school’s leadership team will monitor the academic progress of migrant students, with data reviews and intervention planning embedded into regular instructional team meetings.

Both homeless and migrant students will be closely monitored through PVA’s MTSS, with tailored interventions, supports, and regular family communication to ensure equitable access to learning and success.

b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

Pahrump Valley Academy will designate a staff member to serve as the McKinney-Vento liaison, responsible for assessing the needs of homeless students and their families. This individual will conduct intake interviews, maintain documentation, and coordinate services in compliance with the McKinney-Vento Homeless Assistance Act of 1987. Upon identification, the liaison will work with families to assess immediate needs such as transportation, school supplies, nutrition, health referrals, and academic support. Regular check-ins and needs assessments will be conducted throughout the school year to ensure continued support and access to services.

This staff member will report to the Executive Director, who brings more than a decade of experience working with homeless student populations in both Los Angeles and Southern Nevada. The Executive Director has strong ties to local service agencies and will help facilitate collaboration with community partners such as the Pahrump Wellness Center to offer wraparound services and educational resources for families experiencing homelessness.

For students identified as migrant, the designated staff member will coordinate with the Nevada MEP to ensure that federally funded services and supports are delivered promptly. Needs assessments for migrant students will include

evaluating academic progress, language development, access to transportation, and any health or social-emotional needs. The school will work with the regional MEP office to ensure timely delivery of supplemental instructional services, tutoring, nutritional programs, and summer enrichment opportunities.

To ensure accuracy and compliance, data will be updated regularly, and student progress will be reviewed in professional development meetings and student support team discussions. The school will also provide translation services and culturally responsive outreach to strengthen trust and engagement with migrant families.

3.6 PROFESSIONAL DEVELOPMENT

- 1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

PVA is committed to implementing a comprehensive, continuous, and job-embedded professional development program that is directly aligned with the school's instructional model, curriculum choices, and core values. The overarching goal of PD at PVA is to ensure fidelity of implementation across all academic programs, promote data-driven instruction, and support inclusive practices that meet the needs of all students, including English learners, students with disabilities, and gifted students.

Professional development at Pahrump Valley Academy will focus on five core components designed to ensure high-quality instruction, equitable support, and a cohesive school culture. The first component, curriculum implementation and instructional strategies, will include extensive training on the school's selected standards-aligned curricula, such as *Savvas myView Literacy*, *myPerspectives*, *enVision Math*, *elevateScience*, and *myWorld Interactive*. Teachers will also be trained in implementing research-based strategies like explicit instruction, differentiated learning, Socratic Seminars, graphic organizers, constructed responses, and frequent checks for understanding, as supported by Archer and Hughes (2011) and the National Research Council (2001). This training will ensure consistent instructional practices across all grade levels and content areas.

The second component focuses on MTSS and RtI². Teachers will be trained to implement MTSS using data from Renaissance STAR and MAP Growth assessments to group students for targeted instruction. They will learn how to support students across Tiers 1, 2, and 3, use intervention data to make informed decisions, and participate in weekly meetings to monitor student progress. This training will also include how to create and monitor Differentiated Education Plans for gifted students and participate meaningfully in the IEP and SST processes.

The third component, equity, inclusion, and special populations, will provide ongoing training in supporting English learners through integrated and designated ELD strategies aligned to WIDA standards. Teachers will learn to apply scaffolding, sentence frames, modeling, and use of ELD Companion resources in *myView* and *myPerspectives*. Additionally, PD will include legal compliance and instructional best practices for supporting students with disabilities in the least restrictive environment, including monitoring accommodations and modifications, utilizing co-teaching models, and fostering collaboration between general and special education staff.

The fourth component emphasizes data analysis and progress monitoring. Teachers and staff will be trained in assessment literacy, with a focus on interpreting data from MAP Growth, Renaissance STAR, and SBAC assessments. Training will prepare teachers to identify learning gaps, tailor instruction, and adjust pacing. Weekly professional development meetings will provide time for collaborative data review, lesson planning, and identifying targeted interventions or enrichment activities.

The fifth component centers on leadership and school culture. Through the implementation of *Leader in Me*, all staff will be trained in *The 7 Habits of Highly Effective People* and PVA's REACH values. Staff will be guided in embedding social-emotional learning into classroom instruction and in promoting a positive school culture. These efforts will be supported by two social workers beginning in Year 2 and a Dean of Students added in Year 3. This multi-faceted professional development approach is aligned to PVA's mission and designed to build instructional excellence, inclusive practices, and student success.

Professional development will be delivered through a hybrid model that includes internal and external facilitators. PVA will host eight full days of PD annually and provide weekly one-hour sessions. Instructional leaders—including the Principal, Executive Director, Instructional Coach, Special Education Director, and ELL Teacher—will provide internal coaching and modeling, while external partners may be engaged for curriculum-specific or compliance-related training. PD will be both uniform (schoolwide initiatives like *Leader in Me*, MTSS, and assessment practices) and individualized (based on teacher observations, evaluation data, and specific content area needs).

2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. *Ensure alignment to incubation year plan.*

PVA will provide a focused and high-impact PD program to ensure teachers are fully equipped to implement the school's instructional program, curriculum, and student support systems. The PD model emphasizes alignment to PVA's mission, fidelity to instructional practices, and responsiveness to student learning needs.

Pre-Service Professional Development (3 Days Prior to School Opening):

Three days of professional development will be held immediately before the start of the school year. Topics will include:

- Orientation to PVA's mission, REACH values, instructional model, and schoolwide expectations
- Mandated Trainings
- Introduction to the curriculum (Savvas Learning programs for ELA, math, science, social science; Bon Voyage for French; Art in Action; and music)
- Overview of instructional strategies including the Gradual Release of Responsibility model (I do, We do, You do), Socratic seminar, inquiry-based learning, differentiated instruction, competency-based learning and integrated ELD
- Training in the MTSS and RtI² model for academic and behavioral interventions
- *Leader in Me* Training
- Behavior expectations, REACH values, and classroom management
- Special education law, inclusion strategies, and Universal Design for Learning
- Introduction to classroom and schoolwide data systems, including Infinite Campus, Renaissance STAR, AR, AM, and MAP Growth

In-Service Professional Development (5 Days During the School Year):

Five full days of professional development will be embedded in the school calendar throughout the year. These sessions will provide deeper training on:

- Using data to drive instruction and identify gaps
- Data analysis and progress monitoring
- Instructional fidelity and use of pacing guides
- Meeting the needs of English Learners, students with disabilities, and at-risk students
- Addressing disparities between student groups using real-time data

- Enrichment strategies for gifted learners, including the use of Differentiated Education Plans (DEP)
- Behavior management and restorative practices supported by *Leader in Me*

Weekly Collaborative and Data Meetings:

Every week, teachers will participate in a scheduled professional meeting cycle that includes:

- One staff-wide meeting for schoolwide updates and coordination
- One session for data analysis and instructional planning
- One session for targeted professional development
- One meeting for special education and general education collaboration and instructional support

Teachers will also meet by grade level weekly during specials to review data, monitor progress of students, align lesson plans, utilize common grading, and adjust pacing guides.

All administrators, including the Executive Director, Principal, Special Education Director, and Instructional Coach, will engage in meaningful coaching conversations with teachers and staff, ensuring that support is job-embedded, actionable, and growth-oriented. The Principal will conduct regular classroom walkthroughs, informal observations, and formal evaluations. The Instructional Coach will support the teachers and ongoing, real-time coaching based on the professional development received. These supports will provide timely and constructive feedback aligned to instructional goals.

PVA will support teachers in developing strong parent and guardian communication as a key part of student success. During the beginning-of-year professional development, teachers receive training on the importance of consistent, meaningful contact with families. This includes how to maintain contact logs, how often to reach out, and how to handle both positive and challenging conversations. Teachers are also guided on the appropriate communication process, starting with the student, then the parent or guardian, and finally involving school support staff if needed. A phone clinic is held to allow teachers to practice calls using real-life scenarios with board members acting as parents. Throughout the year, weekly professional development and collaboration time is used to reinforce communication strategies, review student data, and adjust plans as needed. These supports ensure teachers are well-prepared to engage families and build strong home-school partnerships

This PD structure is designed to build internal capacity, foster a culture of continuous improvement, and ensure consistent, high-quality instruction across classrooms. Additional PD will be provided as needed in response to student performance data and teacher needs. PVA's commitment to individualized teacher growth and aligned instructional practices will directly support student achievement and the school's academic mission.

- 3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?

PVA will offer a total of eight PD days per school year, with three full days scheduled immediately before the first day of instruction and five additional full PD days embedded throughout the academic calendar. This model ensures teachers are fully supported in implementing the instructional program, curriculum, assessment systems, and targeted supports aligned with NVACS and PVA's mission.

The school calendar, daily bell schedule, and staffing structure are specifically designed to accommodate this PD plan. PVA will operate on a 180-day instructional calendar and a longer school day (7:45 AM to 4:00 PM), which allows for

embedded intervention and enrichment without reducing instructional time. The staffing plan includes a Principal, Instructional Coach, and Special Education Director, all of whom contribute to PD planning and delivery.

In addition to the eight full PD days, PVA will provide weekly scheduled time for professional collaboration and development. This includes four structured sessions per week during teacher prep time:

- One staff-wide meeting for schoolwide updates and coordination
- One data analysis meeting to review MAP Growth, Renaissance STAR (Reading and Math), WIDA, and formative assessments
- One targeted professional development session focused on instructional strategies, SEL, MTSS, or classroom management
- One collaborative planning session between general and special education staff

Grade-level teams will also meet weekly during specials to review pacing guides, monitor student data, analyze lesson effectiveness, and modify instruction. These common planning times are protected in the master schedule and allow teachers to align instruction and support diverse learners collaboratively.

PD content will be delivered by internal leaders (e.g., Instructional Coach, Principal, and Special Education Director) and external experts as needed. All sessions are designed to be job-embedded, directly connected to student data and instructional goals, and responsive to student performance. The Special Education Director will ensure that IEP accommodations are being implemented and monitored in general and special education classrooms.

Ongoing support includes regular coaching cycles, classroom walkthroughs, and formal and informal evaluations. These are designed to provide timely, constructive feedback and continuous opportunities for professional growth. This multi-tiered system of professional learning ensures consistent, high-quality teaching and a shared commitment to improving student outcomes.

4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.

Outside of the structured professional development days and weekly collaborative meetings, PVA will provide continuous, embedded coaching and support to all teachers through a comprehensive instructional leadership system. This system includes real-time classroom observations, one-on-one coaching sessions, instructional modeling, and goal-setting meetings facilitated by the Principal, Instructional Coach, and Special Education Director.

Teachers will participate in regular coaching cycles, including:

- Informal walkthroughs with immediate, non-evaluative feedback focused on specific instructional practices
- Scheduled coaching sessions to reflect on classroom practice, analyze student work, and adjust instructional strategies
- Peer observation opportunities, allowing teachers to learn from one another and reflect on best practices

The Instructional Coach will serve as a primary resource for implementing PVA's instructional model, providing guidance on differentiation, integration of ELD supports, data-driven instruction, and curriculum pacing. The coach will also help teachers develop and refine unit plans, model lessons, and support classroom management strategies aligned to the REACH values and *Leader in Me*.

The Principal and Special Education Director will provide targeted support for general and special education teachers, including co-planning for inclusive practices, ensuring alignment to IEP goals, and overseeing modifications and

accommodations in lesson delivery. For new teachers or those identified as needing additional support, the school will implement individualized improvement plans, supported by weekly check-ins and additional modeling or co-teaching.

This layered coaching structure ensures that support is ongoing, job-embedded, and aligned with schoolwide academic goals, enabling all teachers to continuously improve their practice and support student growth.

5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?

PVA is committed to ensuring that all teachers are prepared to meet the diverse needs of students requiring additional supports, including SWD, ELLs, and academically at-risk students. This support begins with comprehensive pre-service training that includes sessions on UDL, MTSS, RtI², culturally responsive pedagogy, and legal responsibilities under IDEA and Section 504.

During the school year, teachers will continue to receive embedded professional development, specifically focused on:

- Implementing accommodations and modifications per IEPs and [Section 504](#) plans
- Delivering integrated and designated ELD aligned to the WIDA standards and NVACS
- Using data from Renaissance STAR, MAP Growth, and classroom assessments to identify students in need of Tier 2 or Tier 3 interventions
- Collaborating with the ELL Teacher/Reading Specialist and Special Education Director to plan targeted instruction
- Utilizing instructional strategies such as scaffolding, sentence frames, modeling, realia, and graphic organizers to support language development and access to core content

All teachers will meet weekly in grade-level teams during specials to review student data, monitor progress, plan differentiated lessons, and adjust pacing. These meetings will include general education teachers, the Special Education Director, and the ELL Teacher as needed to ensure inclusive planning and instructional alignment.

Additionally, the Instructional Coach and Special Education Director will provide classroom-based coaching, support implementation of intervention strategies, and offer feedback aligned to the instructional framework and student performance. For students requiring intensive support, the team will collaboratively develop Student Success Plans or support the SST process.

The purpose, content, outcomes, and metrics of the coaching sessions will be directly aligned to the instructional needs identified through regular classroom walkthroughs. The primary purpose of these sessions is to improve instructional effectiveness, support professional growth, and ensure consistency in the implementation of the school's academic program. The instructional coach, who serves as the lead resource, will conduct frequent classroom observations and collaborate with the executive director and principal to identify patterns in instructional practice that require targeted support. Coaching content will be individualized and may focus on areas such as lesson planning, student engagement, differentiation, classroom management, or data-driven instruction. When multiple teachers demonstrate similar challenges, those areas will inform schoolwide professional development priorities. For individual concerns, the coach will schedule one-on-one sessions to provide modeling, feedback, and support strategies. Teachers will also be encouraged to proactively request coaching based on their self-identified needs or interests. Coaching outcomes will include improved instructional practices, increased student engagement, and measurable student growth. Feedback will be guided by clear rubrics aligned with the school's instructional expectations, including criteria such as lesson clarity, student ownership of learning, use of formative assessment, and classroom culture. Progress will be documented

through coaching logs, observation notes, and follow-up reflections to ensure that support is ongoing, responsive, and data informed.

This multi-tiered professional support system ensures that teachers are not only compliant with federal and state regulations but also confident and effective in delivering equitable, inclusive, and differentiated instruction that promotes academic growth for all learners.

6) Identify the individuals (or positions) and/or vendors responsible for professional development.

At PVA, the responsibility for professional development is shared among school leadership and specialized partners to ensure comprehensive, job-embedded, and high-quality training aligned to the school's mission and instructional model.

The key individuals and positions responsible for PD include:

- Executive Director: Oversees the overall vision and alignment of PD to school goals, evaluates effectiveness of PD initiatives, and ensures legal and regulatory compliance.
- Principal: Leads the day-to-day implementation of PD, coordinates the PD calendar, facilitates staff meetings, and conducts formal and informal teacher evaluations.
- Instructional Coach: Provides weekly coaching, models lessons, conducts classroom walkthroughs, and delivers targeted professional development aligned with teacher needs and instructional data.
- Special Education Director: Ensures all teachers receive training on IEP implementation, accommodations and modifications, inclusive practices, and compliance with special education laws. Leads PD sessions on UDL, RtI², and collaboration between general and special education staff.
- ELL Teacher/Reading Specialist: Leads training on ELD (integrated and designated), WIDA standards, language acquisition strategies, and data analysis related to ELL progress.

In addition to internal staff, PVA will partner with the following external vendors and organizations:

- Barney Charter School Initiative: Provides professional development on classical education.
- Savvas Learning Company: Provides curriculum-aligned training for *myView Literacy*, *myPerspectives*, *enVision Math*, *Elevate Science*, and *myWorld Interactive*.
- FranklinCovey – *Leader in Me*: Delivers a three-year training and implementation plan on leadership development and social-emotional learning.
- Renaissance Learning: Offers training on administering and interpreting Renaissance STAR assessments, as well as managing personalized learning with AR and AM.
- NWEA: Provides training on MAP Growth assessments, goal setting, and instructional planning.
- WIDA Consortium: Offers access to training resources and certification on ELD standards and language proficiency assessments.

3.7 SCHOOL CULTURE

1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The culture of PVA is rooted in the belief that a rigorous, respectful, and reflective academic environment cultivates student excellence. Anchored in the school's mission and vision, PVA will establish a culture of high expectations for academic achievement, personal growth, and responsible citizenship. The ethos of the school is one that values intellectual curiosity, a growth mindset, and leadership through service. Students will be surrounded by a community that actively models and celebrates these values.

PVA will promote a positive academic environment by integrating classical education with character development through the REACH values. These values will be embedded in the daily operations of the school and reinforced through structured routines, positive behavior supports, and consistent adult modeling. Academic recognition, leadership roles, and service-learning projects will foster student motivation and pride in their learning.

Faculty and staff will play a central role in sustaining this culture. PVA will cultivate professional excellence by providing staff with opportunities for continuous learning and leadership. Each staff member will be encouraged to pursue growth within weekly professional development, including joining academic or subject-specific associations. After four years, teachers will engage in a structured career review with school leadership to reflect on their contributions and identify areas for further expertise. This intentional culture of adult learning will model lifelong learning for students and reinforce the school's commitment to intellectual development.

PVA understands that teacher retention is closely connected to how supported educators feel and whether they believe school leadership is truly invested in their professional growth. With this in mind, PVA has created a structured career review process that takes place after four years of teaching at the school. This timeline gives teachers the opportunity to engage deeply with their work, reflect on their strengths and areas for growth, and develop a strong connection to the school community. The four-year mark represents a natural point to pause, take stock of progress, and consider future possibilities. PVA believes that every educator brings unique talents to their role, and by supporting the development of those talents, the school helps each teacher become their best professional self. The career review is not merely a formal check-in but a meaningful conversation between the teacher and school leadership. It is a time to explore important questions such as whether the teacher has a passion for assessment and wants to take on a leadership role in that area, or whether they might be well-suited for a position focused on school culture and discipline, such as Dean of Students. It also offers a space to consider future paths in school administration and how leadership can support that journey. PVA's leadership team, made up of veteran educators, sees this process as an opportunity to serve as mentors and guides. Just as teachers are asked to invest in the success of their students, PVA asks its administrators to invest in the success of their teachers. Teaching is one of the most important and noble professions, and PVA is committed to supporting its educators as they grow into leaders and role models for the students and community they serve.

In addition to academics, PVA will create a vibrant, engaging environment through project-based learning, extracurricular enrichment, and community events. These experiences will connect classroom instruction to real-world application, helping students understand the relevance of their education and fostering a joyful, purposeful school culture. Through this integrated academic and social approach, PVA will ensure that every student is known, challenged, supported, and prepared to thrive.

- 2) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for assisting students who enter the school mid-year to adapt to the school culture.

The foundation for a strong school culture at PVA begins with intentional design and leadership rooted in academic excellence, character development, and community engagement. From the inception of the charter, the founder's vision has been to create a school where the pursuit of knowledge is celebrated and where students, families, and educators thrive within a supportive and academically rigorous environment. This vision will be embedded into every facet of school operations beginning on the first day of school.

To establish this culture, all staff will be hired not only for their qualifications and instructional expertise, but also for their enthusiasm for learning and their alignment with the school's core values, REACH. During pre-service professional

development, teachers and administrators will be trained in the *Leader in Me* framework, which will be used schoolwide to build leadership, foster goal setting, and promote social-emotional growth. Staff will engage in collaborative planning to ensure consistent expectations and a unified approach to school culture.

For students, the first two weeks of school will focus heavily on community-building activities, explicit instruction on REACH values, and introducing *Leader in Me* practices. Teachers will guide students through structured lessons on personal leadership, responsibility, and academic habits. Students will create personal and academic goals aligned with *The 7 Habits of Highly Effective People*, and will reflect on these goals during regular classroom check-ins and schoolwide activities.

To promote a culture of intellectual passion, PVA will host events that celebrate academic achievement and curiosity, such as “Dress Like a Scholar” day, presentations on influential historical and contemporary thinkers, and field trips to local colleges and libraries. Classrooms will highlight academic role models and showcase student work that reflects depth of thought, creativity, and effort. The school will also host regular family events and workshops that welcome parents into the culture, provide resources for supporting learning at home, and build meaningful partnerships.

For students who enroll mid-year, PVA will implement a structured orientation process. These students will meet with a designated staff member or peer ambassador to review REACH expectations, *Leader in Me* principles, and classroom routines. Teachers will hold one-on-one check-ins to support academic transition, and families will be invited to attend a welcome session to connect with staff and school expectations. Consistent reinforcement of values across classrooms, weekly assemblies, and behavior systems will ensure that all students, regardless of when they enter, are fully integrated into PVA’s positive and inclusive culture.

3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.

PVA is committed to fostering a school culture that is academically rigorous, socially inclusive, emotionally supportive, and rooted in its REACH values. The overarching goals of PVA’s school culture are to:

- Cultivate a positive, safe, and respectful learning environment for all students and staff
- Promote academic excellence and intellectual curiosity through high expectations and engagement
- Reinforce leadership and character development through the *Leader in Me* framework
- Achieve Lighthouse School status through *Leader in Me* before the end of the first charter term
- Encourage strong family-school-community partnerships that support student success
- Build a professional culture of continuous growth, shared leadership, and collaboration among staff

To evaluate the implementation and impact of the school culture plan, PVA will use multiple metrics and processes:

- Stakeholder Surveys: Biannual surveys will be distributed to students, families, and staff to assess perceptions of school climate, safety, belonging, leadership development, and academic engagement
- Student Behavior Data: The school will track incidents of behavior referrals, suspensions, and attendance patterns to assess behavioral trends and identify areas for targeted intervention or positive behavior support
- REACH Recognition Program: Participation rates in student recognition programs aligned to REACH values will be reviewed regularly to monitor student engagement and reinforce positive behavior
- Leadership Portfolios: Students will maintain portfolios that document their leadership goals and progress aligned to *Leader in Me* and REACH, providing a qualitative measure of student growth and engagement

- Walkthroughs and Observations: School leaders, including the Principal and Instructional Coach, will conduct regular classroom walkthroughs to ensure consistency in implementation of cultural expectations and instructional norms
- Board Engagement: Members of the governing board will be encouraged to make informal visits to the campus to observe the culture firsthand, speak with students, staff, and families, and provide feedback on school climate and stakeholder experience

When conducting cultural walkthroughs at PVA, school leaders, including the principal and instructional coach, will use a clearly defined set of leadership criteria to assess alignment with the school's cultural plan. These walkthroughs will focus on observing the presence and consistent application of the REACH Core Values—Respect, Enthusiasm, Achievement, Citizenship, and Hard Work—within both classroom instruction and student behavior. Leaders will look for indicators of Respect through students' positive, polite, and proper interactions with peers, adults, and the environment, as well as their overall self-presentation. Enthusiasm will be measured by student engagement, the visible pursuit of personal passions, and leadership behaviors consistent with the Leader in Me framework. Achievement will be assessed by how well students are progressing toward standards mastery, particularly in relation to SBAC benchmarks and linguistic fluency, as well as their ability to express ideas with clarity and sophistication. Observations of Citizenship will include evidence of students demonstrating character traits emphasized in *Leader in Me*, an understanding of school rules, and respect for civic expectations. Hard Work will be evaluated through student goal setting, the use of academic and organizational tools, and persistence in completing learning tasks. During each walkthrough, leaders will also assess the extent to which teachers are reinforcing these cultural values through instructional practices, classroom norms, and student recognition. Feedback from walkthroughs will inform coaching, professional development, and celebrations of progress, ensuring that PVA's cultural identity is fully integrated into the daily experience of teaching and learning. Data collected through these methods will be reviewed by the administrative team during leadership meetings and shared with the board during scheduled updates. Progress toward achieving *Leader in Me* Lighthouse School status will be tracked through annual implementation milestones and self-assessments, ensuring alignment with the leadership model's performance benchmarks. This continuous improvement loop will support a dynamic, student-centered culture and reinforce PVA's mission and vision.

4) Describe the school's approach to help support all students' social and emotional needs.

PVA is committed to creating a safe, supportive, and inclusive environment where all students can grow socially, emotionally, and academically. The school's approach to SEL is centered around proactive, schoolwide practices, evidence-based programming, and strong adult-student relationships. From the first day of school, PVA will implement the *Leader in Me* framework, which is built upon the principles of *The 7 Habits of Highly Effective People* and supports the development of leadership, responsibility, emotional regulation, and interpersonal skills in all students.

PVA faculty and staff will model positive behavior and communication, creating a culture of respect and empathy that reflects the school's REACH values. Weekly classroom lessons and morning meetings will incorporate social-emotional learning strategies aligned with CASEL competencies.

To support students who may require additional assistance, PVA will introduce layered support through its MTSS. The Special Education Director, instructional leaders, and general education teachers will collaborate to identify students in need of additional social-emotional support, and provide targeted interventions including small group sessions, peer mentoring, and check-ins.

As the school expands, PVA will hire one social worker by Year 2 and a second social worker by Year 3 to provide additional counseling services, behavioral support, and referrals to community mental health partners such as the Pahrump Wellness Center. These professionals will also conduct wellness workshops for students and families, covering topics such as stress management, conflict resolution, and healthy peer relationships. By building a responsive SEL system supported by trusted adults, PVA will ensure every student feels connected, capable, and confident.

5) Discuss any required dress code or uniform policy.

Pahrump Valley Academy will implement a student dress code to promote school pride, foster a respectful learning environment, and support a sense of unity among the student body. The uniform policy is designed to be accessible, affordable, and inclusive. Families may purchase uniform items through any vendor of their choice, and all approved items are available locally at Walmart in Pahrump to ensure ease of access.

~~To support equity and eliminate barriers to participation, PVA will provide one free school uniform annually to each student who qualifies as socioeconomically disadvantaged. The anticipated cost of this support has been factored into the school's financial plan.~~

The PVA dress code offers flexibility and choice while maintaining consistency in appearance. Approved uniform options include:

- **Tops:** Solid white, red, or navy polo shirts (short or long sleeves)
- **Sweaters:** Solid white, red, or navy sweaters (sleeveless, long sleeve, or cardigan)
- **Formal Dress Option:** Solid white button-up shirt (short or long sleeves) with a purple tie or purple bow tie
- **Bottoms:** Solid beige pants, shorts, skirts, or skorts (knee-length or longer)
- **Socks:** Solid white, red, or navy
- **Shoes:** Solid red or solid navy tennis shoes
- **Belt:** Solid brown

All students are expected to comply with the dress code daily. The policy will be included in the Student and Family Handbook and reviewed with families at orientation. Exceptions for religious or medical reasons will be addressed on an individual basis. Upon authorization, a committee will be formed by the executive director to develop the parent and student handbooks. This committee will include the executive director, principal, office manager, one teacher, two parents, and one community member. Together, the committee will draft the handbooks to reflect the school's policies, expectations, and values. Once the drafts are complete, they will be presented to the governing board for review. The board will have the opportunity to ask questions, suggest revisions, and ensure the content aligns with the school's mission and legal requirements. After the board grants final approval, the handbooks will be posted on the school's website. The goal is to complete and publish the handbooks by March 15, 2026.

3.8 STUDENT DISCIPLINE

- 1) Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.

Pahrump Valley Academy will implement a progressive and restorative discipline policy that supports a safe, positive, and inclusive school climate while holding students accountable for their actions. The central aim of the discipline system is to teach, guide, and restore rather than to punish, ensuring that all students understand how their choices

affect themselves and the community. The school's approach emphasizes proactive measures, social-emotional learning, early intervention, and student accountability, all grounded in PVA's REACH values of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work.

PVA will invest the first two weeks of school in establishing classroom and schoolwide expectations, ensuring that students understand behavioral norms tied to REACH values. Teachers will use daily routines, community circles, and explicit instruction in self-regulation and conflict resolution to promote positive behavior. Incentives for meeting expectations will include:

- Daily check-ins with a trusted adult
- Positive notes sent home
- Recognition during morning announcements
- Lunch with the principal or favorite teacher
- Participation in REACH celebrations and assemblies
- Opportunities for leadership roles and privileges

These proactive strategies are designed to build a nurturing environment where students feel respected, valued, and supported in their growth.

Restorative justice practices will serve as a foundation for addressing conflict and repairing harm. Strategies will include peer mediation, reflection journals, conflict resolution circles, and restorative conversations involving students, staff, and families. Students will be guided to recognize the impact of their behavior, make amends, and restore relationships. These practices will be used proactively as well as in response to incidents, ensuring that suspension and expulsion remain last resort measures.

In Year 1, peer mediators at PVA will be selected and trained by the Executive Director, who brings extensive experience as a school counselor. Students will be nominated by teachers and staff based on their demonstrated leadership, communication skills, empathy, and ability to remain neutral and respectful in peer interactions. The Executive Director will also consider student interest and conduct brief interviews to ensure candidates are committed to the role. Once selected, peer mediators will participate in a structured training program focused on conflict resolution, active listening, confidentiality, and problem-solving strategies. They will also receive guidance on how to support their peers while maintaining appropriate boundaries and understanding when to involve adults. Beginning in Year 2, the school's social worker will assume responsibility for the training and supervision of the peer mediators, continuing to build a strong foundation for student leadership and positive school culture. Ongoing support and refresher sessions will be held throughout the year to ensure mediators are confident and effective in their roles.

PVA will implement a tiered system of support within its discipline model that integrates Restorative Justice principles as part of its broader Response to Intervention (RtI) framework. This approach ensures that behavioral supports are proactive, inclusive, and developmentally appropriate while addressing student needs at increasing levels of intensity. Both the PVA executive director and principal have school counseling experience in their backgrounds and are well-versed in Restorative justice practices. Restorative Justice will certainly be included in the PVA discipline plan.

Tier 1: Prevention and Community Building

The foundation of PVA's discipline system emphasizes prevention and the cultivation of a strong, inclusive school culture. At this level, Restorative Justice is implemented through proactive community-building circles, allowing students and staff to share perspectives, build empathy, and establish mutual respect. Classroom expectations, schoolwide norms, and shared values are reinforced through consistent routines, cultural rituals, and the REACH values—Respect,

Enthusiasm, Achievement, Citizenship, and Hard Work. All staff will receive professional development in classroom management, social-emotional learning, and restorative practices. At this stage, the goal is to prevent conflict, foster connection, and strengthen relationships.

Tier 2: Targeted Intervention and Early Conflict Resolution

When interpersonal challenges or minor behavioral incidents arise, PVA uses targeted interventions to address and resolve them early. Teachers and staff are trained to facilitate structured restorative conversations to de-escalate conflict, promote reflection, and support resolution. These dialogues use guided questions to encourage students to consider the causes and impact of their behavior:

- a) What happened? *Allowing each person to reflect on their side.*
- b) What were you thinking at this time? *Encouraging reflection on one's motivation and decision-making processing.*
- c) What have you thought since? *Encouraging reflection on the impact and consequences of one's actions.*
- d) Who has been affected by what you have done? *Encouraging further reflection on the impact and consequences of one's actions from different perspectives.*
- e) In what way have they been affected? *Encouraging further reflection on the impact and consequences of one's actions on specific individuals.*
- f) What do you think you need to do to make things right? *Bringing the understanding of one's actions all the way to assuming responsibility.*

These conversations help students understand the consequences of their actions, build accountability, and restore trust. Students may also participate in reflective journaling, small group circles, and behavior contracts that address patterns in behavior while emphasizing growth.

Tier 3: Intensive Intervention and Reparation

When behavior persists or incidents cause significant disruption or harm, PVA will implement individualized interventions through its MTSS and SST processes. At this level, students may participate in facilitated restorative circles involving peers, families, and school staff to address the harm, rebuild trust, and develop a reentry plan that emphasizes learning and accountability. Peer mediation and social-emotional counseling may be offered as support tools. In addition, the school may create individualized behavior support plans aligned with the student's specific needs and circumstances. The goal at this level is to restore relationships, address root causes, and prevent recurrence through personalized strategies and wraparound supports.

Throughout all three tiers, family engagement will be actively encouraged. Parents and guardians may be invited to attend restorative meetings, shadow their child during the school day, and participate in workshops to align home-school expectations. By layering proactive strategies, early interventions, and intensive supports, PVA will maintain a safe and respectful learning environment while helping students develop strong character, emotional regulation, and conflict resolution skills.

For severe incidents, higher-level consequences may be applied, including in-school suspension (limited to two days per incident and five days annually), out-of-school suspension, or expulsion in extreme cases. During suspensions, students will receive continued academic support to prevent learning loss.

Students are entitled to due process protections before suspension or expulsion. Parents and guardians will be notified promptly of any disciplinary action and invited to participate in conferences. Decisions regarding long-term suspension or expulsion will be reviewed by the governing board, with an appeals process available to families.

In the first year, administrators will oversee all discipline matters. The office manager will document discipline meetings, and the registrar will maintain discipline records in student files. Beginning in the second year, a school counselor will lead discipline interventions and restorative practices under the supervision of the principal.

PVA is committed to ensuring that discipline policies are applied equitably and do not disproportionately impact students based on race, socioeconomic status, or disability. Discipline data will be monitored regularly, disaggregated by subgroup, and reviewed to identify and address patterns of disproportionality. Students with disabilities will receive protections under IDEA and Section 504, with disciplinary responses aligned to their IEPs and federal laws.

PVA will set measurable goals for student behavior aligned with REACH values, such as reductions in office referrals, suspensions, and expulsions, and increased participation in positive behavior celebrations. Designated staff, including the principal and counselor, will monitor and report progress to the board and school community. Discipline records will be systematically maintained and reviewed to guide continuous improvement.

~~will implement a progressive and restorative discipline policy that supports a positive school climate while holding students accountable for their actions. The goal of the discipline system is to correct behavior through reflection, guidance, and support rather than punishment. PVA's discipline approach emphasizes proactive measures, early intervention, and student accountability, aligned with the school's REACH values.~~

~~PVA will use a tiered discipline model that responds to behavioral infractions with appropriate and proportionate interventions. Minor misbehaviors will first be addressed by the classroom teacher through strategies such as verbal redirection, seat changes, or classroom-based reflection. If misbehavior continues, teachers will complete a behavior referral form to notify administration and document the incident. After three referrals for similar behaviors, the student's parent or legal guardian will be contacted to attend a collaborative conference with the student, teacher, and administrator. This meeting will result in the development of a behavior contract outlining clear expectations, daily goals, and supports. The contract will be reviewed daily by the teacher and parent or guardian and will remain in place for one month. Students who demonstrate consistent improvement will transition out of the contract, while those who continue to struggle will be referred to an SST.~~

~~The SST, led by a school administrator, will convene to address behavioral concerns on an individualized basis. The team may include teachers, the student, parent or guardian, a social worker (as available), and support staff. The team will identify root causes of behaviors and design a customized plan that may include targeted interventions, social-emotional learning supports, counseling referrals, and restorative practices. SSTs will remain in place for up to one semester for students with recurring behavioral challenges. Students may also be referred to an SST for positive behavioral support to further enhance their academic and personal growth.~~

~~To reinforce positive behaviors, PVA will implement a system of incentives and recognition. These may include:~~

~~Daily check-ins with a trusted adult~~

~~Positive notes sent home~~

~~Recognition in morning announcements~~

~~Lunch with the Principal or favorite teacher~~

~~Participation in REACH celebrations and assemblies~~

~~Special privileges or leadership roles~~

~~Restorative justice practices such as peer mediation, conflict resolution circles, and reflective journaling will be used to help students take responsibility for their actions and repair harm done to the school community. Additionally, parent involvement will be encouraged through attendance at school workshops, participation in discipline conferences, and voluntary school shadowing to support student accountability and growth.~~

Please see Attachment 4.

- 2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.

PVA is committed to ensuring that discipline practices are equitable, fair, and non-discriminatory, with strong protections for the rights of all students, including students from historically underserved populations and students with disabilities. The school recognizes that discipline must never disproportionately impact students based on race, gender, socioeconomic status, disability, or English language proficiency. To this end, PVA will maintain a data-driven monitoring system that tracks all disciplinary actions, disaggregated by subgroup, to identify and address any patterns of disproportionality. Discipline records will be reviewed regularly by school leadership and reported to the governing board to ensure accountability and transparency.

To prevent inequitable practices, PVA will require that discipline decisions be grounded in objective criteria based on observable behaviors, not subjective judgments. If disproportionate outcomes are identified, the administration will initiate corrective measures including staff retraining, policy adjustments, and targeted supports. Professional development for all staff will include annual and ongoing training on culturally responsive practices, implicit bias, trauma-informed care, restorative justice, and effective classroom management strategies, ensuring that discipline is both consistent and inclusive.

For students with disabilities, all disciplinary procedures will strictly comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all relevant Nevada and federal statutes. Prior to any removal exceeding ten consecutive days, the school will convene a Manifestation Determination Review (MDR) to determine whether the behavior in question is directly related to the student's disability. If the behavior is found to be a manifestation of the disability, exclusionary discipline will not be pursued. Instead, the student's Individualized Education Program (IEP) team will revise supports as necessary, which may include conducting a Functional Behavior Assessment (FBA) and developing or adjusting a Behavior Intervention Plan (BIP).

PVA is committed to exhausting all supportive interventions before considering removal from the educational setting. Restorative justice practices, behavior contracts, Student Success Team (SST) meetings, parent collaboration, and

targeted counseling or academic interventions will be prioritized. When disciplinary removal is unavoidable, continuation of educational services will be guaranteed. Students with disabilities will continue to receive all services specified in their IEPs or Section 504 Plans, ensuring compliance with Free Appropriate Public Education (FAPE) requirements.

Responsibility for monitoring equity and student rights will rest with the school administration in year one, with direct oversight by the principal and documentation managed by the registrar and office manager. Beginning in year two, the school counselor, under the supervision of the principal, will lead equity reviews and ensure that the discipline system promotes inclusion and protects the rights of all students.

Through consistent monitoring, transparent reporting, culturally responsive staff training, and strict adherence to state and federal protections, PVA will create a discipline system that minimizes exclusionary practices, protects student rights, and ensures uninterrupted access to high-quality educational services for every student.

~~is committed to equity, fairness, and the protection of all students' rights, including students from historically underserved populations and students with disabilities. The school will ensure that every student's due process rights are upheld. The school will implement a data-driven discipline policy that includes ongoing monitoring to prevent disproportionate impacts on any subgroup, including by race, gender, socioeconomic status, disability, or English language proficiency.~~

~~Discipline decisions will be grounded in objective criteria that focus on specific behaviors rather than subjective judgments. PVA will maintain detailed records of all disciplinary incidents and analyze this data regularly to identify patterns or disparities. If disproportionality is detected, the administrative team, in collaboration with staff and stakeholders, will review practices, provide targeted professional development, and implement corrective actions to address potential inequities.~~

~~For students with disabilities, all discipline procedures will comply with the IDEA, Section 504 of the Rehabilitation Act, and all relevant state and federal laws. Prior to any disciplinary removal exceeding ten consecutive days, a Manifestation Determination Review (MDR) will be conducted by the IEP team to determine whether the behavior in question is a manifestation of the student's disability. If so, the student will not be suspended or expelled but instead will receive revised supports and a Functional Behavior Assessment (FBA) and/or Behavior Intervention Plan (BIP) as appropriate.~~

~~At every level, PVA will exhaust all appropriate supports and interventions before removing a student from the educational environment. Continuation of educational services will be prioritized, including through in-school alternatives, restorative practices, behavior contracts, SST support, and individualized accommodations. Students with disabilities will continue to receive services as outlined in their IEPs regardless of disciplinary status, and the Special Education Director will be responsible for ensuring that these rights are upheld.~~

3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.

PVA will ensure that every student facing suspension or expulsion receives clear and consistent due process in accordance with Nevada Revised Statutes and applicable federal laws. The school will act transparently and equitably, with ample opportunity for student and parent participation, and with strong documentation at each step. PVA will also ensure that supportive interventions through the SST are attempted before any long-term disciplinary removal, consistent with the school's progressive and restorative system.

Suspension procedures

Before a suspension is imposed, an administrator conducts a fair investigation, informs the student of the specific allegations, and provides the student an opportunity to share their account. For suspensions of ten school days or fewer, the Principal or designee meets with the student and parent or guardian to explain the basis for the action and issues a written notice. The notice includes the conduct at issue, the policies implicated, the duration of the suspension, and arrangements for continued access to education during the suspension period. All suspensions are documented and placed in the student's file.

Continuation of education during suspension

PVA prioritizes continuity of learning. During any suspension, the school provides classwork and current assignments and arranges contact with instructional staff. If a suspension is extended pending an expulsion hearing, the school provides an appropriate in school alternative or independent study option so that the student remains engaged academically.

Expulsion procedures and hearing

If expulsion is being considered, the school provides written notice to parents or guardians in advance of the hearing date that states the time and place of the hearing, the specific charges, and the student's rights at the hearing. The hearing is conducted by a neutral administrative panel that includes school leadership and at least one governing board member. At the hearing, the student and family may attend, present evidence, call witnesses, review the school's evidence, question witnesses, and be represented by counsel or an advocate. The panel considers all evidence and issues a decision based on the record.

Written decision

Following the hearing, the family receives a written decision that states the findings of fact, whether expulsion is upheld or denied, the term of any expulsion, the earliest date for readmission, and any rehabilitation plan or readmission procedures. If expulsion is not upheld, the student returns to their educational program immediately.

Appeals

If the parent or guardian disagrees with an expulsion decision, they may submit a written appeal within ten school days of the panel's decision. The governing board reviews the appeal in a closed session meeting. The family may present relevant information. The board issues a written decision after the appeal hearing. The board's decision is final.

Protections for students with disabilities

All disciplinary actions involving students with disabilities comply with IDEA and Section 504. Prior to any removal that constitutes a change of placement, the IEP team conducts a manifestation determination review. If the behavior is a manifestation of the student's disability, the school does not proceed with expulsion and instead adjusts supports, which may include a Functional Behavior Assessment and a Behavior Intervention Plan. Throughout any disciplinary removal, the student continues to receive services to ensure access to a FAPE.

Documentation and responsible personnel

In year one, administrators oversee discipline and due process. The office manager documents discipline conferences and hearings. The registrar maintains all discipline records in the student file and a school file. Beginning in year two, the school counselor leads discipline interventions and restorative practices under the supervision of the Principal and supports due process implementation and recordkeeping.

Use of supportive interventions before removal

Consistent with PVA's progressive system, the Student Success Team identifies root causes and designs individualized

plans that may include counseling, social emotional supports, academic interventions, restorative conversations, behavior contracts, and structured family collaboration. These supports are attempted and documented before any long-term removal is recommended, and they remain available to facilitate a successful return following any disciplinary action.

all students facing suspension or expulsion are provided with clear and consistent due process protections, in accordance with Nevada Revised Statutes (NRS 392) and applicable federal laws. The school will uphold every student's right to a fair disciplinary process, with decisions made transparently, equitably, and with ample opportunity for parent and student participation.

Prior to suspension or expulsion, students will be entitled to a fair investigation of the incident, during which the student will be informed of the specific allegations and given the opportunity to present their side of the story. For suspensions of ten days or fewer, the Principal or designee will meet with the student and parent/guardian to explain the basis for the suspension and issue a formal written notice. The school will ensure that all suspensions are documented and include the behavior violation, relevant policies violated, duration of suspension, and options for continued access to education during the suspension period.

If expulsion is being considered, a formal hearing will be convened. Parents/guardians will be notified in writing at least five days in advance and will be given the opportunity to attend, present evidence, call witnesses, and be represented by counsel if desired. The hearing will be presided over by a neutral administrative panel that includes school leadership and at least one member of the governing board. The panel will consider all evidence and determine whether expulsion is warranted.

If a parent or guardian disagrees with the expulsion decision, they may submit a written appeal within ten school days of the panel's decision. Appeals will be reviewed by the full governing board at a closed session meeting, where the parent or guardian may again present relevant information. The board's decision following the appeal will be final.

Prior to any long-term disciplinary removal, PVA's SST will have already implemented a wide range of supportive interventions to address the root causes of the student's behavior. These supports may include academic interventions, behavioral support plans, counseling, parent engagement strategies, and mentoring. The goal of all disciplinary practices at PVA is to ensure the student's long-term success through positive, restorative approaches before exclusionary measures are considered.

4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?

The Principal leads implementation of the discipline policy and is responsible for consistent application across classrooms, fidelity to Nevada and federal requirements, and alignment to PVA's REACH values. The Principal supervises restorative and progressive practices and ensures due process is followed.

Year one

The administrative team handles discipline matters. The Office Manager documents all discipline conferences and meetings. The Registrar files incident reports, behavior contracts, and Student Success Team materials in student records, with a duplicate maintained in school files.

Year two and ongoing

A school counselor assumes day to day leadership of discipline interventions and restorative practices under supervision

of the Principal. The counselor collaborates with teachers and the administrative team to support students and to uphold equitable, restorative responses.

Recordkeeping and systems

Discipline actions are documented promptly and stored in secure student records consistent with FERPA. The Office Manager and Registrar maintain accurate logs of referrals, conferences, contracts, SST actions, and outcomes so that trends can be reviewed and addressed.

Reporting to SPCSA

The Principal or designee is responsible for timely and accurate submission of required discipline data to the Nevada State Public Charter School Authority in the formats and timelines it prescribes. Internal records maintained by the Office Manager and Registrar support these submissions and facilitate board level oversight of trends and equity.

The implementation of the school's discipline policy will be overseen by the administrative team, led by the Principal. The Principal is responsible for ensuring the consistent application of discipline practices across classrooms, maintaining compliance with state law, federal regulations, and the SPCSA Performance Framework. The Principal will also supervise the use of restorative practices and progressive discipline, ensuring alignment with the school's mission and REACH values.

The Office Manager will document all formal disciplinary actions, including behavior contracts, student success team meetings, and parent conferences. Discipline records will be securely maintained in Infinite Campus, the statewide student information system, which allows for accurate tracking of incidents and interventions. Discipline files, including incident reports and administrative follow-up, will be stored separately from cumulative academic records in accordance with FERPA and best practices.

The Registrar will support the administrative team by organizing internal records and ensuring all disciplinary documentation is complete. The reporting of all required disciplinary data to the Nevada State Public Charter School Authority ("SPCSA") will be the responsibility of the Principal or their designee, typically the Compliance Officer or Office Manager, who will submit reports according to SPCSA's established timelines and formats.

5) Describe the school's goals for student behavior. How will the school track discipline data and how will this data be used?

Pahrump Valley Academy's goals for student behavior are grounded in the REACH values, of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work. The school's vision is for students to demonstrate self-discipline, accountability, and leadership through service to others. Expectations for conduct will be explicitly taught at the beginning of each school year, reinforced through consistent routines, modeled by staff, and supported by proactive behavior interventions.

To create a positive school culture, PVA will emphasize:

- Respectful and safe interactions with peers, adults, and the school environment.
- Enthusiastic engagement in both academic and extracurricular activities.
- Achievement through persistence, effort, and personal responsibility.
- Citizenship demonstrated by empathy, integrity, and conflict resolution skills.
- Hard Work through goal setting, perseverance, and reflection.

Behavioral goals include:

- Minimizing disciplinary referrals and keeping suspension rates below 3 percent for all student groups.
- Maintaining a 0 percent expulsion rate, reserving expulsion only for the most severe and non-remediable cases.
- Increasing positive recognition events and student participation in REACH celebrations.
- Building strong social-emotional skills that contribute to student resilience, independence, and community leadership.

Tracking and reporting discipline data

All behavior incidents, administrative responses, and restorative interventions will be documented in Infinite Campus, Nevada's statewide student information system. Teachers will enter behavior referrals directly into Infinite Campus, and administrators will log follow-up actions such as parent conferences, restorative circles, or contracts. This ensures accurate and consistent tracking of interventions and outcomes.

Review and use of discipline data

- **Weekly:** The school leadership team will review discipline data to identify immediate classroom or student-level needs.
- **Monthly:** Schoolwide data reviews will be conducted to assess trends, monitor disproportionality by subgroup (including disability status, English learner status, and socioeconomic background), and evaluate the effectiveness of supports.
- **Quarterly and annually:** Discipline data will be disaggregated, reported to the governing board, and submitted to the SPCSA in compliance with state requirements.

Discipline data will also be used to guide continuous improvement. Specifically, it will inform professional development on culturally responsive practices, restorative approaches, and classroom management strategies. It will highlight areas where additional supports are needed, such as expanded social-emotional learning interventions, targeted mentoring, or family engagement. Data-driven reflection ensures that PVA's discipline practices remain equitable, restorative, and aligned with the mission of preparing students for academic and personal success.

~~The school seeks to foster a learning environment where students demonstrate self-discipline, accountability, and leadership through service. Behavioral expectations will be taught explicitly at the beginning of the school year and reinforced through positive recognition systems, consistent routines, and restorative practices. PVA aims to minimize disciplinary referrals and suspensions by promoting proactive behavior supports and student engagement.~~

~~Discipline data will be tracked using Infinite Campus, the statewide student information system. All behavior incidents, administrative responses, and interventions will be documented in real time. Teachers will submit behavior referrals through Infinite Campus, and administrators will log follow-up actions including parent contact, conferences, and restorative interventions.~~

~~This data will be reviewed weekly during leadership team meetings and monthly during schoolwide data reviews. The purpose of reviewing discipline data is to identify trends, ensure equity, and evaluate the effectiveness of interventions. Special attention will be given to monitoring disproportionality among student subgroups, including students with disabilities, English learners, and socioeconomically disadvantaged students. Data will also inform professional development needs, student support services, and any necessary revisions to the school's behavior policies.~~

3.9 SCHOOL CALENDAR AND SCHEDULE

- 1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.

The proposed school calendar for Pahrump Valley Academy has been designed to meet the educational needs of its student population while aligning with the school's academic model, which emphasizes mastery-based learning, consistent attendance, and whole-child development. This calendar is more than a compliance document; it is a strategic tool aligned with Pahrump Valley Academy's mission to serve diverse learners through personalized, community-rooted education. By ensuring ample instructional time, supporting staff development, and facilitating family engagement, the calendar strengthens the foundation for a high-quality educational program.

Pahrump Valley Academy's academic calendar is intentionally designed to align with student needs and the school's academic model. The school year begins on August 3, 2026, and ends on May 21, 2027. This early start front-loads instructional time to build foundational skills in literacy and numeracy, particularly for students who may enter below grade level. The calendar exceeds the minimum instructional minutes required under NAC 387.131 and includes at least 180 instructional days. All non-instructional days, such as professional development and holidays, are clearly identified and excluded from student attendance counts.

Breaks are strategically placed throughout the year to support both academic and social-emotional needs. Recesses in late November, over winter break, and in early spring help reduce burnout, create time for academic remediation, and accommodate family travel and community schedules. The calendar also supports assessment readiness by ensuring that both internal benchmarks and state assessments occur after substantial instructional periods. Professional development days are scheduled before and after major breaks to allow staff to review student data, adjust pacing guides, and plan targeted reteaching.

Parent-teacher conferences are held at two key points in the year, in October and March, to strengthen family communication and enable timely academic and behavioral interventions. Professional development days are used to provide ongoing staff training in critical areas such as restorative practices, strategies for English learners, and inclusive instructional methods. To ensure flexibility, the calendar includes contingency days from May 24 to May 26 to accommodate emergency closures or offer extended learning opportunities for students requiring additional support.

Please see Attachment 5.

2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.

Pahrump Valley Academy will operate on an extended school day to support its mastery-based academic model, offering ample time for core instruction, intervention, and enrichment. The school day will begin at 7:45 AM and conclude at 4:00 PM, Monday through Friday, totaling 490 minutes (8 hours and 10 minutes) of structured time per day. This exceeds Nevada's minimum instructional time requirements and aligns with the school's goal of accelerating learning for all students, particularly those who are academically behind. During recess, students will be supervised by non-classroom personnel. In Year 1, this includes the Executive Director, Principal, Instructional Coach, and classroom aides. In subsequent years, additional staff members such as the Dean of Students and Social Worker will join the supervision team to ensure appropriate coverage and student safety during recess.

Each school day will open with a community-building routine consisting of the Pledge of Allegiance, the school's Pledge of Excellence and Mastery, announcements, and attendance. This is followed by 30 minutes of sustained silent reading, which serves both as a literacy support strategy and as a way to promote independent learning habits.

The core academic blocks occur in the morning and early afternoon:

- Mathematics: 100 minutes
- English Language Arts/English Language Development (Reading and Writing combined): 130 minutes (30 minutes silent reading + 100 minutes ELA/ELD block)
- Science: 30 minutes
- Social Studies: 30 minutes

A 60-minute “Specials” period will rotate through art, music, physical education, and French, supporting the development of the whole child.

To ensure all students receive appropriate support or extension, a 60-minute schoolwide Intervention/Enrichment period is scheduled daily. Students who need targeted support based on formative data (e.g., Renaissance STAR, classroom assessments) will receive structured intervention, while those demonstrating mastery will engage in project-based learning, enrichment, or cross-curricular extensions.

The schedule also includes:

- Recess and lunch: 65 minutes combined
- Contingency built-in: The day includes buffer time to accommodate transitions and school routines without cutting into instructional time

This consistent structure ensures students receive high-quality instruction across all core subjects while also providing time for remediation, acceleration, and enrichment aligned with student needs.

Weekly Schedule Highlights

- Total weekly instructional time: Approximately 2,450 minutes (490 minutes × 5 days)
- Total weekly core instruction (ELA/ELD, Math, Science, Social Studies): Approximately 1,900 minutes

Daily Student Schedule:

7:45 am: Pledges followed by announcements and Attendance

8:00 am: Sustained Silent Reading

8:30 am: Math

10:10 am: Recess

10:30 am: ELA/ELD

12:10 pm: Lunch

1:00 pm: Special

2:00 pm: Social Studies

2:30 pm: Science

3:00 pm: Intervention/Enrichment

4:00 pm: Dismissal

Summary of Minutes:

Subject	K	1	2	3	4	5
Reading	30	30	30	30	30	30
ELA/ELD	100	100	100	100	100	100

Math	100	100	100	100	100	100
Science	30	30	30	30	30	30
Social Studies	30	30	30	30	30	30
Specials	60	60	60	60	60	60
Intervention Enrichment	60	60	60	60	60	60
Recess Lunch	65	65	65	65	65	65
Pledge	15	15	15	15	15	15
Total	490	490	490	490	490	490

Please see Attachment 6.

3) Explain why the school's daily and weekly schedule will be optimal for the school model and meet the needs of the student population.

Pahrump Valley Academy's daily and weekly schedule is purposefully designed to support its mission of providing a rigorous, college-preparatory classical education while addressing the academic, social, and emotional needs of its diverse K–8 student population. The extended school day, from 7:45 AM to 4:00 PM, provides additional instructional minutes that allow for a comprehensive academic program without sacrificing access to enrichment opportunities such as French, art, music, and leadership development.

This schedule supports a standards-mastery and competency-based model by embedding structured intervention and enrichment blocks into the daily rotation. These blocks allow teachers to provide targeted support through the school's MTSS and RtI², ensuring that students below grade level receive personalized remediation and students who are advanced receive appropriate challenge. This structure helps close opportunity gaps and promote equity.

Each week includes time allocated for SEL through the *Leader in Me* program, aligned with the school's REACH values. The weekly schedule also includes dedicated specials (PE, music, art, French) to support whole-child development and reduce academic burnout.

Teachers benefit from weekly collaborative planning time during student specials, allowing for grade-level data reviews, instructional planning, and adjustments to pacing guides. The schedule also includes a weekly cycle of professional development and team meetings during student specials to ensure continuous instructional improvement. Teachers at Pahrump Valley Academy receive their daily prep period from 1:00 to 2:00 PM during the scheduled Specials block, when students participate in enrichment courses such as art, music, physical education, and French. This time allows teachers to plan instruction, collaborate with colleagues, and prepare materials without direct instructional responsibilities.

Weekly professional development is embedded into the schedule and occurs during one of the four structured prep blocks each week. In addition to staff-wide meetings, data analysis sessions, and collaborative planning time, one prep block is designated for targeted professional development. Coaching sessions may also take place during teacher prep periods or during walkthroughs, with flexible scheduling to ensure that instructional coaching supports individual teacher needs without disrupting core instruction. The school's extended day provides the necessary flexibility to incorporate these activities without reducing instructional time for students.

- 4) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

Pahrump Valley Academy is committed to fostering a strong culture of daily attendance as an essential foundation for academic achievement and long-term student success. The school has set an ambitious but attainable attendance goal of 95% or higher, which equates to fewer than nine absences per student per year based on a 180-day academic calendar.

Student attendance will be tracked daily using Infinite Campus, the school's student information system, in accordance with NDE requirements. Teachers will take attendance at the beginning of each school day, and data will be entered in real-time. The Office Manager will be primarily responsible for monitoring daily attendance submissions and generating weekly attendance reports. Oversight of attendance trends, chronic absenteeism, and intervention planning will fall under the responsibilities of the school's administrative team, with the Principal or Dean of Students leading efforts to reduce absenteeism.

All absences must be accompanied by a written note or documentation from a parent or legal guardian. Absences without proper documentation will be marked as unexcused. Parents will be informed at the start of the school year, and reminded regularly throughout the year, that consistent attendance is not only a requirement for academic success but also a critical life habit that mirrors the expectations of future employment and civic responsibility.

To build a positive school culture around attendance, Pahrump Valley Academy will implement the following proactive strategies:

- Quarterly Recognition: Students, staff, and teachers with perfect attendance will be publicly recognized each quarter. Celebrations such as an "Ice Cream and Cookies" social will reinforce the value of showing up every day.
- Incentivized Participation: Attendance will be a determining factor in eligibility for non-academic experiences such as field trips, student leadership opportunities, and other enrichment activities.
- Frequent Communication: Families will receive ongoing communication emphasizing the importance of daily attendance. This will include newsletters, classroom messaging, and family engagement events.

When attendance concerns arise, the school will act swiftly and sensitively:

- Parents of students with five or more absences will receive a personal phone call from school leadership to discuss the impact of missed instructional time and identify any barriers to attendance.
- The school may schedule an SST meeting to provide support, which may include counseling referrals, academic intervention, or a personalized attendance contract.
- For students at risk of chronic absenteeism (10% or more absences), the school will implement individualized interventions and may partner with community organizations or services to address underlying challenges, including transportation, housing instability, or health needs.

3.10 DUAL CREDIT PARTNERSHIPS

This section is required for all applicants proposing to offer high school.

In accordance with NRS 389.310, Charter schools sponsored by the SPCSA which offer instructions in grades 9 through 12 are required to offer a dual credit program, whereby students in grades 9 through 12 at the charter school may enroll in a dual credit course at a community college, state college or university that has been approved by the Nevada Department of Education to offer dual credit courses. In the event that a dual credit course is not offered by a community college, state college or university located in Nevada, charter schools may enter into cooperative agreements with one or more institutions of higher education located in another state and accredited by a regional accrediting agency recognized by the United States Department of Education to offer such dual credit courses to students attending the charter school.

For applicants who do not propose to operate a high school program, provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.
- 2) Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school. As attachment 7 provide evidence of engagement, which may include communication with representatives of the college or university, a proposed MOU, or proposed cooperative agreement.
- 3) Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition, and fees that pupils at the charter school will pay to the college or university.
- 4) Describe the how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.

PVA will not be providing a High School program; therefore, a response to this section is not applicable.

3.11 PROGRAMS OF DISTANCE EDUCATION

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA.⁴⁷

For applicants who do not propose to offer a program of distance education, provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe plans for gaining necessary approvals from the Nevada Department of Education for the distance education program and courses. If any approvals are already in place, provide documentation of approvals as Attachment 8.
- 2) Describe the system of course credits that the school will use.
- 3) Explain how the school will monitor and verify the participation in and completion of courses by pupils. Include an explanation as to how the proposed school will monitor student attendance to ensure meaningful participation.
- 4) Explain how the school will ensure students participate in assessments and submit coursework.
- 5) Explain how the school will conduct parent-teacher conferences.

⁴⁷ [NRS 388.820-388.874](#) and [NAC 388.800-388.860](#)

- 6) Describe how the school will administer, in a proctored setting, all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school.
- 7) Describe the supports that will be available to each pupil in their home or community. Include the availability and frequency of interactions between the pupil and teachers.
- 8) Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities, EL students, intellectually gifted, and homeless/migrant students.
- 9) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

PVA will not be providing a program of Distance Education; therefore, a response to this section is not applicable.

4 OPERATIONS PLAN

4.1 BOARD GOVERNANCE

Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.

- 1) Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.

The governing board of Pahrump Valley Academy will serve as the independent and legally responsible body charged with overseeing the school's operations in accordance with Nevada law, the school's charter, and its adopted bylaws. The primary roles of the ~~Board of Directors~~Governing Board include establishing and enforcing policies that align with the school's mission and vision, approving the annual budget and calendar, ensuring financial oversight, hiring and evaluating the Executive Director, and ensuring compliance with applicable state and federal laws. The Board functions as a strategic policy-making body and delegates day-to-day operational authority to the Executive Director, who is responsible for the implementation of board policy and management of the school's academic and administrative functions.

The Board will consist of no fewer than five and no more than nine members to ensure a diverse and well-rounded composition. Pursuant to NRS 388A.320 and Article III of the school's bylaws, the Board must include at least two members who are licensed Nevada educators or administrators, one member with expertise in finance, law, or human resources, and one parent of a student enrolled in the school. Additional members may include individuals from higher education, nonprofit organizations, the business sector, or the broader community. All Board members will serve staggered two-year terms, with a maximum of nine years of service, unless otherwise extended by board action under holdover authority provisions.

The Board will elect officers annually, including a President, Vice President, Secretary, and Treasurer. These officers will assume key leadership responsibilities, including agenda development, board correspondence, financial reporting oversight, and facilitation of meetings. The Board will meet regularly in compliance with Nevada Open Meeting Law and maintain detailed minutes of all proceedings. All board members will be required to participate in annual training and orientation to ensure their understanding of the governance framework, fiduciary responsibilities, and charter-specific obligations.

The Board will establish several standing committees to provide subject-matter oversight and make recommendations to the full Board. These may include a Finance Committee, Governance Committee, Real Estate Committee, and Board Development Committee. Each committee will include at least one board member and will operate in accordance with the Board's bylaws and the Nevada Open Meeting Law. These committees will not exercise decision-making authority but will provide informed guidance to the Board and Executive Director. Committees may be granted specific responsibilities through Board resolution and may be dissolved or modified as needed by Board vote.

In addition to board committees, Pahrump Valley Academy will benefit from three school-based advisory bodies designed to ensure meaningful stakeholder input. These are the Parent Teacher Organization (PTO), the Parent Steering Committee, and the School Community Leadership Council. PVA envisions governing board members serving on these advisory bodies in appropriate and clearly defined roles to promote communication and oversight without

compromising governance boundaries. Specifically, the School Community Leadership Council will be co-facilitated by a designated Board member and a school leader. This participation allows for a direct connection between community input and board-level decision making while ensuring transparency and responsiveness. However, the other two advisory bodies, the Parent Teacher Organization (PTO) and the Parent Steering Committee, will not include board members as participants, preserving the distinction between governance and school operations. Board members may, however, receive reports or attend meetings in an observational capacity to remain informed and engaged without exerting operational influence. The PTO will support school culture, community engagement, and fundraising. It will hold monthly meetings and be composed of elected parent officers, with the Executive Director, a teacher representative, and a school leader attending at least one meeting each semester. The PTO may submit public comment reports to the Board during standing agenda items at monthly board meetings.

The Parent Steering Committee will focus on matters of academics, school culture, and alignment with the school's mission. The committee will consist of one to two parents per grade level, nominated and elected by their peers, and will meet monthly with the Executive Director and a designated school leader. The committee provides structured feedback and recommendations and will report to the Board on relevant matters.

The School Community Leadership Council will convene monthly and serve as a unifying forum for school improvement planning. This body will include middle school students, parents, teachers, staff, and community members and will be co-facilitated by a designated Board member and school leader. The Council's responsibilities will include developing and recommending schoolwide policies and reviewing instructional practices, curriculum, and school performance goals. All meetings will be conducted in compliance with Nevada Open Meeting Law. This Council is envisioned as a cornerstone of community engagement and continuous improvement at Pahrump Valley Academy.

Through this multi-tiered governance structure, Pahrump Valley Academy ensures that the Board remains focused on oversight and strategic direction while maintaining strong ties with families, staff, students, and the broader community. The Executive Director will serve as the liaison between the Board and the school, ensuring that the school operates with fidelity to the Board's vision and the goals outlined in the charter.

- 2) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?

The ~~Board of Directors~~Governing Board of Pahrump Valley Academy will evaluate the success of the school through a comprehensive framework of oversight, grounded in the mission of preparing all students for success in high school and college through rigorous academic programming and community engagement. The Board holds the responsibility for setting policies, approving strategic goals, and monitoring the school's academic, financial, and operational performance. It delegates to the Executive Director the responsibility for implementing approved board policies and ensuring that those policies are carried out by the school leadership and staff. These policies establish the overarching governance framework, including matters such as ethics, conflict of interest, financial oversight, academic accountability, personnel, and school operations. Once these policies are adopted, the board delegates the responsibility for implementing and operationalizing them to the Executive Director. This means the Executive Director is tasked with ensuring that the day-to-day activities of the school and its leadership staff align with and uphold the intent of the board-approved policies. This structure maintains clear lines of accountability and is consistent with Nevada Revised Statutes governing charter school governance, which requires the governing body to provide oversight while delegating operational execution to school leadership.

The Board will assess school success using key performance indicators across three domains: academic achievement, financial health, and organizational effectiveness. Academically, the Board will review student performance data disaggregated by grade level and significant subgroups. This includes performance on annual state assessments such as SBAC, as well as internal benchmark assessments administered quarterly. These assessments will provide actionable insights into the school's progress toward academic proficiency and growth targets. The Board will also monitor student attendance rates, reclassification of English learners, and progress toward closing achievement gaps for historically underserved student populations.

In the area of financial performance, the Board will receive monthly financial statements prepared by the back-office provider in collaboration with the Executive Director. These statements will include a balance sheet, income statement, cash flow report, and a budget-to-actual comparison. The Finance Committee will review the reports in advance of board meetings and provide recommendations. The Board will evaluate fiscal health based on adherence to the board-approved budget, maintenance of a prudent reserve, and compliance with all applicable financial reporting requirements from the State of Nevada.

Operational performance will be assessed through regular reporting on enrollment, staffing, facility operations, and compliance with state and local regulations. The Executive Director will provide an operations update at each board meeting and will alert the Board to any material risks or challenges. In addition, the Board will receive quarterly reports on school climate, including data on student behavior, suspensions, family engagement, and staff retention.

The Board will meet monthly and will receive regular reports from the Executive Director and leadership team. These reports will include the following:

- A monthly Executive Director's Report summarizing academic progress, operational updates, family engagement, and strategic initiatives
- A monthly Financial Report prepared by the back-office provider and reviewed by the Finance Committee
- A quarterly Academic Performance Report based on internal benchmarks, intervention outcomes, and subgroup progress
- An annual State Assessment Data Report, including analysis of performance relative to state averages and SPCSA star rating criteria
- An annual Organizational Compliance Report covering attendance, special education compliance, and human resources metrics
- An annual Climate and Culture Report, summarizing data from student, family, and staff surveys, and analyzing discipline trends

The Board will also evaluate the performance of the Executive Director through an annual evaluation process. This process will be based on progress toward board-approved goals aligned to the PVA values of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work. The evaluation will draw on the Charlotte Danielson Framework and will include domains such as academic leadership, operations and compliance, community relations, and professional conduct. The Board and Executive Director will collaboratively establish measurable annual benchmarks each summer for review the following year.

In addition to formal evaluations and reporting, the Board will remain actively engaged with the school community. At least one board member will be a parent of a student enrolled at the school to ensure family perspectives are represented. Board members will be expected to attend school events and maintain open lines of communication with stakeholders, including students, families, staff, and community partners. The Board will maintain a commitment to accessibility, responsiveness, and accountability in all governance practices.

The structure and function of the Board are consistent with Nevada law governing charter school boards, ensuring the Board is equipped with the expertise and representation necessary to carry out its fiduciary duties. Through this multi-dimensional approach, the Board will ensure that Pahrump Valley Academy is achieving its mission and delivering meaningful outcomes for the students and families it serves.

- 3) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide as Attachment 9.

The proposed members of the ~~Board of Directors~~Governing Board of Pahrump Valley Academy bring a wealth of expertise, community ties, and diverse professional backgrounds that uniquely position them to govern a high-performing, mission-driven charter school serving the students and families of Pahrump and Nye County. The Board composition complies with NRS 388A.320 and is designed to ensure that all key governance roles, including financial oversight, academic accountability, and legal compliance, are met through a balanced and well-qualified team.

Dr. Thomas R. E. Waters is a retired educator with extensive experience in academic leadership and governance. His background as a licensed educational professional satisfies the statutory requirement for board membership by a teacher or administrator. Dr. Waters brings a deep understanding of instructional excellence and educational policy. His leadership experience ensures thoughtful oversight of academic progress and alignment with the school's mission to prepare all students for success in high school and college.

Timothy Burke is the owner and manager of Artesian Cellars Vineyard and Winery in Pahrump. He brings essential business acumen, entrepreneurial insight, and a strong connection to the local economic and civic landscape. Mr. Burke's expertise supports strategic planning, partnership development, and sustainable school operations. His involvement reinforces Pahrump Valley Academy's commitment to aligning its educational model with the economic and cultural assets of the community.

Tynia Dickson is a professional service dog trainer who offers a unique community perspective and a voice rooted in practical service, discipline, and civic responsibility. As a local resident actively involved in community service and small business, Ms. Dickson represents the lived experiences of many Pahrump families. Her presence on the Board ensures that operational and strategic decisions are informed by grounded, family-centered values.

Michelle Caird is a retired professional with strong roots in the Pahrump community. She brings stability, wisdom, and a broad-based understanding of organizational operations. Her experience in public service and community engagement supports school culture and family outreach. She contributes to the Board's ability to remain inclusive, deliberative, and transparent.

Jonathan K. Nelson is an experienced attorney with a legal practice in Nevada. His knowledge of state law, contracts, and compliance is critical for ensuring that the school adheres to statutory requirements and avoids conflicts of interest. Mr. Nelson will provide legal guidance to the Board and will play a key role in reviewing policies, managing risk, and ensuring adherence to open meeting laws and charter authorizer expectations.

Dr. Maria Jerinic serves as Associate Dean and Associate Professor in Residence at the Honors College at the University of Nevada, Las Vegas. Her professional experience in higher education and her leadership in student success initiatives strengthen the school's college preparatory focus. Dr. Jerinic will bring valuable insight into postsecondary readiness and

curriculum alignment, ensuring that the academic program is rigorous and appropriately scaffolded to promote long-term student outcomes.

Collectively, the Board meets and exceeds the statutory qualifications by including licensed educators, a legal professional, individuals with financial and operational expertise, and members of the general public who are committed to public education. Importantly, the Board includes parent representation, as required by law, and will continue to prioritize maintaining a parent member throughout its tenure.

To ensure active and effective representation of key stakeholders, the Board will reserve at least one seat for a parent of a currently enrolled student. In addition, Board members will maintain open channels of communication with the school community. The Board will regularly receive public comments at its monthly meetings, attend major school events, and receive reports from the Parent Teacher Organization, the Parent Steering Committee, and the School Community Leadership Council. These advisory groups will support two-way communication between the Board and the broader school community, allowing for responsive, inclusive, and transparent governance.

Please see Attachment 9.

4) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.

The Pahrump Valley Academy ~~Board of Directors~~Governing Board will maintain a governance structure consisting of no fewer than five and no more than nine members, consistent with Nevada Revised Statutes and the school's adopted bylaws. The Board will strategically expand and develop its membership over time to meet the evolving needs of the school and ensure sustained oversight capacity across academic, operational, financial, and legal domains.

Board development will occur through a structured and transparent process. When vacancies arise, or when the Board determines that additional expertise or stakeholder representation is needed, the Board will initiate a targeted recruitment process. This process may include outreach to professionals in education, finance, law, and human resources, as well as parents, community leaders, and individuals affiliated with local higher education institutions or nonprofit organizations. The Executive Director, Parent Steering Committee, or School Community Leadership Council may also recommend candidates for consideration. All nominations will be reviewed by the full Board, and appointments will be made through a public vote during a regular board meeting in accordance with Open Meeting Law.

The Board Development Committee, or a designated governance working group, will oversee onboarding and orientation of new members. Each new board member will receive a comprehensive board packet including the school's bylaws, charter petition, code of ethics, conflict of interest policy, recent financial statements, and the most recent academic performance reports. New members will also be provided an orientation session and training on Nevada Open Meeting Law, board roles and responsibilities, and charter school governance. All board members will participate in ongoing professional development, at least annually, to strengthen their effectiveness and ensure alignment with SPCSA expectations and best practices in nonprofit governance.

As the school matures, the Board will continue to assess its capacity and composition annually. This assessment will consider the school's strategic goals, programmatic needs, enrollment growth, and evolving compliance requirements. Informed by this review, the Board may choose to restructure committee assignments, expand membership, or recruit additional stakeholders who can provide guidance and expertise in areas such as facilities planning, special education, or college and career readiness.

- 5) Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?

The Board of DirectorsGoverning Board of Pahrump Valley Academy is committed to building and sustaining a governance body that reflects the values and aspirations of the community it serves. Pahrump Valley Academy provides a rigorous, college-preparatory classical education focused on standards mastery, personal growth, and leadership development. Through high expectations, individualized support, and equitable access to high-quality instruction, the school prepares all students to succeed in high school, college, and career, and empowers them to contribute meaningfully to their communities and the world. The composition and engagement practices of the Board are designed to align directly with this mission.

Board members represent a diverse cross-section of the Pahrump Valley community, including local business owners, legal and education professionals, retirees, and a parent of an enrolled student. This deliberate representation ensures that governance decisions are informed by multiple perspectives, grounded in the lived experiences of the families served by the school, and aligned with the long-term interests of the broader community. The Board includes members with expertise in education, law, finance, and nonprofit leadership, along with individuals who have direct ties to the school's geographic and cultural setting.

To remain responsive and inclusive, the Board actively engages with the school community on a regular basis. Monthly board meetings are open to the public and include time for public comment. In addition to participating in schoolwide events, a designated board member will attend the meetings of each of the school's three advisory bodies: the Parent Teacher Organization, the Parent Steering Committee, and the School Community Leadership Council. These bodies meet regularly and serve as structured forums for parents, staff, students, and community members to provide input on academic programming, school climate, and organizational priorities. Reports from these groups are included as standing agenda items at board meetings, and Board members use this feedback to inform decision-making and ensure alignment with community needs.

The Board also recognizes the importance of evolving alongside the student population and the surrounding community. Board composition will be reviewed annually to ensure representation continues to reflect the school's demographics, geographic reach, and strategic focus. As new needs arise, the Board will actively recruit new members with the skills, experiences, and perspectives needed to strengthen governance and advance the school's mission. This includes an intentional focus on maintaining parent representation and identifying emerging leaders within the school's stakeholder community.

- 6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

Please see Attachment 10.

- 7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*

The Committee to Form has taken comprehensive steps to ensure that the proposed Board of DirectorsGoverning Board is free from any actual conflicts of interest and that any perceived conflicts are properly disclosed and mitigated. The

governance structure has been designed to comply fully with Nevada law and with the standards outlined by the SPCSA. No individual who will receive compensation from the school or who will be employed in any capacity is serving or will serve on the Board of Directors Governing Board.

The proposed members of the Board of Directors Governing Board bring extensive experience in nonprofit leadership and community engagement. Several members are active participants or officers in local nonprofit organizations. For example, Michelle Caird serves in multiple volunteer roles, including as chair of the board for Pahrump Valley Public Transportation, vice president of the board for Valley Electric Association, treasurer of the board for Sleep in Heavenly Peace, and treasurer of the Pahrump Holiday Task Force. She is also a member of Together with Veterans and Ms. Senior Golden Years. Dr. Tom Waters is a member of the Pahrump Valley Public Transportation committee, serves with Together with Veterans, and participates in national military service organizations such as the DAV, VFW, American Legion, and the Military Order of the Purple Heart. Tynia Dickson is affiliated with veteran groups including the American Legion and DAV and manages a nonprofit called Personally Trained Service Dogs, LLC, which provides service dog support. Dr. Maria Jerinic is an active faculty member at the University of Nevada, Las Vegas, and participates in higher education governance and outreach efforts.

While these affiliations demonstrate strong civic engagement, none of the organizations with which board members are involved have any financial or contractual relationship with Pahrump Valley Academy. None are involved in the provision of educational services, charter school support services, or back-office operations. Furthermore, no board member will receive direct or indirect compensation for their service to the school or be eligible to contract with the school while serving on the Board.

To proactively prevent and manage any potential conflicts of interest, Pahrump Valley Academy has adopted a comprehensive Conflict of Interest Policy as part of its bylaws and governance documents. Each board member will annually sign a disclosure statement outlining any personal, familial, or professional affiliations that could present a conflict. If a potential conflict arises, the board member will be required to disclose the relationship, recuse themselves from discussion and voting on the matter, and the details of the disclosure and recusal will be recorded in the meeting minutes in accordance with Nevada Open Meeting Law.

The Board will also conduct periodic reviews of board member affiliations and participation in outside organizations to ensure continued compliance with conflict-of-interest laws and best practices in nonprofit governance. If any concern or perceived conflict is identified by the board or the school's legal counsel, it will be addressed immediately and transparently through board resolution.

8) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?

The Board of Directors Governing Board is committed to maintaining a well-informed, highly competent governing body. All new board members will receive a comprehensive orientation upon appointment. This orientation will include an introduction to the mission and vision of the school, an overview of the charter agreement and bylaws, and a review of board responsibilities under Nevada law. New members will also be provided a board handbook containing foundational documents such as the charter petition, the school's fiscal policy manual, recent financial reports, board policies, and the Nevada Open Meeting Law manual.

Ongoing development will be provided to all board members to ensure consistent performance and legal compliance. The Board will receive a minimum of eight hours of professional development annually. This training will address topics

such as fiduciary responsibilities, open meeting laws, Robert’s Rules of Order, board governance best practices, conflict of interest policy, school finance, state accountability systems, student performance data, strategies for evaluating the Executive Director, and promoting the school’s mission and long-term strategic goals.

Board members will also receive annual training in areas specific to charter school law, including updates to state regulations affecting governance, enrollment, funding, special education, and school accountability. These sessions will ensure that board members are prepared to make informed decisions and provide meaningful oversight.

To ensure alignment with statewide charter school expectations, each board member will commit to attending at least two public meetings of the Nevada SPCSA annually, either in person or via livestream, beginning in the pre-operational year. Additionally, all board members will attend the Charter School Association of Nevada’s annual conference starting in the school’s first year of operation. Participation in these events will provide exposure to emerging issues in charter school governance, build statewide networks, and deepen understanding of the broader policy context in which Pahrump Valley Academy operates.

The responsibility for coordinating board training will rest with the Board President and the Executive Director. They will work together to schedule annual training, identify appropriate trainers or professional development providers, and ensure that all board members are in compliance with statutory requirements and charter authorizer expectations. External training may be provided by organizations such as the Charter School Association of Nevada, legal counsel, financial consultants, and nonprofit governance specialists.

Aside from completing the required trainings, the goals of the PVA governing board include ensuring the academic success and long-term sustainability of the school, maintaining strong fiscal oversight, and upholding the school’s mission and vision. The Committee to Form (“CTF”) is committed that the governing board will establish and monitor clear policies that promote high standards for student achievement, sound governance, and operational efficiency. It will support the school’s leadership through strategic planning and performance evaluation, particularly of the Executive Director. The board will seek to foster meaningful community engagement, ensure compliance with state and federal regulations, and promote a transparent and inclusive school culture. Additionally, the board will aim to build its own capacity through active recruitment of members with diverse expertise and regular reflection on governance practices to continuously improve its effectiveness.

9) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Pahrump Valley Academy is committed to maintaining open communication with students, families, and stakeholders and will establish clear, respectful, and structured procedures for addressing objections or concerns related to governing board policies, administrative procedures, or school practices. The process will be formally outlined in the Parent and Student Handbook, which will be distributed at the start of each school year and made available in both digital and printed formats.

Whenever possible, concerns will be addressed at the school level through direct communication with the Executive Director or Principal. The first step in the process will involve the parent or student meeting with the Executive Director or Principal to present the concern verbally or in writing. If the issue remains unresolved or is of a broader policy nature, the individual may submit a written request to have the matter addressed at the next regularly scheduled meeting of the ~~Board of Directors~~Governing Board.

Consistent with Nevada’s Open Meeting Law, any matter requiring board consideration must be formally agendaized before the Board can take action. If a concern is raised during the public comment portion of a board meeting, the Board may listen to the concern but cannot engage in discussion or make a decision unless the issue has been included as an action item on the agenda. In such cases, the matter will be documented, referred to the appropriate school administrator for follow-up, and may be scheduled for a future meeting if deemed necessary by the Board President.

Pahrump Valley Academy will also maintain an open-door policy to promote transparency and responsiveness. Parents and students will be encouraged to communicate concerns directly with school personnel by phone, email, or in person. All inquiries will receive a response within 24 hours during the school week. The school will track and document all formal concerns and responses to ensure accountability and continuous improvement.

In addition to addressing concerns on an ongoing basis, the school will administer an annual stakeholder satisfaction survey. Results from the survey will be reviewed by the Executive Director and shared with the Board. Any trends or recurring themes will be used to guide improvements in school operations and governance. Feedback from the survey will also be shared with the Parent Teacher Organization, the Parent Steering Committee, and the School Community Leadership Council, which serve as key advisory bodies representing stakeholder perspectives.

4.2 LEADERSHIP TEAM

- 1) Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.

Please see Attachment 11.

- 2) Describe the Committee to Form or CMO team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a) School leadership, operations, and governance.
 - b) Curriculum, instruction, and assessment.
 - c) At-risk students and special populations.
 - d) Performance management.
 - e) Parent and community engagement.

The Committee to Form brings together a highly experienced team of professionals with deep expertise in school leadership, curriculum design, instructional practice, special education, and community engagement. This group possesses the qualifications necessary to successfully implement a rigorous classical education model with a focus on standards mastery, personal growth, and leadership development.

Dr. Sable Marandi, who will serve as the Executive Director, offers more than two decades of experience in public education, including roles as Principal, Academic Administrator, and District Assessment Coordinator. Her expertise spans school operations, instructional leadership, and compliance oversight. Dr. Marandi has led professional development on standards-based instruction, curriculum alignment, and educational psychology grounded in cognitive learning theory and classical education. Her prior work in both urban and rural high-need communities demonstrates a deep commitment to equity and individualized student support. She has supervised IEP implementation, coordinated state assessments across school sites, and worked directly with families and teachers to ensure academic success for students with diverse learning needs.

Dr. Julie Williams brings an equally strong background in curriculum, counseling, and career readiness. Over her multi-decade career, she has served as Academic Director, Middle and High School Counselor, and School Administrator in both traditional and alternative education settings. Dr. Williams has led college and career planning, social-emotional learning, and RTI implementation across multiple districts. Her work includes designing integrated project-based curricula, supporting at-risk youth, and overseeing standardized testing, transcript accuracy, and individualized learning plans. She has also worked in boarding schools, remote districts, and international schools, demonstrating her versatility and cultural competence.

The broader Committee to Form includes individuals with expertise in school governance, nonprofit leadership, and financial management. Members of the proposed ~~Board of Directors~~Governing Board have served on the boards of community-based organizations, including public transportation, electric cooperatives, veteran services, and charitable foundations. This collective experience will support operational planning, compliance with charter school regulations, and fiscal oversight.

Together, the team has significant capacity in supporting at-risk and special populations. Both Dr. Marandi and Dr. Williams have worked extensively with students experiencing trauma, homelessness, poverty, and academic disengagement. Dr. Marandi has coordinated district-wide support services for English learners and Indigenous students in remote Alaskan communities, while Dr. Williams has served as a homeless liaison and vocational specialist, ensuring access to services and career pathways for underserved youth.

In the area of performance management, the team has coordinated assessments at the school and district levels, provided professional development to staff on data literacy, and developed systems to monitor academic progress and organizational health. They have presented performance data to governing boards, authored school improvement plans, and aligned instructional practices with accountability frameworks.

The Committee to Form also brings strong capacity in parent and community engagement. Both school leaders have facilitated parent workshops, led community partnerships, and developed family engagement strategies tailored to rural and high-poverty contexts. The team is committed to maintaining open, two-way communication with families and stakeholders through regular meetings, advisory bodies, and transparent reporting.

3) *If a school leader has been selected, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels.*

Dr. Sable Marandi has a demonstrated track record of student achievement at the classroom, cohort, and school-wide levels, as evidenced by her leadership at Eben Hopson Middle School during the 2022–2023 academic year. In her role as the building test coordinator, Dr. Marandi was directly responsible for overseeing and maximizing student participation in statewide assessments. Under her leadership, the school achieved a participation rate exceeding 96 percent in both English Language Arts and Mathematics, significantly above the statewide average of approximately 81 percent. This high level of participation reflects her ability to effectively coordinate assessment logistics, engage families, and ensure compliance with testing protocols. Although overall proficiency rates at the school were below state averages, there was evidence of academic growth across cohorts. For example, eighth grade students achieved the highest ELA proficiency rate among all grades at 11.54 percent, suggesting improvements in instructional outcomes over time. Dr. Marandi's leadership ensured consistent data collection and testing integrity, contributing to a stable foundation for analyzing student learning and informing instructional decisions. Her capacity to manage assessment systems at scale and drive improvements in student access to academic measurement tools speaks to her readiness for executive leadership.

Please see Attachment 12.

- 4) Describe the makeup of the school's leadership team, including the positions that will make up that team. *Other than the school leader discussed in question 3*, if any of these positions have been filled, please identify these individuals and provide their resumes in Attachment 13. *Other than the school leader discussed in question 3*, for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13.

The school's leadership team will be led by Dr. Sable Marandi, the proposed Executive Director, and will include Dr. Julie Williams, who will serve as the Principal. Together, they bring a strong foundation in instructional leadership, school operations, and educational equity. Dr. Marandi will oversee school-wide operations, assessment systems, and strategic planning, while Dr. Williams will lead the development and implementation of curriculum, instructional supports, and professional development. In addition to these two confirmed leaders, the full leadership team will eventually include a Special Education Director, an Instructional Coach, and a Dean of Students. These roles are essential for ensuring that all students, including those with diverse learning needs, receive high-quality instruction and support. The Special Education Director will oversee all aspects of compliance and service delivery for students with disabilities. The Instructional Coach will provide job-embedded professional development to teachers, with a focus on data-driven instruction and improving student outcomes. The Dean of Students will be responsible for school culture, student behavior, and the implementation of restorative practices.

Please see Attachment 13.

- 5) Explain how the school leader will be supported, developed, and evaluated. Include any existing competencies used for school leader selection and evaluation. Provide as Attachment 14, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The ~~Board of Directors~~Governing Board will provide direct support, professional development, and performance evaluation for the Executive Director as outlined in the leadership section. Within the first thirty days of the Executive Director's contract, the Board will collaborate with her to establish clear goals aligned with the mission and academic priorities of the school. Board members will conduct regular observations, gather data, and review stakeholder surveys to assess progress. At the mid-year point, a designated Board member will conduct a formal review and provide the Executive Director with a written evaluation. At the end of the year, the full Board will meet in closed session to conduct a comprehensive evaluation of the Executive Director's performance. During this session, the Executive Director will present evidence demonstrating progress toward established goals, and the Board will provide her with a final written evaluation.

The Executive Director will similarly be responsible for the supervision, development, and evaluation of the Principal. Within the first thirty days of the Principal's employment, the Executive Director will work with the Principal to identify measurable goals aligned with schoolwide priorities. Ongoing weekly check-ins, school site observations, data analysis, and stakeholder feedback will be used to assess progress. The Executive Director will issue a written mid-year evaluation and will conduct a year-end review based on documented evidence of goal attainment. The Principal will be evaluated using the same leadership evaluation tool included in Attachment 14, which is based on the Danielson Framework and includes detailed rubrics for academic leadership, operational management, staff and community relations, and personal conduct. This comprehensive evaluation process ensures that both school leaders receive targeted feedback, continuous development, and accountability aligned with high performance expectations.

Please see Attachment 14.

4.3 STAFFING PLAN

- 1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. *This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	1	1	1	1	1	1
Principal	1	1	1	1	1	1
Dean of Students			1	1	1	1
Instructional Coach	1	1	1	1	1	1
Director of Special Education	1	1	1	1	1	1
Classroom Teachers - Core Subjects	11	14	16	18	18	18
Classroom Teachers - Specials	4	4	4	8	8	8
Special Education Teachers	~~0.51~~	1	~~12~~	2	2	2
EL/TESOL Teachers/ <u>Reading Specialist</u>	~~12~~	~~12~~	2	2	2	2
Social Worker		2	2	2	2	2
Nurse	1	1	1	1	1	1
Office Staff	2	4	4	4	4	4
Campus Monitor	~~1~~	1	1	1	1	1
Teacher Aides and Assistants	2	5	6	7	7	7
Operations Management		1	1	1	1	1
Total FTEs at School	~~26.527~~	~~3839~~	~~4344~~	51	51	51

- 2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.

The student-to-teacher ratio at Pahrump Valley Academy will average one teacher for every 25 students. This ratio reflects the school's commitment to maintaining small class sizes, which are essential to providing individualized instruction and ensuring student success. In addition to credentialed teachers, the school will be staffed with instructional aides, support staff, and administrators, resulting in a lower overall adult-to-student ratio. The total adult-to-student ratio will be approximately one adult for every 15 students, allowing for increased supervision, more responsive academic and behavioral interventions, and stronger relationships between staff and students. Pahrump Valley Academy recognizes that smaller class sizes and strong adult presence contribute significantly to a safe, supportive, and engaging learning environment.

- 3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

The staffing model at PVA is strategically designed to align with the school's classical, college-preparatory model and to meet the needs of the Pahrump community. The community includes a high proportion of socioeconomically disadvantaged students, English language learners, and students with disabilities, which necessitates a robust, student-centered, and flexible staffing plan.

PVA will begin with a core instructional team that includes credentialed classroom teachers, a Reading Specialist/ELL Teacher, a Special Education Director, and support staff to ensure small class sizes and individualized instruction. This

staffing structure supports PVA's commitment to MTSS, RtI², and differentiated instruction to ensure mastery of the NVACS for all learners. The inclusion of instructional aides and paraprofessionals allows for additional support within the classroom and during intervention blocks, ensuring students receive targeted assistance.

The school will grow its support services over time in alignment with enrollment growth and need. For example, in Year 2, PVA will add two social workers to support social-emotional development and mental health needs, and in Year 3, a Dean of Students will be added to lead school culture and discipline systems. These roles are essential to building a strong, positive climate and addressing barriers to student achievement.

The staffing model also includes an Instructional Coach and Principal who will lead curriculum implementation, provide coaching, conduct regular observations, and guide weekly professional development. Their leadership will ensure fidelity to instructional practices and alignment with student achievement goals. A second Reading Specialist/ELL Teacher will be added by Year 3 to address the anticipated increase in English learners and to ensure all students have access to high-quality, language-rich instruction.

PVA will actively market to licensed, qualified teachers who are enthusiastic about contributing to a mission-driven school environment that values both academic excellence and community involvement. While the school day includes extended hours and teachers will be asked to lead student clubs without additional compensation, PVA's recruitment strategy highlights the opportunity for educators to develop leadership niches and align their professional roles with personal passions.

Teachers at PVA will have the chance to engage deeply with students beyond core instruction by leading enrichment clubs during the final hour of the school day. This hour is built into the daily schedule from 3:00 to 4:00 PM, during which students in need of academic support will receive intervention, and students who demonstrate mastery will participate in enrichment through clubs such as French, art, and leadership. Teachers will be supported in launching clubs that reflect their interests, and school leadership will actively work to accommodate and sustain these offerings.

PVA believes that by encouraging teachers to explore new areas of growth and invest in the school community, the profession can become more fulfilling. The goal is to create an environment where raising expectations for students is mirrored by high expectations and meaningful support for teachers. Examples already in place include a fifth-grade teacher, a former Nevada mayor, who will also coach the Leader in Me program, and the PE and Martial Arts teacher who will lead a French club. These examples will be highlighted in PVA's marketing and recruitment materials to demonstrate the school's culture of collaboration, creativity, and educator empowerment.

4.4 HUMAN RESOURCES

- 1) Describe your strategy, plans, individuals responsible, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

Pahrump Valley Academy will implement a comprehensive and proactive recruitment strategy to ensure a team of high-quality, mission-aligned educators is in place before the school opens. The Executive Director and Principal will lead the teacher recruitment and hiring process, beginning as early as twelve months prior to opening and continuing through the summer to fill any remaining vacancies. The school will participate in local and regional job fairs, host community-based hiring forums, and advertise open positions through multiple platforms, including online job boards, local television, radio, and newspapers. Open positions will also be posted on the academy's website with clear descriptions of the qualifications and attributes sought in each candidate.

In addition, Pahrump Valley Academy will actively build partnerships with colleges and universities, including teacher preparation programs, to access a pipeline of credentialed candidates and student teachers who align with the school's vision. The school will work with institutions of higher education to host recruitment visits, coordinate job postings, and support mentorship and clinical placement opportunities that may lead to full-time employment.

Key selection criteria for teacher candidates will include a demonstrated commitment to the Pahrump Valley community, a belief in the capacity of all students to learn and succeed, required Nevada licensure, and a strong alignment with the mission and vision of the school. Special consideration will be given to candidates who have experience serving historically underserved students, including English learners, students with disabilities, and students from low-income backgrounds. Pahrump Valley Academy will prioritize hiring educators who are prepared to deliver high-quality, differentiated instruction and who are deeply committed to fostering a positive and inclusive school culture.

2) Describe your plan to recruit and hire teachers, leadership, and staff who are representative of your student body.

Pahrump Valley Academy is committed to recruiting and hiring teachers, leaders, and staff who reflect the diversity of the student body and the broader Pahrump community. The school will advertise open positions through platforms that reach a wide and diverse audience, including partnerships with colleges and universities that serve underrepresented populations. The Executive Director and Principal will prioritize applicants who demonstrate cultural competence, a commitment to equity, and an understanding of the community's unique context. Recruitment efforts will focus on identifying candidates who are bilingual, have experience working with diverse learners, and who bring lived experience that mirrors the backgrounds of the students and families the school serves. This intentional approach to hiring will help ensure a culturally responsive and inclusive learning environment.

3) Describe the school's employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Pahrump Valley Academy will offer a competitive compensation and benefits package designed to attract and retain high-quality educators and staff. Teacher salaries will begin at \$59,511, which is above the average starting salary in the surrounding district. All employees will have access to a comprehensive set of benefits provided through group insurance plans, including medical, dental, vision, pharmacy, and disability coverage. These benefits reflect the school's commitment to supporting the well-being of its staff.

In addition to financial compensation, the academy will provide meaningful opportunities for professional growth. High-performing educators will be encouraged to pursue leadership development through mentoring, coaching, presenting professional development sessions, attending conferences, and applying for National Board Certification. Pahrump Valley Academy will promote internally whenever possible, recognizing and advancing talent from within the organization. Staff who demonstrate initiative, leadership, and a commitment to the school's mission will be supported in pursuing administrative roles or specialized instructional positions.

The school's retention strategy is grounded in the belief that professional fulfillment and a supportive work environment are key to long-term staff commitment. Educators will work in a collaborative and nurturing setting where their contributions are valued and their growth is supported. This strategic investment in both compensation and development reflects the school's broader vision of building a strong, mission-driven team dedicated to student success.

4) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

Pahrump Valley Academy will follow a structured and collaborative process for hiring and dismissing school personnel that ensures fairness, legal compliance, and alignment with the school's mission. The hiring process will begin with the school's Principal, who will review applications for open positions to determine that candidates meet the minimum qualifications. The review will include evaluation of the application, resume, cover letter, licensure (when applicable), and letters of recommendation. Qualified candidates will be invited to a first-round interview with the Principal and a teacher or staff member relevant to the role being filled. Based on feedback from this interview, the Principal will forward the top one or two candidates to the Executive Director for a final interview. If a candidate is selected, the Executive Director will extend an offer of employment contingent upon the successful completion of required background checks.

All criminal background checks will be conducted prior to employment in compliance with all state and federal laws governing employment in educational settings. The Office Manager, under the direction of the Executive Director, will coordinate fingerprinting and background clearance procedures, ensuring that no employee begins work until all clearances have been obtained.

Dismissal procedures will be overseen by the Executive Director in consultation with the employee's immediate supervisor and, when appropriate, the ~~Board of Directors~~Governing Board. The school will make every effort to address performance or conduct concerns through a progressive discipline process that may include verbal and written warnings, performance improvement plans, and coaching. If improvement is not achieved or if the issue is severe or legally mandated, dismissal procedures will be initiated. Throughout this process, the Executive Director will ensure that documentation is thorough and that the employee is treated with professionalism and fairness. The Board will be informed of any dismissal process from initiation through resolution. Pahrump Valley Academy is committed to maintaining a supportive work environment where staff are valued and provided with opportunities for improvement and growth.

5) Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 15, as well as any supporting protocols or documentation.

Pahrump Valley Academy will implement a comprehensive performance management system to support, evaluate, and retain high-quality teachers. The foundation of the school's teacher evaluation process is the Charlotte Danielson Framework for Teaching, which emphasizes continuous growth in instructional planning, classroom environment, instruction, and professional responsibilities. All teachers will participate in a formal evaluation cycle conducted by a designated, licensed school leader, typically the Principal or Executive Director.

Each teacher will meet with their evaluator during the first thirty days of the school year to set individual professional goals aligned with schoolwide priorities. Teachers will then receive ongoing informal observations and feedback throughout the year. In addition, they will be formally observed twice per year using the evaluation tool. Each formal observation will be followed by a reflective conference to discuss strengths, identify areas for growth, and adjust goals as needed. Teachers will also have the opportunity to submit student work samples, assessment data, or other evidence to demonstrate progress toward their professional goals.

The performance management system at Pahrump Valley Academy is designed to balance support with accountability. It ensures that all educators are given clear expectations, consistent feedback, and targeted professional development opportunities to help them grow in their practice. By aligning the evaluation system with the Danielson Framework and integrating goal-setting, coaching, and reflection, the school ensures that teaching quality is monitored and enhanced in a structured and supportive manner.

Please see Attachment 15.

6) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

Pahrump Valley Academy is committed to fostering a culture of continuous growth, improvement, and professional accountability. The identification and resolution of unsatisfactory leadership or teacher performance will be rooted in the school's evaluation systems and its belief in a growth mindset. For school leadership, growth as measured by state achievement data will serve as a key indicator of effectiveness, alongside the annual goals established in collaboration with the ~~Board of Directors~~Governing Board. Leaders who do not demonstrate adequate progress toward those goals will receive timely feedback from the Board and may be placed on a performance improvement plan if warranted.

Teachers and staff will be monitored through consistent classroom observations, walkthroughs, and the formal evaluation process. School leaders are expected to maintain a regular presence across campus and stay apprised of instructional quality, professional conduct, and contributions to the school culture. When concerns arise, they will first be addressed through informal feedback and coaching. If concerns persist, the school will initiate a progressive discipline process, beginning with written warnings or letters of reprimand, or by placing the teacher on a formal Improvement Plan.

Improvement Plans will be customized to address specific areas of concern and will include clear goals, weekly benchmarks, and targeted support such as coaching, training, and modeling. Weekly feedback will be provided to track progress. The expectation at Pahrump Valley Academy is that educators can and will improve through intentional, supported effort. Evaluations are not viewed as punitive, but rather as essential tools for professional development and school-wide excellence. The school recognizes that unresolved performance issues can lead to costly turnover, and therefore emphasizes early intervention and meaningful support to promote long-term success.

7) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.

Pahrump Valley Academy will require additional support from a qualified third-party back-office service provider to manage core human resources and financial operations. This provider will be selected through a competitive Request for Proposals process and must demonstrate experience in charter school finance, compliance, and operations. Services to be provided include payroll processing, employee benefits administration, retirement setup, bookkeeping, budget creation, compliance reporting, audit preparation, and financial training. The Executive Director will oversee day-to-day coordination with the back-office provider, while the Office Manager will handle accounts payable, receivables, and related documentation. All services will comply with Generally Accepted Accounting Principles ("GAAP"), Governmental Accounting Standards Board ("GASB"), and Nevada law, and monthly financial reports will be reviewed by the Board. The school will also maintain a detailed Fiscal Policy Manual to ensure internal controls and regulatory compliance.

4.5 STUDENT RECRUITMENT AND ENROLLMENT

1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.

- a) Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?

-PVA will implement a comprehensive student recruitment and enrollment plan during the incubation year, with a focus on serving the zip codes 89041, 89048, 89060, and 89061. These areas are home to all five public schools in the Pahrump township, each of which has received a 1- or 2-star rating on the NSPF over the last two years. J.G. Johnson Elementary has remained at a 1-star, Hafen Elementary moved from 1 to 2 stars, Manse and Floyd Elementaries have consistently remained at 2 stars, and Rosemary Clark Middle School declined from 2 stars to 1 star in the most recent year. These persistently low and very low academic ratings have prompted strong community demand for a high-quality, public school alternative. PVA will leverage this demand through sustained and inclusive outreach that combines digital marketing, in-person events, community presentations, and strategic partnerships with trusted local organizations.

Recruitment efforts will be led by the Executive Director, with support from founding members and volunteers, beginning immediately after charter approval and continuing through school opening in Fall 2026. Strategies will include maintaining a bilingual website, publishing a community blog, and regularly posting on Facebook to engage families and share enrollment updates. PVA will host informational booths at major town events such as the Fall Festival (September 2025), Grape Stomp (October 2025), and Social Powwow (November 2025). Laptops will be available for on-site interest sign-ups and enrollment support in English and Spanish. In parallel, PVA will organize Town Hall Meetings and Open Houses, conduct presentations at civic and cultural groups, and collaborate with faith organizations and nonprofits to reach underserved communities. All materials and sessions will be offered in multiple languages as needed. Enrollment progress will be tracked weekly by the Executive Director, who will adjust strategies and expand outreach as necessary to meet enrollment targets.

- b) How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learners; and other at-risk students as defined in the SPCSA's [Needs Assessment](#)?

PVA is committed to equitable access for all students, especially those identified in the SPCSA Needs Assessment as historically underserved. Outreach materials will be provided in English, Spanish, and additional languages as needed to ensure full access for English learners and families from diverse cultural backgrounds. Recruitment efforts will prioritize neighborhoods zoned to 1- and 2-star schools, with targeted outreach in the most economically and academically disadvantaged areas. Events will be accessible, inclusive, and designed to reduce barriers to participation for families living in poverty and families of students with disabilities. Open Houses and Town Halls will include translation services, child-friendly spaces, and assistance with transportation where possible. In addition, PVA will engage directly with local service organizations, food banks, and disability advocacy groups to ensure all families are aware of the opportunity to enroll and are supported in the process.

- c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?

To ensure PVA meets the minimum enrollment requirement, the school will implement a multi-phase enrollment strategy beginning in Fall 2025 and intensifying through Spring 2026. A robust contact management system will be used to track leads, conversions, and follow-up communications. The Executive Director will lead weekly review meetings with the recruitment team to assess progress and shift resources as needed. Community partnerships will be leveraged to expand reach and generate referrals, particularly among families who are already engaged in early outreach efforts. Local media coverage, parent word-of-mouth, and partnerships with early childhood centers, tutoring programs, and community-based nonprofits will ensure that the school remains visible and accessible. PVA's community-driven model and early involvement of parents and community members in the charter's development are expected to yield high conversion rates from interest to enrollment.

- d) What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets?
Note that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.

From November 2025 through June 15, 2026, PVA will follow a structured timeline of outreach and enrollment milestones. By January 2026, the school will aim to have secured expressions of interest from at least 75 percent of the target enrollment. By March 2026, the goal is to have 90 percent of enrollment applications submitted. The remaining months will focus on confirming enrollment, supporting families in submitting documentation, and preparing for the enrollment audit in June. The Executive Director will be responsible for monitoring and reporting progress to the ~~Board of Directors~~Governing Board, with regular data reviews and outreach adjustments. Metrics such as event attendance, interest form submissions, and completed enrollment packets will be tracked weekly. If gaps emerge, the Executive Director will deploy additional outreach efforts such as door-to-door canvassing, local business partnerships, and extended media campaigns.

2) Describe the application and enrollment process.

- a) What is the application and enrollment calendar for both the first year of operation and subsequent years of operation? Specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

For the first year of operation and subsequent years, the enrollment window will open on November 1 and close on March 14. During this period, families may submit an Intent to Enroll form online through the school's website or in-person at the school office. If the number of submitted forms exceeds the number of available seats in any grade level, a public random lottery will be held ~~during the last week on the last Saturday~~ of March to determine admission. Families selected in the lottery will receive notification within three (3) business days from the lottery. ~~Families will receive~~ an enrollment packet during the second week of April. Completed enrollment packets will be due back to the school approximately two weeks later, and must include required documentation such as proof of immunization, proof of residency, proof of age, and documentation of withdrawal from the student's previous school and district of residence. This process will be repeated annually and the calendar will be updated and posted publicly to ensure full transparency and equal access for all families.

- b) Describe the school's proposed lottery policy including any proposed preferences and/or weights for certain student groups.

If the number of Intent to Enroll forms received by March 14 exceeds the number of available seats in any grade level, Pahrump Valley Academy will conduct a public random lottery ~~during the last week on the last Saturday~~ of March. The lottery will be open and transparent, with families invited to attend either in person or virtually. All applicants who submit a completed Intent to Enroll form by the deadline will be entered into the lottery.

Pahrump Valley Academy will offer lottery preferences as allowed under Nevada law. First preference will be given to siblings of students already enrolled at the school. Second preference will be given to children of full-time staff members. In alignment with the school's mission to serve underserved students and in accordance with the SPCSA's Needs Assessment, PVA may seek approval from the SPCSA to implement a weighted lottery that gives additional preference to students who qualify as at-risk, including students who are eligible for free or reduced-price lunch, English language learners, students with disabilities, and those zoned to attend 1- or 2-star schools. These preferences will be

designed to promote equitable access and support the school's goal of serving a diverse student population reflective of the Pahrump community.

All lottery results will be documented and retained for audit purposes. A Governing Board member will conduct a periodic audit of the lottery results no less than annually. Families selected through the lottery will receive notification and an enrollment packet in April, while students not selected will be placed on a waitlist and offered enrollment as space becomes available.

- c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of specific populations of students?

Pahrump Valley Academy will ensure that all staff members, particularly those involved in the enrollment process such as the Office Manager and front office staff, receive annual training on the legal requirements related to the enrollment and servicing of special populations. This training will cover laws and regulations specific to the enrollment of English Learners, Students with Disabilities, Homeless and Foster Youth, Children of Military Families, and students eligible for early or transitional Kindergarten. The training will be led by the Executive Director or a designated compliance expert and will be updated as laws and regulations evolve. Refresher sessions and individualized coaching will be provided as needed throughout the year to ensure accuracy and responsiveness. Enrollment staff will be provided with written protocols, decision-making flowcharts, and access to state and federal guidance documents. PVA will also conduct periodic audits and spot checks during the enrollment period to verify that procedures are being implemented with fidelity. These systems will ensure that all students are enrolled without delay or discrimination and that legal rights are fully upheld.

- 3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? What strategies will be used to retain existing students?

Once PVA is operational, the student recruitment plan will shift from introducing the school to sustaining strong community presence and expanding enrollment through proven outcomes and personal connections. Unlike the pre-opening year, which focuses on raising awareness of the school's mission and model, future recruitment efforts will emphasize student success, school culture, academic achievement, and family satisfaction. Word-of-mouth referrals will become a powerful tool, supported by ongoing community trust. The Executive Director will remain responsible for overseeing recruitment milestones, assisted by office staff and parent volunteers. Annual events such as art shows, literacy nights, performances, and cultural festivals will be held regularly to maintain visibility and foster goodwill among prospective families.

PVA will backfill vacancies in existing grades using the same structured process as in the pre-opening year. Families will complete an Intent to Enroll form, and if applications exceed available seats, the school will conduct a public random lottery to ensure fair access. Openings will be filled throughout the year as needed, with support provided to new students to ease their transition and promote academic and social success.

To retain existing students, PVA will focus on building strong family-school partnerships, delivering high-quality instruction, and creating a school culture where students feel valued and supported. Regular communication, parent committees, student recognition programs, and opportunities for involvement in school governance will help foster a deep sense of belonging. By cultivating trust, demonstrating impact, and providing consistent support, PVA aims to retain families year after year and build a stable, thriving learning community.

4) Complete the following tables for the proposed school. *Remove rows as needed.*

a) Minimum Enrollment. *Must Correspond to Break Even Budget Scenario Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	45	45	45	45	45	45
1	45	45	45	45	45	45
2	45	45	45	45	45	45
3	45	45	45	45	45	45
4	45	45	45	45	45	45
5	23	45	45	45	45	45
6		45	45	45	45	45
7			45	45	45	45
8				45	45	45
9						
10						
11						
12						
Total	248	315	400	405	405	405

b) Planned Enrollment. *Must Correspond to Budget Worksheet Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	50	50	50	50	50	50
5	25	50	50	50	50	50
6		50	50	50	50	50
7			50	50	50	50
8				50	50	50
9						
10						
11						
12						
Total	275	350	400	450	450	450

c) Maximum Enrollment. *Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	55	55	55	55	55	55
1	55	55	55	55	55	55
2	55	55	55	55	55	55
3	55	55	55	55	55	55

4	55	55	55	55	55	55
5	27	55	55	55	55	55
6		55	55	55	55	55
7			55	55	55	55
8				55	55	55
9						
10						
11						
12						
Total	302	385	440	495	495	495

5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Pahrump Valley Academy's initial enrollment plan is intentionally structured to ensure both instructional quality and operational sustainability. In Year 1, the school will serve 275 students across grades Kindergarten through Fifth. This includes two classrooms per grade level in Kindergarten through Fourth Grade, with 25 students per classroom, and one classroom of 25 students in Fifth Grade. This configuration allows for optimal instructional collaboration, enabling grade-level teachers to share best practices, co-plan lessons, develop aligned formative assessments, and, when appropriate, co-teach or provide targeted intervention and review. Beginning with two classrooms per grade level supports a strong academic culture and consistency across instruction.

The decision to begin with Kindergarten through Fifth Grade reflects both the community demand and the school's capacity to implement its academic program with fidelity. The local demand for educational alternatives is high, especially given the persistent underperformance of existing public schools in the Pahrump area, many of which have been rated 1- or 2-stars by the NSPF over the past two years. Additionally, many families in the region are opting for homeschooling due to dissatisfaction with available options, which indicates an urgent need for a high-quality, public charter alternative.

The projected growth plan from 275 students in Year 1 to 450 students by Year 4 is based on the strong support PVA has received from the community and a commitment to controlled, high-quality expansion. Each year, one grade level will be added until the school reaches full capacity with Kindergarten through Eighth Grade by Year 4. Growth is intentionally paced to ensure the school maintains its high standards of college-preparatory instruction, staff support, and positive school culture. The foundational goal is to offer an academically rigorous and inclusive learning environment that is both locally responsive and globally competitive.

6) As Attachment 16, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.

Please see Attachment 16.

7) Describe how you will maintain engagement with families that have already demonstrated interest (see question 6) through the application window and maximize the number who apply to enroll.

PVA will maintain strong engagement with interested families throughout the application window by providing consistent, personalized communication and multiple opportunities for connection. Families who submit an Intent to Enroll form or sign up for more information will be added to a contact database and receive regular email updates,

newsletters, and reminders about upcoming events, deadlines, and school developments. Communications will be provided in both English and Spanish, with additional language support offered as needed.

The Executive Director and outreach team will host monthly in-person and virtual events such as Town Hall meetings, Coffee with the Director sessions, and school readiness workshops to keep families informed and involved. These events will offer families the opportunity to ask questions, share input, and build relationships with the founding team. PVA will also maintain an active online presence through its website, blog, and social media channels, offering updates and interactive content to sustain interest and enthusiasm. Personalized follow-ups, including phone calls or text messages, will be used to encourage families to complete the full enrollment process. By building trust, addressing concerns, and offering multiple ways to stay involved, PVA will maximize the number of families who transition from initial interest to formal enrollment.

4.6 INCUBATION YEAR DEVELOPMENT

- 1) Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the [SPCSA's Pre-Opening Requirements](#) and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 17 ("Incubation Year Planning Table").

Please see Attachment 17.

- 2) Describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization to provide training and development, briefly describe the main components of the training program and why that organization was chosen.

During the incubation year, Pahrump Valley Academy will implement a targeted leadership development plan to ensure the Executive Director is fully prepared to lead the school effectively upon opening. While the Academic Plan outlines core components of instructional leadership training, additional development will focus on the operational, legal, and compliance responsibilities essential to running a K–8 charter school in Nevada. The Executive Director will receive comprehensive training in areas including school law, finance, health and safety regulations, open meeting law, confidentiality (including FERPA), and state accountability requirements.

The training plan also includes hands-on preparation in key administrative systems such as Infinite Campus for student information management and Renaissance for academic data tracking. The Executive Director will participate in guided sessions on the selection and implementation of curriculum, instructional interventions, and enrichment programs to support a well-rounded and responsive academic program. If applicable, PVA will partner with a charter support organization or charter-focused back-office provider that offers structured leadership training aligned to Nevada laws and best practices in governance, compliance, and school operations. These plans directly support PVA's Year 0 goals of building operational readiness, strengthening instructional systems, and ensuring a smooth and compliant launch.

- 3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

Immediately following approval of the application and assignment of a school facility, the Executive Director and Office Manager will begin working on a near part-time basis to lead the development of Pahrump Valley Academy. These

individuals will be employed by the governing board of the charter school. However, given their deep personal investment in the mission and success of the school, it is anticipated that both will volunteer their time and expertise during the early stages of development without compensation.

During the incubation year, the Executive Director's core responsibilities will include overseeing operational planning, managing community engagement and student recruitment, coordinating with external partners, developing policies and procedures, and preparing for staff hiring and training. The Executive Director will also lead efforts related to governance, compliance, curriculum planning, and academic readiness. The Office Manager will assist with administrative operations including record-keeping, enrollment processing, outreach coordination, and logistical support for events and meetings. Together, these individuals will lay the foundational systems and relationships necessary for a successful school launch, demonstrating a strong commitment to excellence and sustainability.

4.7 SERVICES

- 1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.
 - a) **Transportation:** Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Pahrump Valley Academy will meet all operational needs through a combination of internal staffing and carefully selected third-party vendors. The school has allocated funds across all critical operational categories in its approved financial plan, including transportation, food service, facilities maintenance, nursing, technology, and security. A competitive Request for Proposals ("RFP") process will be used to select vendors based on experience with charter schools, cost-effectiveness, compliance with state regulations, and alignment with the school's mission. The Executive Director will be responsible for vendor oversight and performance monitoring. Contracts will include clearly defined service expectations, performance benchmarks, and renewal criteria. Operational services will be funded through state per-pupil revenue, grant funds, and other identified funding streams reflected in the financial plan.

PVA will provide transportation only for students entitled to services under an IEP or the McKinney-Vento Act. This policy will be communicated clearly during enrollment. To reduce barriers to attendance, PVA is actively coordinating with the Pahrump Public Transportation Committee, which currently provides services to other community groups and has expressed interest in serving PVA students. Transportation-related costs for qualifying students have been budgeted under special education and student services lines.

- b) **Food Service:** Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

PVA will contract with an experienced food service vendor rather than becoming its own School Food Authority ("SFA"). The vendor will manage all aspects of the school's breakfast and lunch programs, including menu compliance, food preparation, and claims reporting for reimbursement. The school's financial plan includes projected food service expenses and reimbursements. PVA will ensure no student is denied access to meals by actively supporting free and reduced-price lunch eligibility and coordinating with families during enrollment.

c) Facilities maintenance (including janitorial and landscape maintenance)

Facilities maintenance, janitorial, and landscaping services will be provided through a third-party vendor. Funding for these services has been allocated in the “Facilities” and “General Operating” sections of the financial plan. The school will ensure that services meet health, safety, and cleanliness standards through regular inspections and service evaluations managed by the Executive Director until the Operations Manager in Year 2.

d) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.

Pahrump Valley Academy will employ a full-time, licensed school nurse to ensure the health and wellness needs of all students are met. The school nurse will be responsible for verifying and documenting student immunization records in compliance with state law and will follow up with families to ensure all immunization requirements are met prior to and during enrollment. In addition to maintaining health records, the nurse will administer prescribed medications, monitor chronic health conditions such as diabetes, and assist in routine screenings for vision, hearing, and scoliosis. The nurse will also provide feminine hygiene products, support health education, and lead staff training in universal precautions and the management of bloodborne pathogens.

The nurse will serve as the first responder to on-campus medical needs, addressing daily health concerns, assessing illnesses, and managing minor injuries or urgent care needs. In collaboration with the special education team, the nurse may participate in an IEP meeting when their expertise is relevant to the student's medical needs or when health-related services must be considered in the development of the IEP. ~~will also participate in student assessments and contribute to the development of IEPs for students whose health needs may impact their learning.~~ This comprehensive approach ensures that all students have access to essential health services and that the school remains in full compliance with state health and safety regulations.

e) Safety and security (include any plans for onsite security personnel).

Pahrump Valley Academy is fully committed to maintaining a safe and secure learning environment for all students, staff, and visitors. The school will incorporate a range of safety features into the design of its facility, including security cameras, a magnetic entry system, fire and smoke alarms, perimeter fencing, and exterior lighting. These features are intended to deter unauthorized access, enhance visibility, and ensure rapid response in the event of an emergency.

The school will implement comprehensive safety training for all personnel, with regular drills and ongoing professional development in emergency response procedures. Oversight of school safety will be led by Dr. Tom Waters, a member of the Board of Directors Governing Board and a retired U.S. military officer with experience in Department of Defense operations. He will be joined by Principal Dr. Julie Williams and the Executive Director in coordinating schoolwide safety protocols. All three will receive additional training and will work together to ensure consistent implementation of safety procedures. PVA leadership is already collaborating with local public safety officials, including the Nye County Sheriff's Office and the local Fire Department. The Executive Director and Dr. Waters have met with both the Sheriff and Fire Chief to begin developing coordinated safety protocols. These partnerships, combined with well-trained leadership and built-in facility safeguards, will ensure that the school is well-prepared to protect its students and staff.

f) F) Other services that will be critical to the academics, operations, or financial management of the school.

In addition to core operational services, Pahrump Valley Academy will rely on several critical contracted services to ensure the academic, operational, and financial success of the school. A back-office service provider will play a central role in managing financial operations, including budgeting, payroll, purchasing, state and federal reporting, and audit

preparation. This partner will also assist in compliance with the NDE and the SPCSA's financial oversight requirements. The Executive Director will supervise this relationship and ensure that all financial processes follow GAAP and GASB guidelines.

To support academic programming, PVA will contract with vendors for curriculum licensing, formative assessment platforms such as Renaissance STAR, student information systems like Infinite Campus, and professional development services. These tools will help teachers monitor student progress, deliver targeted instruction, and use data to inform decision-making. PVA also anticipates contracting with legal counsel, an external auditor, and insurance providers to support governance, risk management, and legal compliance. These services, all of which are included in the school's financial plan, are essential to the school's ability to operate effectively, maintain transparency, and provide high-quality instruction to its students.

2) Outline plans to ensure that the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.

Pahrump Valley Academy has developed a comprehensive plan to ensure that all necessary information technology infrastructure is in place to support both academic instruction and school operations. The school's financial plan includes allocations for teacher laptops, student laptop carts, and classroom desktop computers, with budgets set aside for both initial purchases and scheduled replacements. Each classroom will be equipped with essential technologies such as projectors, document cameras, and audio enhancement systems to facilitate interactive and accessible instruction.

The school will establish a robust network infrastructure that includes high-speed internet, secured wireless access points, and an internal server to support file sharing, data storage, and administrative operations. Budgeted line items also include hardware and software necessary to maintain digital learning and ensure operational efficiency. Educational software licenses—such as Renaissance for assessments, Infinite Campus for student data, and other instructional programs—will be maintained and updated annually to align with instructional needs.

Technology-related operational expenses, including copiers, monthly phone and internet service, and equipment maintenance, are also incorporated into the financial plan. A third-party IT services provider will be contracted to manage ongoing technical support, network reliability, device management, and staff training. The school will adopt technology usage and data privacy policies that comply with FERPA and state guidelines. These systems and investments ensure that PVA's technology infrastructure is secure, scalable, and capable of supporting high-quality instruction and efficient school management.

3) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

Pahrump Valley Academy is committed to protecting the privacy and security of student and employee information in full compliance with the FERPA and all applicable federal and state regulations. The school will implement strict protocols to ensure the safeguarding of personally identifiable information (PII), beginning with comprehensive staff training. All relevant personnel will receive annual training on FERPA, student data privacy laws, ethical data use, and recent legislation related to cybersecurity and data protection.

Student records stored in physical form will be kept in locked filing cabinets located within a secured office. Access to these records will be limited to authorized personnel, and the Executive Director will oversee compliance with document access procedures. Digital records will be stored in the school's student information system, Infinite Campus, which is FERPA-compliant and designed with multi-layered access controls. Only authorized users will be granted

credentials, and access will be role-specific to minimize exposure to sensitive data. The system will include encryption, secure login procedures, and audit trails to track data access.

PVA will establish clear internal protocols for data sharing, ensuring that any release of student or employee information is permissible under law and occurs only with proper authorization. The school will also adopt policies for secure email communication, password management, and protection of mobile devices. These systems and procedures will be monitored by the Executive Director and regularly reviewed to ensure ongoing compliance and institutional integrity.

4.8 FACILITIES

- 1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including:
 - a) The desired location of the school facility.

The desired location for Pahrump Valley Academy is within the township of Pahrump, specifically in or near the 89048 zip code, which is home to many of the families the school intends to serve. The school is currently seeking a facility with approximately 25,000 square feet to meet its Year 1 needs and accommodate its future growth through Year 5. The school is prioritizing sites that are centrally located and easily accessible to families living in the 89041, 89048, 89060, and 89061 zip codes. The CTF derived the estimated 90 square feet per student based on the specific needs of PVA's instructional model, which emphasizes small class sizes, a classical education framework, and integrated intervention and enrichment blocks. The estimate accounts for adequate classroom space to support direct instruction, Socratic seminars, and small-group interventions, as well as dedicated areas for specials such as music, art, and foreign language. It also includes common areas necessary for school-wide programs like *Leader in Me* and sustained silent reading, along with administrative space and support services. While Nevada does not mandate a specific square footage requirement for public charter schools, the 90 square feet per student estimate is consistent with conservative planning guidelines used by many schools statewide and reflects a cost-conscious yet educationally appropriate approach to facility planning. This square footage allows the school to operate in alignment with its academic vision while maintaining flexibility for growth and programmatic needs.

- b) The number of general education classrooms required each year.

	FY26	FY27	FY28	FY29	FY30	FY31
Number of General Education Classrooms	11	14	16	18	18	18

- c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.

	FY26	FY27	FY28	FY29	FY30	FY31
Number of SPED, ELL, Intervention/Enrichment Classrooms	3	4	4	4	4	4

d) Space requirements for administrative functions, food services and physical education.

	FY26-FY 31
Space for Administrative Functions, Food Services, and Physical Education	3 Private Offices (Executive Director, Principal, SPED Services), Space for Food Services, Playground/Lunch Area

- 2) *If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization's plans to finance the facility, including:*
- Total project cost*
 - Financing and financing assumptions*
 - Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.*

Pahrump Valley Academy has retained MDB Realty to lead the facility identification and negotiation process. Wendy Bass, a licensed Realtor with MDB Realty and a Pahrump resident, is working closely with the school to identify properties that meet PVA's needs for location, accessibility, square footage, and expansion potential. The school is targeting a centrally located facility in the 89048 zip code, which is home to the township's most educationally disadvantaged areas, including J.G. Johnson Elementary School, a 1-star school with persistently low academic performance. The area also includes several growing residential communities with high demand for school choice.

PVA has formed a facility task force composed of a board member, the Executive Director, a parent representative, and real estate professionals. This group will conduct site visits, prepare facility evaluations, and present findings to the Board. If necessary, the Board will call a special meeting to review the task force's report and make timely decisions regarding lease or purchase negotiations. MDB Realty has outlined a comprehensive, step-by-step plan for site selection, test fitting, contractor bidding, permitting, and pre-opening construction, as described in Attachment 19.

The financial plan includes funding for lease payments and tenant improvements, with the flexibility to pursue lease-to-own or purchase options if a viable long-term facility is identified. PVA and MDB Realty will also engage with architects and general contractors to align construction costs with the school's operational budget and financing capacity. This proactive and expert-supported approach ensures that the school will secure a suitable facility in alignment with its opening timeline and long-term growth goals.

-AND/OR-

If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 18. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 19.

Note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school.⁴⁸

⁴⁸ [NRS 388A.360\(1\)](#)

3) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Pahrump Valley Academy recognizes the unique challenges that come with securing a suitable facility as a start-up charter school and has proactively built a strategy to ensure success in this area. While the Committee to Form does not include members with direct experience in school facility acquisition, PVA has retained a team of highly experienced professionals to support every aspect of the process. This includes MDB Realty, a commercial real estate firm with a strong record of supporting nonprofit and educational facility needs, and a dedicated local agent, Wendy Bass, who brings both regional knowledge and a personalized approach to identifying viable properties.

PVA's Facility Task Force, composed of a board member, the Executive Director, a parent representative, and real estate professionals, will work closely with these partners to conduct site visits, evaluate potential locations, coordinate test fits, and guide the school through lease or purchase negotiations. In addition to commercial brokers, the school will engage real estate attorneys to ensure compliance with legal requirements and protect the school's interests. If renovations or tenant improvements are needed, PVA will consult with architects and licensed contractors who specialize in educational facilities and understand key safety, accessibility, and instructional design standards. Through this collaborative, expert-driven approach, PVA is well-positioned to manage the acquisition, development, and long-term maintenance of a school facility that supports its academic model and growth trajectory.

4) Explain the organization's plan to maintain the facility.

Pahrump Valley Academy will implement a structured and proactive plan to maintain the school facility and ensure a clean, safe, and functional environment for students, staff, and visitors. In Year 1, the Executive Director and Office Manager will coordinate day-to-day facility operations, including scheduling of cleaning services, minor repairs, and maintenance of building systems. The school will contract with professional vendors for janitorial services, landscaping, HVAC maintenance, and general repairs. All maintenance vendors will be selected through a competitive process and held to clear performance expectations.

In Year 2, PVA will expand its operations team by hiring a part-time or full-time Operations Manager to assume responsibility for oversight of the school's physical plant. The Operations Manager will manage all vendor relationships related to facility services, oversee routine inspections and preventive maintenance, and ensure compliance with health, safety, and building codes. This addition to the team will support more efficient coordination of services, faster response to issues, and consistent implementation of maintenance protocols. The Operations Manager will also assist with procurement of supplies, tracking of work orders, and reporting facility needs to the Executive Director and Board.

The school's financial plan includes ongoing allocations for facility maintenance, custodial contracts, equipment servicing, and supplies. This ensures PVA can sustain the condition and functionality of the facility over time, protecting its investment and providing students with a high-quality learning environment.

5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 20.

The CTF is working with a local realtor who specializes in creative solutions to meeting their clients' real estate needs. The proposed school has also been contacted by a number of companies and architects who either specialize in building schools for charters or in institutional construction in Pahrump, Nevada. The team will contact all of these entities and inform them that the team is ready to move forward with more concrete plans.

In the interim, plan B and plan C have been entertained if the school can't be built in time to begin operation for the first day of the first year of its authorization. Plan B includes a building for rent in Pahrump, in the zip code of the highest intensity of received intent to enroll forms. The building is ideal for a school with a large backyard. It appears to originally have been built for a private school. Moreover, it has been vacant for many years, and the owners are eager to see a return on their investments, hence the owners are negotiable. For plan C, the team has secured 2 acres of commercial land that has already been fenced for security. The property will be made available to the proposed school if they should need it to place temporary bungalows therein, until building a school. The two acres are owned by a member of the CTF. The member has no plans to build on the property or to make money from the property anytime during the next ten years. The CTF has begun taking steps to ensure that any future facility will meet all requirements for permitting, occupancy, and school use designation in compliance with local and state regulations. Upon authorization, the school will formally initiate the facility approval process in coordination with the Nye County Planning Department, Building Department, and Fire Marshal. PVA leadership has already conducted preliminary conversations with local officials to understand zoning, traffic flow, parking, and school occupancy requirements specific to the Pahrump area.

6) The project timeline will be submitted 90 days after authorization. PVA will complete all due diligence and lease or purchase negotiations and submit the facility to the SPCSA for review through the pre-opening process. During this period, the school will work closely with local planning and traffic divisions to ensure the site meets school use permitting standards, including site safety, ingress and egress, traffic circulation, and ADA compliance. Any identified facility will be reviewed by licensed professionals, including architects and code consultants, to support submission of required documentation such as a certificate of occupancy, fire inspection clearance, and conditional use permits if applicable. Once a facility is secured and jurisdictional approvals are obtained, the applicant will submit all documentation in a formal Attachment 20 to the SPCSA. Please see Attachment 20.

7) Provide, as Attachment 21, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.⁴⁹

Please see Attachment 21.

⁴⁹ [NAC 388A.140](#) and [NAC 388A.190](#)

5 FINANCIAL PLAN

- 1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the selection process and criteria for the selection of these contractors.

Pahrump Valley Academy will contract with an experienced back-office service provider to manage key financial operations including accounting, purchasing, payroll, budgeting, financial compliance, and audit preparation. The school will initiate a competitive Request for Proposals (RFP) process and require a minimum of three bids. The Executive Director will evaluate each proposal based on documented experience with charter school finance, alignment with the mission and values of Pahrump Valley Academy, and cost-effectiveness. Following initial review and interviews, the Executive Director will submit recommendations to the ~~Board of Directors~~Governing Board. The Board will vote to approve the final selection.

The back-office provider will be responsible for implementing and maintaining the school's accounting systems using industry-standard governmental accounting software such as MIP. All financial procedures will comply with the Nevada State chart of accounts, GAAP, and GASB requirements. The Executive Director and the Office Manager will receive training to ensure proper use of the accounting software and adherence to state reporting protocols.

The Office Manager will manage accounts receivable, accounts payable, and time and effort logs. All invoices and employee timesheets will be reviewed and coded by the Executive Director and then submitted to the back-office provider for entry and processing. The Financial Consultant from the back-office team will verify the accuracy of all entries and maintain consistent communication with the Executive Director. Weekly accounts payable runs will be submitted for final approval by the Executive Director, ensuring internal control and segregation of duties.

Monthly financial reports, including balance sheets, budget-to-actual comparisons, and cash flow analyses, will be prepared by the back-office provider and presented to the ~~Board of Directors~~Governing Board. All bank accounts and credit cards will be opened in the name of the school. The Executive Director and Board President will serve as the designated signers. The back-office provider will only have view-only access to banking platforms to facilitate account reconciliation and monitoring.

Payroll processing will be managed through the back-office provider's integrated payroll system. Payroll records will be maintained by the provider and integrated into the accounting software to ensure transparency, auditability, and compliance with state and federal regulations. Payroll will be processed on a regular schedule and will follow internal procedures to ensure accuracy and timely disbursement.

Annually, Pahrump Valley Academy will contract with a qualified and independent third-party auditing firm to conduct the school's financial audit. The audit will follow all requirements under GAAP, GASB, and Nevada law. The completed audit will be reviewed and approved by the Board prior to submission to the SPCSA and the NDE. The annual audit will be completed by October 31 and approved by the Board by November 30, with submission of SPCSA, NDE, and LGB.

To support sustainability and potential growth, the school may contract with a grant writer to identify and pursue external funding opportunities. The Executive Director will oversee this process, and all major decisions related to grant applications or awards will be reviewed and approved by the ~~Board of Directors~~Governing Board.

All financial operations and administrative services will be guided by a detailed Fiscal Policy Manual adopted by the Board. This manual will establish internal controls, delineate roles and responsibilities, and ensure compliance with all

applicable state and federal financial requirements. The back-office provider will work in close partnership with the Executive Director to implement all procedures and provide timely, accurate data for school and board decision-making.

All procurement will comply with 2 CFR §§200.318–320, NRS 332, and NAC 387.335.

Contracts > \$25,000 require Board approval; purchases > \$50,000 require at least two bids; purchases > \$100,000 require a formal RFP; and purchases > \$10,000 require a cost/price analysis.

The Finance Committee and Executive Director will review contractor performance quarterly against deliverables, with corrective actions for nonperformance.

All bank accounts will require dual authorization for expenditures > \$25,000, and cybersecurity safeguards will follow NRS 603A.

Estimated costs: back-office provider \$50,664 in Year 0 and increase to \$88,656 in Year 5, payroll ~\$20 per employee/month, audit \$15,000 in Year 0 and increase to \$35,000 in Year 5.

- 2) Public charter schools in Nevada are required to conduct an annual financial audit⁵⁰. Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

Pahrump Valley Academy is committed to conducting an annual financial and administrative audit in full compliance with Nevada regulations, specifically NAC 387.635 and NAC 387.775. The ~~Board of Directors~~Governing Board will select an independent auditing firm from the State of Nevada’s approved Certified Outside School Auditors List (“COSAL”). The selected firm will have demonstrated experience with public charter school audits and will provide strong industry references. The audit will be conducted by a certified public accountant licensed in Nevada and experienced in the application of GAAP and GASB requirements.

The school will adopt a comprehensive set of fiscal control policies prior to the start of its first fiscal year. These policies will address core financial processes including cash management, purchasing, credit card use, expense reimbursements, deposits, and payroll. All fiscal policies will comply with Nevada law, SPCSA guidelines, and the NDE’s financial procedures for charter schools. The Executive Director will be responsible for implementing these policies, monitoring compliance, and ensuring that the adopted budget is followed with fidelity.

The charter school will maintain its accounting records using a platform that is capable of aligning with the Nevada State Chart of Accounts. All financial activities will be recorded and reported using governmental fund accounting principles. As a special-purpose governmental unit, Pahrump Valley Academy will prepare both fund-level and government-wide financial statements. The school will follow GASB Statement No. 62, which incorporates accounting guidance from pre-1989 pronouncements issued by the Financial Accounting Standards Board (“FASB”) and the American Institute of Certified Public Accountants (“AICPA”), except where such guidance conflicts with GASB pronouncements. These practices are also detailed in the Nevada Charter School Audit Guide published by the NDE.

Each year, the Executive Director will coordinate with the Director of School Operations, the Board Treasurer, and the back-office provider to prepare for the annual audit. The back-office provider will ensure that all financial records,

⁵⁰ [NAC 387.775](#)

including income statements, balance sheets, and cash flow reports, are complete and accurately maintained throughout the fiscal year. The auditing firm will then evaluate these records and conduct a thorough review of the school's internal controls. This review will include assessments of budgetary compliance, payroll procedures, procurement protocols, cash handling, and financial reporting systems.

As part of the audit process, the auditing firm will perform transaction testing to verify the accuracy of financial data and ensure expenditures align with the Board-approved budget and applicable Nevada statutes. The audit report will identify any material weaknesses or compliance issues and provide actionable recommendations. Upon completion, the firm will issue a formal audit report to the Board of Directors Governing Board. This report will also be submitted to the SPCSA and the NDE in accordance with regulatory deadlines.

Pahrump Valley Academy's annual audit will be conducted on time, and the resulting audit report will be a public record and approved by the Governing Board. The fiscal year will close June 30; the audit will be completed by October 31 and approved by the Board by November 30. A copy will be stored at the school's administrative office and made available to stakeholders upon request and with submission to SPCSA, NDE, and LCB. Any audit findings will be addressed within 90 days via corrective action plans overseen by the Finance Committee. Through the implementation of robust financial controls, transparent reporting practices, and independent oversight, Pahrump Valley Academy will ensure financial integrity and full compliance with all state and federal requirements applicable to public charter schools in Nevada.

To ensure long-term financial sustainability, Pahrump Valley Academy will benchmark financial health against the SPCSA Financial Performance Framework metrics, including liquidity (current ratio and days cash on hand) and sustainability (debt service coverage ratio). These benchmarks will be monitored quarterly by the Finance Committee and reported annually in conjunction with the independent financial audit.

Audit services are budgeted at \$15,000 in Year 0 and increase to \$35,000 in Year 5. Internal controls include dual signatories for expenditures > \$25,000, monthly reconciliations, and quarterly internal reviews.

3) Discuss in detail the school's contingency plan to meet financial needs and ensure the success of the school if revenues are lower than anticipated.

Pahrump Valley Academy will implement a comprehensive contingency plan to ensure continued financial health and operational success in the event that revenues are lower than projected. The school is committed to fiscal responsibility, transparency, and proactive planning, which significantly reduces the likelihood that emergency financial measures will be necessary.

From the outset, the Executive Director will work closely with the Board of Directors Governing Board to develop and enforce robust financial controls. These controls will include board-approved policies for budgeting, purchasing, payroll, cash management, and financial reporting. Staff will receive training to ensure compliance with all procedures, and regular internal reviews will be conducted to maintain oversight and prevent misuse of funds. These systems will allow the school to monitor its financial health continuously and respond quickly to early signs of financial stress.

Pahrump Valley Academy will also establish a reserve fund to provide an internal buffer for unanticipated costs or revenue shortfalls. The school will begin contributing to this fund immediately upon authorization, building it to a level that can sustain operations in the face of temporary financial challenges. The Board will form a financial advisory committee composed of individuals with expertise in finance and accounting. This group will advise on the growth and management of the reserve fund, as well as provide expert guidance if contingency actions become necessary.

Clear and ongoing communication with families, staff, and community stakeholders will also be a core element of the school's financial strategy. Through regular updates and transparent reporting, the school will foster a sense of shared responsibility and community awareness. In the event that financial difficulties arise, stakeholders will already be informed and engaged, enabling the school to act quickly and collaboratively.

If revenues fall below expectations, Pahrump Valley Academy will begin by conducting a detailed financial analysis to assess current revenue sources, expenditures, and cash flow projections. The Executive Director, in partnership with the back-office provider and the financial advisory committee, will review all budget lines to identify potential cost-saving measures. This analysis will allow the school to make informed, strategic decisions to protect its academic program and essential operations.

The school will then reduce or defer non-essential expenses where feasible. Examples may include postponing discretionary purchases, minimizing non-critical supply orders, reducing vendor contracts, scaling back on extracurricular offerings, and, only if necessary, modifying staff schedules or deferring certain hires. Any reductions will be carefully considered to minimize impact on student learning.

At the same time, the school will actively pursue additional revenue opportunities. These may include applying for public and private grants, cultivating philanthropic support, launching targeted fundraising initiatives, and, where appropriate, renting school facilities to community organizations outside of school hours. Pahrump Valley Academy will also work to maintain or increase student enrollment, which remains the primary driver of per-pupil funding in Nevada. By combining proactive financial planning with a clearly defined contingency strategy, Pahrump Valley Academy will remain financially viable and mission-driven, even in the face of revenue shortfalls. These measures demonstrate the school's capacity to respond flexibly and responsibly while prioritizing academic outcomes and community trust.

To ensure proactive management, Pahrump Valley Academy will follow clearly defined contingency thresholds. If October 1 enrollment falls below 90% of projections, the school will defer non-essential hires. If revenues decline by 5–10% compared to budget, discretionary spending will be reduced. If cash reserves drop below 60 days of operations, the Board will immediately implement cost-reduction measures. The Finance Committee will monitor enrollment and financial performance monthly, ensuring timely identification of risks.

All contingency procedures will be formally documented in the Fiscal Policy Manual to provide clear guidance and accountability. The school's reserve targets are 45–60 days of cash on hand in Years 1–2, increasing to 100 days by Year 5. Expenditure priorities will focus first on staff salaries and benefits, followed by curriculum and compliance obligations.

These safeguards will ensure that Pahrump Valley Academy remains sustainable on per-pupil funding alone, with philanthropy and grants serving as supplemental resources.

- 4) As Attachment 22, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:
 - a) Per-Pupil Revenue: Use the figures provided by the SPCSA within the Financial Plan workbook.
 - b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which

the school's core operation depends. If corporate, foundation, or other entity or individual fundraising revenues are included at \$5,000 or more in any year, include as Attachment 23 a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

- c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS). Include, for example, anticipated salary ranges for each role identified.
- d) Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:
 - The projected number of students in each applicable subgroup and how this number was determined,
 - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and
 - How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated.

State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.

Please see Attachment 22.

- 5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 24. *In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year).*⁵¹.

Please see Attachment 24.

⁵¹ [NAC 388A.730\(2\)](#)

6 ADDENDUM

PVA will not seek to contract with a CMO or EMO.

Complete the Addendum Section if you are either:

- *A Committee to Form proposing to contract with a non-profit Charter Management Organization (CMO) or for-profit Educational Management Organization (EMO); or*
- *An experienced Non-Profit CMO applying for sponsorship directly. For-profit EMOs are not eligible to apply for sponsorship directly.*

If you are not sure whether you are required to complete this Addendum, contact Katie Broughton at kbroughton@spcsa.nv.gov.

6.1 PAST PERFORMANCE

Pursuant to NRS 388A.249(2), in reviewing a charter application the SPCSA must consider the “academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school.”

- 1) Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as Attachment 25.
- 2) Describe the CMO/EMO’s track record regarding academic performance. Provide, as Attachment 26 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO. Reports should provide all available data disaggregated by subgroup.
- 3) Describe the CMO/EMO’s track record regarding Organizational Performance. Provide as Attachment 27, the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO.
- 4) Describe the CMO/EMO’s track record regarding Financial Performance. Provide, as Attachment 28, a copy of the management organization’s three most recent audits and other historical financial documents for the CMO/EMO, such as 990’s.
- 5) Provide, as Attachment 29, up to three years of audited financial statements for each of the CMO/EMO’s schools which have been in operation for more than a year.
- 6) List any contracts with charter schools that have been terminated by the CMO/EMO or the school’s governing board, including the reasons for such termination and whether the termination was for “material breach.”
- 7) List any and all revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools affiliated with the CMO/EMO, and explain what caused these actions.
- 8) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school affiliated with the CMO/EMO in the last three years and describe how such deficiencies were resolved.
- 9) List and provide the case number and court in which the case was filed for any current, pending, or past litigation for the last three years that have involved the CMO/EMO. Additionally, please provide the case number and court in which the case was filed for any significant current, pending, or past litigation for the last three years that you believe the SPCSA should be aware of pertaining to any schools affiliated with the CMO/EMO

- 10) List any schools that were previously approved by any authorizer, but which failed to open or did not open on time and explain the reasons for failure or delay.

In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer(s) of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

6.2 SCALE STRATEGY

- 1) Provide the CMO/EMO's overall strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following, regardless of school location: proposed years of opening, number, and types of schools (divisions or grade levels served); any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.
- 2) If the CMO/EMO's existing portfolio or the growth plan outlined above includes schools in other states, explain specifically how growth in Nevada fits into the overall growth plan.
- 3) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential school and/or network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.
- 4) Describe how the CMO/EMO evaluates readiness for expansion and provide evidence the CMO/EMO is ready to expand at this time. Describe the key performance indicators that the organization assesses and provide the benchmarks that indicate that expansion is warranted. Why is the CMO/EMO ready to expand now and why in Nevada? If the CMO/EMO has a greenlighting tool, please include it as Attachment 30.
- 5) Describe the steps that the CMO/EMO and local school team will take to scale the model to as proposed in this application, including the people involved and the resources contributed both by the CMO/EMO and the new schools.
- 6) Discuss the results of past expansion efforts and lessons learned. Include particular challenges you have encountered, how you addressed them, and how you will avoid or mitigate such challenges for the proposed Nevada school.
- 7) Describe plans for embedding the fundamental features of the model that you described in the transformational change section in the new school proposed in this application.

6.3 NETWORK CAPACITY

- 1) Provide evidence of organizational capacity to open and operate high-quality schools in accordance with the growth plan outlined above. Describe specific timelines for building or deploying organizational capacity to support the proposed schools.
- 2) Provide, as Attachment 31, the following organizational charts (include both the network level staff and schools within the network):
 - a) Year 1 network as a whole
 - b) Year 5 network as a whole

The organization charts should represent all national operations and clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the CMO/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of

the proposed school, explaining how the relationship between the governing board and school administration will be managed.

- 3) Identify the CMO/EMO's leadership team and their specific roles and responsibilities.
- 4) Complete the following staffing table indicating projected staffing needs for the entire network over the next six years. Include full time staff and contracted support that serve the CMO/EMO 50% or more. *Change or add functions and titles as needed to reflect organizational plans. Add or delete rows as needed.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total CMO/EMO FTEs						

6.4 SCHOOL MANAGEMENT CONTRACTS

- 1) If you are a Committee to Form (not a CMO applicant), explain how and why this particular CMO/EMO was selected.
- 2) Describe the relationship between the school governing board and the CMO/EMO, including the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- 3) Describe what role, if any, the CMO/EMO has played and/or will play in the startup and incubation year for the school. If this is not codified in the management agreement, provide a draft of an agreement or MOU that outlines the relationship during the incubation year, as Attachment 32.
- 4) Describe the services that will be provided by the CMO/EMO, and the costs and fees associated with these services. Provide a copy of the draft contract with the CMO/EMO as Attachment 33.
- 5) Identify any positions at the proposed school which will or may be employed by the CMO/EMO based on the contract. To the degree that these positions will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that person(s) activities by school employees or the board?
- 6) Using the table below, summarize the roles and responsibilities of the CMO/EMO, local board, and school leader as they relate to key functions.

Function	CMO/EMO Role, Responsibilities and Decision-Making Authority	Local Board Decision-Making Role, Responsibilities and Decision-Making Authority	School Leader Decision-Making Role, Responsibilities and Decision-Making Authority
Performance Goals			
Curriculum			
Professional Development			

Data Management and Interim Assessments			
Promotion Criteria			
Culture			
Budgeting, Finance, and Accounting			
Student Recruitment			
School Staff Recruitment and Hiring			
HR Services (payroll, benefits, etc.)			
Development/ Fundraising			
Community Relations			
IT			
Facilities Management			
Vendor Management / Procurement			
Student Support Services			
Other operational services, if applicable			

- 7) Describe how the governing body will evaluate the CMO/EMO, including the process and measures that will be used. *This should align to the contract provided in Attachment 33.*
- 8) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the Committee to Form, or the ~~board of directors~~ Governing Board of the CMO, as applicable.
- 9) Provide documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada as Attachment 34.

6.5 CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

This section is only required for CMO applicants that are applying directly for sponsorship.

- 1) To what extent does the governance model of the Charter Management Organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the Charter Management Organization is from another state, how does the board of the Charter Management Organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?

- 2) If the non-profit's current board will hold the charter school, what steps have been taken to transform its board membership to comply with [NRS 388A.320](#), mission, and bylaws to enable the non-profit to govern the charter school? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- 3) If a new board has or will be formed, describe the process for the formation of this new board and describe what its ongoing relationship to the existing non-profit's board will be.

7 COMPLETENESS CHECKLIST⁵²

This section is to be completed by SPCSA staff. Applicants should refer to this section to ensure that they have met all submission requirements. In the event that an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator: _____

Date of completeness evaluation: _____

Applicant Name: Pahrump Valley Academy

Application submission Date: April 30, 2025 Resubmission September 24, 2025

Grades served year one: K-5 Grades served at capacity: K-8

Applicant type: ☒ Committee to Form ☐ Charter Management Organization (CMO)

Narrative:

Element	Required?	Complete?	SPCSA Comments
Committee to Form (CTF) applicants meet NRS 388A.240 qualification	<i>Yes, for CTF Applicants ONLY</i>	☐ Yes ☐ No ☐ N/A	
1. Application Cover Sheet – all applicable questions completed	Yes	☐ Yes ☐ No	
2. Meeting the Need – all applicable questions completed <i>DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS</i>	Yes	☐ Yes ☐ No	
3. Academic Plan – all applicable questions completed	Yes	☐ Yes ☐ No	

⁵² [NAC 388A.260\(2\)](#)

Element	Required?	Complete?	SPCSA Comments
4. Operations Plan – all applicable questions completed	Yes	☐ Yes ☐ No	
5. Financial Plan – all applicable questions completed	Yes	☐ Yes ☐ No	
6. Addendum – all applicable questions completed	<i>Yes, for CMO applicants and CTF applicants contracting with CMO/EMO</i>	☐ Yes ☐ No ☐ N/A	
Did the application pass the plagiarism check?	Yes	☐ Yes ☐ No	

Attachments:

Element	Required?	Complete?	Comments
1. Completed, signed, Information sheets and resumes <i>CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS</i> <i>REQUIRED TEMPLATE: Information Sheet for Applicant Team Members</i>	Yes	☐ Yes ☐ No	
2. Resume of application preparer	<i>Yes, if someone other than CTF or CMO prepared application</i>	☐ Yes ☐ No ☐ N/A	
3. Evidence of community partners	Yes	☐ Yes ☐ No	
4. Discipline Policy	No	☐ Yes ☐ No (not required)	
5. Annual School Calendar	Yes	☐ Yes ☐ No	
6. Teacher Schedule and Student Schedule for grades served in year 1	Yes	☐ Yes ☐ No	
7. MOU or Agreement for Dual Credit Partnership	No	☐ Yes ☒ No (not required)	
8. NDE Approvals for Distance Education	No	☐ Yes ☒ No (not required)	
9. Board Membership Roster <i>REQUIRED TEMPLATE: Board Member Roster Template</i>	Yes	☐ Yes ☐ No	
10. Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	☐ Yes ☐ No	
11. School Organizational Charts for year 1 & at capacity	Yes	☐ Yes ☐ No	

Element	Required?	Complete?	Comments
12. School Leader Resume OR School Leader Job Description	Yes	☐ Yes ☐ No	
13. Other School Leadership Resumes OR Job Descriptions	Yes	☐ Yes ☐ No	
14. School Leader Evaluation Tool	Yes	☐ Yes ☐ No	
15. Teacher Evaluation Tool	Yes	☐ Yes ☐ No	
16. Evidence of Demand <i>REQUIRED TEMPLATE: Evidence of Demand Templates</i>	Yes	☐ Yes ☐ No	
17. Incubation Year Planning Table <i>REQUIRED TEMPLATE: Incubation Year Planning Table</i>	Yes	☐ Yes ☐ No	
18. Secured Facility Documentation	<i>Yes, if facility has been identified</i>	☐ Yes ☐ No ☒ N/A	
19. Facility Preparation Schedule/Timeline	<i>Yes, if facility has been identified</i>	☐ Yes ☐ No ☒ N/A	
20. Approval from Local Jurisdiction	No	☐ Yes ☒ No (not required)	
21. List of Insurance Coverage <i>MUST COMPLY WITH NAC 388A.190</i>	Yes	☐ Yes ☐ No	
22. Budget Narrative	Yes	☐ Yes ☐ No	
23. Proof of Fundraising Revenue	<i>Yes, if budget incorporates fundraising revenue</i>	☐ Yes ☐ No ☒ N/A	
24. Completed Financial Plan Workbook <i>REQUIRED TEMPLATE: Financial Plan Workbook</i>	Yes	☐ Yes ☐ No	
25. CMO/EMO Data Request <i>REQUIRED TEMPLATE: EMO/CMO Data Template</i>	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☒ N/A	
26. Past Three Years Academic Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☒ N/A	
27. Past Three Years Organizational Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	

Element	Required?	Complete?	Comments
28. Past Three Years CMO/EMO Audits, 990s	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
29. Three Years of Audit Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
30. CMO/EMO Greenlighting Tool	No	☐ Yes ☐ No (not required)	
31. Network Organizational Charts for years 1 and 5	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
32. Incubation Year MOU	No	☐ Yes ☐ No (not required)	
33. CMO/EMO contract	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	
34. CMO/EMO Nevada Business License	<i>Yes, if addendum is required</i>	☐ Yes ☐ No ☐ N/A	

Finding: ☐ Complete ☐ Incomplete

Notes:

Attachment 1



Committee to Form Information Sheets and Resumes or Biographies

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school **Pahrump Valley Academy**
2. Full name **Thomas R.E. Waters**
3. Home Address **[REDACTED]**
4. Phone Number **[REDACTED]**
5. E-mail address **[REDACTED]**
6. Employer Name **Retired**
7. Employer Address **N/A**
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission of Pahrump Valley Academy is to prepare all students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

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

The proposed Charter School's Educational Program must include: 1-A focus on literacy, 2-Appropriate academic intervention, as needed (much is needed in Pahrump), 3-An emphasis on pacing and planning that is common core aligned for the students, 4-An early introduction to college and career prep culture, 5-Classical education, 6-A special emphasis on latest educational research driven professional development, 7-A school leader who is passionate about education in general, and can inspire other adults and students alike in the school building to believe in the power of education.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I wish to serve as a Board Member of the proposed Pahrump Valley Academy because of my background in education and my desire to strengthen the educational opportunities in Pahrump where it is desperately needed.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

My knowledge and experience as a former teacher and a former Administrator (Middle and High School) is relevant to serve the PVA Charter School as a Board member. I am currently a licensed educator in the State of Nevada and I am also certified to teach in the State of Illinois and on the Island of Guam. I am very familiar with Pahrump, NV and the educational needs for our students.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My role as a Board member would be to hold the Executive Director accountable to commitments and promises made while showing support for the Executive Director. I would also be responsible for ensuring the Executive Director stays relevant to the community as changes occur in the community while also ensuring that the financial and legal affairs of the school stay compliant with all applicable laws and statutes.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

The proposed Pahrump Valley Academy would need to take the following specific steps to ensure the success of the school and the students. 1-A focus on literacy, 2-Academic intervention, as needed (much is needed in Pahrump), 3-Introduce college and career preparatory culture, 4-Require leadership who is passionate about education in general and can inspire other adults and students alike in the school building to believe in the power of education, 5-Need to introduce "fresh" ideas in education that works (Pahrump has been failing in education for so long that it has become the norm to fail in education!) We can reverse this pattern of failure and make it a successful educational experience for students who will be our future leaders.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: I am Retired. I have NO affiliation with ant Charter School.

Describe any affiliation with any charter schools. N/A

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

N/A

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

N/A

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

Member - Military Veteran Organizations (DAV, VFW, MOPH, American Legion)

Member – Rotary International

There is NO affiliation with any Charter School

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada? **N/A**

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Thomas R.E. Waters, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy (“Charter School”)
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Thomas R.E. Waters

Name

SIGNED

Signature

Pahrump Valley Academy

Proposed Charter School Name

April 14, 2025

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Lieutenant Colonel. THOMAS R.E. WATERS

Colonel THOMAS R.E. WATERS was born in Chicago Illinois. He enlisted in the United States Air Force in July 1960 after graduation from Tilden Technical High School. After basic training, he was stationed at Shaw AFB, South Carolina before going to Vietnam as a Staff Sergeant in 1966. Although exempt from serving in the war-zone because his younger brother (Melvin) was killed in Vietnam in 1965, he volunteered because of his dedication to duty and love of country.

In Vietnam, Colonel Waters was assigned to the 3rd Tactical Fighter Wing (TFW) at Bien Hoa Air Base and later transferred to the 366th TFW at DaNang Air Base. At DaNang, he was wounded in a midnight rocket attack while working as an Egress (ejection seat) technician on an F-4C aircraft in July 1967. Injuries received by being blown from the aircraft to the concrete ramp were a broken foot and cracked spine. He was honorably discharged as a Technical Sergeant (E-6) in 1968.

Colonel Waters returned to Chicago and, still feeling the desire to serve, joined the Illinois Air National Guard where he was selected for promotion to Master Sergeant (E-7) while attending Olive-Harvey Community College. In 1971, he transferred to the Air Force ROTC program at the Illinois Institute of Technology where he was commissioned a 2nd Lieutenant upon graduation with his Bachelor of Science (B.S.) degree in May 1973. He returned to active duty in August 1973.

Colonel Waters served in several Air Force assignments as an aircraft maintenance officer in positions of Flightline OIC, propulsion OIC, maintenance supervisor, acting Field Maintenance Squadron commander and Chief - Maintenance Management branch (73-78). His next assignment was as an Associate Professor of Aero Space Studies at the Illinois Institute of Technology while also serving as the Illinois State Admissions Counselor for the Air Force Academy and Air Force ROTC (78-82). He was then transferred to Headquarters Air Training Command on the Logistics staff as Assistant Chief of the Quality Assurance Branch at Randolph AFB, Texas (82-85) before being assigned to the 3785th Field Training Wing at Sheppard AFB, Texas as the Resource Division Chief (85-87). His next assignment was to the Philippines and Clark Air Base where he was the Component Repair Squadron Commander, Chief of the Maintenance Operations Division, and Assistant Deputy Commander for Maintenance (87-90). He returned to Headquarters Air Training Command, this time to the Technical Training staff, as the Chief of the Combat Support Training Division (91-92). Returning to the Pacific, his assignment was with Headquarters 13th Air Force as the Logistics Readiness Flight Commander (Deputy LG) at Andersen AFB, Guam (92-95). His last active duty assignment was with the Air National Guard Readiness Center (ANGRC) as the AMC Team Chief where he managed the C-5, C-17, C-141, and KC-135 aircraft (95-97). He retired from active duty on 1 August 1997 at the grade of Lieutenant Colonel with over 32 years of active duty service.

While on active duty, Colonel Waters received his Master of Education (M.Ed.) degree from Mississippi State University in Starkville, Mississippi in 1976. He graduated from the Air Force's Squadron Officer's School, Air Command and Staff College, and the prestigious Air War College. He is also a graduate of the Marine Corps Command & Staff College. He received his Doctorate of Education (Ed.D.) degree from California Coast University in 1996. He holds teaching licenses with the island of Guam and the state of Nevada. He is also certified to teach in Illinois. Selected by his high school alum, he was inducted into the Tilden Tech Alumni Association *Hall of Fame* in November 1985.

After retirement from active duty with the Air Force, Colonel Waters accepted the position of Director of Education with ITT Technical Institute in Burr Ridge, Illinois. He began that position in Oct 1997 but felt he could better help students at the high school level. Even though it was a lower salary, he resigned his Director of Education position in September 1998 to accept a Department of Defense Dependent Schools (DoDDS) teaching position as the Cooperative Work Experience (CWE) Coordinator/Teacher at Ansbach Middle/High School in

Germany. DoDEA (Department of Defense Education Activity) is considered the fifty-first state for educational purposes and receives and sends students to all fifty states. In July 2001, he accepted a position as Assistant Principal at Ramstein American High School where he served until his transfer to Ramstein American Middle School where he was selected as the DoDEA Assistant Principal of the Year for 2007. Ramstein American High School is the largest American High School in the DoDDS system worldwide and Ramstein American Middle school is the largest Middle School in the DoDDS system. He retired from the DoDEA system on 1 August 2008 after ten years of service and settled down in Pahrump Nevada where he volunteered his expertise in several areas of the community. In the November 2010 General Election he was elected to serve on the Pahrump Town Board with a term of office from 1 Jan 2011-31 December 2014.

Additionally, he is an Ordained Minister (Local Elder) with a local church and has also served as Director of a local Youth Group (Pathfinders and Adventurers) with young people ages 10-16.

Colonel Waters has four children; Michael (a retired Air Force Major), Shawna (Army Veteran), Valencia, and Tamara. He is married to the former Fe (Armen) Benedicto of Southern Leyte, Philippines.

AWARDS & VOLUNTEER SERVICE

Military and Civilian decorations and service include:

Military Decorations - The Purple Heart; Meritorious Service Medal (6); AF Commendation Medal; Distinguished Presidential Unit Citation; Outstanding Unit Award with Valor; AF Organizational Excellence Award; AF Good Conduct Medal (2); National Defense Service Medal with bronze star; Vietnam Service Medal with 2 Campaign Stars; Overseas Ribbon for Short Tour; Overseas Ribbon for Long Tour; AF Longevity Medal (8); AF Marksmanship Medal; Air Force Training Ribbon (2 - Officer & Enlisted); Vietnam Campaign with Gallantry Cross; and Vietnam Unit Citation with '60 Device.

He was also presented the California Service Medal in 1997 by special proclamation of the California Governor and Legislature for his work with the California Air National Guard. The special proclamation was necessary because he is not a California resident.

Civilian – Hall of Fame Induction by the Tilden Tech Alumni Association in 1985; Certificates of Appreciation from the Veterans of Foreign Wars (VFW), 11th Aviation Regiment, 235th & 282nd Base Support Battalions, and Larson Barracks (Germany) Chapel services. He has also received awards as Guest Speaker for several Black Heritage functions at Anderson AFB, Guam, Ramstein Air Force Base and the Army 1st Cavalry in Germany. Lastly, he was the 2007 DoDEA Assistant Principal of the Year.

Volunteer in Nevada – TV Show (Pahrump Live with Dr. Tom Waters), former member of the Veterans Memorial Advisory Board, member of the Community Outreach Commission, member of the Great Basin College Steering Committee, member of the Nevada Center of Public Policy Dialogue, member of the Pahrump Valley Rotary Club, life member of the Veterans of Foreign Wars (VFW), life member of the Disabled American Veterans (DAV), life member of the Military Order of the Purple Heart (MOPH), life member of the American Legion, life member of the Military Officers Association of America (MOAA), and also serves as a Local Elder in two area churches. In the November 2010 General Election, he was elected to serve a 4-year term on the Pahrump Town Board (2011-2014). His current TV Show (Nye County) airs the 2nd Tuesday each month from 6:00-7:00 PM on local Channel 25. It can also be found on YouTube at <https://www.youtube.com/watch?v=I7Hfrq3oaD4>

He was selected as the Nevada Veteran of the Month in November 2018 by Governor Sandoval.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally,

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school	Pahrump Valley Academy
2. Full name	Tynia Roxann Dickson
3. Home Address	
4. Phone Number	
5. E-mail address	
6. Employer Name	
7. Employer Address	
8. Which of the following best describes you:
- ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

My understanding of the mission of Pahrump Valley Academy. The mission is to prepare all students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

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

The proposed Charter School's Educational Program must include: 1. A focus on literacy, 2. Appropriate academic intervention, as needed (much is needed in Pahrump), 3. An emphasis on pacing and planning that is common core aligned for the students, 4. An early introduction to college and career prep culture, 5. Classical education, 6. A special emphasis on latest educational research driven professional development, 7. A school leader who is passionate about education in general, and can inspire other adults and students alike in the school building to believe in the power of education.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I wish to serve as a Board Member of the proposed Pahrump Valley Academy because of my background in education and my desire to strengthen the educational opportunities in Pahrump where it is desperately needed.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

My knowledge and experience as an instructor/teacher (locally, nationally and internationally) and as a business owner is relevant to serve the PVA Charter School as a Board member. I am familiar with Pahrump, NV and educational needs of our students as a parent and grand parent.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My role as a Board member would be to hold the Executive Director accountable to commitments and promises made while showing support for the Executive Director. I would also be responsible for ensuring the Executive Director stays relevant to the community as changes occur in the community while also ensuring that the financial and legal affairs of the school stay compliant with all applicable laws and statutes.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

The proposed Pahrump Valley Academy would need to take the following specific steps to ensure the success of the school and the students. 1. A focus on literacy, 2. Academic intervention, as needed (much is needed in Pahrump), 3. Introduce college and career preparatory culture, 4. Require leadership who is passionate about education in general and can inspire other adults and students alike in the school building to believe in the power of education, 5. Need to introduce “fresh” ideas in education that works (Pahrump has been failing in education for so long that it has become the norm to fail in education!) We can reverse this pattern of failure and make it a successful educational experience for students who will be our future leaders.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: I own and operate The Sassy Trainer, LLC. I have NO affiliation with any other Charter School.

Describe any affiliation with any charter schools. N/A

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

N/A

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

N/A

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

Member of Military Veteran Organizations (DAV, American Legion)

Manager of the non profit, Personally Trained Service Dogs, LLC

There is NO affiliation with any Charter School

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada? No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Tynia Roxann Dickson, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy (“Charter School”)
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Tynia Roxann Dickson

Name

SIGNED

Signature

Pahrump Valley Academy

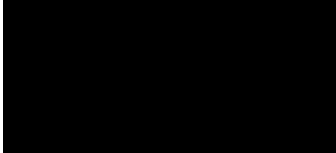
Proposed Charter School Name

April 18, 2025

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

TYNIA DICKSON



Summary of Qualifications

Years of Managing and Training (dogs & people)

Associate and Bachelors Degrees

Service Dog Program Organizer (Locally and Internationally)

Experience

The Sassy Trainer - Service Dog & Obedience Trainer — 2012 to Present

All aspects of dog training. Service dog training program , obedience for family life and the show ring. Planning and executing private and group lessons.

Problem Solving including fear issues, destruction and aggression.

The Sassy Trainer - Pet Transporter — 2012 to Present

Travel with and transport dogs via airplanes, automobiles, vans and dog trucks. The dogs were fed, exercised, exhibited and trained while in my care.

Hallman House Kennel - Owner/Groomer/Trainer — 1997 to 2013

Trained (dogs & staff), groomed & boarded most breeds of dogs and cats, several rabbits, a rat, birds. Grooming includes brushing, bathing, sculpting styles, trims, toenail clipping, de-matting and restraints. Capacity of the kennel was 100 dogs & 20 cats.

Education

Bergin University of Canine Studies, Rohnert Park, CA - Associate of Science in Assistance Dog Education 2017 and Service Dog Training Seminar 2016

University of Colorado, Boulder, Colorado - Bachelor of Arts Economics 1998

Grooming Apprenticeship 1994-1996

Military

United States Army - Oct 86 – Dec 90

Additional Skills

Apple - Pages, Numbers, Keynote. Non Apple - Word, Excel, Powerpoint

International Instructing, Training (dogs & people) and Public Speaking

Organized Service Dogs of Malawi and Service Dog of Zimbabwe, Africa 2017

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school
Pahrump Valley Academy
2. Full name
Timothy K. Burke
3. Home Address
[REDACTED]
4. Phone Number
[REDACTED]
5. E-mail address
[REDACTED]
6. Employer Name
[REDACTED]
7. Employer Address
[REDACTED]
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

It will prepare all of our students for college and career by exposing them to the highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners.

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

It includes: 1-literacy focus 2- multi-tiered system of academic intervention, as needed 3- common core alignment, 4- early introduction to college and career prep culture, 5-Classical education and emphasis on trivium 6-special emphasis on latest educational research, the school leader is herself an educational researcher, 7-a school leader who is passionate about education and can inspire other adults and students alike in the school building to believe in the power of education.; 8-Follow all Nevada Academic Standards as directed by the Nevada Board of Education.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

To help facilitate the startup of the proposed charter school and bring additional education choices to our community. The college prep curriculum is needed for students that want to attend a college or university.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I have been involved in education since 2001. I was the sales manager for New Horizons Computer Learning Center from 2001 to 2003. In 2003 I opened Moving Forward Learning Center. My experience in education includes designing curriculum, preparing course catalogs, hiring and training instructors, and working with students.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

As a board member, I would be responsible for the oversight of the director of the school. I would assist in keeping the school focused on its mission and vision and would provide overall input on the direction of the school.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

From my experience in working in a charter school, the first step is articulating a clear and worthy mission and vision. The second step is laying out a curricular pathway that allows students and their families to work toward reaching that destination. Within the second step are myriad needs including the identification of scheduling and processes that allow students to receive dedicated instruction to meet them where they begin and to provide a series of activities and experiences that elevate their academic foundation. These steps are necessary prior to a school even coming into existence.

Once the school becomes a reality, the step of utmost importance is hiring quality personnel. Staff who are part of the learning community must have tremendous integrity and focus on the desired outcomes of the school. With a core team of dedicated educators and staff, a culture of continuous improvement that is focused on the needs of the students, families, and community becomes possible. Lifelong learning is an outgrowth of developing foundational skills, fostering creativity, and teaching students and families to adapt to change. This is only possible if members of the staff have successfully integrated this approach to living their own lives.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

Artesian Cellars

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☒ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

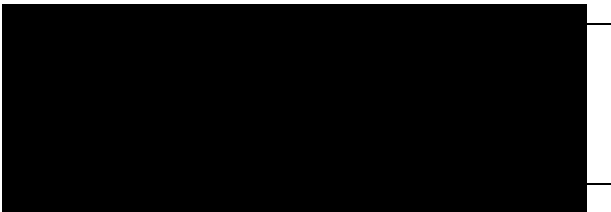
If yes, describe the conflict of interest.

Assurances and Certification

I, Timothy K. Burke, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy
("Charter School")
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.



Proposed Charter School Name: Pahrump
Valley Academy

Date: April 21, 2025

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Timothy K. Burke



EXPERIENCE

Education / Sales / Business Development / Team Development

Successful experience building market presence and generating record profitability in highly competitive markets. Proven achievements in new product launch, new market development, and establishing significant market presence. Experience in developing high-caliber sales and marketing teams.

Strategic thinker and planner, skilled in the design and execution of effective sales, marketing and business programs. Possesses outstanding leadership and team building strengths that generate optimum productivity and performance excellence from sales staff. Record of meeting or exceeding corporate objectives, and in particular of delivering exceptional P&L results. Strong record of coaching in Customer Service.

KEY STRENGTHS

• Strategic Business Planning	• Strategic Marketing Initiatives
• Sales Training and Development	• Competitive Product Positioning
• Team Building & Management	• Market Penetration
• New Business Development	• Project Implementation
• Solution-focused Selling	• New Product Launch
• Building Customer Relationships	• Competitive Analysis
• Motivational Speaker	• Published Author

CAREER HISTORY

ARTESIAN CELLARS, LLC
Winemaker/Sales and Marketing

2015 to Present

Oversee annual harvesting operations of Nevada vineyards. In 2019 we will harvest approximately 10 tons of Nevada grapes which is a 200% increase over 2018. Guide grapes from harvest through fermentation and into bottles. Oversees bottling operation. Manages grape imports from California and Washington State.

MOVING FORWARD CORPORATION
Director / Sales / Coaching / Customer Service

2004 to Present

Establish computer training school with multiple locations. Create product branding, marketing, and corporate image. Develop website, marketing collateral, and sales projections. Design training programs for career changers and vocational rehabilitation students. Established key contacts with counselors and agencies and introduced centers to them. Hired and trained instructors and staff.

Selected Achievements

- Customer Service coach for the Department of Corrections Inmate release program.
- Trained Sales Staff
- Led team through the accreditation process receiving full accreditation.
- Created curriculum programs for key job markets.
- Completed State licensing process for multiple locations.
- Received approvals from key funding providers.
- Created new training programs for prospective students.

NEW HORIZONS COMPUTER LEARNING CENTER
Sales Manager

2001 to 2003

Establish new sales and marketing team for start-up computer training center franchise. Hire and train new account executives. Provide sales team with extensive product training in the IT and computer application field. Active role in management team that located office location and build-out, hired office staff and classroom instructors, and established business rules. Complete State of Nevada post-secondary requirements to certify center. Establish relationships with major companies in the franchise territory. Coordinate marketing efforts with vocational rehabilitation services and employment agencies. Secure additional student education funding resources.

Selected Achievements

- Led marketing, advertising, and public relations campaign during initial franchise opening.
- Exceeded company sales and revenue projections.
- Identified competitors and key markets.
- Completed New Horizons corporate training program.
- Hired and trained new Account Executives.
- Established technical certification sales and marketing programs
- Created new training programs for prospective students.
- Led B2B sales and marketing initiatives.

DATA ENGINES – Reno, NV
Sales Manager/Product Development

2000 - 2001

Provide strategic direction and marketing leadership for this managed network security start-up company. Responsible for product development, marketing, and new business development programs. Develop marketing and sales strategic and tactical policies. Provide sales team with extensive product training, mentoring, and incentive programs, strategic selling methods, territory management, and marketing plan execution strategies.

Selected Achievements

- Established new territory sales teams.
- Led marketing team that developed national media campaign.
- Implemented Public Relations campaign to introduce new product to trade magazines, on-line publications, and consumer newspapers and magazines
- Oversaw product management through Alpha and Beta testing.
- Negotiated partnership agreements with major software and hardware companies.
- Identified key vertical markets and defined product offering for each market.
- Developed and managed telesales group.
- Conducted market research and analysis.

IGO.COM – Reno, NV
Corporate Sales Manager

1999 - 2000

Lead corporate sales team in developing business-to-business relationships with Fortune 1000 companies, Government, and Health sectors for this \$57 million worldwide provider of cellular, laptop, and mobile accessories. Oversee new product introductions and growth of existing products. Provide corporate sales team with extensive new business development training and incentive programs. Develop comprehensive telesales program with sales targets exceeding company goals.

Selected Achievements

- Led division through period of sustained growth and expansion with revenues increasing from \$3.8 million a quarter to \$9.2 million per quarter while increasing gross margin from 31.2% to 33.1%. Continuously exceeded company P&L and sales objectives.

- Increased corporate share of total company revenues from 38% to 71%.
- Successfully sold the single largest sales contract in company history exceeding \$550,000.
- Built the corporate sales team from 8 to over 50 associates in six months.

PAPPAS TELECASTING – Reno, NV

1997 – 1999

Account Manager

Create and implement advertising and marketing programs for new and existing clients on a local, regional, and national level. Increase revenues for new Warner Brothers affiliate station. Provide agencies and direct clients with the newest and most effective advertising strategies.

Selected Achievements

- Increased total company revenues by 67%.
- Accounted for 75% of the stations total monthly revenues.
- Added new local and regional advertising agencies that previously had not advertised in the market area.
- Named top salesperson 11 times.

SEVEN UP BOTTLING COMPANY – Reno, NV

1991-1997

Director of Sales and Marketing

Lead expansion of sales and marketing efforts in the Northern Nevada and Northern California territories. Design and implement annual business plan. Improve annual P&L while increasing sales volumes. Oversee new product launches and growth of existing products. Direct new territory acquisitions and integrate existing sales forces into new territories. Build new customer relationships and strengthen existing relationships. Coordinate product inventories with manufacturing division. Conduct test market product launches. Host regional trade shows and attend international shows.

Selective Achievements

- Increased annual sales volume 101%.
- Awarded national “Unsung Hero” award for reversing three-year sales decline into a positive growth pattern.
- Introduced Barq’s Rootbeer, Cherry Seven-Up, Diet Dr Pepper, Hansen’s Naturals, and other brands to the franchise territories.
- Converted antiquated customer ordering system to electronic hand held remote inventory management system.
- Led franchise territory acquisition team in acquiring three new geographic territories.
- Implemented consumer product sampling program in retail locations and trade shows.

SEVEN UP BOTTLING COMPANY – Reno, NV

1986 – 1991

Account Manager

Increase market share in franchise territory. Improve account relationships with key store management personnel. Supervise route delivery and store merchandising personnel. Direct display activity and monitor retail shelf space allotments.

Selected Achievements

- Increased retail shelf space from 11% to 21%
- Improved delivery efficiencies.
- Developed new retail territories.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnv.gov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entity that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year -- although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed
charter school

Pahrump Valley Academy

2. Full name

Jonathan K. Nelson

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- ☒ I am on the Committee to Form *and* a proposed board member
☐ I am on the Committee to Form *but I am not* a proposed board member
☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
☐ I am a member of the governing board of the CMO (For CMO Applicants)
☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. Please attach your resume at the end of the Questionnaire.

- ☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- ☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission of Pahrump Valley Academy is to prepare all students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

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

The program is highly focused on raising literacy levels. It does this through academic intervention, as needed (which is much in Pahrump). It introduces a college and career prep culture, and it emphasizes a classical ed model. It also emphasizes pacing and planning by its faculty that is common core aligned, with great emphasis on latest educational research driven professional development. The school is to be led by a school leader who is passionate about education in general and can inspire other adults and kids alike in the building to believe in the power of education.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I have been a member of the Pahrump business community for many years; and during these years, I have served the community at various capacities and through various organizations, including but not limited to the Rotary Club and the Pahrump Chamber of Commerce. I believe in the mission and vision of the team at PVA, and I believe in the capabilities they bring to the table. I also recognize that there is a need for them in Pahrump.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

My expertise lies in the field of Law. Additionally, I am well familiar with the Pahrump community.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

- Hold the executive director accountable to commitments and promises made
- Support the executive director on path to meeting the commitments of his/her office
- Ensure the executive director's leadership of the school stays relevant to the community served by the school as the said community grows and potentially changes
- Ensure financial and legal affairs of the school stay compliant

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

- 1- literacy focus,
- 2- academic intervention,
- 3- introduce college and career prep culture
- 4- building leadership who is passionate about education in general and can inspire other adults and kids alike in the building to believe in the power of education

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: J.K. Nelson Law, (Self Employed)

Describe any affiliation with any charter schools. None

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I am on the board of directors for the Pahrump Valley Chamber of Commerce.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada? No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Jonathan K. Nelson, Esq, declare and certify under penalty of perjury the following:

(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy ("Charter School")
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Jonathan K. Nelson
Name

Pahrump Valley Academy

Proposed Charter School Name

4/25/23

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Jonathan K. Nelson



OBJECTIVE

To contribute to organizations the contribute to the communities where my businesses are located in.

EDUCATION

Juris Doctor

Thomas M. Cooley Law School, Lansing, MI, 2008

- Admitted to Michigan Bar 2008
- Admitted to Nevada Bar 2012

Masters in Business Administration, General Business

Grand Valley State University, Grand Rapids, MI, 2003

- Curriculum included federal tax, strategic marketing, international finance

Bachelor's in Business Administration

Grand Valley State University, Grand Rapids, MI, 2001

- Curriculum emphasis on finance
- Completed undergraduate coursework and degree within 2 1/2 years.

PROFESSIONAL EMPLOYMENT HISTORY

2015-Present

Owner, Managing Attorney, JK Nelson Law

- Manage multiple attorneys across three office locations in Southern Nevada
- Develop and implement marketing and strategic plans for the firm
- Oversee the handling of several hundred cases each year.

2011-2013

Relationship Manager, Corporate Banking, Nevada State Bank

- Las Vegas, NV
- Work with clients and prospects to provide suite of products and services to sufficiently meet needs.
- Successfully developed network of COI's to provide steady pipeline of opportunities.

2009-2011

Relationship Manager, Middle Market Commercial Banking, US Bank

- Las Vegas, NV
- Cross-sold financial products to existing bank clients with revenues in excess of \$10 Million, increasing fee revenue to the bank by over \$100,000.
- Instrumental in structuring a \$18.5 million bond offering

2008- 2009

Senior Relationship Manager, Business Banking Group, Wells Fargo Bank

- Las Vegas, NV
- Manage a \$20 million loan portfolio and \$20M in deposits consisting of 55 clients. Underwrote credit products, work with client to meet treasury management needs, and work with internal partners to cross sell in an effort to meet clients' needs.
- Team up with store sales officers to canvass area business for new prospects.

2005- 2008

Assistant Vice President, Commercial Real Estate Finance, Comerica Bank

Grand Rapids, MI

- Manage a \$60 million portfolio consisting of 25 clients amongst residential lines, mini-perms on office and retail, and construction loans. Continuously work with clients to create solutions to their credit and banking needs, underwriting them to achieve and obtain credit quality, achieve or surpass return on equity goals, and achieve or surpass portfolio growth goals.
- Work with market manager to implement marketing and calling efforts to increase market share.
- Loan production in 2007 of \$25 Million, 2007 fee income of ~\$250,000

2002-2005

Commercial Real Estate Loan Officer, Fifth Third Bank

Grand Rapids, MI

- Increased portfolio from \$40 million to \$80 million, consistently meeting or exceeding loan and portfolio goals. Developed a diverse base of clients and prospects and maintained frequent communication with same.
- Organized department networking events with clients and prospects.
- Emphasized cross-selling efforts with real estate developers, working with treasury management, wealth management, and residential mortgage groups to increase fee income for the bank.

2001-2002

Credit Analyst, Fifth Third Bank

Grand Rapids, MI

- Underwent formal credit training, thereafter working with lenders in underwriting loans that fit within bank's credit policies.
- Worked with lenders from middle market, commercial real estate, small business, and private banking.
- Assisted with special projects as bank transitioned its credit policies.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school **Pahrump Valley Academy**
2. Full name **Michelle Dianne Caird**
3. Home Address **[REDACTED]**
4. Phone Number **[REDACTED]**
5. E-mail address **[REDACTED]**
6. Employer Name **Retired**
7. Employer Address **N/A**
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission of Pahrump Valley Academy is to prepare all students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

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

The educational program for Pahrump Valley Academy is multi-faceted as follows:

1-literacy focused

2-academic intervention

3-emphasis on pacing and planning that is common core aligned

4-introduce college and career preparatory culture

5-classical education

6-emphasis on latest educational research-driven professional development and

7-guided by a school leader who is passionate about education and is able to inspire others to believe in the power of education

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I believe, as an experienced board member combined with my varied employment background provides me with a solid skill set to make decision for Pahrump Valley Academy. I understand the desire to improve the lives of the youth in Pahrump by increasing their access to education that will assist in enhancing their futures. Currently I am a board member on multiple community organizations. Being involved in my community and giving back by participating and guiding the decisions for various organizations is a rewarding endeavor.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

As a previous county Juvenile Detention employee, I saw first-hand the positive impact education made on our youth. Though incarcerated, the detention youth attended school and programs to help better their lives. My background in various financial positions provides me with solid understanding of the business model needed to succeed. Currently I am the vice president of the board of directors for Valley Electric Association and am the co-chair of the finance committee, chair of the Charitable Foundation and chair of the policy committee. I am the treasurer for the Pahrump Holiday Task Force and the Nye County Chapter of Sleep in Heavenly Peace.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My understanding of the role of a public charter school board member is to establish policy, hold the executive director accountable, support the executive director and ensure the executive director stays relevant to the community as changes occur and ensure financial and legal affairs of school are compliant with regulatory entities.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Establish policy that ensures the direction and focus of the charter school are literacy focused and oversee that the leadership inspires others to believe in the power of education and bettering the lives of our youth through solid education in a college and career preparatory setting.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: None as I am retired.

Describe any affiliation with any charter schools.

I have not had any affiliation with charter schools in the past nor do I have any currently.

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

X Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

No organization with which I am involved has any affiliation with any charter school.

Together with Veterans – member of the steering committee and a peer support

Pahrump Valley Public Transportation – chair of the board of directors

Valley Electric Association – vice president of the board of directors

Sleep in Heavenly Peace – treasurer of the board

Ms. Sr. Golden Years – member

Pahrump Holiday Task Force – treasurer of the board

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

Tom Waters is a member of the Pahrump Valley Public Transportation committee and a member of Together with Veterans.

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Michelle Dianne Caird, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy ("Charter School")
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Michelle Dianne Caird

Pahrump Valley Academy

Proposed Charter School Name

27 April 2025

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Michelle Caird has called Nevada home since 2016, following her retirement in 2014. Prior to relocating, she spent more than 30 years in Washington state. As an Army brat, Michelle has lived in various locations across the U.S. and abroad, including Germany.

During her time in Washington, Michelle served on the Inland Power and Light Association's board of directors for 18 years. Notably, she became the first female president in the organization's 75-year history. Her leadership extended to the Columbia Generating Station's Participants' Review Board, where she served as both a member and officer. She also held board positions with the Washington Rural Electric Cooperative Association and the Northwest Public Power Association, including two years on the finance committee.

In 2018, Michelle was appointed to the board of directors at Valley Electric Association, where she currently serves as board president and chair of the Charitable Foundation. She also represents Valley Electric on the Nevada Rural Electric Association board, where she serves as vice president.

Michelle's career spans a diverse range of public service roles. She spent 19 years with Spokane County, with 13 years dedicated to Juvenile Detention and Court. Her responsibilities included managing inventory for both inmates and staff, coordinating inmate programs, and reviewing intake processes. Her final five years with the county were spent as an assistant to Commissioner Phil Harris, where she found her most fulfilling work—resolving constituent concerns and representing the commissioner at public events.

Following her time with the county, Michelle spent six years with the Spokane County Medical Society. As a member of the management team, she organized training programs for physicians and physician assistants, handled member communications, and supported member needs.

Michelle remains deeply engaged in her community. She is the treasurer for several local organizations, including Soroptimist International of Pahrump Valley, the Pahrump Holiday Task Force, and the Nevada Nye County Chapter of Sleep in Heavenly Peace. She also serves on the steering committee for Together With Veterans and is a member of Ms. Sr. Golden Years.

She holds a Bachelor of Arts in Organizational Management from Western Illinois University and is a certified mediator. Michelle believes her wide-ranging professional experience has given her a strong foundation in problem-solving and conflict resolution.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnv.gov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entity that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to receive training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Pahrump Valley Academy
2. Full name Maria Jerinic-Pravica
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name 
7. Employer Address 
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

I was an involved parent of my children's charter schools in Nevada, but I was not a Board member or employee.

I served only on the earlier board to form for this Pahrump Valley Academy.

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission of Pahrump Valley Academy is to prepare all students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high-quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

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

1-literacy focus, 2-academic intervention, as needed, 3-emphasis on pacing and planning that is Common Core-aligned, 4-introduction to college and career prep culture, 5-classical ed, 6-curriculum informed by latest educational research 7-committed school leaders who can inspire adults and students

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I wish to encourage and support students and their families as they pursue their educational journeys. I want students to develop a love of learning for the sake of learning and to understand that college is a possibility. In a 2013 NYT editorial, Claire Vaye Watkins (who had been a student in Pahrump) argues for universities' responsibilities to recruit and support rural communities. I believe in this charge.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I have taught in the university system (first as a graduate student and then as an instructor and then professor) for over 30 years. I have advised university students. Currently I run the first-year seminar program in the UNLV Honors College. I know what skills and habits and education will help students thrive in the university environment.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The board members will support but hold the executive director accountable to commitments and promises made. They will ensure that the school serves the community and remains compliant in terms of financial and legal affairs.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

We need to find qualified teachers who can run small classrooms. There need to be programs that help nurture family support and involvement in education. We can judge the success not only by test scores but by internal academic assessments and post-secondary plans.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: University of Nevada, Las Vegas Honors College

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I teach a service learning class that delivers books to people experiencing housing insecurity in Las Vegas. We deliver to Shade Tree, HELP of Southern Nevada, Shine a Light, Feed My Sheep and will deliver to Catholic Charities and the UNLV Food Pantry. I have NO idea whether any people in these organizations are affiliated with other charter schools in Nevada.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Maria Jerinic-Pravica, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy ("Charter School")
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Maria Jerinic-Pravica

Name

Pahrump Valley Academy

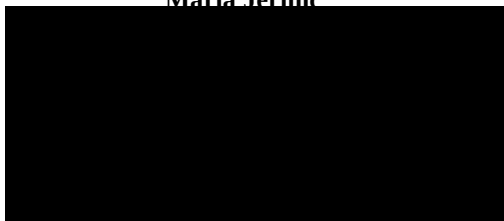
Proposed Charter School Name

4-23-25

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Maria Jerinic



EDUCATION

Ph.D. 1997 English with certification in Women's Studies, State University of New York at Stony Brook

M.A. 1992 English, Boston College

B.A. 1989 English, Cum Laude, Wellesley College

EMPLOYMENT

University of Nevada, Las Vegas

Associate Professor in Residence in Honor College, University of Nevada, Las Vegas (2018-present)

Assistant Professor in Residence in Honors College, University of Nevada, Las Vegas (2014-2018)

Visiting Assistant Professor, University of Nevada, Las Vegas (2005-2014)

Part-time Instructor of English, August 2004-present

New Mexico Highlands University (Las Vegas, NM)

Assistant Professor of English, August 2000–June 2003

Visiting Assistant Professor of English, January 2000-May 2000

College of Mount Saint Vincent (Riverdale, NY)

Assistant Professor of English, August 1998-December 1999

Visiting Assistant Professor of English, August 1997-July 1998

Visiting Instructor of English, August 1996-July 1997

Suffolk Community College (Selden, NY)

Adjunct Instructor, Fall 1993-Spring 1996

State University of New York at Stony Brook (Stony Brook, NY)

Instructor (Graduate Teaching Assistant), Fall 1993-Summer 1996

Assistant to the Director of the Writing Programs, June 1995-August 1996

Boston College (Chestnut Hill, MA)

Instructor (Graduate Teaching Assistant), Fall 1991-Spring 1992

AWARDS

UNLV Foundation Distinguished Teaching Award, 2018-2019

Len Zane Excellence in Honors Teaching Award, UNLV 2018

Phi Kappa Phi Honor Society, April 2014

Editor's Best, *Literary Mama: A Literary Magazine for the Maternally Inclined*, 2007

TEACHING

UNLV Honors College

Honors 100: Rhetoric; Honors 110 World Thought and Experience; Honors Seminars – Victorian Legacies; Jane Austen: Her Work and Our Worlds; Instructional Leadership, More Than Twitter: The Return of the Essay, Service Learning: Books for the Unhoused; Responding to Extraordinary Circumstances: What We Can Learn from the Literature of the Blitz

Teaching mentor for peer-instructors in first-year seminar program.

Member of undergraduate Honors thesis committees: Fall 2006 – present

UNLV Department of English

ENG 298: Writing About Literature; ENG 303: Introduction to Literary Theory/Criticism; ENG 101: English Composition I; ENG 102: Composition II

New Mexico Highlands University

Freshman Leadership; Freshman Composition 2; Twentieth Century Literature; Later British Masterworks; World Literature from 1700 to Modern; Women in Literature; Twentieth Century British Fiction; Major British Writers: The Victorian Novel and Constructions of English Identity; History of the Novel: The Eighteenth-Century British Novel

Teaching Mentor for Graduate Students, January 2001–June 2003

Teaching Mentor for literature teacher at Memorial Middle School, Las Vegas, NM, Fall 2001-Spring 2002

Supervised Undergraduate Teaching Practicum, Spring 2002

M.A. thesis director and member of 5 additional committees

Suffolk Community College

Developmental Writing; Standard Freshman Composition; Introduction to Literature; Technical Writing

State University of New York at Stony Brook

Freshman Composition; Developmental Writing; Introduction to Women's Studies in the Humanities; Women in the Third World

Graduate Teaching Practicum - Guest Instructor, Fall 1995

Boston College

Critical Reading & Writing

Guest Speaker at the Boston College English Department's TA Training Seminar, May 1992

Co-Organizer and Founder of the Boston College Graduate Student Colloquia Series, 1991-1992

EDITORIAL EXPERIENCE

Palamedes Publishing

Associate Editor June 2017 –present

Gillybean in China: The Adventures of a Wandering Sexagenarian (2018) by Gill Puckridge

Worked with author to edit manuscript and prepare for publication.

Finding Light in Unexpected Places: An Anthology of Surprises, 2019

Co-editor with Erik Pihel

Designed and distributed call, read submissions, and worked with authors to prepare work for publication.

Finding Light in Unexpected Places: Vol. 2 Covid-19 edition, 2022

Victorian Literature and Culture (Cambridge University Press)

Editor for Topics, January 2006- January 2017

Assistant Editor for Topics, September 1997- January 2006

Editorial Assistant, 1994-1996

Indexer, 1993-1994

Eighteenth Century Studies

External Reader, February 2012

PRESENTATIONS:

“Creating Community in a (Post)Pandemic Honors College,” Co-Presenter for 56th National Collegiate Honors Council: Reimagining Honors, November 2-6, 2022

Author Reading from *Finding Light in Unexpected Places: Vol. 2 Covid-19 edition*, Dam Roast House and

Browder Bookstore, Boulder City, NV. May 7, 2022

- “New Spaces and Techniques: Re-envisioning the Post-Pandemic Honors Classroom,” Co-Presenter for *55th National Collegiate Honors Council: Reimagining Honors*, October 27-31, 2021
- Podcast: *Carey Peña Reports*: “Finding Light in Unexpected Places,” Inspired Media, January 19, 2021, <https://podcasts.apple.com/us/podcast/finding-light-in-unexpected-places/id1497743024?i=1000505897870>
- “Marrying the Sciences and Humanities: Interdisciplinary Scholarship in the Age of COVID,” Course Hero Virtual Education Summit, July 29, 2020.”
- “What Happens in Sanditon Stays in Sanditon: Jane Austen’s Return to the Screen,” UNLV University Forum Lecture Series, February 20, 2020.
- “Disrupting the Curriculum: What is College For?” Co-presenter for *54th Annual Conference of the National Collegiate Honors Council*, November 6-10, 2019.
- “Disrupting the First Draft: Getting Students to Revise and Edit Essays” Co-presenter for *54th Annual Conference of the National Collegiate Honors Council*, November 6-10, 2019.
- “Challenging Boundaries, Building an Intellectual Culture and Finding One’s Public Voice,” Panelist for the *53rd Annual Conference of the National Collegiate Honors Council*, November 7-11, 2018.
- “The Pen Is Mightier: Creative Nonfiction in the Honors Classroom,” Co-presenter with Amaris Ketchum (UNM) for the *52nd Annual Conference of the National Collegiate Honors Council*, November 8-12, 2017.
- “Cultivating Calling: The Greater Value of Higher Education,” Panelist for the *52nd Annual Conference of the National Collegiate Honors Council*, November 8-12, 2017.
- “Undergraduate Honors Education and the Building of a Meaningful Life” Roundtable Presentation with Dr. Daniel Bubbs (UNLV Honors College) and Kate Wintrol (UNLV Libraries), October 14, 2016, for the *51st Annual Conference of the National Collegiate Honors Council*, October 12-16, 2016.
- “Difficult Classroom Conversations: The Processes by which We Teach Honors Students, and Ourselves, about Diversity,” Panel Presentation, October 15, 2016, for the *51st Annual Conference of the National Collegiate Honors Council*, October 12-16, 2016.
- “Planning Partnerships: Building Collaborations Between Honors Faculty and Academic Libraries” Co-presenter with John Watts and Kate Wintrol (UNLV Libraries), November 14, 2015, for the *50th Annual Conference of the National Collegiate Honors Council*, November 11-15, 2015.
- “Responding to a National Challenge: The First-Year Seminar and a Liberal Arts Education,” Co-presenter with Daniel Coyle, UNLV Honors College, November 8, 2014, for *49th Annual Conference of the National Collegiate Honors Council*, November 6-9, 2014.
- “The First Year Seminar, Liberal Arts, and Creativity.” November 9, 2013, for the panel *Inspiring Leadership: The Dynamics of a Peer Instructor-Led FYE Course in Honors Education* held at the *48th Annual Conference of the National Collegiate Honors Council*, November 6-10, 2013.
- “Back to the Future: Why Cicero Matters Today” Co-presenter with Kate Wintrol, UNLV Libraries, November 17, 2012, for the *47th Annual Conference of the National Collegiate Honors Council*, November 14-18, 2012.
- “‘Remember that we are English’: *Northanger Abbey* and Cosmopolitan Conversations.” October 13, 2012 for *The Social Individual: The 2012 Meeting of The Northeast American Society for Eighteenth Century Studies*, October 11-14, 2012.
- “Creating assignments that encourage critical thinking and stimulate intellectual risk.” Co-presenter with Kate Wintrol” (UNLV Lied Library), *2011 National Collegiate Honors Council Conference*, October 19-23, 2011.
- “Teaching Jane Austen in a Facebook World.” *Southwest/Texas Popular and American Culture Conference*, February 13, 2010.
- “National Constructions of Marriage in Britain of the 1790s: A Study of Mary Hays.” *Highlands Symposium Series*, March 30, 2001.
- “Mary Hays and Representations of Marriage.” East-Central American Society of Eighteenth-Century Studies, October 2000.
- Moderator for a discussion of *Warrior Marks*, Elizabeth Seton Women’s Center, September 1999
- “Nawal El Sa’dawi,” Guest Speaker, College of Mount Saint Vincent Honors Colloquium, October 1998.

- "Reading the Romance: Forging English National Identity in Radcliffe's *A Romance of the Forest*," Northeast Modern Language Association, April 1998.
- "Central European Poetry of the Twentieth Century," Guest Speaker, College of Mount Saint Vincent Honors Colloquium, February 1998.
- "Elizabeth Gaskell's Indian "Mutiny"; or The Enemy Within." Victorian Studies Symposium at SUNY Binghamton, November 1997.
- "Central European Writers of the Twentieth Century," Guest Speaker, College of Mount Saint Vincent Honors Colloquium, October 1997.
- Discussion on the movie *Persuasion*, Panelist, Huntington Cinema Arts Centre, November 1995.
- "Where are Women Going?" Guest Speaker, Stony Brook Residence Program, March 1995.
- "Rereading and Revisioning *Northanger Abbey*," AfterWords: SUNY Stony Brook Graduate Student Conference, October 1994.
- "Learning Womanhood: *Northanger Abbey* and the Domestic Woman," Invited lecturer, Jane Austen Society of North America, New England chapter, May 1994.
- "Considering a Chicana Aesthetic: Pat Mora and Julia Kristeva," The Third Annual Women's Studies Conference: Women Building Community: Crossing the Boundaries of Race, Religion, Class, Gender, Southern Connecticut State University, October 1993.
- "Sharon Olds and the Quest for Evil," National Women's Studies Association Conference, Washington D.C., June 1993.
- "Pat Mora and the Problem of a Female Aesthetic," Graduate Student Colloquium, State University of New York at Stony Brook, May 1993.

PUBLICATIONS

Scholarly Articles

- "Building a Meaningful Life: The Pivotal Role a Liberal Arts Education Plays in College Students' Lives," with co-authors Daniel Bubb and Kate Wintrol. *Journal of the National Collegiate Honors Council*, Submitted August 2020, under review.
- "Honors College at The University of Nevada, Las Vegas," (Co-written with William Doyle) for the First-Year Seminar monograph to be published by NCHC Ed, Anton Vander Zee and Trisha Folds-Bennett. In Process
- "Rebels in the Classroom: The Role of Creativity and Risk-Taking in Honors Pedagogy" (Co-written with Kate Wintrol, UNLV Libraries), *Honors in Practice*. 9 (2013): 47-67.
- "Challenging Englishness: Frances Burney's *The Wanderer*" in *Rebellious Hearts: British Women Writers and the French Revolution*. Eds. Adriana Craciun and Kari Lokke. Albany: SUNY Press, 2001. 63-84.
- "How We Lost the Empire: Retelling the Stories of the Rani of Jhansi and Queen Victoria" in *Remaking Queen Victoria*. Eds. Adrienne Munich and Margaret Homans. Cambridge: University Press, 1997. 123-39.
- "In Defense of the Gothic: Rereading *Northanger Abbey*" in *Jane Austen and Discourses of Feminism*. Ed. Devoney Looser. New York: St. Martin's Press, 1995. 137-49.

Reviews and Personal Essays

- "My Libraries," *We Love Libraries News*, Sisters in Crime, September 1, 2022, sistersincrime.org
- "The Price of an Open Heart" *Finding Light in Unexpected Places: Vol. 2 Covid-19 edition*, Palamedes Publishing, 2022
- "The Case for Becoming a Quarantine Knitter," *The Herstories Project*, Fall 2020
<https://www.herstoriesproject.com/2020/10/quarantine-knitter/>
- "Introduction," with co-Editor (with Dr. Erik Pihel), *Finding Light in Unexpected Places: An Anthology of Surprises*. Palamedes Publishing, 2019.
- "My Anti-Vegas." *Finding Light in Unexpected Places: An Anthology of Surprises*, Ed. Maria Jerinic and Erik Pihel. Palamedes Publishing, 2019.
- "Emma for Grown-Ups." *Cocktails with Miss Austen – Conversations on the world's most beloved author*. Ed. Caroline Doherty De Nova. Ben Bulben Books, 2017. 25-29.
- "Suddenly." *9 Lives: Life in 10 Minutes Anthology*. Ed. Sarah Allen-Short and Valley Haggard. Richmond,

- VA: Chop Suey Books, 2017. 119.
- "Our Miracle." *A Quiet Courage*. 7 May 2017. <https://aquietcourage.wordpress.com/2017/05/07/our-miracle>.
- "Reading *Charlotte's Web*: On Friendship, Beauty and Writing." Invited essay. *Reading Together is Everything*. 9 Jan. 2017. <http://readingtogetheriseverything.com/>.
- "Recovery" in *Beautiful Things* the weekly column for *River Teeth, A Journal of Narrative Nonfiction*. 4 Jan. 2016. <http://www.riverteethjournal.com/blog/beautiful-things/2016/01/04/recovery>
- "So Bored," VOXMOM -- *Mom Egg Review: Literature and Art*. 20 April 2015. http://www.themomegg.com/themomegg/VOX_MOM/Entries/2015/4/20_VOX_MOM_Maria_Jerinic_So_Bored.html
- "Creative Desert" After Page One *Literary Mama*. 26 January 2015. <http://www.literarymama.com/blog/archives/2015/01/after-page-one-creativity-3.html>.
- "Why I Need a Book I Can Hold," in the "Muse and the Machine" section of *Clickable Poems* <http://www.clickablepoems.com>, September 2011.
- "Talking to Ourselves and other Necessities of Adult Life," December 2007 in "Literary Reflections" of *Literary Mama: A Literary Magazine for the Maternally Inclined* <http://www.literarymama.com/> - Selected as one of the Editors' Best for 2007
- "Finding Friends" *Mama Zine.Com* June 2007 <http://www.mamazine.com>
- "Problems With Pigeons," *Mom Writer's Literary Magazine* Winter 2006 Volume 2 Issue 7 <http://www.momwriterslitmag.com/>
- "License to Knit" in *Knit Lit the Third: We Spin More Yarns*. Eds. Linda Roghaar and Molly Wolf. New York: Three Rivers Press (a division of Random House, Inc.), September 2005. 23-26.
- Review of Gail Turley Houston's *Royalties: The Queen and Victorian Writers*. *Victorian Studies* (44) 2002. 292-93.
- Review of Diane Long Hoeveler's *Gothic Feminism: The Professionalization of Gender from Charlotte Smith to the Brontës*. *Review* (23) 2001. 153-58.
- Review of Ellen Tremper's *Who Lived at Alfoxton?: Virginia Woolf and English Romanticism* for *The Riverdale Press* (June 1998).

Encyclopedia Entries

Contributor, *Encyclopedia of Feminist Literary Theory*, edited by Beth Kowalski-Wallace. New York: Garland Publishing, Inc., 1997. (Entries on Helene Ciaux, Medusa and Ellen Mores.)

SERVICE

University of Nevada, Las Vegas

Professional Service

Literature Judge, *Scribendi*, Fall 2016 – present

Community Service

Board member, Pahrump Valley Academy, Fall 2018 - present

Member of founding board for charter school, K-5

Discussion Leader for Green Valley Library's discussion of *Wuthering Heights*, Jan 20, 2010

University-Wide Activities

Faculty Advisor for Girl Gains, Fall 2022-present

Faculty Advisor for The REBEutionaries, Fall 2020 –Summer 2021

Faculty Advisor for the American Cancer Society on Campus, UNLV Campus Chapter, Spring 2020-Summer2022

College-Wide Activities

Dean's Search Committee, Spring 2023

Chair, Faculty Search Committee for Honors Communications Faculty in Residence, Spring 2022

Faculty Advisor for *From The Brush*, Honors Arts Magazine, Fall 2021-present

Faculty Advisor for Honors College Knitting Club, Fall 2021-present
 Member of Search Committee for Honors College Dean, Fall 2019
 Faculty Advisor, Honors College Book Club, Fall 2019
 Faculty Advisor for Honors College Creative Writing Club, 2017 – Summer 2022
 Strategic Planning, Educational Innovation Subcommittee Chair, October 2017-present
 British Isles Scholarship Committee, Fall 2014 –Fall 2018, Fall 2020
 Honors 100 Committee Chair, Fall 2014-present
 Honors 110/115 Chair, Fall 2014-present
 Dr. Jerinic's HC Alumni Book Club, Spring 2018
 Chair of Search Committee for English FIRs, Spring 2015
 Member of Search Committee for Honors College Dean, Fall 2013
 Honors College Representative of Faculty Technology Advisory Board (FTAB), Fall 2013
Assessment Activities
 First Year Seminar Assessment report, Fall 2014-present
 Committee for Assessment of Honors 400 papers, Spring 2013-Spring 2015
 Provided assistance with 2012 Assessment Report, Spring 2013
 Assist in revision of Honors College Assessment plan, Fall 2010- Summer 2012
 Honors College Honors 105 Teaching Assistant Orientation, Invited Speaker, August 25, 2011, August 18, 2010.
 Faculty Advisor, Honors College Book Club, August 2009-June 2011
 Honors College Freshman Orientation, Invited Panelist, "What Your Professors Want," August 2011, 2010, 2008, 2007, 2006
 SAGE Program, Invited Speaker, "Success in College," August 2006
 Honors College Representative, Writing Across the Curriculum, Spring 2006 - Fall 2007

University-Wide Activities

Advisory Board, Black Mountain Institute, Fall 2022-present
 University Council of the Black Mountain Institute, December 2019-Summer 2022
 Panel Chair for "The Discourses of Baroque Equestrianism," Saturday, February 17, 2018 for *WSECS: Las Vegas Baroque Festival*, Las Vegas, February 16-17, 2018.
 University Forum Series, Wrote a proposal to bring internationally recognized Jane Austen scholar, Dr. Devoney Looser to present "Jane Austen, Then and Now" for January 30, 2018.
 Member of Search Committee for Deputy Director of Black Mountain Institute, Summer 2016
 Member of Shared Governance and Faculty Productivity Needs Subcommittee- Tier 1 Initiative Committee, Fall 2014 – Spring 2015.
 Honors College First Year Seminar (FYS) coordinator and representative to University FYS committee representative, Spring 2013- present
 University Forum series, Wrote a proposal to bring the NYC based independents visual artist Katarina Jerinic to present "Sidewalk Topographics," Feb. 21, 2013.
 University Assessment Committee Member, Fall 2010 – Fall 2012
 Faculty Participant in UNLV Assessment Workshop, May 17-18, 2012
 Participant in Webinar, "The Future of Higher Education in America: Are We Academically Adrift?" June 15, 2011
 Faculty Participant, UNLV Junior Achievement Job Shadow Program, May 25, 2011
 Faculty Participant in UNLV Assessment Workshop, May 19-20, 2011
 Faculty Participant in UNLV Assessment Workshop, May 13-14, 2010
 UNLV Assessment Committee, fall 2009-present

Departmental Activities

Panel Chair for "Spectacles of Modern Beauty and Culture" Friday, October 19, 2012, for *MSA14: Modernism and Spectacle*, Las Vegas, October 18-21, 2012
 Volunteer for English Major Open House, November 3, 2011

New Mexico Highlands University

Departmental Activities

Freshman Essay Contest Reading Committee, Spring 2003
 Sigma Tau Delta Chapter Advisor, Fall 2002-Spring 2003
 Library Committee, Fall 2002-Spring 2003
 Co-coordinated William Witherup poetry reading sponsored by department for the community, Fall 2002
 Advisory Board Member of *Sendero*, a national literary magazine, Fall 2001-Spring 2003
 Coordinated Victoria Tester and Demetria Martinez poetry readings, Spring 2002
 Academic Affairs Committee, Fall 2001–Spring 2002
 Graduate Committee, Fall 2000-Spring 2003
 Co-Organizer of Freshman Essay Contest, Fall 2001- Spring 2002
 Composition Committee, Spring 2001
 Department Representative, Summer Orientation Program, Summer 2000
 Placement Exam Committee, Summer 2000

College-Wide Activities

Committee to Establish NMHU Honors Program, February 2000-May 2003
 *Formulated and wrote the proposal for a new program.
 Co-coordinator of the ACE Peer Assistant Program, January 2000-Fall 2000
 ACE Advisory Board, March 2000-Fall 2001

Editorial Experience

Editorial support for the Self Study Report for the North Central Association, January– May 2000

COLLEGE OF MOUNT SAINT VINCENT

Departmental Activities

Academic Advisor, August 1998–December 1999
 Faculty Panelist in “Faculty Publishing Panel,” March 25, 1998
 Faculty Panelist in William Kennedy Discussion Group, March 4, 1998
 Faculty Panelist in Joyce Carol Oates Fishbowl, March 5, 1997
 Ad Hoc English Curriculum Committee Member, December 1996-May 1997

College-Wide Activities

Student Elected Judge for Who’s Who Contest for Class of 2000, December 1999
 Faculty Advisor to the FIRE (Females Involved in Reaching Excellence), September 1999-December 1999
 College Senate, August 1998-December 1999
 Co-Chair Faculty Elections Committee, Spring 1998-December 1999
 Faculty Advisor to the Ariel Society, August 1997-December 1999
 Excellence-in-Teaching Committee, August 1997-December 1999
 Writing to Learn Committee, September 1996-December 1999
 Renaissance Faire Steering Committee: Skit-writing and Acting,
 December 1996-February 1997, February 1999-April 1999
 Judge for FIRE-sponsored Women’s History Month Essay
 Contest, March 1999
 MC for the FIRE-sponsored Women’s History Month Celebration, March 31, 1999
 Chair of the “Festival of Foods,” for the 1998 CMSV Holiday Celebration, Fall 1998 semester
 Co-Chair of Diversity Subcommittee on Curriculum, 1998
 Co-organizer of Coffee House for Women’s History Month, March 29, 1998
 Leadership Discussion Group, Spring 1997
 Costume Judge for “Zelda’s Jazz Joint,” November 21, 1996

ADMINISTRATIVE EXPERIENCE:

New Mexico Highlands University

Director of Graduate Studies in English, Summer 2000–June 2003
 Assistant Director of the Writing Center, August–December 2002
 Symposium Director of “Redefining The American West,” September 14-15, 2001
 Project Director for New Mexico Endowment for the Humanities Mini-grant awarded to fund portions of

the “Redefining The American West” symposium, July–December 2001

Institute of Narrative Arts (Las Vegas, NM)

Executive Board Director, February 2002-June 2003

College of Mount Saint Vincent

Coordinator, Honors Program, August 1998-December 1999

Conference Co-Chair of the “The Formative Years: The Construction of Victorian Class and National Identities,” Friday, November 20, 1999

State University of New York at Stony Brook

Assistant to the Director of the Writing Programs, June 1995-August 1996

Portfolio Coordinator

Placement Exam Coordinator

Transfer Credit Evaluator

Chair of EGC 101 Essay Contest Committee

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school
Pahrump Valley Academy
2. Full name
Kay A. LaPointe
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name
7. Employer Address
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission of Pahrump Valley Academy is to prepare all students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

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

The proposed Charter School's Educational Program must include: 1-A focus on literacy, 2-Appropriate academic intervention, as needed (much is needed in Pahrump), 3-An emphasis on pacing and planning that is common core aligned for the students, 4-An early introduction to college and career prep culture, 5-Classical education, 6-A special emphasis on latest educational research driven professional development, 7-A school leader who is passionate about education in general, and can inspire other adults and students alike in the school building to believe in the power of education.; 8-Follow all Nevada Academic Standards as directed by the Nevada Board of Education.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

N/A

3. For proposed board members, what is your understanding of the role of a public charter school board member?

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: I work for the Nye County School District. I have NO affiliation with any Charter School.

Describe any affiliation with any charter schools. N/A

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

☒ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

Office Manager when proposed Charter School opens.

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

N/A

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

Common Goal Fund / Nye Cotillion - Managing partner -

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada? N/A

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school. N/A

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest. N/A

Assurances and Certification

I, Kay A. LaPointe, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy ("Charter School")
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Kay A. LaPointe

Name

SIGNED

Signature

Pahrump Valley Academy

Proposed Charter School Name

April 23, 2025

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Kaye LaPointe

Education

Aims Community College, Greeley Colorado 1999-2004
S.W. Missouri State University, Springfield Missouri 1977-78
Oklahoma Christian College, Oklahoma City, Oklahoma 1973-75
Degree emphasis in Elementary Education, Biological Science and Early
Childhood Development

Work Experience

Teacher 2004-2005
 2-year-old class in a private center
 First United Methodist Church, Midland, Texas

Director 1996-2004
 Two Head Start Centers and Migrant Head Start Center
 Weld county Government, Greeley, Colorado

Management Team Member 1987-96
 ABC Child Development Center, Greeley, Colorado

General Experience

Management of 6 to 12 employees
Management of Food Program reimbursement and accountability
Enforcement of all Sanitation, Fire, and Health Policies

Relevant Achievements/ Awards

Qualified – Group Leader for Infant, Toddlers, and Preschool
Certified – Childcare Center Director, State of Colorado
Certified – Community CPR and First Aid, current
Employee of the month
 ABC Child Development Center, Greeley, Colorado
 August 1995
 September 1992
 September 1990
 September 1988

Community Service

Nye county Republican Committee 2015 – Present

Member, have held various Offices, Events Coordination

Pahrump Cotillion Program 2022 – Present

Founder, Directorial duties, Fund Raise

References will be provided Upon Request

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnv.gov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Pahrump Valley Academy
2. Full name Sable Marandi
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name 
7. Employer Address 
8. Which of the following best describes you:
 - ☐ I am on the Committee to Form *and* a proposed board member
 - ☒ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☒ Yes ☐ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Innovation International Charter School of Nevada, I was the school's English Language Arts teacher

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Mission

Pahrump Valley Academy provides a rigorous, college-preparatory classical education focused on standards mastery, personal growth, and leadership development. Through high expectations, individualized support, and equitable access to high-quality instruction, PVA prepares all students to succeed in high school, college, and career, and empowers them to contribute meaningfully to their communities and the world.

For me, the emphasis on preparing "*all students to succeed in high school, college, and career, and...*" empowering "*them to contribute meaningfully to their communities and the world*" is a significant emphasis and all other aspects of the mission work into that.

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

It emphasizes college and career preparation, it is literacy and numeracy-focused, and it is grounded in a classical education theory. Additionally, it utilizes a multi-tiered system of supports to intervene as intervention becomes needed. The curriculum and the instructional practices are research based and data driven while the combination of individualized reading plans progression through which are assessed regularly using AR and interim assessments (map-G) regularly generate new data to drive the curriculum and the instructional practices.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

NA

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

NA

3. For proposed board members, what is your understanding of the role of a public charter school board member?

NA

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

NA

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

NWABSD, No affiliation

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

☐ No, I am not a current or proposed employee of the proposed charter school.

☒ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

Proposed Executive Director

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☒ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Sable Marandi, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy ("Charter School")
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Sable Marandi

Name

Pahrump Valley Academy

Proposed Charter School Name

4-25-25

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

CURRICULUM VITAE



Statement of Teaching Philosophy

My passion for education and honest desire to promote students out of poverty and to better circumstances has always been my primary motivation for teaching. I have always taught in high needs communities and have witnessed the direct impact that teachers have on students' quality of life. As the next generation of educators, students studying in the field of education will have an influence on society as we move forward. Their training is imperative to the quality of education in the coming decades. To support students on this journey, I utilize Cognitive Learning Theory, focusing on the work done by cognitive theorists in recent years, and advocate for Classical Education Theory with an emphasis on mastering each stage of the Trivium before moving to the next.

I believe that the best teachers are the best learners. They possess the spirit of teaching, and are passionate about content, as well as the art and craft of instruction. My classrooms are student-driven with the teacher acting as an advisor and facilitator. During the first two weeks of class, I focus on building the classroom as a community with a single vision and mission, and a set of shared values. I introduce students to best practices, such as standards-based instruction, clearly defined objectives, relevant assessments, and rubrics. Furthermore, the concept of depth of knowledge, as well as activities indicative of levels of thinking are disseminated to empower future educators to evaluate and insist on the highest quality of education in their own classrooms.

Personal Attributes

Dedicated educator with over 10 years of online and face-to-face teaching experience, including 6 years as an Academic Administrator and Leader.

Respected professional with over 18 years of Academic Counseling and Professional Development experience.

Skilled in many disciplines such as Curriculum and Instruction, and Cognition.

Expertise in curriculum development, educational programming, strategic planning, and professional development.

Results-driven leader committed to developing high-performing teams, educational programs, and schools.

Recognized for collaborating effectively with diverse cultural leaders, communities, and students to create educational opportunities for underserved communities.

Exceptional at coordinating complex, highly regulated assessments across district schools, educators, and personnel in alignment with state and federal regulations.

Strong communicator who aligns teachers, administrators, and staff with a shared mission to provide quality education to diverse student populations.

Passionate about mentoring learners to set goals, problem-solve, and make meaningful progress.

Ability to excel in a demanding, outcome-oriented, and dynamic work environment.

Utilizes innovative teaching strategies and regularly checks for comprehension to promote student success.

Fosters long-lasting relationships with students, families, and fellow educators to provide greater opportunities for students beyond the classroom.

Formal Education

PhD, General Psychology in Cognition and Instruction 2024
Grand Canyon University, Phoenix, AZ

MEd, Educational Leadership, Administration 2017
National University, Los Angeles, CA

BA, English Literature 1994
University of Nevada, Las Vegas, Las Vegas, NV

Licenses and Certificates

Teaching License, Northwest Arctic Borough School District, Alaska Expected 2025

Administrative License, Type B, Northwest Arctic Borough School District, Alaska 2023-2028

Certified Facilitator Northwest Arctic School District, NWEA, Alaska 2024

English Language Arts, Single Subject Teaching Credential, National University, California 2004

Academic Administration Experience

Principal 2025-Present
Northwest Arctic Borough School District Home School, Kotzebue, AK

Provides ethical, transparent, and accountable leadership for the school district that complies with laws, regulations, and policies surrounding Homebased Schools.

Leads the development, revision, and implementation of home school policies and procedures, improvement projects, and goals in alignment with the district's mission and vision.

Increases student achievement by promoting multiple teaching models that support diverse learning needs and nurturing a culture that values and celebrates education.

Builds long-lasting, professional relationships with the community, parents, students, and district team to expand learning opportunities and promote the program.

Coordinates offsite extracurricular activities and events.

Performs extensive research to stay up to date on innovations in education.

Leverages knowledge of curriculum development and instructional design to meet the unique needs of a diverse student population.

Establishes procedures for identifying and addressing unique student learning needs.

Supervises all student Individualized Educational Plans (IEP).

Establishes the annual master schedule for instructional programs that align with district and instructional goals.

Manages, evaluates, and establishes effective procedures for operations, including instructional programs, extracurricular activities, and classroom management.

Supervises the enrollment process, including student interviews, transfers, and disenrollments.

Participates in annual and ongoing budget processes.

Ensures all student records and information are current, confidential, accurate, and updated in a timely manner as required by law and the executive team.

Serve as the homeschool liaison with the school board and attend regular meetings with the Superintendent.

District Assessment and Data Administrator

2024-2025

Northwest Arctic Borough School District, Kotzebue, AK

Established the structure and timing district-wide for all summative, interim, and state assessments, including Northwest Evaluation Association (NWEA) assessments.

Ensured personnel district-wide have access to the appropriate assessment accounts.

Managed building test coordinators (BTCs) and executed contracts between coordinators and principals.

Provided professional development opportunities for those administering assessments, like BTCs, teachers, and Kindergarten teachers, and those reading assessment reports, such as school leaders.

Facilitated educational opportunities for school leaders about how to read and leverage assessment reports to develop effective school improvement strategies.

Supervised BTCs at each school site to schedule assessments, train site staff for assessment administration, and administer assessments.

Organized all state kindergarten developmental profile's assessments district-wide and collaborated with teachers to complete all assessment steps.

Identified all English Language Learner (ELL) students district-wide and coordinated WIDA assessments.

Ensured World-Class Instructional Design and Assessment (WIDA) test administrators were certified.

Reported all assessment results to district schools, enabling results to be shared with parents, legal guardians, and school leaders responsible for strategizing improvements.

Presented assessment results to the district superintendent and school board on an annual basis.

Managed the district-wide student information system and reports in alignment with state and federal requirements.

Trained district personnel on utilizing the district-wide student information system.

Educator Experience

Itinerant School Guidance Counselor, Crisis Counselor

2023-2024

Northwest Arctic Borough School District, Kotzebue, AK

Provided counseling for those struggling with suicide, self-harm, drug and substance abuse, alcoholism, child abuse, and more.

Worked primarily with youth populations in the indigenous communities of the Alaskan Arctic.

Scheduled students and teachers for sessions, as needed.

Supported teachers addressing student behavior management and provided useful resources to facilitate success.

Educated teachers on the social-emotional development and needs of youth in the community.

Served as Counselor Mentor to provide guidance and coaching for younger counselors.

School Guidance Counselor

2020-2023

Eben Hopson Middle School, North Slope Borough School District (NSBSD), Barrow, AK

Served as Building Test Coordinator, Student Council Advisor, Leader in Me gate keeper, and Site Union Representative.

Supported youth populations in the indigenous communities of the Alaskan Arctic struggling with suicide, self-harm, drug and substance abuse, alcoholism, child abuse, and more.

Mentored students and teachers in coping strategies, cognitive behavioral techniques, and more to facilitate healthier choices and lifestyles.

Offered resources to teachers managing student behavior issues.

Created presentations and disseminated information about social-emotional development and the support needs specific to the community youth.

Teacher, English Language Arts

2015-2017

City Impact Charter High School, Las Vegas, NV

Taught English Language Arts (ELA) for high school students, including intervention and enrichment courses.

Developed curricula that engaged students in relevant course topics, taught essential skills, and encouraged critical thinking.

Adapted course materials to meet identified student needs based on assessments.

Coordinated parent conferences, communicated with parents, and addressed behavior management needs.

Organized extracurricular events and activities to foster positive school culture for students.

Prepared students for higher education and promoted essential skills for success.

Coached parents and legal guardians on higher education options and requirements.

Led the Professional Learning Community (PLC) for the high school.

Cognitive Behavior Management Coach

2014-2015

Correction Department, Las Vegas, NV

Developed and implemented curriculum teaching life skills and cognitive behavioral strategies to change unhelpful or unhealthy thinking and behavior.

Designed course content and learning materials to provide essential tools for a successful reintroduction into society.

Mentored people who were incarcerated at two different facilities.

Teacher

2002-2006

Los Angeles Unified School District, Los Angeles, CA

Taught grades 6-12 in English Language Arts and English Literature.

Industry and Professional Experience

Director, Professional Development and Marketing

2006-2020

Carapetian and Associates Financial Advisors of Los Angeles, LLC, Encino, CA

Achieved optimal performance for employees and leadership by evaluating and identifying relevant professional development opportunities.

Assisted the chief executive officer with long and short-term planning, and day-to-day operations.

Hired and trained new employees.

Mentored employees one-on-one to address performance issues, set goals, and strategize solutions for achieving personal and company objectives.

Established PLCs to enhance professional development opportunities by aligning employee needs with training design and delivery.

Administered assessments on support services, analyzed results, and made recommendations for improvement.

Coordinated tests, professional development seminars, marketing events, and meetings with more sensitive partners or clients.

Developed, tested, and launched creative recruitment methods to support company growth.

Built long-lasting partnerships with diverse community leaders and members.

Advised clients on establishing their own markets.

Addressed the needs of strategically sensitive clients and start-ups.

Extended Learning Academy Coordinator

2005-2006

Los Angeles Unified School District, Los Angeles, CA

Oversaw student enrollment for the Extended Learning Academy.

Organized events educating parents and community members about the academy.

Hired and trained interns from the local community colleges to support school administration.

Mentored interns to establish professional and personal goals, teach essential skills, and align their vision and mission with the educator role.

Coordinated with the interns' academic supervisors to ensure all internship requirements and objectives were met.

Facilitated professional development opportunities for teachers.

Assisted the principal in various tasks, as needed.

Addressed the needs, concerns, and issues raised by teachers.

Liaised between the academy and third-party academic service providers.

Entrepreneurial Experience

Proposed Executive Director

2018-Present

Pahrump Valley Academy (PVA), Pahrump, NV – A Proposed Charter Start-up

Wrote and revised, as needed, a proposed charter for submission to one of the state's authorizing bodies to open a college and career preparatory academy in rural Nevada.

Articles and Research

Marandi, S. (2024). *Describing Resilience as a Multidimensional Construct from the Perceptions of Full-Time University Students*. (DOI No. 10.13140/RG.2.2.31875.31521) [Doctoral dissertation, Grand Canyon University]. ResearchGate.

Scholarly and Professional Presentations

The Role of Goals and Visions in Building Resilience November 2024
Alaska School Counselors Association (AKSCA) Conference, Anchorage, AK

This Presentation instructs educational leaders to use setting goals and writing visions as means to build their own, their staff, and their students' determinations, and as such their resilience levels. This presentation is grounded in the findings of the research, *Describing Resilience as a Multidimensional Construct from the Perceptions of Full-Time University Students*.

Educational Training

Science of Reading April 2025
Alaska Department of Education and Early Development & NWEA

Alaska Certified Instructional Facilitators Program February 2024
Northwest Evaluation Association (NWEA)

District Level Alaska Summative Assessment Coordination Training February 2024
Alaska Department of Education and Early Development

Business and Technical Training

Suicide Prevention Training October 2024
PC Cares, Anchorage, AK

Memberships and Affiliations

AKSCA, Advocacy Committee Chair 2024-Present

American Folklore Society, member

Cognitive Science society, member 2024-Present

Community Service and Social Contributions

Volunteer, Rotary Literacy Project, Kotzebue, AK 2024-Present

Volunteer, Food Bank, Kotzebue, AK 2023-Present

Volunteer, Rotary, Community Partnership Development, Kotzebue, AK 2023-Present

Fundraiser, Rotary, Community Partnership Development, Utqiagvik, AK 2020-2023

Fundraiser, Rotary, Community Partnership Development, Pahrump, NV 2018-2020

Fundraiser, Care for Homeless, Street Site Care and Counseling, Las Vegas, NV 2015-2019

Conferences Attended

American Counselors Association (ACA) Annual Conference, Orlando, Florida March 2025

Highly Competent Subject Areas

Software:

DRC Online Assessment System
Google Workspace
Infinite Campus
Microsoft Office Suite
NWEA Online Assessment System
PowerSchool
WIDA Online Assessment System

Learning Management Systems:

Canvas
Google Classroom
Learn 365
Infinite Campus

Languages:

English
Farsi

Subject Matter Expert:

Behavior Management
Cognitive Behavior
Community and Network Building
Continuous Organizational Improvement
Culturally Approached Cognitive Development
Curriculum Development
Educational Leadership
Empirical Research
Event Planning and Coordination
Instructional Strategies Development
Marketing
Performance Management
Policy and Procedure Implementation
Problem Resolution and Decision Making
Professional Development
Public Speaking and Presentation
Purposeful Culture and Climate Development
Qualitative Research
Relationship Building in Diverse Communities
Relationship Building with Diverse Leaders
Research and Data Analysis
Strategic Planning and Implementation
Student Recruitment
Teacher Recruitment

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, 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 contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school
Pahrump Valley Academy
2. Full name
Julie A Williams
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name
7. Employer Address
8. Which of the following
☐ I am on the Committee to Form *and* a proposed board member
☒ I am on the Committee to Form *but I am not* a proposed board member
☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
☐ I am a member of the governing board of the CMO (For CMO Applicants)
☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☒ Yes ☐ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Forres M Bird Charter School employee

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission of the Pahrump Valley Academy is to prepare all students for highly successful high school and post-secondary careers through the highest quality instruction. The school will utilize highly rigorous, standards-aligned curriculum to accommodate learners' cognitive, academic, social, and personal growth needs as they become life-long learners. This foundation will allow students the opportunity to thrive in their lives beyond their years of formal schooling.

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

Pahrump Valley Academy will include the following attributes: 1) A focus on literacy, 2) Appropriate academic intervention as needed, 3) Emphasis on pacing and planning that is common core aligned for students, 4) Early introduction for career and college prep culture, 5) Classical education. 6) Special emphasis on cutting edge educational research-driven professional development, 7) A dedicated school leader who is passionate about education and who can inspire other adults and students within the learning community to embrace the power of education.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

NA

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

NA

3. For proposed board members, what is your understanding of the role of a public charter school board member?

NA

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

NA

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: SEARHC Wrangell Medical School

Describe any affiliation with any charter schools.

I currently have no affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

☐ No, I am not a current or proposed employee of the proposed charter school.

☒ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

It has been proposed that I become a member of the administrative team for the Pahrump Valley Academy.

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I have become a volunteer for AARP and provide free tax help for community members.

I have been affiliated with Muskeg Meadows, a local golf course that operates as a nonprofit.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Julie Ann Williams, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pahrump Valley Academy (“Charter School”)
(Proposed Charter School Name)
will 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.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Julie A Williams

Name

Signature

Pahrump Valley Academy

Proposed Charter School Name

April 21, 2025

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

WORK EXPERIENCE:

August 2024-Present
Wrangell Medical Center
232 Wood Street
Wrangell, AK 99929
(907) 874-7122

Certified Nursing Assistant: I tend to residents in a long term care facility and work in acute care as needed. I manage my shift and assist residents with their activities of daily living. I assist the nurse on shift with their responsibilities and document the care provided in the online management system. I have worked the night shift for the majority of my time in the facility.

Middle and High School Counselor/Homeless Liaison: I teach three classes each day, supervise students during lunch, during class transitions, and before and after school. I attend various committee meetings from school advisory to curriculum and policy. I update transcripts and assist students and families in planning their courses as well as their post secondary options. I assist students in enrolling in dual credit college courses and updated the process for course transcription. My sixth grade classes are focused on Social and Emotional Learning with middle school students. My seventh grade class focuses on interpersonal communications and also teaches public speaking skills. My eighth grade class prepares students to transition to high school and begins their individualized academic planning process. My final classes are a semester-long Job Skills Class that includes soft and hard skills, job application skills, resume writing, mock job interviews and includes a meeting with families to update individualized learning plans. The second semester is a Career Planning and Exploration course. A variety of guest speakers are invited to the school from the community per student request. I also include practices of personal finance into the high school classes using the Next Generation Personal Finance curriculum. I am also the Homeless Liaison for the school district. I conduct the make-up testing for middle and high school students on standardized tests. Furthermore, I schedule and proctor the SAT. I also proctor the ASVAB. I also was a participant in the school's strategic plan development process. I supported students and staff in response to a community tragedy.

Middle and High School Academic Counselor:

I created individualized learning plans for all students, investigated opportunities for students to enroll in dual credit courses, work-based learning, and CTE options. Once students were placed, I monitored their progress and communicated with families. In addition, I enrolled and monitored over 100 students who were taking courses through Acellus, an online, self-pacing learning platform. Some were hesitant to return to school during the pandemic; others wanted to enrich learning options through these opportunities. I did all academic scheduling of students and entered them into PowerSchool. I invested significant energy updating student transcripts for accuracy. I worked as a member of the administrative team for the high school and, since the assistant principal position was vacated the second week of the school year and staff absences have been frequent, I supported the principal in addressing disciplinary issues, substitute taught as needed, and provided social-emotional support for students as crises arose. I oversaw all standardized testing, including the SAT, ACT, and MAP testing. Furthermore, I assisted students with their college, scholarship, and FAFSA applications. I was also a member of the committee to update the RTI procedures for the district.

CTE District Wide School Counselor: RLC/ Qatqinniagvik program. Work with schools of the North Slope Borough to assist in implementing career exploration, workforce development skills, and other opportunities for students across the district. Oversee the AKCIS program, implement career exploration curriculum, prepare and distribute materials, assist colleagues in developing asynchronous, online courses, apply for appropriate grant funding, and other duties as assigned. This department was restructured midyear and my position was eliminated. After this happened, I worked with students at the KIITA Learning Center (the alternative school) and supported them in their studies as they completed their diploma requirements. I had the honor of speaking at their graduation ceremony.

School Counselor: I assisted secondary students with college application QSI processes. I am very proud that despite the pandemic I was able to help students process their applications and gain admissions to incredibly exclusive schools around the world. I provided academic and emotional support to students. During the pandemic, I worked across time zones around the globe and attended meetings at all hours of the day and night. I assisted the school's director of instruction with scheduling, parent conferences, and other duties as assigned. I signed a three year administrative contract to work in Zhuhai in December 2019. However, I was unable to return to the company due to the inability to get a new work visa during the pandemic

Assistant: Maintained financial records and reconcile them with Bonners Ferry personnel. Assisted with sales, merchandising, customer service, and organized tournaments. Worked outside on the golf course mowing, trimming trees, and other labor needs. Advocated for the golf course and grew membership and participation in the game. Assisted in organizing the Bandon Dunes Rendezvous for the past 21 years. Created my own spreadsheets for scoring specialized events. Implemented Tee Snap and an upgraded point of sales system, website, and other technologically improved features in the business and trained our personnel. Kept the shop open throughout the pandemic using proper sanitation and social distancing.

Vocational Specialist: Organized and implemented vocational opportunities for population at a residential school for at-risk youth. Activities ranged from hands on experience at a Maker Point studio learning woodworking, 3-d printing, laser engraving, silk screen shirt printing, and robotics to paid work experience in local businesses. In addition, assisted students in exploring possibilities and making application to post-secondary institutions. I arranged for ASVAB testing and counseling regarding career pathways. Finally, I organized and facilitated field follow up experiences and group outings. These include groups of ten to twenty individuals with destinations ranging from the Emerald Creek Garnet area to Yellowstone National Park, the Salmon River and Washington D.C.

Academic Director: Oversee teaching personnel and school curriculum. Maintain practices that allow school to retain the ability to award fully accredited diplomas. Interact with parents, educational consultants, and state agencies. Work in hiring teachers and insuring their appropriate professional development. Oversee students participating in dual credit coursework. Worked hard to allow NWA to gain membership in the Idaho High School Activities Association and trouble shot paperwork required for this to occur. This is a year-round position.

Science Teacher: Organized and led student field experiences and instructor of all high school science courses including: Chemistry, Biology, Physics, and Environmental Science. Attended field experiences to dig garnets with students and toured Yellowstone National Park with students. Facilitated golf events with students and supported student athletes.

Academic Director: Oversaw teachers, curriculum and transcript process at boarding school. Prepared breakfast and supervised students. Member of leadership team.

Adjunct Biology Professor: Taught Biology 100 to non majors students at Sandpoint Center. Balanced lectures, labs and assisting students with curriculum.

Science Teacher, Counselor, Science Department Chairperson: Active in creating a high school extension of a successful middle school program. Taught grades 6 through 8 science courses and electives and high school courses. Organized field trips, academic competitions, service projects, and life-long sports activities. Wrote grants and oversaw paperwork related to them in order to fund courses. Used project-based integrated instructional process. Designed experiences and accompanied students on significant field experiences to the following locations: Yellowstone National Park, Newport, Oregon, and San Francisco, California.

School Counselor: Created master schedule, maintained student records, organized and facilitated individual and group counseling sessions. Interacted with appropriate community agencies and legal authorities. Oversaw Idaho Drug Free Youth (IDFY) program. Taught science class for students who were unable to make progress in a regular classroom environment.

Science Teacher, College Assistant, Science Department Chairperson: Taught secondary science including biology, chemistry, earth science, and electives. Assisted in scheduling and guiding students through the college application process. Administered standardized testing. During the final months, I worked two hours in the morning, teaching a chemistry class before the BCJH school day started.

Science Teacher, Coach, Science Department Chairperson: Taught grades 7-12 science in all areas. Coached basketball, volleyball, junior high track, and elementary school volleyball. Worked on state level science curriculum steering committee. Applied for, received, and oversaw school-to-work grant funding. Member of the state science curriculum steering committee.

EDUCATION:

May 2024

September 2023

September 2022

September 2021

August -September 2021

January 2020- May 2021

July 2018

January 2018 - June 2018

Certified Nursing Assistant Training: SEARHC, Wrangell, Alaska

Educators Rising Workshop: University of Alaska, Fairbanks, Alaska

Educators Rising Workshop: University of Alaska, Anchorage, Alaska

Educators Rising Workshop: University of Alaska, Anchorage, Alaska

Canvas Course for Educators: University of Alaska, Anchorage, Alaska

Alaska Specific Courses for Certification: University of Alaska Anchorage, Alaska

Certified Interscholastic Coach: University of Idaho, Moscow, Idaho 83844

Danielson Framework for Education: State of Idaho Department of Education, Transcribed through Northwest Nazarene University, Nampa, Idaho 83686

January 2013 - July 2015	Administrative Credential Coursework: Northwest Nazarene University. Nampa, Idaho 83686
August 2007 – August 2011	Ph. D Education -Curriculum and Instruction: University of Idaho. Moscow, Idaho 83844
June 2006 – August 2007	Educational Specialist: University of Idaho. Moscow, Idaho 83844
July 2001 – December 2002	MA Education School Guidance: Goddard College. Plainfield, Vermont 05667
July 1993 – June 1995	General Science Teaching Conversion Program: MSU Northern. Havre, Montana 59501
September 1991 – March 1993	BS Biology: Stanford University. Stanford, California 94305
January 1990 – May 1991	Student: Rocky Mountain College. Billings, Montana 59102
August 1989 – December 1989	Student: Northern Montana College. Havre, Montana 59501

SKILLS & CERTIFICATION:

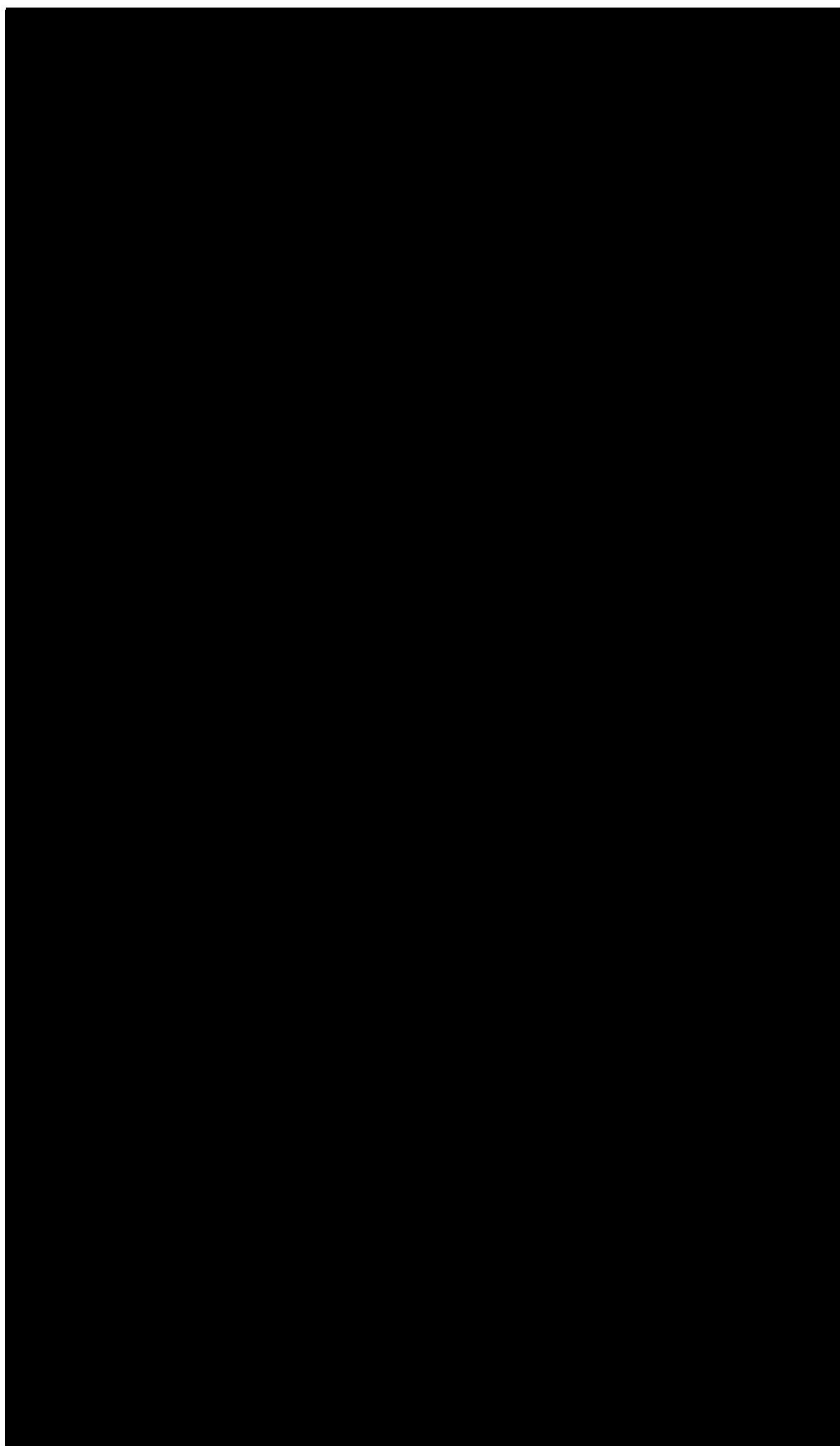
Class A Commercial Driver’s License
BLS Certification
Certified Interscholastic Coach
Certified Nursing Assistant (expected to complete in May 2024)

PROFESSIONAL ORGANIZATIONS:

Association of American Educators
NEA
United States Golf Association
Pacific Northwest Golf Association
Washington State Golf Association
American School Counseling Association

HONORS, ACTIVITIES, AWARDS, AND RECOGNITION:

2004	<i>Fulbright Memorial Fund Scholar - Traveled to Japan as a guest of the Japanese Government</i>
2006	<i>Thomas Wright Fellowship Program Member of Cohort</i>
2003- Present	<i>Won several local and regional golf events</i>
2014	<i>Completed the Bandon Dunes Summer Solstice Golf Event</i>
2024- Present	<i>Volunteered at Muskeg Meadows Golf Course</i>
2025	<i>Provided free tax preparation for community members through AARP</i>
2025	<i>Member of the selection committee for the Alaska Pulp Scholarship</i>



State of Alaska

Professional Teacher Certificate

This certificate has been granted to

Julie A Williams

in accordance with Alaska Statutes and the Regulations
of the Alaska State Board of Education & Early Development

Endorsement(s)	Grade Levels	Valid From	Until
General Science	GR 5-12	2/3/2022	7/19/2027

Attachment 2



NOT APPLICABLE

Attachment 3



Evidence of Community Partners

September 15, 2025

Pahrump Valley Academy

Dr. Sable Marandi

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Dear Dr. Marandi,

On behalf of CSMC, I would like to extend our enthusiastic support for the development of Pahrump Valley Academy and your vision to serve students in grades K-8 beginning in the 2026-2027 school year, with Year 0 support in the 2025-2026 school year.

CSMC is proud to partner with charter schools across the country to provide comprehensive back-office services, including accounting, payroll, and financial operations support. Our mission is to empower school leaders by handling the operational complexities so they can focus on delivering high-quality education to their communities.

We would welcome the opportunity to collaborate with you and the founding team of Pahrump Valley Academy to ensure a strong financial and operational foundation for your school. Our experienced team is well-versed in Nevada charter school requirements and committed to delivering timely, transparent, and compliant services tailored to your needs.

Please let us know a convenient time to connect further. We would be happy to provide more information about our services and explore how we can best support your goals.

Warm regards,

Kristin Nowak

Executive Vice President of Strategic Management

[REDACTED]

[REDACTED]



19

To Nevada State Public Charter school authority,

We are Battle Born Financial Advisor and Health insurance brokerage based in Pahrump, NV. We provide financial advice, money management, and health insurance services to individuals and small businesses in the community.

We have met with members of Pahrump Valley Academy and have found them to be individuals of integrity and good character. We have also found them to be extremely passionate about education and knowledgeable about unlocking the full potential of young minds. We wish to empower them to come to our community and create an environment that we have never had before by preparing our youth for college and beyond.

We will be pleased to have the firm commitment to serve them with their employee benefits (health, dental, vision, retirement) We believe that by providing peace of mind for educators with regards to their healthcare and financial needs, they can focus their time and efforts on education. We want Pahrump Valley Academy to be able to hire and retain the best educators and provide benefit programs that enhance their career and eliminates barriers to educating our children.

DAV (Disabled American Veterans)

April 28, 2025

Charter School authority of Nevada
1749 North Stewart Street
Suite 40
Carson City, Nevada 89706

To Whom It May Concern,

The Disabled American Veterans is an organization created by the United States Congress for disabled military veterans of the United States Armed Forces. The organization was originally created and it continues to operate in order to help the disabled American veterans of the United States Armed Forces and their families through various means. One of the greatest means through which any society can help any of its members or groups of members is education. In the recent years, in the town of Pahrump, where we do have a large population of veterans and their families, education has become a hot topic.

A local resident, Sable Marandi, has started a conversation about the possibilities education introduces to every society, rich or poor, and the conversation has gone viral. With respect to Disabled American Veterans interest in the conversation about education, we are always interested in ways to improve American life. The men and women we represent have become disabled in the course of fighting for American Ideals. Public Education of highest quality available to every child growing up in America is one of those ideals.

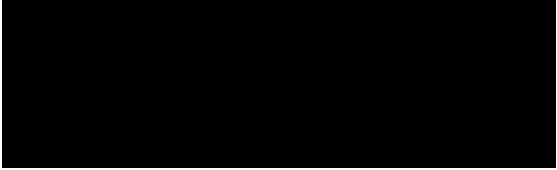
Abraham Lincoln once reminded everyone that the children, who sit in classrooms in America today, will be leading it tomorrow. That sentiment was true then and is true now. We support our local resident, Dr. Marandi, in her efforts to bring a college preparatory charter school to Pahrump. We also recognize that she is a fighter like the men and women we represent. She fights for education and for our children's rights to the best education, an education worthy of a child growing up in America.

With Kind Regards,



Redell Samuel
Commander
D.A.V. Chapter 15

Groove Racing Gear



April 23, 2025

To Whom It May Concern,

As the founder of a local e-commerce business, Groove Racing Gear, I understand the desire for a workforce with access to adequate education that prepares the next generation to become successful members of society and ambassadors for Pahrump. On behalf of Groove Racing Gear, I would like to formally express my intent to support Pahrump Valley Academy as the premier academic choice for the community.

Speaking as a community member, I strongly desire for my future children to have access to a better education that prepares them for entry into higher education or any successful endeavor.

As a charter school graduate, I am grateful for the academic choices available to me in my early years. Moreover, submerged in a charter curriculum allowed me to explore courses beyond the traditional public school catalog that influenced my character to this day. I appreciate your consideration of the application and hope that my intent as a former student, community member, and business owner showcases my unwavering support for academic excellence in Pahrump, Nevada, a town I am proud to call home.

Sincerely,

Tamara Wallace, MBA
Doctoral Candidate, Doctor of Business Administration

April 28, 2025

Nevada State Public Charter School Authority
Attention: Board of Directors
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

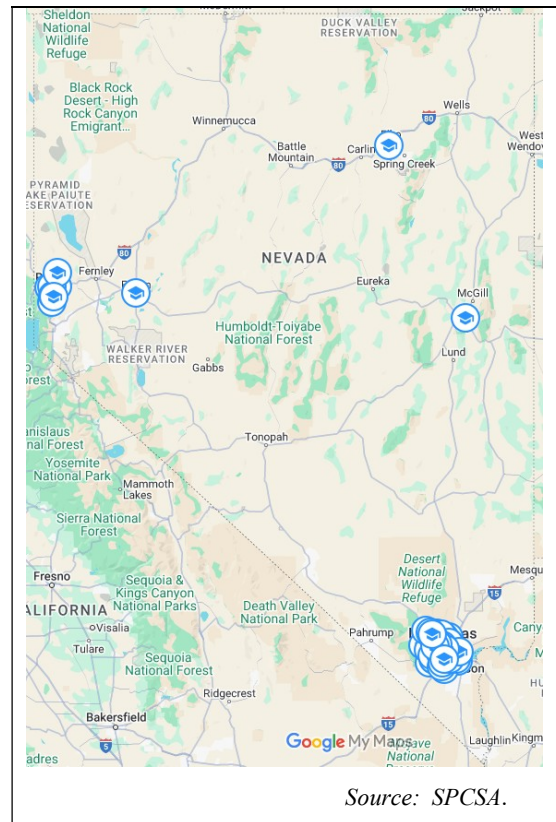
re: **Howard & Howard Law Firm's Letter of
Support for Pahrump Valley Academy**

Dear SPCSA Board Members:

I am writing this letter to voice my whole-hearted support for the charter school application submitted to you by the committee-to-form Pahrump Valley Academy (“PVA”), under the leadership of its projected Executive Director, Ms. Sable Marandi.

As you may recall, I was honored to lend my support to PVA in its first application for a charter in 2019. As I recall, the final vote on that application was a tie (unfortunately equalling non-approval). However, then-Board Chair M. Mackedon (among others) expressed her *extremely enthusiastic support* for PVA—and more generally in the notion of the State Public Charter School Authority (“SPCSA”) sponsoring more schools outside of the relatively well-served communities of Clark and Washoe Counties.

As the SPCSA’s online map shows (see to the right), Pahrump and Nye County are still awaiting their *first* charter school. Many rural and other small-town communities in this State continue to struggle academically, financially, and demographically. Their District schools continue to underperform. When the SPCSA approves PVA, it will send a powerful message to the children in those communities that they, too, are members of the SPCSA family. They, too, deserve the charter-school opportunities of their large-county neighbors.



Source: SPCSA.

As regards PVA in particular, I have met with Ms. Marandi an off and on since 2019, and I have no doubt whatsoever that she and her Board have the requisite skills, competencies, and “grit” to open and operate a *strong, highly-successful charter school*. PVA deserves your

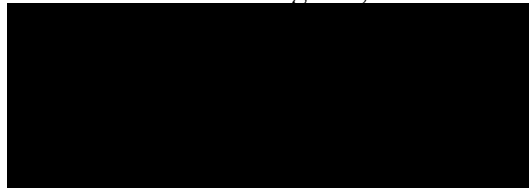
approval not because of where they will be, but because of who and what they will be. Ms. Marandi and her team are the right committee to earn your support.

As you may know, this law firm represents over 20 Nevada charter schools, meaning we know charter school law relatively intimately and in depth. Given my firm's involvement, upon the SPCSA chartering PVA, we will be deeply and immediately involved in ensuring that PVA: (i) follows good governance practices; (ii) understands and complies with (among other things) its Charter Contract, Articles, and Bylaws, NRS Chapter 388A and its regulations, the Open Meeting and Public Records Acts, local government public procurement rules, and so forth; and (iii) generally adheres to the best practices of Nevada charter schools.

The primary reason that Howard & Howard and I are so committed to working for and with our charter school clients is due to the talent, passion, and hard work of individuals like Ms. Marandi and her committee members. ***In short, I highly recommend PVA to you for your approval.***

If you have any questions or comments about this letter or PVA generally, please do not hesitate to contact me. Thank you for your time and efforts.

Kind Regards,



Mark J. Gardberg, Esq.

To Charter Authority of Nevada

We have met with Dr. Marandi. As residents of Pahrump, who have an investment in our town and who love and want the best for Pahrump, we share in her passion and zeal and want to support her dream of opening a College Preparatory Charter School in our town.

The Kiwanis are a not-for-profit service organization with a long history of service to communities world-wide. Kiwanis International was founded in 1915, in Detroit Michigan and it has since grown and come to serve over eighty nations. We have a nationally and internationally established after/Saturday school program, named Key Club. Kiwanis Key Club is currently active and serving students through Nye County School District. This program will not cost the host school any funds and it has a nationally and internationally proven track record. Key Club students around the world learn how to lead and stand for what's right through service and volunteerism. We understand Dr. Marandi is a cognitive scientist and will want to introduce some of her own teaching material. She has told us that she is designing curriculum that will emphasize and build on what teachers will be teaching in the English Language Arts and Mathematics classes, at Pahrump Valley Academy. WE ARE EXCITED.

We would like to sponsor the elementary and the middle school after school programs, as well as Saturday schools, at Pahrump Valley Academy. We realize this is a significant responsibility, but Pahrump is home to all of our volunteers at the Pahrump Kiwanis and we want the best for it. We have met with Dr. Marandi more than once and worked with her on various community projects. We believe she is just the person to bring the best education to Pahrump.

Reva Braun

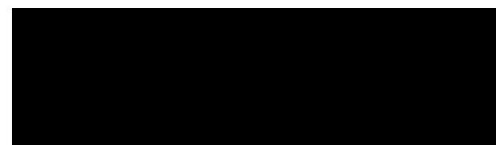
Past Lt. Governor

Kiwanis Club of Pahrump

April 2025



LES OLSON
C O M P A N Y



To Whom It May Concern,

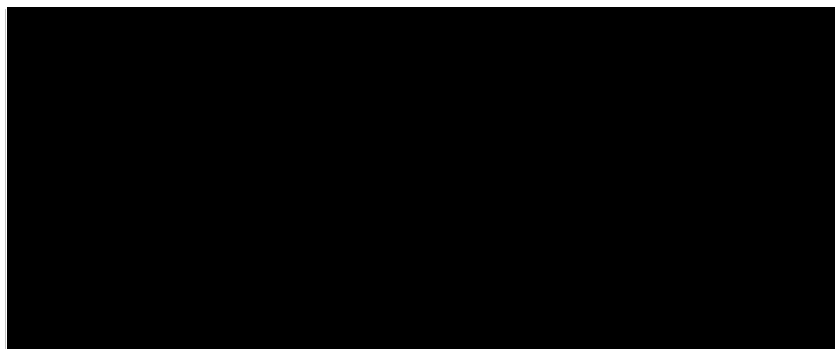
We appreciate the opportunity to better introduce you to Les Olson Company and our anticipated plans to partner with Pahrump Valley Academy. Les Olson Company is committed to providing superior office technology products backed by superior services and support throughout Southern Nevada. Les Olson Company truly sets itself apart as a local, family-owned and independently operated business with a 63-year track record of excellence in customer service and support. We are the largest dealer in the world for Sharp Electronics' document imaging systems and find ourselves on the cutting-edge of business office technology through our additional business partners such as HP and Fujitsu. We are also a premier provider for Managed I.T. Services offering a full array of products and support services.

The products that we will be recommending and eventually providing Pahrump Valley Academy include, but are not limited to multifunction copiers, monitors, computers and the associated I.T. infrastructure. We anticipate all associated equipment will be covered through monthly service and maintenance programs to keep all systems in optimal condition. We understand the critical nature of maintaining the systems and providing fast response times.

Les Olson Company is very experienced in working with public and private school entities throughout Utah and Nevada. Academica Nevada, among many other locally established charter school entities, has been a satisfied client of Les Olson Company for many years. We are happy to provide references upon request.

Les Olson Company understands the efforts being made to improve education and the vision and role charter schools play to that end. We support our public education partners who work diligently to educate our children and seek to provide the best education possible. As professional experts in our field, we understand how our products and services can benefit and strengthen the way our children are educated. We fully support Pahrump Valley Academy's endeavors and recognize the value it will provide to children throughout Pahrump and Nye County.

Please feel free to reach out to me with any questions you may have as we undertake this endeavor to help Pahrump Valley Academy and assist those who educate our children.



LOGAN
(435) 750-8990

OGDEN
(801) 621-2323

LINDON
(801) 785-5432

CORPORATE OFFICE
3244 South 300 West, Salt Lake City, Utah
(801) 486-7431 Fax (801) 486-7494

CEDAR CITY
(435) 586-2345

ST. GEORGE
(435) 634-1548

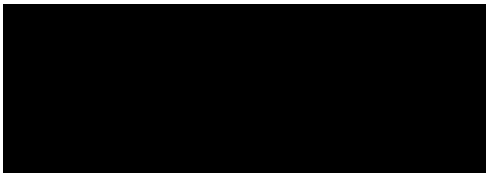
LAS VEGAS
(702) 932-7431

To Charter Authority of Nevada

I have met with Dr. Marandi several times over the last few years. I am very impressed with her and her concepts.

On behalf of the Martin Luther King Foundation of Pahrump which is a 501-c 3, I would like to speak in favor of a college prep school. We believe educating our children is the best solution for a successful future for all. Children deserve a safe, fair and caring environment in which to learn. We believe her program will be this place for education. After reviewing her plans we would like to help endorse this school.

A quote from my favorite song “teach the children well and let them lead the way”. We believe this is the future of education in Pahrump. The MLK foundation is happy and proud to add their name to the list of endorsements.



Reva Braun

Martin Luther King Foundation Board Member

April 2025

From: Roy Mankins, Nevada Realty Realtor

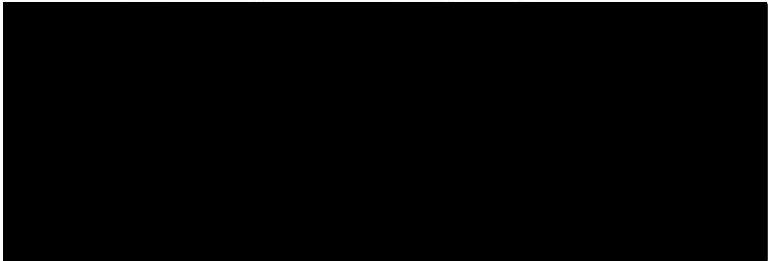
President Southwest Central Regional Economic Development Authority

To: State Public Charter Authority of Nevada

Date: 4-28-2025

As a Native son that was born and raised in the township of Pahrump, I've always felt strongly about the quality of education in my community. When I met Dr. Sable Marandi, the founder and visionary leader of Pahrump Valley Academy, and heard her passionately describe her vision of a college preparatory school in Pahrump, I felt compelled to support her cause. Being a local businessman with a long track record of service to the community of Pahrump, I know the importance of preparing our kids for acceptance to any college or university in Nevada, as well as, in United States. In my own business, I have noticed every year new professional development requirements come up that I must meet, if my business is going to thrive. The future of Pahrump and of rural Nevada is going to be in the hands of those kids who are now in school, in Pahrump and in rural Nevada.

Pahrump needs a charter school; it also needs a college preparatory school. Pahrump Valley Academy is proposing to meet all those needs and having met and gotten to know Sable, I believe she is just the person to bring such a school to Pahrump.



April 2025

Nevada State Public Charter School authority
2080 E. flamingo Rd. #230
Las Vegas, NV 89119

To Whom it May Concern:

As a museum director that is responsible for maintaining the repository for all the artifacts and the history of Pahrump at the Pahrump Valley Museum, it's very important that I educate the public through tours and lectures. Being a local museum director with a long track record of service in the community of Pahrump. I understand the importance of educating and preparing our kids for college at a young age. Educating kids about the history of their community through tours, lectures, and presentations is one aspect of educating our kids for college. The future of Pahrump is going to be in the hands of those kids who are now in school here in Pahrump.

Pahrump needs a charter school that will give parents options and prepare their kids to be accepted into any "Ivy League" college of their choice. Pahrump Valley Academy is just that and the team who lead it are our team.

Sincerely,

Marilyn G. Davis
Museum Director

To whom it may concern
On April 2025

My name is Robin Hebrock and I am a long-time resident of the Town of Pahrump. My family moved here when I was 9 years old and I completed my secondary education here, graduating from Pahrump Valley High School in 2006. I have been a reporter for local newspapers since 2013.

I am writing to declare my personal support for the proposal to bring a tuition free, public charter school to the valley. Pahrump Valley Academy is working to make this vision a reality and I wholeheartedly support the organization in that endeavor.

As a former student of Pahrump, I know just how limited the educational options are our children have and I would love to see more variety in what is available. No two children are alike as such, no two children learn quite the same way.

While traditional public-school education is a good option for many of our students, others could benefit greatly from a different educational structure, which I believe Pahrump Valley Academy will be able to provide.

Through my conversations with Sable Marandi and the PVA team, I have learned that Pahrump Valley Academy will aim to offer a more rigorous curriculum geared toward readying students to enter into the world of higher education, specifically at major universities throughout the U.S.

As a former public-school student, I know what it is like to attend school and earn top grades but to never really feel challenged intellectually. The course work for some students simply does not allow them to stretch themselves as far as possible, as the regular curriculum tends to focus on the student population overall, leaving little room for specialized, targeted education plans.

Pahrump Valley Academy will be able to offer education that focuses on each student individually, highlighting their innate talents and bringing them into sharper focus while also identifying weak spots and helping students overcome those areas. I truly believe that Pahrump Valley Academy will be a valuable and important part of this community and look forward to seeing the first graduating class.

Thank you for your time and consideration.


Robin Hebrock
Pahrump, Nevada
Cell: (818) 624-0901

To: State Public charter School Authority of Nevada

From: Eric Whalen, Transportation Supervisor

Pahrump Transportation authority

Date: April 2025

As Pahrump public transportation supervisor, I have the awesome responsibility of interacting with seniors, students and the Pahrump public in general in the township of Pahrump on a daily basis, and providing safe, efficient transportation service. In my role as supervisor, I've had the opportunity to meet Dr. Sable Marandi, the founder, visionary leader of Pahrump Valley Academy (PVA) and her team. After listening to Dr. Marandi's enthusiastic, purposeful explanation of opening a public charter tuition-free college preparatory school to prepare our students to be accepted to any college of their choice, I was immediately interested in providing all my support to help establish the charter school.

Sincerely,

Eric Whalen

April 2025



Pahrump Valley Academy

Estimate # 1642

Estimate Date 09-22-25

Total	\$14,400.00

Item	Description	Unit Cost	Quantity	Line Total
Software (All)	Annual Charge for the following IT Support: Remote access to resolve routine IT support issues. 12 hours of on-site support/month on average. IT Services for elementary schools include: managing student information (Infinite Campus), online learning platforms (Google), online assessment platforms (NWEA, DRC), network infrastructure, device support (computers, tablets, smartboards), cybersecurity, and digital curriculum integration, as well as maintaining school security and camera systems.	\$14,400.00	1.0	\$14,400.00

THIS IS AN ESTIMATE

Disclaimer

All estimates are valid for 30 days from the date of issue.

Motherboards, memory and processors must be returned within 7 days for a refund. All other items returned or exchanged are subject to a 20% restocking fee at our discretion. Items must be returned with a receipt. No returns or refunds on consumable items like printer cartridges or items returned without original packaging.

Subtotal \$14,400.00

Tax \$0.00

Estimate Total	\$14,400.00

Signed: _____

Date: _____



To: Nevada State Public Charter School Authority
From: Community Members of Pahrump, Nevada
Date: April 2025

In 2019, the Nye County Commissioners—a five-member board elected by the people of Nye County—submitted a letter of support to the Nevada State Public Charter School Authority urging, “*Please authorize the proposed charter school, Pahrump Valley Academy (PVA).*”

Now, in 2025, we, the people of Pahrump, respectfully add our voices to that original request. We ask that you please authorize the proposed charter school, **Pahrump Valley Academy**.

Nye County has an estimated population nearing 50,000, with Pahrump accounting for more than 40,000 residents. Pahrump is proud to be a designated Purple Heart town, yet it continues to face significant challenges. Economic hardship and widespread poverty have taken a toll on our community, particularly on our children. Our only existing option for K–12 education is through the local public school district—an institution that, for years, has consistently ranked near the bottom in state evaluations.

As a result, many families have turned to homeschooling, and others—unable to homeschool and unwilling to compromise their children’s education—have left our town altogether. These were our friends, our neighbors, and our fellow community members. We mourn their absence, and we fear losing more.

In response, we come to you with a homegrown team of committed Pahrumpians and a charter proposal we believe in. This is a movement powered by our community’s own passion and expertise—driven by our collective hope for a better future for our children.

Meet our team:

- **Dr. Sable Marandi (Team Leader)** – A passionate educator who sparked this charter conversation during her doctoral journey. Now holding a Ph.D., Dr. Marandi has become a beloved and tireless advocate for educational reform in Pahrump. She has spoken at County Commissioner meetings, town halls, and on local radio and television. Her message has mobilized families—and even those without school-aged children—around the importance of investing in our youth’s education.
- **Dr. Tom Waters** – A retired U.S. Air Force Colonel and Doctor of Education, Dr. Waters is a respected father figure in our town and a trusted voice in matters of public service and education.
- **Ms. Kay LaPointe** – A tireless public servant, Kay is deeply involved in both education and the nonprofit sector in Pahrump.
- **Ms. Michelle Caird** – Known for her leadership and dedication, Michelle is actively engaged in a variety of professional and community organizations in Pahrump.
- **Mr. Tim Burke** – A local entrepreneur and civic-minded community member, Tim has helped put Pahrump on the map with its newest wine label and remains deeply committed to the town’s future.

- **Ms. Tynia Dickson** – A military veteran known for her creative contributions to literacy and mental health through her work with therapy dogs, Tynia is a beacon of compassion and innovation.
- **Jonathan K. Nelson, Esq.** – A well-known name in the legal field in Pahrump, Jonathan brings a deep understanding of law, governance, and the importance of education to our team.
- **Dr. Maria Jerinic** – Associate Dean and Professor in Residence at UNLV's Honors College, Dr. Jerinic has generously offered her ongoing support and guidance. She has visited Pahrump numerous times and played a vital role in drafting our charter. We are especially grateful for her academic leadership and her belief in our vision.

We are proud of this team—not just for their credentials, but for their commitment to *Pahrump*. And we are especially proud to include the expertise of the University of Nevada, Las Vegas. While Pahrump is currently underrepresented at UNLV, we believe the university belongs to all Nevadans, including us. As UNLV has risen to Tier 1 Research University status, we are eager to see our children both contribute to and benefit from that excellence.

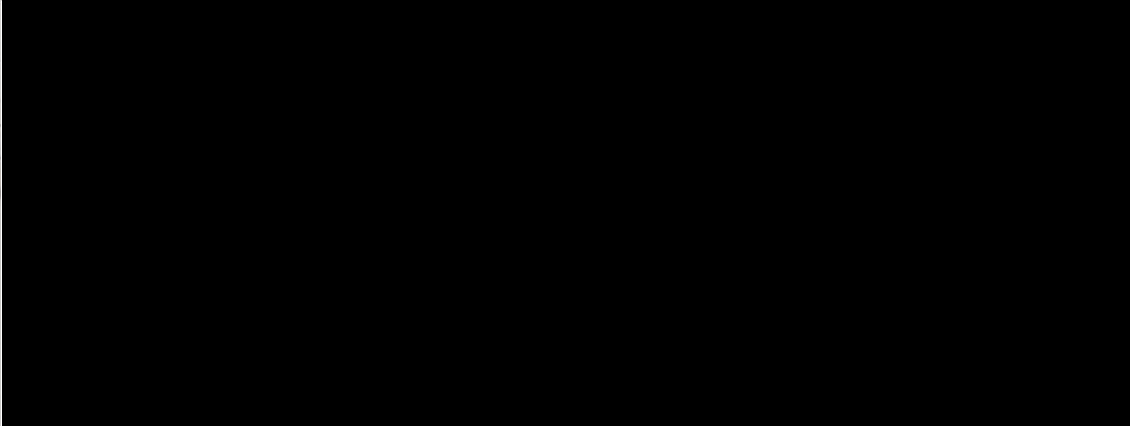
But in order for that to happen, our children need access to a foundational K–12 education that prepares them for success at the university level. **Pahrump Valley Academy** represents a much-needed opportunity to make that vision a reality.

We respectfully ask that you approve this charter. We believe this school will offer a lifeline to many families—and a new future for our town.

Thank you for your time and consideration.

Sincerely,
The Undersigned Community Members of Pahrump, Nevada

Name



- **Ms. Tynia Dickson** – A military veteran known for her creative contributions to literacy and mental health through her work with therapy dogs, Tynia is a beacon of compassion and innovation.
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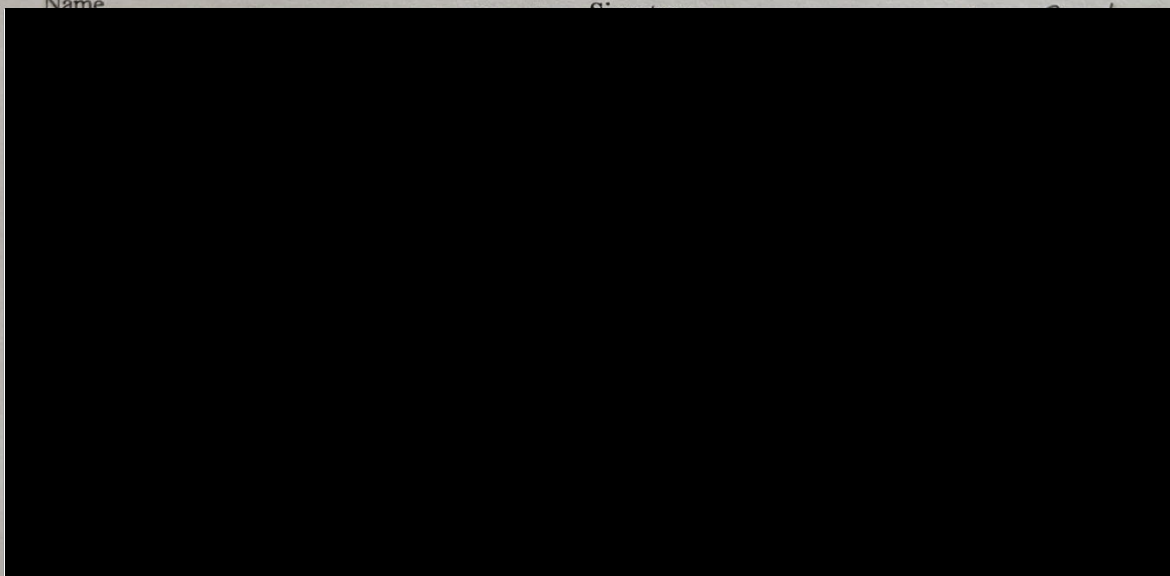
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Sincerely,
The Undersigned Community Members of Pahrump, Nevada

Name



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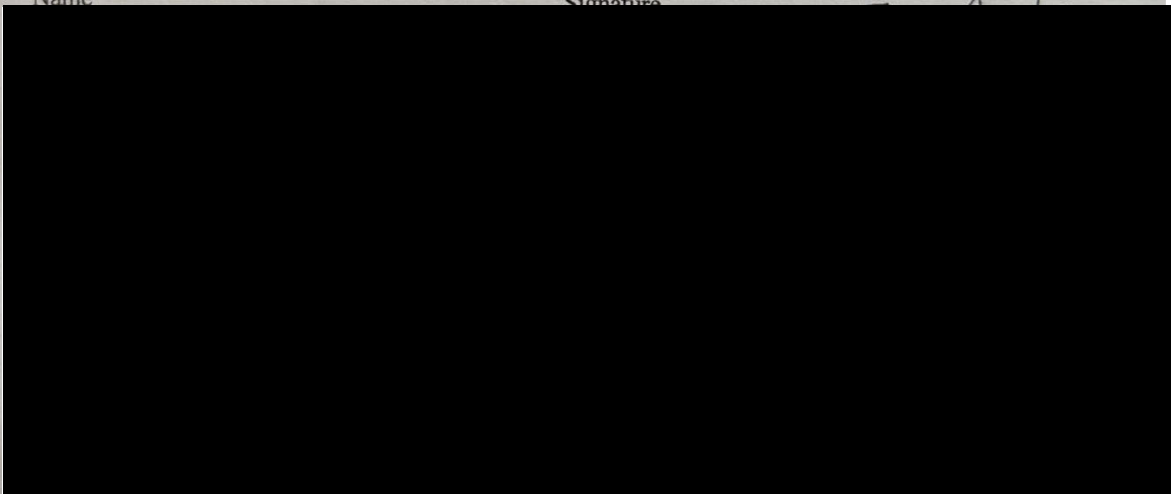
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Thank you for your time and consideration.

Sincerely,
The Undersigned Community Members of Pahrump, Nevada

Name

Signature



The impact of **Pahrump Valley Academy** extends beyond the classroom. It promises to invigorate our local economy by attracting families seeking quality education and creating jobs for educators and staff. The academy's success will be a testament to our collective effort and dedication to nurturing the next generation.

In closing, we urge you to consider the profound benefits that **Pahrump Valley Academy** will bring to our community. Your approval of this charter is not merely an endorsement of a school; it is an investment in the future of Pahrump and the prosperity of its residents. We stand united in our conviction that this academy is the key to unlocking a brighter tomorrow for all.

We respectfully ask that you approve this charter. We believe this school will offer a lifeline to many families-and a new future for our town.

Sincerely,

The Undersigned Community Members of Pahrump, Nevada

Name

[illegible]

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Sincerely,

The Undersigned Community Members of Pahrump, Nevada

Name	Signature	Zip Code

Attachment 4



Discipline Policy

PAHRUMP VALLEY ACADEMY DISCIPLINE POLICY

Discipline Philosophy and REACH Values

Pahrump Valley Academy (PVA) is committed to fostering a safe, inclusive, and supportive learning environment that upholds the dignity of every student. The school's discipline philosophy is rooted in restorative and progressive practices designed to correct behavior through guidance, accountability, and reflection rather than punishment. All expectations are grounded in the REACH values:

The Academy will adhere to the REACH values:

- ❖ R-Respect
 - ❖ Positive, polite, and proper interactions with self, others, and the environment.
- ❖ E-Enthusiasm
 - ❖ Engagement in learning with passion and leadership in academic and social pursuits.
- ❖ A-Achievement
 - ❖ Meeting and exceeding Nevada Academic Content Standards through effort and excellence.
 - ❖ Express and Present all ideas and discourse with Linguistic Mastery, Sophistication and Eloquence
- ❖ C-Citizenship
 - ❖ Building character, empathy, and integrity while contributing to the community.
- ❖ H-Hard Work
 - ❖ Developing persistence, organization, and goal-setting skills for long-term success.

Progressive and Restorative Practices

PVA uses a tiered discipline model that emphasizes early intervention and restorative justice. Teachers first address minor misbehaviors through redirection, reflection, or seat changes. If behaviors persist, referrals are submitted to administration. After three referrals for similar behaviors, a parent-teacher-administrator conference results in a behavior contract with daily goals. Students who do not meet expectations under the contract are referred to the Student Success Team (SST).

Restorative practices will be integrated throughout the school, including peer mediation, reflection journals, restorative circles, and community-building activities. Incentives such as recognition in announcements, lunch with the principal or a teacher, and participation in REACH celebrations will reinforce positive behavior.

Ensuring Equity and Protecting Student Rights

PVA is committed to equity and fairness in discipline. The school will disaggregate discipline data by subgroup and review regularly to ensure no student population is disproportionately impacted. Staff will receive annual training in culturally responsive practices, trauma-informed care, and implicit bias.

For students with disabilities, discipline procedures comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and relevant state and federal law. Manifestation Determination Reviews will be held before any removal constituting a change in placement. Students will continue to receive services in alignment with their IEP or 504 Plan.

Due Process and Appeals

All students are entitled to due process. Before suspension, students are informed of allegations and given an opportunity to respond. Parents/guardians are notified in writing and provided with details of the suspension, duration, and educational arrangements. Suspensions will not exceed statutory limits and will include access to assignments or independent study options.

If expulsion is considered, parents/guardians receive written notice at least five days before the hearing. A neutral panel including administrators and a governing board member will preside. Families may present evidence, call witnesses, and be represented by counsel. Written findings will be provided following the hearing. Parents may appeal within ten school days to the full governing board, whose decision is final.

Responsibilities for Implementation

The Principal is responsible for overseeing the discipline policy, ensuring compliance with state and federal law, and supervising restorative practices. The Office Manager documents all discipline conferences, contracts, and SST meetings. The Registrar maintains files and ensures proper recordkeeping. Beginning in year two, a school counselor will assume day-to-day leadership of discipline interventions under the Principal's supervision. The Principal or designee submits discipline data to the SPCSA according to established timelines.

Behavior Goals and Data Tracking

PVA's behavior goals are to minimize referrals, maintain suspension rates at or below 3 percent for all groups, maintain a 0 percent expulsion rate, and increase positive recognition events. Discipline data will be tracked in Infinite Campus, where teachers submit referrals and administrators log interventions. Data is reviewed weekly by leadership, monthly in schoolwide reviews, and quarterly for board and SPCSA reporting.

Data will be used to identify trends, monitor subgroup equity, evaluate effectiveness of interventions, and guide professional development and policy revisions.

Attachment 5



Annual School Calendar

Pahrump Valley Academy

2026-2027 School Calendar

July 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7*	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18*	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10*	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	Holiday/School Closed – Jul 3, Sep 7, Oct 30, Nov 11, Nov 26; Dec 25; Jan 1; Jan 18; Feb 15; May 31; Jun 19					
	School Recess- Nov 23-27, Dec 21-Jan 1, Mar 29-Apr 2					
	Teacher Professional Development- No School – Aug 31, Sep 28, Oct 29, Jan 4, Apr 5 (NOT counted)					
	Parent/Guardian Teacher Conferences – Minimum Days – Oct 8-9, Mar 11-12					
	Contingency Days -May 24-26					
	First Day-Aug 3, 2026			Last Day- May 21, 2025 - Minimum Day		

Attachment 6



Teacher Schedule and Student Schedule

Sample Daily Student Schedule

Regular Day		
Time	Subject	Minutes
7:45-8:00	Pledge	15
8:00-8:30	Reading	30
8:30-10:10	English	100
10:10-10:30	Recess	20
10:30-12:10	Math	100
12:10-1:00	Lunch	
1:00-2:00	Specials	60
2:00-2:30	Social Studies	30
2:30-3:00	Science	30
3:00-4:00	Intervention Enrichment	60
4:00	Dismissal	
	Total	445

Minimum Day		
Time	Subject	Minutes
7:45-8:00	Pledge	15
8:00-8:30	Reading	30
8:30-10:05	English	95
10:05-10:35	Lunch	
10:35-12:15	Math	100
12:15	Dismissal	
	Total	240

Sample Daily Teacher Schedule

7:30 am: Sign in the faculty book in the office

7:40 am: Greet students at the classroom door

7:45 am: Pledges followed by announcements and Attendance

8:00 am: Sustained Silent Reading (Sustained Silent Reading applies to all members of the Academy)

8:30 am: Teach English Language Arts and Literacy – Reading, Writing, ELD

10:10 am: Break

10:30 am: Teach Math – Concepts of Arithmetic, Algebra, Geometry

12:10 pm: Lunch for 30 minutes, then Advise a Club for 20 minutes twice a week

1:00 pm: Conference Period/Lesson Planning/Grading

2:00 pm: Teach Social Studies connecting History to the Community

2:30 pm: Teach Science and STEM lessons

3:00 pm: Teach Either Intervention/Enrichment

4:00 pm: Say goodbye students at the classroom door

4:05 pm: Clean up classroom

4:15 pm: Leave for the day

Attachment 7



NOT REQUIRED

Attachment 8



NOT REQUIRED

Attachment 9



Board Membership Roster

ATTACHMENT 9: BOARD MEMBER ROSTER

Proposed Board Member Name	Proposed Position on Board, if applicable (ex. Chair, Vice Chair, Treasurer, etc.)	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) (select one for each member)				Committee Assignment(s), if applicable
			(a) Teacher or licensed personnel	(b) teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	
Dr. Thomas R.E. Waters	member	Retired	X				
Timothy Burke	member	Owner-Manager & Wine Maker Artesian Cellars Vineyard & Winery				X	
Tynia Dickson	member	Service Dog Trainer Sassy Trainer			X		
Michelle Caird	member	Retired				X	
Jonathan K. Nelson	member	Attorney J.K. Nelson				X	
Dr. Maria Jerinic	member	Associate Dean & Associate Professor in Residence Honors College, UNLV				X	

Attachment 10



Board Bylaws, Code of Ethics, and Conflict of Interest Policy



Bylaws of Pahrump Valley Academy

These Bylaws have been designed and adopted by the school, Pahrump Valley Academy, also referred to as PVA, as means to bring clarification to governance of operations and functions as involved in the discharge of the duties of the said school. The over-reaching regulatory frame for all policies and procedures of Pahrump Valley Academy is and shall always be the Nevada State Laws and those Laws that govern the state charter schools, as well as, those regulations to which Nevada State Public Charter School Authority adheres.

Article I. Identification and Legal Status

1.01 Name, Location, Address

The name of the school is Pahrump Valley Academy, also referred to as PVA. It is to be located in Pahrump in Nye County, Nevada. It is to adhere to all township, county, state, and federal zoning laws and its address is to be disclosed on these Bylaws, as well as, all pertinent literatures upon the address determination. The address determination is to be made prior to the school's proposed opening of its doors in fall 2026.

1.02 Legal Status

The school is to be a charter school pursuant to Nevada Revised Status 386.527 seeking to be sponsored by the Nevada State Public Charter School Authority. The Board of Directors of the school is an independent governing body functioning under the authorization of the Board of Directors of the Nevada State Public Charter School Authority. The Board of Directors of Pahrump Valley Academy functions between the Board of Directors of the Nevada State Public Charter School Authority and the Executive Director of the Pahrump

Valley Academy to give the community of Pahrump in Nye County, Nevada the educational establishment as accorded to the PVA vision and mission.

1.03 Statutes

Pahrump Valley Academy shall operate at all times in accordance to the Nevada Revised Statutes 386 and all other applicable State Statutes.

Article II. Strategic Framework

2.01 Purpose

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

2.02 Mission

Pahrump Valley Academy provides a rigorous, college-preparatory classical education focused on standards mastery, personal growth, and leadership development. Through high expectations, individualized support, and equitable access to high-quality instruction, PVA prepares all students to succeed in high school, college, and career, and empowers them to contribute meaningfully to their communities and the world.

2.03 Non-Discrimination

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

Article III. Governing Body

3.01 Board of Directors

The business and property of the school shall be managed by a Board of Directors. This Board shall act as authorized by the Nevada State Public Charter School Authority, and with powers and allowances given to them by the aforementioned authorizing body. This Board shall assume the duty and the accompanying responsibility of the management of the school's business and property from the school's inception. These duties shall include:

- a) Performance of all duties imposed on the Board collectively by the law/these Bylaws
- b) Creating policies as frameworks for school rules and regulations for management of school business and property, consistent with State and Federal Law/these Bylaws.
- c) Changing policies as frameworks for school rules and regulations for management of school business and property, when existing policies are inconsistent with State and Federal Law/these Bylaws, so that they may be consistent with State and Federal Law/these Bylaws.
- d) The performance of fiduciary duties in order to successfully and appropriately lease, purchase, or otherwise acquire in a lawful manner for the school any real property, rights, or privileges, deemed necessary or convenient for the school to conduct its mission and achieve its vision.
- e) To approve an annual school budget
- f) To submit a final annual school budget to the state as per the relevant statutes and regulations
- g) To approve an annual school calendar and calendar of events
- h) To meet the Board of Director's Required Professional Developments as per the requirements of the school charter

- i) To cause to be kept a complete record of all minutes and proceedings of the Board of the Directors
- j) To cause an annual inspection or audit of the accounts of the school, as well as, any and all other examinations and audits that may be required or advised by the law or by the authorizing body to this charter school, to be made by an independent accountant to be selected by this board.
- k) To ensure ongoing evaluation of the school as means of staying true to the school's mission and vision
- l) To uphold and enforce all laws as relevant to the operations of publicly funded charter schools
- m) To hire and evaluate an Executive Director for the school who meets all requirements of the position, and either meets all of the preferred requirements or is willing to schedule meeting them in an agreed upon schedule, not to exceed one year and 364 days.

3.02 Formation

The first board to be formed upon the approval of the Pahrump Valley Academy shall consist of the Pahrump Valley Academy Committee to Form, with the exception of those committee members otherwise engaged by the school in salaried positions. (Said exceptions shall apply to the proposed Executive Director, Proposed Principal, and Proposed Office Manager.)

3.03 Qualifications, Election, Tenure

The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. The Board composition shall include two (2) teachers or a teacher and administrator active or retired, one (1) parent or legal guardian, two (2) members with expertise in accounting, financial services, law, or human resources, and no more than four (4) members who are members of the general public; representatives of nonprofit organizations and businesses; or representatives of a college or university within the

Nevada System of Higher Education. The Board of Directors shall adhere to the statutory requirements of NRS 386.549.

(a) One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

(e) In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four (4) additional members as follows:

(1) Members of the general public;

(2) Representatives of nonprofit organizations and businesses; or

(3) Representatives of a college or university within the Nevada System of Higher Education.

The roles and qualifications of the board members may overlap among the committee members, but each category must be specifically filled by separate members.

- a) With the exception of the holdover authority explained below, board members shall serve no more than two (2) year-terms. Terms shall be staggered so that no more than half of the board's membership shall be up for appointment/election within any given year, unless a vacancy(ies) require filling for other reasons. When the term of a board member expires, or when a member of the board resigns/is otherwise terminated, the other members shall fill the position through a recommendation process at the future meeting of the board. Nominations to fill the position may come from the school's Executive Director, School Site Council, or the school's Parent Steering Committee. The selection of the final nomination shall take place in a public meeting and shall include explanation for the selection. The selection shall be made in view of the mission and vision of the school and in light of the school's standing and needs at the time the selection is made. Holdover authority explained as relevant to board members: Members may continue to serve on the board after the end of the period prescribed for their maximum term limit as defined above until such time as a subsequent member is appointed to the position, but not to exceed 12 months or the Board by majority vote determines that need exists to maintain board capacity allowing members who have reached their maximum term limit as defined above to serve a maximum of no more than two (2) two-year terms. The maximum number of total years a board member can serve is limited to nine years.

- b) Pahrump Valley Academy shall notify its sponsor within ten days of the selection of a new board member and provide the sponsor with the bio, as well as, the resume, and affidavit of the board member as per requirement pursuant to NRS386.549(1).

3.04 Annual Meeting

Annual meeting of the Board of Directors of PVA shall convene at the school site annually in January. Written notice of the date, time, and place of the meeting to be convened will be sent to all members of the Board of Directors a minimum of three (3) business days in advance of the said meeting. It will also be provided in accordance to the Nevada Open Meeting Law. The annual meeting will convene for the purpose of the election of the new board members and for the transaction of such businesses as may have been put before the Board.

3.05 Regular and Special Meetings

The Board shall designate a regular day and place for meetings to take place on a monthly schedule. Special meetings may be called at any time by the board's President Person or by a majority of the membership. Special meetings may be held at a time and place as designated by the authority calling the meeting. Notice of the meeting must be provided in accordance by the Nevada Open Meeting Law. The purpose of any/all meetings, be they regular or special, must be specified in the notice of the meeting.

3.06 Agenda

An agenda must be produced for all regularly scheduled meetings of the Board of Directors of PVA, as means of provision of effective and efficient meeting practices. Said agenda shall be prepared in accordance to NRS 241.020(2).

- a) Committee Reports may be provided in written form. They may be given no more than 10minutes on the agenda, unless the pertinent committee or the Board requests a recommendation for decision or substantial discourse.
- b) In addition to previously requested agenda items, any and all Board members may provide additional agenda items for an up-

coming meeting by providing, via e-mail, fax or regular mail, the School's site administrator with a request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. In the event of contact by a non-board member to any individual member of the Governing Body with a request for action from the Board that the board member shall indicate to the individual to put the request in writing and send via e-mail, fax or regular mail to the School's supervising employee the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 72 hours prior to the posting deadline pursuant to Nevada Open Meeting Law. For all requested agenda items, the Board President may decide to place the item on the next regularly scheduled agenda as an action item or bring the item to the Governing Body for information and discussion to consider bringing forth at a future meeting of the Directorial Body.

3.07 Quorum

A quorum at all meetings of the Board of Directors shall consist of the majority of the number of Directors at the given time in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting shall not be permitted at the Board of Directors of PVA.

3.08 Vacancies

Any and all vacancy(ies) occurring in the Board of Directors of PVA may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director who is appointed or elected to fill a vacancy resulting from a death shall be either appointed or elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly appointed/elected and qualified. Any Director appointed/elected to fill a vacancy resulting from removal or

resignation may be appointed/elected for a new term or designated to complete the unexpired term.

3.09 Committees

The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Development Committee, a Real Estate Committee, a Board Development Committee, a Finance Committee, a Governance Committee, a Capital Campaign, as well as, additional specialized committees, each of which shall consist of at least one Director. Committees may make recommendations for effective and efficient operation of the school to the school's Executive Director as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law. Moreover, Committees and their directors shall not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Governing Body delegates the responsibility for running the charter school and implementing policies of the Governing Body to the School's Executive Director. Nothing in this Section precludes an individual Director from interacting with members of the public or the School.

How will versus how well things get done

- I) The Board of Directors assumes responsibility for how **well** things get done.
- II) The Executive Director assumes responsibility for how **will** things get done.

3.10 Removal

Any member of the Board may be removed by the affirmative vote of two thirds (2/3) of the Directors at the given time in office, excluding the member at issue when in the judgment of the two third of the Directors such removal would serve the best interests of School.

3.11 Resignation

A resignation by a Board member shall be effective upon receipt by the President of a written communication of such resignation.

3.12 Participation by Telephone/Streaming

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

3.13 Proxy Voting

Proxy Voting is not permitted at PVA Board of Directors.

3.14 Compensation

PVA board membership is a voluntary position, free of monetary compensation.

3.15 Closed Sessions

Any Board member may request of the Board President for a Closed Session during any special or regular Board meeting in order to address issue(s) regarding to personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All individuals with the exception of Board members may be excluded from such Closed Sessions at the discretion of the President. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

3.16 Professional Development

New Board members shall be provided an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be offered general board training no less than one time per year, and in accordance to the school's charter agreement.

3.17 Protocol

The Board of Directors of PVA shall adhere to Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall

contact the President, Executive Director or designated supervising employee of the school prior to the meeting.

3.18 Public Comment

Time shall be set aside at each Board and Committee meeting for public comments. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and may be stated as such on the Agenda or disclosed to the participant before comments. Each unscheduled public comment may take up to 3 minutes of the board.

Article IV. Officers

4.01 Numbers

The Board of Directors of PVA shall include a President, a Vice President, a Secretary, and a Treasurer, as well as, any additional officers that the board shall deem required in order to efficiently and effectively conduct the business of the school board.

4.02 Election and Term of Office

The Board of Directors of PVA shall appoint/elect all officers of the Board at the Board's annual meeting. Said officers shall be installed in office to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

4.03 Removal of Officers

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

4.04 President

The President of the Board of Directors of PVA shall preside at all meetings of the Board. The President of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The President of the Board shall exercise and perform such other

powers and duties as may be prescribed by the Board from time to time. The President shall also be responsible for communicating with Executive Director and/or the designated staff as may be the case when necessary for developing upcoming agendas.

4.05 Vice President

In the absence of the President of the Board of Directors of PVA, or in the event of the President's disability, inability or refusal to act, the Vice President of the Board of Directors of PVA shall perform all duties of the President and in so acting, shall have all the powers of the President. The Vice President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the President.

4.06 Secretary

The Secretary shall keep or cause to be kept an organized record of minutes, at an office designated for such purpose at the school site, of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

4.07 Treasurer

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

4.08 Vacancies

A vacancy in any office of the Board, be it due to death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

Article V. Staff

5.01 Executive Hire

Board of Directors of PVA must search for, find, and appoint the suitable Executive Director to implement the board approved policies and procedures of PVA, in order to meet the vision and mission of the school, as per the terms of its charter, and as founded in its purpose and philosophy. Suitable candidate for the position of Executive Director of PVA shall possess the following qualifications:

Required:

- Doctoral Degree from an Accredited American University in education, psychology, philosophy, education, or related field. (A highly qualified candidate may be considered for the position, during the doctoral journey, prior to earning a doctoral, but after having successfully proposed the doctoral dissertation.)
- Leadership Experience
- Educational Experience
- Commitment to mission and vision of the school in the community

Preferred:

- K-12 Nevada Administrative License

5.02 Executive Contract

The Executive Director shall be contracted on probationary terms for the period of one year, at the end of which year his or her contract shall be reviewed for renewal for a term of two years. At the end of the second term, which shall constitute two years and end at the end of the total third year of the Executive Director's service to the school, his or her contract shall become

negotiable for a term to be decided by the parties negotiating (The Board and the Executive Director).

5.03 Executive Director Termination

The Board may terminate the service of the Executive Director to the school for inefficiency, neglect of duty, malfeasance, or other just cause.

Article VI. Parent Organizations/Committees

6.01 Parent Steering Committee

The PVA Parent Steering Committee shall comprise of one parent per PVA grade level in existence at the given time and may include in its membership one PVA board member.

6.02 Parent Teacher Organization

All parents/legal guardians of students of PVA shall automatically be assumed members of the PVA PTO and invited to participate in the said PTO.

6.03 School Community Leadership Council

The School Community Leadership Council meetings will be held monthly. The School Community Leadership Council meetings shall be in accordance with the Nevada Open Meeting Laws. School Community Leadership Council: two (2) Middle School Students (grades 6-8), two (2) member parents, two (2) member teachers, two (2) staff members, and two (2) community members meeting monthly with designated Board member and designated school leader. Each of these two (2) members will share with their constituents for discussion. The School Community Leadership Council will develop, plan and approve required policies and plans for the Charter School as a part of the greater Pahrump Valley community. The School Community Leadership Council will be the vehicle through which the school community comes together to chart the Charter School's plan for improvement. The goal of the School Community Leadership Council is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in strengthening the core academic program, guaranteeing student access to and success in that program, and engaging with the community.

Article VII. Loans and Deposits

7.01 Loans

No loans may be contracted for/on behalf of PVA, and no evidence of indebtedness may be issued in the name of the School unless authorized by the Board. Such authority shall be confined to specific instances. No loan shall be made to any individual or grouped officer(s) or Board member of the School.

7.02 Checks, Drafts, and Notes

All checks, drafts, or other orders for payment of currency, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. Board determines the Executive Director is authorized and required to sign all checks for the school and succeeds by the President of the Board in his/her absence. In the absence of both aforementioned individuals, the responsibility resides with the Vice President of the Board. At any time, the President of the Board may revise this Section during public meeting and a majority vote of the Board, given the accompanying explanation/counsel of the legal/financial experts to require additional alterations to the section, as required to benefit the health and welfare of the school longstanding.

7.03 Deposits

All funds of the school, not otherwise employed, shall be deposited in a bank in the state of Nevada with a branch in the town wherein, the school is physically located, Pahrump.

7.04 Gifts

The Board may accept on behalf of the School any contribution, gift, bequest, etc. for the general purposes or any special or specific purpose benefitting the School. The Board, members thereof, may not accept any contribution, gift, bequest, etc. for the general purposes or any special or specific purpose benefitting their person(s) when ties questionable ties, conflicts of interests, perceived conflicts of interests may exist in the relative relations.

7.05 Fiscal Year

The fiscal year of PVA shall commence on July 1, and end on June 30.

Article VIII. Property

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

Article IX. Indemnification

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

Article X. Amendments

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors of PVA, by an affirmative vote of two-thirds (2/3) of all the Directors at the given time in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least three (3) days prior to the meeting. Bylaw amendments are held pending until final ratification from the school's sponsor.

Article XI. Dissolution

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

Article XII. Purpose of Bylaws

These Bylaws are adopted for the sole purpose of facilitating the discharge of the operations and functions of the School, PVA, while meeting its vision and mission. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School, or to derail it from its vision and mission.

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

DATED this ____ day of _____, 20__.

_____, Secretary



PVA

Code of Ethics

This Code of Ethics has been designed and adopted by the school, Pahrump Valley Academy, also referred to as PVA, as means to bring clarification to governance of operations and functions as involved in the discharge of the duties of the said school. The over-reaching regulatory frame for all policies and procedures of Pahrump Valley academy is and shall always be the Nevada State Laws and Those Laws that govern the state charter schools, as well as, those regulations to which Nevada State Public Charter School Authority adheres.

Article I. Purpose and Philosophy

- 1.01 The purpose and philosophy for establishment of this code of ethics is to establish the strategic framework of the institution, while providing its membership with a standard for acceptable conduct.

Article II. Strategic Framework

2.01 Vision

The vision of Pahrump Valley Academy is that ALL students, regardless of socioeconomic status, linguistic needs, ethnicity, national origin, or academic level, are prepared for both high school and college success while developing a strong sense of cognitive, academic, social and personal growth.

2.02 Mission

The mission of Pahrump Valley Academy is to prepare ALL students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to

accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

2.03 Slogan

PVA is more than a school, it's a gateway to success...

2.04 Core Values

- a) Respect
- b) Enthusiasm
- c) Achieve
- d) Citizenship
- e) Hard work

2.05 Desired Result

Produce alumni capable of authoring personal success stories founded in educational developments that have been founded and anchored in PVA beginnings.

Article III. Stimulate Development

3.01 Independent Learning

- a) PVA will aim at raising its learners' summative English Language Arts and Mathematics scores to grade level and above as demonstrated by SBAC tests as means of producing independent lifelong learners.
- b) PVA will aim at raising its learners' formative reading and mathematics scores to average and above average levels as demonstrated by Accelerated Reader and Accelerated Math STAR assessments, as means of producing independent lifelong learners.

3.02 Excellence and Mastery

Achieve a minimum of a 4 Star School rating by the end of the Charter Term.

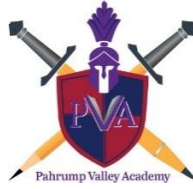
3.03 National Recognition

PVA seeks to serve as a model for a public, charter college preparatory K-8 school for rural communities.

Article IV. Addressing Phenomena

4.01 Guiding Principles

- a) Abide by the legislature, code, policies, procedures, regulations, and practices that govern publicly funded charter schools in the state of Nevada.
- b) Know purpose and philosophy for establishment of this code of ethics, and the code.
- c) Be directed by the strategic framework of PVA.
- d) Recognize and respect autonomy and integrity of all persons in the PVA community.
- e) Be cognizant of confidentiality laws and practices as applicable to schools.
- f) Utilize appropriate channels of communication, as befitting school communications.
- g) Always consider the best interest of PVA student, families, and community.
- h) Refrain from conflict of interest/perceived conflicts of interests.
- i) Foster a physically, mentally, and emotionally safe and nurturing environment.
- j) Treat differences of opinions as opportunities for learning about other philosophies, belief systems, and traditions, in the context of a growth mindset.



PVA

Conflicts of Interest Policy

All PVA statements and Policies addressing conflicts of Interest are meant to supplement those of the state and function as guidelines for PVA governance in addition to the relevant federal and state Laws and the recommended practices of the Nevada State Public Charter School Authority.

Article I: Purpose

The purpose of this Conflict of Interest Policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II: Definitions

2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: **(i)** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement; **(ii)** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or **(iii)** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with

which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest.

Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III: Procedures

3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest.

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The President of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or

committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy.

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

5.1 A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

5.2 A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

5.3 No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy,
- c.** Has agreed to comply with the policy, and
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 11

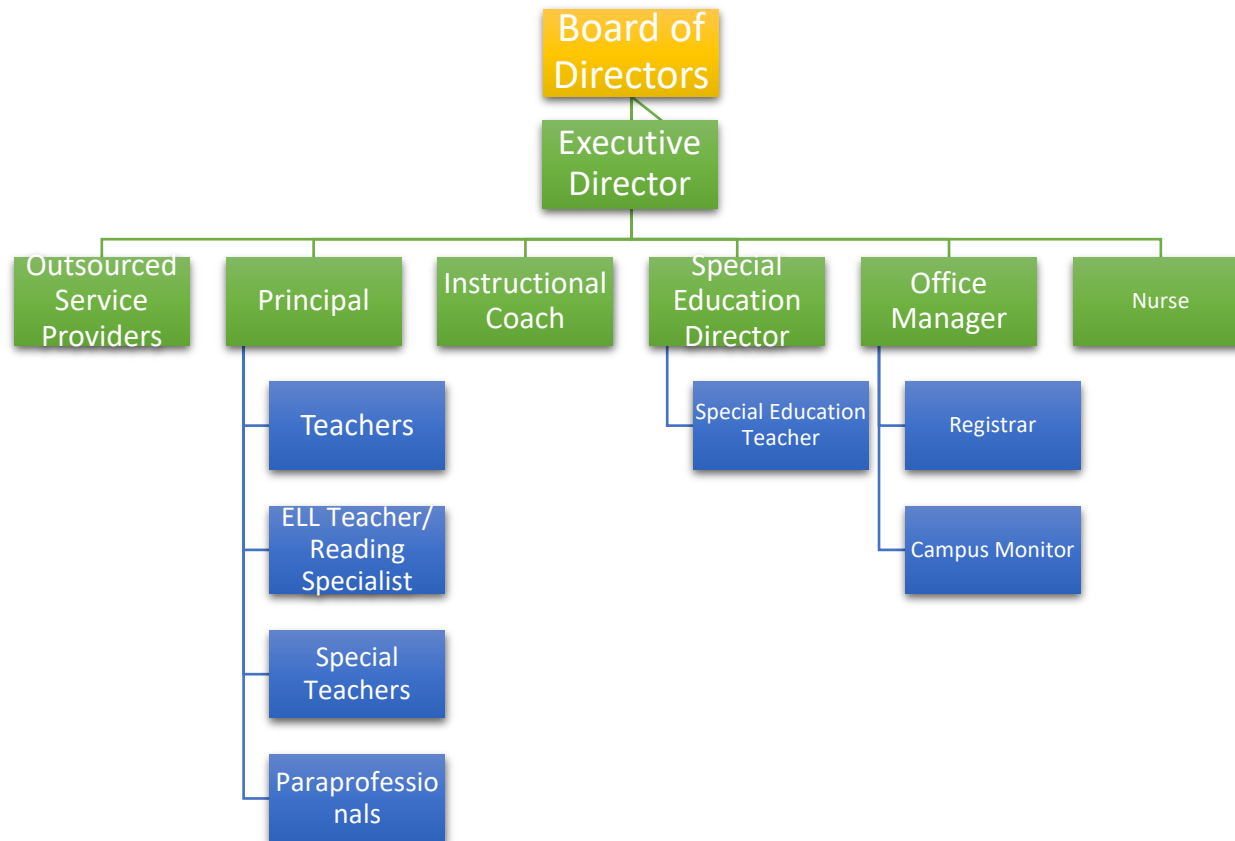


School Organizational Charts

Pahrump Valley Academy

Organizational Chart

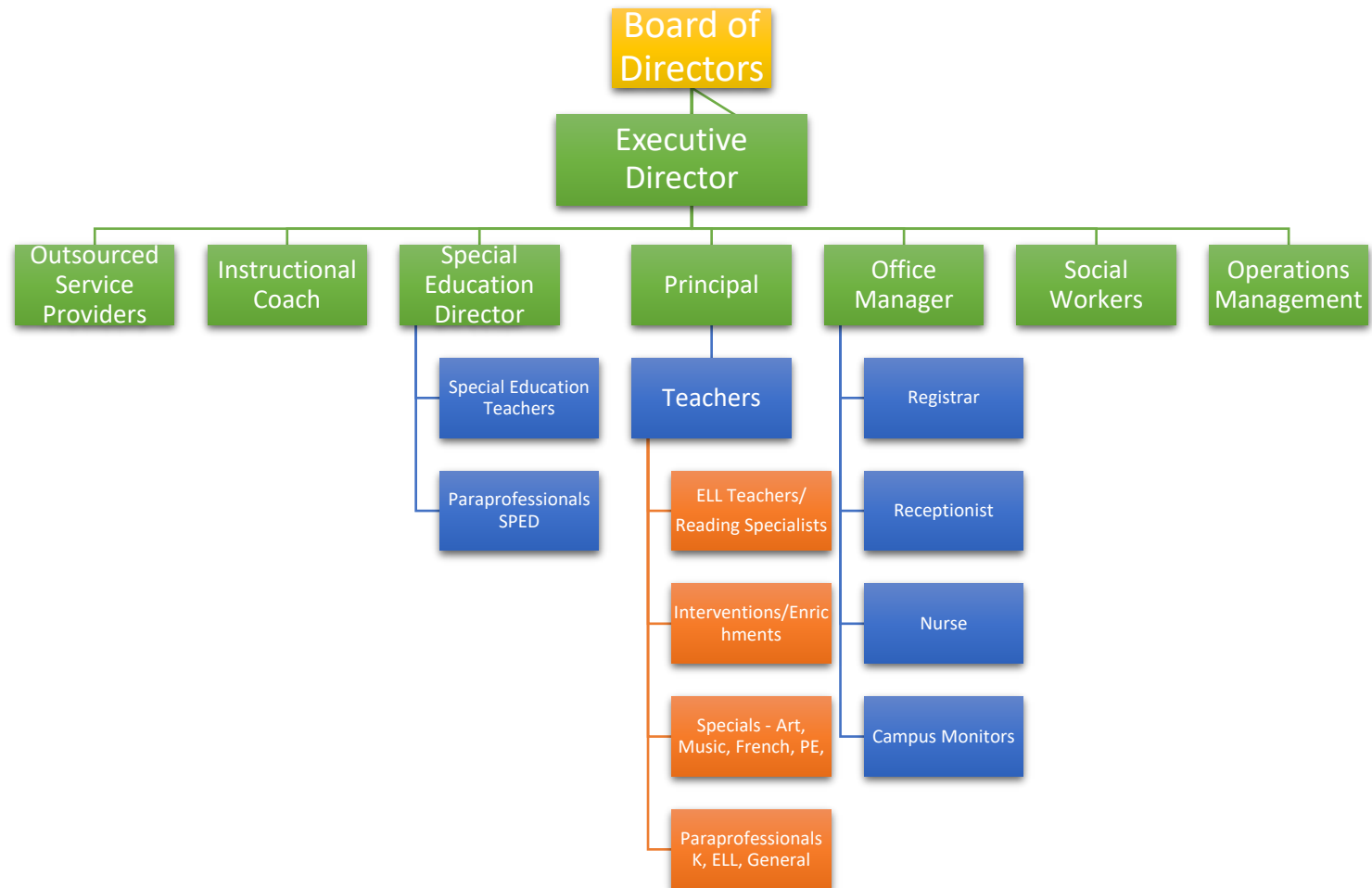
2026-27



Pahrump Valley Academy

Organizational Chart

2031-32



Attachment 12



School Leader Resume



Statement of Teaching Philosophy

My passion for education and honest desire to promote students out of poverty and to better circumstances has always been my primary motivation for teaching. I have always taught in high needs communities and have witnessed the direct impact that teachers have on students' quality of life. As the next generation of educators, students studying in the field of education will have an influence on society as we move forward. Their training is imperative to the quality of education in the coming decades. To support students on this journey, I utilize Cognitive Learning Theory, focusing on the work done by cognitive theorists in recent years, and advocate for Classical Education Theory with an emphasis on mastering each stage of the Trivium before moving to the next.

I believe that the best teachers are the best learners. They possess the spirit of teaching, and are passionate about content, as well as the art and craft of instruction. My classrooms are student-driven with the teacher acting as an advisor and facilitator. During the first two weeks of class, I focus on building the classroom as a community with a single vision and mission, and a set of shared values. I introduce students to best practices, such as standards-based instruction, clearly defined objectives, relevant assessments, and rubrics. Furthermore, the concept of depth of knowledge, as well as activities indicative of levels of thinking are disseminated to empower future educators to evaluate and insist on the highest quality of education in their own classrooms.

Personal Attributes

Dedicated educator with over 10 years of online and face-to-face teaching experience, including 6 years as an Academic Administrator and Leader.

Respected professional with over 18 years of Academic Counseling and Professional Development experience.

Skilled in many disciplines such as Curriculum and Instruction, and Cognition.

Expertise in curriculum development, educational programming, strategic planning, and professional development.

Results-driven leader committed to developing high-performing teams, educational programs, and schools.

Recognized for collaborating effectively with diverse cultural leaders, communities, and students to create educational opportunities for underserved communities.

Exceptional at coordinating complex, highly regulated assessments across district schools, educators, and personnel in alignment with state and federal regulations.

Strong communicator who aligns teachers, administrators, and staff with a shared mission to provide quality education to diverse student populations.

Passionate about mentoring learners to set goals, problem-solve, and make meaningful progress.

Ability to excel in a demanding, outcome-oriented, and dynamic work environment.

Utilizes innovative teaching strategies and regularly checks for comprehension to promote student success.

Fosters long-lasting relationships with students, families, and fellow educators to provide greater opportunities for students beyond the classroom.

Formal Education

PhD, General Psychology in Cognition and Instruction 2024
Grand Canyon University, Phoenix, AZ

MEd, Educational Leadership, Administration 2017
National University, Los Angeles, CA

BA, English Literature 1994
University of Nevada, Las Vegas, Las Vegas, NV

Licenses and Certificates

Teaching License, Northwest Arctic Borough School District, Alaska Expected 2025

Administrative License, Type B, Northwest Arctic Borough School District, Alaska 2023-2028

Certified Facilitator Northwest Arctic School District, NWEA, Alaska 2024

English Language Arts, Single Subject Teaching Credential, National University, California 2004

Academic Administration Experience

Principal 2025-Present
Northwest Arctic Borough School District Home School, Kotzebue, AK

Provides ethical, transparent, and accountable leadership for the school district that complies with laws, regulations, and policies surrounding Homebased Schools.

Leads the development, revision, and implementation of home school policies and procedures, improvement projects, and goals in alignment with the district's mission and vision.

Increases student achievement by promoting multiple teaching models that support diverse learning needs and nurturing a culture that values and celebrates education.

Builds long-lasting, professional relationships with the community, parents, students, and district team to expand learning opportunities and promote the program.

Coordinates offsite extracurricular activities and events.

Performs extensive research to stay up to date on innovations in education.

Leverages knowledge of curriculum development and instructional design to meet the unique needs of a diverse student population.

Establishes procedures for identifying and addressing unique student learning needs.

Supervises all student Individualized Educational Plans (IEP).

Establishes the annual master schedule for instructional programs that align with district and instructional goals.

Manages, evaluates, and establishes effective procedures for operations, including instructional programs, extracurricular activities, and classroom management.

Supervises the enrollment process, including student interviews, transfers, and disenrollments.

Participates in annual and ongoing budget processes.

Ensures all student records and information are current, confidential, accurate, and updated in a timely manner as required by law and the executive team.

Serve as the homeschool liaison with the school board and attend regular meetings with the Superintendent.

District Assessment and Data Administrator

2024-2025

Northwest Arctic Borough School District, Kotzebue, AK

Established the structure and timing district-wide for all summative, interim, and state assessments, including Northwest Evaluation Association (NWEA) assessments.

Ensured personnel district-wide have access to the appropriate assessment accounts.

Managed building test coordinators (BTCs) and executed contracts between coordinators and principals.

Provided professional development opportunities for those administering assessments, like BTCs, teachers, and Kindergarten teachers, and those reading assessment reports, such as school leaders.

Facilitated educational opportunities for school leaders about how to read and leverage assessment reports to develop effective school improvement strategies.

Supervised BTCs at each school site to schedule assessments, train site staff for assessment administration, and administer assessments.

Organized all state kindergarten developmental profile's assessments district-wide and collaborated with teachers to complete all assessment steps.

Identified all English Language Learner (ELL) students district-wide and coordinated WIDA assessments.

Ensured World-Class Instructional Design and Assessment (WIDA) test administrators were certified.

Reported all assessment results to district schools, enabling results to be shared with parents, legal guardians, and school leaders responsible for strategizing improvements.

Presented assessment results to the district superintendent and school board on an annual basis.

Managed the district-wide student information system and reports in alignment with state and federal requirements.

Trained district personnel on utilizing the district-wide student information system.

Educator Experience

Itinerant School Guidance Counselor, Crisis Counselor

2023-2024

Northwest Arctic Borough School District, Kotzebue, AK

Provided counseling for those struggling with suicide, self-harm, drug and substance abuse, alcoholism, child abuse, and more.

Worked primarily with youth populations in the indigenous communities of the Alaskan Arctic.

Scheduled students and teachers for sessions, as needed.

Supported teachers addressing student behavior management and provided useful resources to facilitate success.

Educated teachers on the social-emotional development and needs of youth in the community.

Served as Counselor Mentor to provide guidance and coaching for younger counselors.

School Guidance Counselor

2020-2023

Eben Hopson Middle School, North Slope Borough School District (NSBSD), Barrow, AK

Served as Building Test Coordinator, Student Council Advisor, Leader in Me gate keeper, and Site Union Representative.

Supported youth populations in the indigenous communities of the Alaskan Arctic struggling with suicide, self-harm, drug and substance abuse, alcoholism, child abuse, and more.

Mentored students and teachers in coping strategies, cognitive behavioral techniques, and more to facilitate healthier choices and lifestyles.

Offered resources to teachers managing student behavior issues.

Created presentations and disseminated information about social-emotional development and the support needs specific to the community youth.

Teacher, English Language Arts

2015-2017

City Impact Charter High School, Las Vegas, NV

Taught English Language Arts (ELA) for high school students, including intervention and enrichment courses.

Developed curricula that engaged students in relevant course topics, taught essential skills, and encouraged critical thinking.

Adapted course materials to meet identified student needs based on assessments.

Coordinated parent conferences, communicated with parents, and addressed behavior management needs.

Organized extracurricular events and activities to foster positive school culture for students.

Prepared students for higher education and promoted essential skills for success.

Coached parents and legal guardians on higher education options and requirements.

Led the Professional Learning Community (PLC) for the high school.

Cognitive Behavior Management Coach

2014-2015

Correction Department, Las Vegas, NV

Developed and implemented curriculum teaching life skills and cognitive behavioral strategies to change unhelpful or unhealthy thinking and behavior.

Designed course content and learning materials to provide essential tools for a successful reintroduction into society.

Mentored people who were incarcerated at two different facilities.

Teacher

2002-2006

Los Angeles Unified School District, Los Angeles, CA

Taught grades 6-12 in English Language Arts and English Literature.

Industry and Professional Experience

Director, Professional Development and Marketing

2006-2020

Carapetian and Associates Financial Advisors of Los Angeles, LLC, Encino, CA

Achieved optimal performance for employees and leadership by evaluating and identifying relevant professional development opportunities.

Assisted the chief executive officer with long and short-term planning, and day-to-day operations.

Hired and trained new employees.

Mentored employees one-on-one to address performance issues, set goals, and strategize solutions for achieving personal and company objectives.

Established PLCs to enhance professional development opportunities by aligning employee needs with training design and delivery.

Administered assessments on support services, analyzed results, and made recommendations for improvement.

Coordinated tests, professional development seminars, marketing events, and meetings with more sensitive partners or clients.

Developed, tested, and launched creative recruitment methods to support company growth.

Built long-lasting partnerships with diverse community leaders and members.

Advised clients on establishing their own markets.

Addressed the needs of strategically sensitive clients and start-ups.

Extended Learning Academy Coordinator

2005-2006

Los Angeles Unified School District, Los Angeles, CA

Oversaw student enrollment for the Extended Learning Academy.

Organized events educating parents and community members about the academy.

Hired and trained interns from the local community colleges to support school administration.

Mentored interns to establish professional and personal goals, teach essential skills, and align their vision and mission with the educator role.

Coordinated with the interns' academic supervisors to ensure all internship requirements and objectives were met.

Facilitated professional development opportunities for teachers.

Assisted the principal in various tasks, as needed.

Addressed the needs, concerns, and issues raised by teachers.

Liaised between the academy and third-party academic service providers.

Entrepreneurial Experience

Proposed Executive Director

2018-Present

Pahrump Valley Academy (PVA), Pahrump, NV – A Proposed Charter Start-up

Wrote and revised, as needed, a proposed charter for submission to one of the state's authorizing bodies to open a college and career preparatory academy in rural Nevada.

Articles and Research

Marandi, S. (2024). *Describing Resilience as a Multidimensional Construct from the Perceptions of Full-Time University Students*. (DOI No. 10.13140/RG.2.2.31875.31521) [Doctoral dissertation, Grand Canyon University]. ResearchGate.

Scholarly and Professional Presentations

The Role of Goals and Visions in Building Resilience November 2024
Alaska School Counselors Association (AKSCA) Conference, Anchorage, AK

This Presentation instructs educational leaders to use setting goals and writing visions as means to build their own, their staff, and their students' determinations, and as such their resilience levels. This presentation is grounded in the findings of the research, *Describing Resilience as a Multidimensional Construct from the Perceptions of Full-Time University Students*.

Educational Training

Science of Reading April 2025
Alaska Department of Education and Early Development & NWEA

Alaska Certified Instructional Facilitators Program February 2024
Northwest Evaluation Association (NWEA)

District Level Alaska Summative Assessment Coordination Training February 2024
Alaska Department of Education and Early Development

Business and Technical Training

Suicide Prevention Training October 2024
PC Cares, Anchorage, AK

Memberships and Affiliations

AKSCA, Advocacy Committee Chair 2024-Present

American Folklore Society, member

Cognitive Science society, member 2024-Present

Community Service and Social Contributions

Volunteer, Rotary Literacy Project, Kotzebue, AK 2024-Present

Volunteer, Food Bank, Kotzebue, AK 2023-Present

Volunteer, Rotary, Community Partnership Development, Kotzebue, AK 2023-Present

Fundraiser, Rotary, Community Partnership Development, Utqiagvik, AK 2020-2023

Fundraiser, Rotary, Community Partnership Development, Pahrump, NV 2018-2020

Fundraiser, Care for Homeless, Street Site Care and Counseling, Las Vegas, NV 2015-2019

Conferences Attended

American Counselors Association (ACA) Annual Conference, Orlando, Florida March 2025

Highly Competent Subject Areas

Software:

DRC Online Assessment System
Google Workspace
Infinite Campus
Microsoft Office Suite
NWEA Online Assessment System
PowerSchool
WIDA Online Assessment System

Learning Management Systems:

Canvas
Google Classroom
Learn 365
Infinite Campus

Languages:

English
Farsi

Subject Matter Expert:

Behavior Management
Cognitive Behavior
Community and Network Building
Continuous Organizational Improvement
Culturally Approached Cognitive Development
Curriculum Development
Educational Leadership
Empirical Research
Event Planning and Coordination
Instructional Strategies Development
Marketing
Performance Management
Policy and Procedure Implementation
Problem Resolution and Decision Making
Professional Development
Public Speaking and Presentation
Purposeful Culture and Climate Development
Qualitative Research
Relationship Building in Diverse Communities
Relationship Building with Diverse Leaders
Research and Data Analysis
Strategic Planning and Implementation
Student Recruitment
Teacher Recruitment

Attachment 13



School Leadership Job Descriptions

Executive Director

The Executive Director of PVA will promote the vision and mission of the Board of Directors of PVA and will ensure the Charter School's ability to reach its goals, as well as, further its ability to set and reach new and more ambitious goals. Through the use of the Board's policies and the Charter Document, the Executive Director will implement the strategic goals and objectives and oversee the entire Charter School operation including knowledge and experience in academics, fiscal management, leadership, organizational and human resource management, parent and community relations, and external stakeholder relations.

Required Qualifications

- Doctoral Degree in Education, Psychology, Philosophy, or related field
- Knowledge of Human Cognition, Pedagogy, Curricula, Normed Assessments, Data analysis
- Knowledge of local, state and federal laws and regulation specific to public, charter schools
- Leadership Experience
- Experience in Executive Business Administration, budget preparation and control procedures, relevant compliance and regulatory factors
- Experience in Marketing and Growth Development
- Experience in Recruiting, Coaching, and Developing Staff
- Experience in building moral, retraining, and retaining staff
- Ability to communicate clearly and effectively with all key stakeholders orally and in writing
- Ability to regularly assess the school, the school needs and the school assets, where the school is and what strategic plans are required to be implemented as means to take the school to where it is desired to be.

Preferred Qualifications: Attainment of these qualifications are open to negotiations within an agreed upon time frame between the employer and the potential candidate

- Nevada Teaching License
- Nevada Administrative License
- Research Experience in Educational Research, including obtaining IRB approval, Designing and Implementing Scientific Exploration, Academic Documentation
- Peer Review Published
- Bilingual – Spanish preferred

Desired Characteristics:

- Highly passionate for the school's vision and mission
- Highly passionate and zealous in approach to education
- Self-Disciplined
- Internally Motivated
- Outstanding Strategic Thinker, with analytic and problem solving ability
- Multi-Tasker

Responsibilities:

- ❖ Keep the Board informed of the state of affairs of the school; assure effective communication occurs between the Board and the staff of the school.
- ❖ Prepare the agenda for Board meetings. Prepare and present recommendations to the Board relative to all matters requiring board attention, bringing to the attention of the Board such necessary and helpful facts, information, and reports, as are needed to ensure the making of informed decisions.
- ❖ Present to the Board a clear and concise account of any proposed policy that would involve either departure from established policy or the expenditure of considerable sums.
- ❖ Develop and present for the consideration of the Board objectives relevant to the academic structure of the school; see to the development of internal objectives required in order to support the objectives already established by the Board.

- ❖ Develop and present for the consideration of the Board long-range plans consistent with population trends, cultural needs and appropriate use of organizational facilities, and see to the development of long-range plans that are consistent with the objectives of the Board.
- ❖ Ensure the development of specific administrative procedures and programs, as required or beneficial, to implement the intent established by Board policies, directives and formal actions.
- ❖ See to the proper execution of all actions as essential to the realization of the objectives of the Board.
- ❖ Ensure that appropriate systematic plans and programs are developed and maintained for to facilitate all functions at school, and that their systematic natures allows future duplication.
- ❖ Maintain adequate records for the schools internal/external reviews as needed, including a system of financial accounts, business and property records, personnel records, school and population, as well as, academic records. Act as custodian of the said records and all contracts, securities, documents, title papers, books of records and other papers belonging to the Board/reflecting on the business of the school and the Board.
- ❖ Be directly responsible for school's Mass Communications: news releases and/or other items of public interest emanating from any/all employees, for reception by two or more individuals.
- ❖ Provide for the optimum use of the staff of the organization, ensuring that the organization is properly staffed with competent talent who are delegated authority commensurate with their responsibilities.
- ❖ Ensure that appropriate in-service professional development is conducted, and that it is conducted in a fashion beneficial to the staff meant to benefit from it. Summon employees of the organization to attend such regular and occasional professional development meetings as are necessary to carry out the educational programs of the organization.

- ❖ Attend to, final recommendation, appointment, discipline or termination of employment of teaching and non-teaching personnel of the organization, as required and in the interest of the organization.
- ❖ Attend to recommend the appointment, discipline or termination of employment of the administrators of the organization as required and in the interest of the organization
- ❖ Ensure the development of highest standards of performance in educational achievement, use and development of personnel, public responsibility and operating efficiency are practiced throughout the organization.
- ❖ Ensure that effective relations with employee organizations are maintained, assume ultimate responsibility for collective negotiations with employees of the Organization
- ❖ Ensure that development, authorization and maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit the prepared budget to the Board at such date as is necessary to provide an adequate opportunity for the Board's discussion and deliberation, as well as, to allow third party service provider consult to the Board.
- ❖ Ensure that all funds, physical assets and other property of the organization are appropriately safeguarded and administered
- ❖ File/cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.
- ❖ Establish and maintain liaison with community groups that are interested or involved in the educational programs of the organization, while educating causing interest in the school's educational programs to spread in the community, and beyond.
- ❖ Act on own directive at times, and in cases, where action is necessary on any matter not covered by Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.
- ❖ Implement and communicate internally and externally the Mission, Vision, Values, Purpose, and Philosophy of PVA, both strengthening internally and furthering externally its culture.

- ❖ Be the spokesperson for PVA.
- ❖ Be the model member of both the immediate community served by PVA, that is Pahrump, and the ultimate community that is served by PVA, that is the community of education.

This position reports directly to the Board of Directors, and oversees directly and indirectly all personnel at PVA.

Principal

The Principal of PVA will promote the vision and mission of the Board of the school, as he or she leads the culture, academics, operations, and organization of the institution at the school site level. His or her over-reaching goals are determined for him/her, delivered to him/her, and when necessary accommodated with relevant professional development from the Executive Director of the institution. The principal in implementing these goals and objectives, leads the school faculty and staff, as well as, PVA students at the school site level in the direction of the said goals and objectives.

Required Qualifications

- Master's Degree in Education, Psychology, Philosophy, or related field
- Nevada Teaching License
- Nevada Administrative License
- Knowledge of Human Cognition, Pedagogy, Curricula, Normed Assessments, Data analysis
- Knowledge of local, state and federal laws and regulation specific to public, charter schools
- Leadership Experience
- Experience in Coaching and Developing Staff
- Experience in building moral, retraining, and retaining staff
- Ability to communicate clearly and effectively with all key stakeholders orally and in writing
- Ability to regularly assess the school, at school site level, the school needs and the school assets, at the school site level, where the school is and what strategic plans are required to be implemented as means to take the school to where it is desired to be.

Preferred Qualifications: Attainment of these qualifications are open to negotiations within an agreed upon time frame between the employer and the potential candidate

- Doctoral Degree

- Bilingual – Spanish preferred

Desired Characteristics:

- Highly passionate for the school's vision and mission
- Highly passionate and zealous in approach to education
- Self-Disciplined
- Internally Motivated
- Strategic Thinker, with analytic and problem solving ability
- Multi-Tasker

Responsibilities:

- ❖ Establish and promote highest standards and expectations for all students and staff as promoted by the PVA vision and mission.
- ❖ Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, purpose, mission, values and values of the school including instructional programs, entrepreneurship, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.
- ❖ Ensure compliance with all laws, board policies and civil regulations.
- ❖ Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- ❖ Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and cognitive growth and development.
- ❖ Establish procedures for evaluation and relevant feedback.

- ❖ Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, purpose, values, vision, and mission of the school.
- ❖ File all required reports regarding violence, vandalism, attendance and discipline matters.
- ❖ Establish a professional rapport with students and with staff that has their respect.
- ❖ Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
- ❖ Ensure a safe and orderly environment that encourages students to take responsibility for personal behaviors and creates high morale among staff and students.
- ❖ Keep the staff informed and seek ideas for the improvement of the school.
- ❖ Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.
- ❖ Establish and maintain an effective inventory system for all school supplies, materials and equipment.
- ❖ Establish procedures that create and maintain attractive, organized, functional,
 - healthy, clean, and safe facilities, with proper attention to the visual, acoustic and
 - temperature.
- ❖ Assume responsibility for the health, safety, and welfare of students, employees and visitors.
- ❖ Develop clearly understood procedures and provide regular drills for emergencies and disasters.
- ❖ Maintain a master schedule to be posted for all teachers.
- ❖ Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
- ❖ Maintain visibility with students, teachers, and parents.

- ❖ Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- ❖ Use excellent written and oral English skills when communicating with students, parents and teachers.
- ❖ Complete in a timely fashion all records and reports as requested.
- ❖ Maintain accurate attendance records.
- ❖ Maintain and account for all student activity funds and money collected from students.
- ❖ Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
- ❖ Protect confidentiality of records and information gained as part of exercising
 - professional duties and use discretion in sharing such information within legal
 - confines.
- ❖ Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and social needs.
- ❖ Maintain positive, cooperative and mutually supportive relationships with staff and parents.
- ❖ Attend required committee meetings (e.g.: fund-raising, curriculum, etc.)
- ❖ Oversee the development of Curriculum and keep the President apprised.
- ❖ Nurture both students and teachers to achieve their greatest potential academically,
- ❖ Maintain in the school high morale and spirit.

This position reports directly to the Executive Director, and oversees directly and indirectly all personnel assigned to oversee, at PVA.

Certified Nursing Assistant: I tend to residents in a long term care facility and work in acute care as needed. I manage my shift and assist residents with their activities of daily living. I assist the nurse on shift with their responsibilities and document the care provided in the online management system. I have worked the night shift for the majority of my time in the facility.

Middle and High School Counselor/Homeless Liaison: I teach three classes each day, supervise students during lunch, during class transitions, and before and after school. I attend various committee meetings from school advisory to curriculum and policy. I update transcripts and assist students and families in planning their courses as well as their post secondary options. I assist students in enrolling in dual credit college courses and updated the process for course transcription. My sixth grade classes are focused on Social and Emotional Learning with middle school students. My seventh grade class focuses on interpersonal communications and also teaches public speaking skills. My eighth grade class prepares students to transition to high school and begins their individualized academic planning process. My final classes are a semester-long Job Skills Class that includes soft and hard skills, job application skills, resume writing, mock job interviews and includes a meeting with families to update individualized learning plans. The second semester is a Career Planning and Exploration course. A variety of guest speakers are invited to the school from the community per student request. I also include practices of personal finance into the high school classes using the Next Generation Personal Finance curriculum. I am also the Homeless Liaison for the school district. I conduct the make-up testing for middle and high school students on standardized tests. Furthermore, I schedule and proctor the SAT. I also proctor the ASVAB. I also was a participant in the school's strategic plan development process. I supported students and staff in response to a community tragedy.

Middle and High School Academic Counselor:

I created individualized learning plans for all students, investigated opportunities for students to enroll in dual credit courses, work-based learning, and CTE options. Once students were placed, I monitored their progress and communicated with families. In addition, I enrolled and monitored over 100 students who were taking courses through Acellus, an online, self-pacing learning platform. Some were hesitant to return to school during the pandemic; others wanted to enrich learning options through these opportunities. I did all academic scheduling of students and entered them into PowerSchool. I invested significant energy updating student transcripts for accuracy. I worked as a member of the administrative team for the high school and, since the assistant principal position was vacated the second week of the school year and staff absences have been frequent, I supported the principal in addressing disciplinary issues, substitute taught as needed, and provided social-emotional support for students as crises arose. I oversaw all standardized testing, including the SAT, ACT, and MAP testing. Furthermore, I assisted students with their college, scholarship, and FAFSA applications. I was also a member of the committee to update the RTI procedures for the district.

CTE District Wide School Counselor: RLC/ Qatqinniagvik program. Work with schools of the North Slope Borough to assist in implementing career exploration, workforce development skills, and other opportunities for students across the district. Oversee the AKCIS program, implement career exploration curriculum, prepare and distribute materials, assist colleagues in developing asynchronous, online courses, apply for appropriate grant funding, and other duties as assigned. This department was restructured midyear and my position was eliminated. After this happened, I worked with students at the KIITA Learning Center (the alternative school) and supported them in their studies as they completed their diploma requirements. I had the honor of speaking at their graduation ceremony.

School Counselor: I assisted secondary students with college application QSI processes. I am very proud that despite the pandemic I was able to help students process their applications and gain admissions to incredibly exclusive schools around the world. I provided academic and emotional support to students. During the pandemic, I worked across time zones around the globe and attended meetings at all hours of the day and night. I assisted the school's director of instruction with scheduling, parent conferences, and other duties as assigned. I signed a three year administrative contract to work in Zhuhai in December 2019. However, I was unable to return to the company due to the inability to get a new work visa during the pandemic

Assistant: Maintained financial records and reconcile them with Bonners Ferry personnel. Assisted with sales, merchandising, customer service, and organized tournaments. Worked outside on the golf course mowing, trimming trees, and other labor needs. Advocated for the golf course and grew membership and participation in the game. Assisted in organizing the Bandon Dunes Rendezvous for the past 21 years. Created my own spreadsheets for scoring specialized events. Implemented Tee Snap and an upgraded point of sales system, website, and other technologically improved features in the business and trained our personnel. Kept the shop open throughout the pandemic using proper sanitation and social distancing.

Vocational Specialist: Organized and implemented vocational opportunities for population at a residential school for at-risk youth. Activities ranged from hands on experience at a Maker Point studio learning woodworking, 3-d printing, laser engraving, silk screen shirt printing, and robotics to paid work experience in local businesses. In addition, assisted students in exploring possibilities and making application to post-secondary institutions. I arranged for ASVAB testing and counseling regarding career pathways. Finally, I organized and facilitated field follow up experiences and group outings. These include groups of ten to twenty individuals with destinations ranging from the Emerald Creek Garnet area to Yellowstone National Park, the Salmon River and Washington D.C.

Academic Director: Oversee teaching personnel and school curriculum. Maintain practices that allow school to retain the ability to award fully accredited diplomas. Interact with parents, educational consultants, and state agencies. Work in hiring teachers and insuring their appropriate professional development. Oversee students participating in dual credit coursework. Worked hard to allow NWA to gain membership in the Idaho High School Activities Association and trouble shot paperwork required for this to occur. This is a year-round position.

Science Teacher: Organized and led student field experiences and instructor of all high school science courses including: Chemistry, Biology, Physics, and Environmental Science. Attended field experiences to dig garnets with students and toured Yellowstone National Park with students. Facilitated golf events with students and supported student athletes.

Academic Director: Oversaw teachers, curriculum and transcript process at boarding school. Prepared breakfast and supervised students. Member of leadership team.

Adjunct Biology Professor: Taught Biology 100 to non majors students at Sandpoint Center. Balanced lectures, labs and assisting students with curriculum.

Science Teacher, Counselor, Science Department Chairperson: Active in creating a high school extension of a successful middle school program. Taught grades 6 through 8 science courses and electives and high school courses. Organized field trips, academic competitions, service projects, and life-long sports activities. Wrote grants and oversaw paperwork related to them in order to fund courses. Used project-based integrated instructional process. Designed experiences and accompanied students on significant field experiences to the following locations: Yellowstone National Park, Newport, Oregon, and San Francisco, California.

School Counselor: Created master schedule, maintained student records, organized and facilitated individual and group counseling sessions. Interacted with appropriate community agencies and legal authorities. Oversaw Idaho Drug Free Youth (IDFY) program. Taught science class for students who were unable to make progress in a regular classroom environment.

Science Teacher, College Assistant, Science Department Chairperson: Taught secondary science including biology, chemistry, earth science, and electives. Assisted in scheduling and guiding students through the college application process. Administered standardized testing. During the final months, I worked two hours in the morning, teaching a chemistry class before the BCJH school day started.

Science Teacher, Coach, Science Department Chairperson: Taught grades 7-12 science in all areas. Coached basketball, volleyball, junior high track, and elementary school volleyball. Worked on state level science curriculum steering committee. Applied for, received, and oversaw school-to-work grant funding. Member of the state science curriculum steering committee.

Certified Nursing Assistant Training: SEARHC, Wrangell, Alaska

Educators Rising Workshop: University of Alaska, Fairbanks, Alaska

Educators Rising Workshop: University of Alaska, Anchorage, Alaska

Educators Rising Workshop: University of Alaska, Anchorage, Alaska

Canvas Course for Educators: University of Alaska, Anchorage, Alaska

Alaska Specific Courses for Certification: University of Alaska Anchorage, Alaska

Certified Interscholastic Coach: University of Idaho, Moscow, Idaho 83844

Danielson Framework for Education: State of Idaho Department of Education,

Transcribed through Northwest Nazarene University, Nampa, Idaho 83686

January 2013 - July 2015	Administrative Credential Coursework: Northwest Nazarene University. Nampa, Idaho 83686
August 2007 – August 2011	Ph. D Education -Curriculum and Instruction: University of Idaho. Moscow, Idaho 83844
June 2006 – August 2007	Educational Specialist: University of Idaho. Moscow, Idaho 83844
July 2001 – December 2002	MA Education School Guidance: Goddard College. Plainfield, Vermont 05667
July 1993 – June 1995	General Science Teaching Conversion Program: MSU Northern. Havre, Montana 59501
September 1991 – March 1993	BS Biology: Stanford University. Stanford, California 94305
January 1990 – May 1991	Student: Rocky Mountain College. Billings, Montana 59102
August 1989 – December 1989	Student: Northern Montana College. Havre, Montana 59501

SKILLS & CERTIFICATION:

Class A Commercial Driver's License
BLS Certification
Certified Interscholastic Coach
Certified Nursing Assistant (expected to complete in May 2024)

PROFESSIONAL ORGANIZATIONS:

Association of American Educators
NEA
United States Golf Association
Pacific Northwest Golf Association
Washington State Golf Association
American School Counseling Association

HONORS, ACTIVITIES, AWARDS, AND RECOGNITION:

2004	<i>Fulbright Memorial Fund Scholar - Traveled to Japan as a guest of the Japanese Government</i>
2006	<i>Thomas Wright Fellowship Program Member of Cohort</i>
2003- Present	<i>Won several local and regional golf events</i>
2014	<i>Completed the Bandon Dunes Summer Solstice Golf Event</i>
2024- Present	<i>Volunteered at Muskeg Meadows Golf Course</i>
2025	<i>Provided free tax preparation for community members through AARP</i>
2025	<i>Member of the selection committee for the Alaska Pulp Scholarship</i>

Attachment 14



School Leader Evaluation Tool

Pahrump Valley Academy

School Leader Evaluation Tool





School Leader Evaluation

Standard 1: Academic Achievement

1. Ensures that all teachers design effective and rigorous lesson plans aligned to PVA pacing maps and content standards.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not monitor lesson plans. 50% or more of teachers do not complete quality lesson plans. Instruction is not aligned with school pacing maps. Lessons plans do not provide for rigorous instruction.	Irregularly monitors teacher lesson plans. Some teachers do not complete quality lesson plans. 25% or more of teachers are more than 2 weeks off the established pacing maps. Lessons are only partially effective.	Regularly monitors teacher lesson plans. Lesson plans follow the school's pacing map and provide for rigorous instruction.	All teachers submit quality lesson plans aligned with school pacing maps. The administrator provides meaningful feedback on lesson plans and helps organize resources to improve instruction.

2. Ensures that all instructional practices reflect the school's chosen pedagogy.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not monitor instruction within the classroom. Does not produce evidence of teachers following the school's pedagogy.	While observing instruction, sometimes looks for evidence of school pedagogy. Expectations of school pedagogy are inconsistently applied.	While observing instruction, looks for and documents effective use of school pedagogy. Identifies a variety of teaching strategies to ensure effective instruction for diverse learners.	Ensures and documents consistent use of school pedagogy throughout the school. All classrooms demonstrate consistent implementation of school pedagogy appropriate for diverse learners.

3. Implements the School's Assessment Plan and ensures all teachers and students participate.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not communicate or monitor assessments. Student performance measures are inconsistent and left to individual teacher discretion. Does not obtain staff or student buy-in to ensure assessment goals.	Implements assessment suggestions that may be inconsistently applied throughout the school.	Establishes PLC teams in order to monitor assessment alignment and student growth. Assessments are organized.	Administrator efficiently organizes assessment materials and rallies support for required assessments. Facilitates team meetings that include consistent evaluation of informal and formal assessment within the classroom.



4. Analyzes and utilizes data obtained from formal and informal assessments to improve instruction and student performance.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not evaluate assessment data within the classroom and school. Student performance is not tracked.	Provides educators with assessment results. Suggests that PLC teams meet to discuss results.	Supports educators in meeting as PLC teams to evaluate student assessment results. Provides suggestions for adjusting classroom instruction to ensure student performance.	Provides planning time for PLC teams to evaluate student assessments. Is knowledgeable of assessment results and addresses identified concerns with the appropriate parties. Provides training in effective instructional practices to support student performance.

5. Provides meaningful and relevant instructional support to teachers.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not monitor instruction within the classroom.	Provides inconsistent supervision to supporting staff including custodial, support and education staff.	Establishes PLC teams to support educators and support staff. Provides resources for effective classroom instruction. Designates professional time for staff to evaluate and establish effective teaching practices.	Models effective teaching strategies. Rallies support for school instructional methods. Provides guidance to teachers as identified through classroom observations.

6. Identifies needs for professional development and provides effective PD opportunities for instructional staff.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Allows teachers to research and implement teaching practices within their own classrooms. Classrooms within the school demonstrate inconsistent application of teaching pedagogy. PD offerings are inconsistent or non-existent and do not align with school goals.	Inconsistently evaluates teachers within the classroom. Minimal documentation of areas for concern are present. PD offerings are somewhat aligned with school goals.	Establishes PLC teams to support educators within the classroom. Documentation of classroom evaluations includes communication with staff and suggestions for teaching practices to support diverse learners.	Supports teachers in completing training related to classroom content, pedagogy and educational expertise. Provides dedicated time for staff trainings and addresses the standards identified within classroom evaluations. PD offerings are dynamic and engaging and result in improved student performance.

7. Achieves school's established academic performance goals.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not communicate goals to educational or support staff.	Establishes the school's academic performance goal, but does not consistently monitor student progress.	Establishes plans and procedures for monitoring and communicating student performance goals. Each goal will include suggestions for best practices to support diverse learners.	Designates time for educators to evaluate student performance. Models examples of teaching practices to support student performance goals. Celebrates with staff and students as they achieve their established academic performance goals.



Standard 2: Management & Operations

1. Maintains a clean and inviting campus aligned with school design guidelines.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not organize the school in an effective and orderly manner. Inadequately supervises custodial and support staff resulting in a school that is not clean, welcoming and/or safe.	Provides inconsistent supervision of custodial and support staff. Allows varying level of cleanliness within the school.	Establishes and implements plans, procedures and routines that ensure consistency in cleanliness and décor throughout the campus.	Demonstrates and maintains an environment that is clean and welcoming to students, staff and parents. Takes personal responsibility for keeping the campus clean.

2. Develops and executes effective plans & procedures to ensure student safety, discipline and health.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Leaves discipline and student health to the discretion of individual staff members. Inconsistency within organization is evident.	Establishes plans and procedures for student safety including student drop-off, pick-up and class transitions. Routines are not consistently applied throughout the school. Discipline is inconsistent.	Establishes and implements procedures for student safety. Plans are practiced and perfected to ensure consistency and safety. Models effective student discipline and supports educators in upholding standards of high expectations for student behavior.	Models safety, discipline and health plans with both staff and students. Models consistent implementation of designated safety, discipline and health plans. Provides resources necessary for a safe environment within the school.

3. Provides for the orderly and efficient drop-off and pick-up of all students.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not provide direction to students, staff and parents in relation to drop-off and pick-up procedures. Is not present during the drop-off and pick-up time. No clear process or inefficient process. Pick-up and drop-off detract from the educational	Establishes routines for drop-off and pick-up of all students. Urges the staff to ensure smooth drop-off and pick-up, but is not available to monitor or support these times. Partially communicates expectations.	Establishes routines for orderly and efficient drop-off and pick-up of all students. Regularly monitors and ensures consistency of the routines to ensure student safety.	Establishes clear processes for the efficient and safe pick-up and drop-off of students. Expectations are clearly communicated to all stakeholders. The school leader is visible during drop-off and pick-up and leads by example. Fosters a culture where



experience of students.			drop-off and pick-up is positive and helps create an excellent educational experience for all students.

4. Ensures compliance with school financial controls and operates within established budgets.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates a lack of budget awareness.	Inconsistently manages budget.	Develops a process that ensures controls within the budget. Ensures that allocations are managed within the school's budget.	Carefully follows school policy regarding financial controls. Stays within established budgets and actively seeks to create value for the school through fundraising and eliminating waste.

5. Ensures necessary resources are secured in a timely and efficient manner.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not manage school resources.	Establishes routines for resource requests. Resources requests may be processed inconsistently.	Established routines for resource requests and demands. Regularly evaluates requests and ensures timely processing.	Provides support for school resources. Ensures that resources necessary are available consistently.

6. Maintains high levels of student enrollment.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not encourage student enrollment.	Develops a plan for student enrollment that may be inconsistently followed.	Establishes routines for student enrollment. Trains staff on routines and ensures timely processing of student enrollment.	Demonstrates effective use of recruiting plans. Maintains full enrollment through continual recruitment efforts. Uses school events as recruitment opportunities.

Standard 3: Staff Relations

1. Promotes and maintains a positive and professional working environment.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not establish expectations for staff performance, dress and conduct.	Establishes guidelines for staff conduct. Does not encourage consistent compliance with guidelines.	Builds community within the professional working environment. Ensures a positive environment on all levels.	Models positive interactions with all staff within the school. Ensures consistent staff compliance with positive and



			professional standards. Crates a team environment that engages staff and unites them in fulfilling the school's mission and vision.

2. Develops team unity in order to achieve school goals.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not support school goals.	Establishes school goals, but manages expectations of staff members inconsistently.	Establishes dedicated time for PLC meetings in order to support school unity. Gathers feedback and ensures consensus to develop school goals.	Garners staff buy-in and commitment to achieve school goals. Sets clear expectations for achievement of school goals. Models effective implementation and monitoring of school goals.

3. Maintains high levels of staff satisfaction and retention.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Is not aware of staffing needs.	Encourages staff to continue employment. May collect data on staff satisfaction, but fail to evaluate and implement changes.	Establishes clear expectations for staff. Establishes on going relationships with staff to ensure retention. Consistently gathers and evaluates staff satisfaction.	Establishes clear expectations for staff. Ensures staff satisfaction through one-on-one communication.

4. Successfully recruits and hires quality staff in a timely and efficient manner.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not participate in recruiting processes.	Is aware of recruitment needs, but mostly delegates to others.	Establishes consistent routines for establishing recruits suitable to school needs. Implements routines to ensure timely hires.	Models successful recruiting routines. Continually monitors staffing needs, student ratios, etc. to ensure timely hiring.

Standard 4: Community Relations

1. Establishes ongoing relationships with community organizations, community members, and businesses. Works with them in a synergistic manner to improve the school and the community.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not include Stake holders within the school. The school	Includes community in communication plan, but does not consistently	Establishes relationships within the community. Communicates	Models synergistic communication. Attends school and community



functions as an individual entity without support from community.	implement concerns, suggestions and support.	consistently and encourages partnerships within the school and community.	events in support of a joint relationship between school and community.

2. Maintains high levels of parent satisfaction.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not respond to parent communication.	Accepts parent communication, but may respond inconsistently.	Encourages parent participation within the school. Designates time each week to speak with parents.	Involves parents in the community of the school through committees and ongoing communication. Collects and evaluates parent satisfaction regularly.

3. Organizes and executes quality community events to increase awareness of the school and create community unity.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not involve the community within the school. The school operates as an individual entity.	The school includes community events within its calendar. Events may not be held or attended consistently.	Establishes community events that include staff and community. Events showcase student performance and school mission. The community is aware of the school's presence.	Establishes teams to develop community events. Teams include students, staff and community members within the planning, implementation and review process. Community members express interest in the school and its role within community.

4. Maintains high levels of visibility and accessibility to community members.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not promote the school. Community member may not be aware of the school's presence.	Establishes accessibility of the school, but does not encourage staff and community participation.	Identifies community outlets allowing school visibility and support to community. Is available to members of the community.	Leads community teams and communicates school mission, vision and accomplishments. Maintains positive, professional relationships with community members.

5. Quickly and appropriately responds to and resolves stakeholder concerns.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not acknowledge stakeholder concerns.	Receives stakeholder concerns, but does not resolve concerns in a consistent or timely manner.	Encourages stakeholder feedback in a positive environment. Seeks to understand and resolve all concerns.	Provides exceptional customer service to concerned stakeholders. Takes concerns seriously and implements appropriate



			interventions, as necessary. Demonstrates superior interpersonal skills in resolving difficult situations.

Standard 5: Personal Conduct

1. Embodies the values of the school both inside and outside of the workday.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not hold a regard for school values within the mission statement.	Embodies the values within the school mission statement inconsistently.	Encourages and exemplifies the values of the school.	Engenders support for and emulation of school values through impeccable personal conduct. Represents school values in all aspects of one's life.

2. Follows all school policies pertaining to personal conduct, staff relations, harassment, non-discrimination, student relations, dress code, etc.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not respond to concerns within the staff. Does not use appropriate approaches in speaking with staff.	Inconsistently applies school policies.	Establishes consistent implementation of school policies.	Meticulously follows and engenders support for all school policies pertaining to personal conduct, staff relations, harassment, non-discrimination, etc.

Rating Rubric

Review your ratings above. For each standard, calculate the number of points earned and note the total below. Points shall be awarded according to the following rubric:

Unsatisfactory	Needs Improvement	Proficient	Exemplary
0 Points	1 Point	2 Points	3 Points

Administrator Rating Calculation

_____ x 0.71 = _____	Standard 1: Academic Achievement
_____ x 0.83 = _____	Standard 2: Management & Operations
_____ x 1.25 = _____	Standard 3: Staff Relations
_____ x 1.00 = _____	Standard 4: Community Relations
_____ x 2.50 = _____	Standard 5: Personal Conduct



_____ **TOTAL POINTS EARNED**

Members of Administrative staff of Pahrump Valley Academy are held to the highest standards of performance, so that they may in turn hold those they supervise to the same caliber of standards.

TOTAL POINTS	RATING
>90	Exemplary
>80	Proficient
>70	Approaching Proficiency
<70	Unsatisfactory

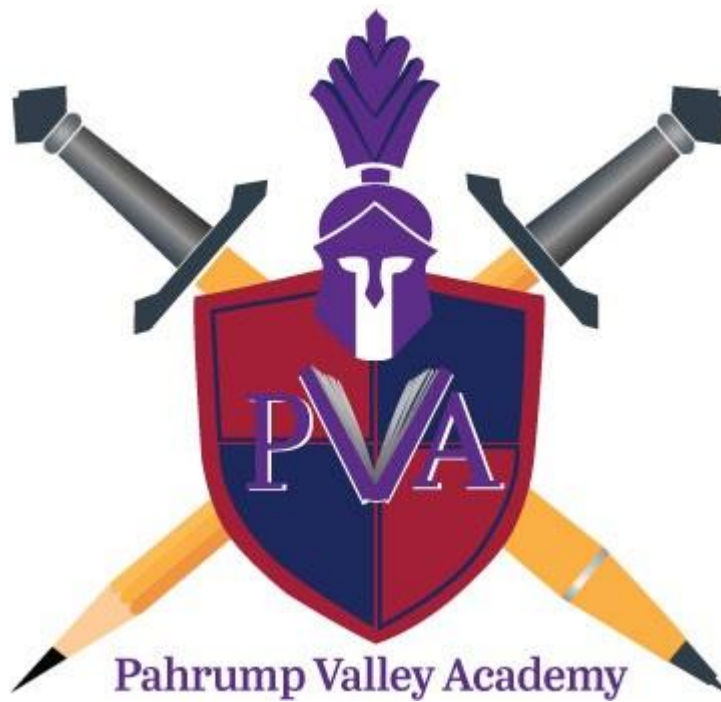
Attachment 15



Teacher Evaluation Tool

Pahrump Valley Academy

Teacher Evaluation Tool



Domain 1: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	
Critical Attributes	<i>The teacher makes content errors.</i> <i>The teacher does not consider prerequisite relationships when planning.</i> <i>The teacher's plans use inappropriate strategies for the discipline.</i>	<i>The teacher's understanding of the discipline is rudimentary.</i> <i>The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</i> <i>Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</i>	<i>The teacher can identify important concepts of the discipline and their relationships to one another.</i> <i>The teacher provides clear explanations of the content.</i> <i>The teacher answers students' questions accurately and provides feedback that furthers their learning.</i> <i>Instructional strategies in unit and lesson plans are entirely suitable to the content.</i>	In addition to the characteristics of "proficient," <i>The teacher cites intra- and interdisciplinary content relationships.</i> <i>The teacher plans demonstrate awareness of possible student misconceptions and how they can be addressed.</i> <i>The teacher's plans reflect recent developments in content-related pedagogy. Students are asked to utilize primary source documents to evaluate the accuracy of recent developments.</i>	
Possible Examples	<i>The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</i> <i>The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</i> <i>The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.</i>	<i>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</i> <i>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</i> <i>The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, and test on Friday.</i>	<i>The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</i> <i>The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurements.</i> <i>The teacher plans to expand a unit on civics by having students simulate a court trial.</i>	<i>In a unit on 19th century literature, the teacher incorporates information about the history of the same period using primary source documents.</i> <i>Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.</i> <i>A teacher reviews the various planets and the most recent scientific publishings. Historical scientific publishings are also reviewed to evaluate the scientific findings over time.</i>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	
Critical Attributes	- Teacher does not understand child development characteristics and has unrealistic expectations for students. - Teacher does not try to ascertain varied ability levels among students in the class. - Teacher is not aware of student interests or cultural heritages. - Teacher takes no responsibility to learn about students' medical or learning disabilities.	- Teacher cites developmental theory, but does not seek to integrate it into lesson planning. - Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." - The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. - The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.	- The teacher knows, for groups of students, their levels of cognitive development - The teacher is aware of the different cultural groups in the class. - The teacher has a good idea of the range of interests of students in the class. - The teacher has identified "high," "medium," and "low" groups of students within the class. - The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. - The teacher is aware of the special needs represented by students in the class.	- In addition to the characteristics of "proficient," - The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. - Student groups are fluid based on mastery of lesson content. - The teacher seeks out information about their cultural heritage from all students. - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.	

Possible Examples	<i>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</i> <i>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</i> <i>The teacher plans to teach his class Christmas carols, and does not take into consideration teaching songs related to the four religions represented amongst his students.</i>	<i>The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</i> <i>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</i> <i>Lesson plans make only peripheral reference to students' interests.</i> <i>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</i>	<i>The teacher creates an assessment of students' levels of cognitive development.</i> <i>The teacher examines students' previous year's data to ascertain the proficiency levels of groups of students in the class.</i> <i>The teacher administers a student interest survey at the beginning of the school year.</i> <i>The teacher plans activities based on student interests.</i> <i>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</i> <i>The teacher plans to review the World's major religions according to the Core Knowledge sequence the time of Christmas.</i> <i>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</i> <i>Accommodation and modifications for all applicable students are listed in the teacher's lesson plan.</i> <i>The teacher groups students appropriately based upon their mastery of the content presented in the lesson.</i>	<i>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</i> <i>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</i> <i>The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</i> <i>The teacher regularly uses differentiated assessment materials for several students with learning disabilities.</i>

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1c: Setting Instructional Essential questions	Essential questions are not posted, referred to and/or represent low expectations for students. Essential questions do not reflect the important learning in the discipline. Essential questions are stated as activities, rather than as student learning. Essential questions reflect only one type of learning and only one discipline or strand, and are suitable for only some students. Leadership language is not represented in any learning objective	Essential questions represent moderately high expectations and rigor and were referred to at the beginning and end of the lesson. Some reflect important learning in the discipline, and consist of a combination of skills, content, and activities. Essential questions reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the Essential questions are suitable for most of the students in the class based on global assessments of student learning. Leadership language is present in very few of the essential questions.	Most essential questions represent rigorous and important learning in the discipline. The Essential questions were referred to throughout the lesson and were used to assess student learning. All the instructional Essential questions are clear, written in the form of student learning, and suggest viable methods of assessment. Essential questions reflect several different types of learning and opportunities for coordination. Essential questions take into account the varying needs of groups of students. Leadership language is integrated into some of the essential questions.	All Essential questions represent rigorous and important learning in the discipline. Essential questions are referred to throughout the lesson and the students are asked to define the vocabulary within the objective. The essential questions are clear, written in the form of student learning, and permit viable methods of assessment. Essential questions reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Essential questions take into account the varying needs of individual students. Leadership language is clearly and seamlessly integrated into all/most essential questions.	
Critical Attributes	<i>Essential questions were not posted or</i> <i>Essential questions lack rigor.</i> <i>Essential questions do not represent important learning in the discipline.</i> <i>Essential questions are not clear or are stated as activities.</i> <i>Essential questions are not suitable for many students in the class.</i> <i>Opportunities to incorporate leadership are completely missed.</i> <i>It is evident that the students talk little if ever about leadership during class.</i>	<i>Essential questions represent a mixture of low expectations and rigor.</i> <i>Some essential questions reflect important learning in the discipline.</i> <i>The objective was used to introduce and summarize the lesson.</i> <i>Essential questions are suitable for most of the class.</i> <i>Some of the objective may contain leadership language within.</i> <i>Leadership essential questions are completed separately from core instruction.</i>	<i>Essential questions represent high expectations and rigor.</i> <i>Essential questions are related to “big ideas” of the discipline.</i> <i>Essential questions are written in terms of what students will learn rather than do.</i> <i>Essential questions were used to introduce the lesson, assess student learning throughout the lesson, and to summarize the big ideas at the end of the lesson.</i> <i>Essential questions are suitable to groups of students in the class, differentiated where necessary.</i> <i>Some of the essential questions have leadership consciously built into them.</i>	In addition to the characteristics of “proficient,” <i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i> <i>Teacher connects essential questions to previous and future learning</i> <i>Essential questions are differentiated to encourage individual students to take educational risks.</i> <i>Vocabulary within the objective is defined by the students.</i> <i>Teacher plans integration of leadership in all/most other lessons.</i> <i>Integration of the essential questions throughout the lesson is natural.</i> <i>Essential questions are utilized to enhance the lesson and increase learning.</i>	

Possible Examples	<i>Objective is not posted and/or stated.</i> <i>A learning outcome for a fourth grade class is to make a poster illustrating a poem.</i> <i>All the essential questions for a ninth grade history class are factual knowledge.</i> <i>The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles.</i> <i>Despite having a number of ELL students in the class, the Essential questions state that all writing must be grammatically correct.</i> <i>If asked, students cannot name or describe the 7 habits and classroom jobs were never assigned or used.</i> <i>The students cannot give examples of leadership within their class.</i>	<i>Essential questions consist of understanding the relationship between addition and multiplication and memorizing facts.</i> <i>The essential questions are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle.</i> <i>The teacher introduced the lesson by stating the essential questions. The essential questions were not connected to previous learning. The essential questions were then revisited at the end of the lesson to summarize the lesson.</i> <i>Leadership essential questions are completed each week on the same day and time and never brought into other lessons.</i>	<i>One of the essential questions is for students to answer “What aesthetics existed in 18th century English poetry?”</i> <i>The essential questions for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</i> <i>The teacher reviews the project expectations and modifies some essential questions to be in line with students’ IEP goals and/ or an ELL student’s ILLP goals.</i> <i>The teacher integrates the essential questions as tools to introduce the lesson, keep the lesson on track, and to summarize the lesson. Tier 2 and Tier 3 vocabulary are seen within the essential questions.</i> <i>The teacher consistently incorporates leadership language into several daily essential questions.</i>	<i>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</i> <i>Students will develop a concept map that links previous learning goals to those they are currently working on.</i> <i>Some students identify additional learning beyond the posted essential questions, and the teacher revised the essential questions to include the additional learning.</i> <i>The teacher frequently refers back to the objective, and asks the students to analyze the vocabulary within the objective.</i> <i>Students were asked to state synonyms and homonyms for Tier 2 and Tier 3 vocabulary within the objective.</i> <i>While teaching a history lesson, the teacher connects the essential question to previous learning and connects each question to the habit of “Beginning with the End in Mind.”</i>

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher’s knowledge of resources for classroom use, for expanding one’s own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	

Critical Attributes	<i>The teacher only uses district-provided materials, even when more variety would assist some students.</i> <i>The teacher does not seek out resources available to expand his/her own skill.</i> <i>Although aware of some student needs, the teacher does not inquire about possible resources with the school specialists.</i>	<i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i> <i>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</i> <i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</i>	<i>Texts are at varied levels.</i> <i>Texts are supplemented by guest speakers and field experiences.</i> <i>Teacher utilizes Internet resources.</i> <i>Resources are multi-disciplinary.</i> <i>Teacher expands knowledge with professional learning groups and organizations.</i> <i>Teacher pursues options offered by universities.</i> <i>Teacher provides lists of resources outside the class for students to draw on.</i>	In addition to the characteristics of “proficient,” <i>Texts are matched to student skill level.</i> <i>The teacher has ongoing relationship with colleges and universities that support student learning.</i> <i>The teacher maintains log of resources for student reference.</i> <i>The teacher pursues apprenticeships to increase discipline knowledge.</i> <i>The teacher facilitates student contact with resources outside the classroom.</i>
Possible Examples	<i>For their unit on China, the students accessed all of their information from the district-supplied textbook.</i> <i>Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn how to teach fractions with such a busy schedule.</i> <i>A student says, “It's too bad we can't go to the nature center when we're doing our unit on the environment.”</i>	<i>For a unit on ocean life; the teacher really needs more books, but his teammates only have three for him to borrow.</i> <i>The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.</i> <i>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</i>	<i>The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</i> <i>The teacher took an online course on Literature to expand her knowledge of great American writers.</i> <i>The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.</i>	<i>The teacher spends his/her vacation at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.</i> <i>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</i>

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional Essential questions and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Teacher does not use major portions of the PVA curriculum map to guide instruction.	Some of the learning activities and materials are suitable to the instructional Essential questions, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional Essential questions, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. Teacher uses the major portions of the PVA curriculum materials. Teacher is on pace enough to finish most of the curriculum map.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional Essential questions and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge. The lesson or unit has a clear structure with appropriate and varied use of instructional groups. Teacher uses all/most of the PVA curriculum materials correctly.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. Teacher creates coherent plans for differentiation while ensuring that all students have access to the same content according to the PV A curriculum map.	
Critical Attributes	<i>Learning activities are boring and/or not well aligned to the instructional goals.</i> <i>Materials are not engaging or do not meet instructional Essential questions.</i> <i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i> <i>Teacher disregards PVA curriculum in favor of others.</i> <i>Teacher is not on pace to complete most of the PVA curriculum map.</i> <i>Teacher discourages the use of PVA curriculum to colleagues or students.</i> <i>Teacher often uses the PVA curriculum material incorrectly.</i>	<i>Learning activities are moderately challenging.</i> <i>Learning resources are suitable, but there is limited variety.</i> <i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i> <i>Teacher often leave parts out of Saxon Math that he/she does not enjoy teaching.</i>	<i>Learning activities are matched to instructional Essential questions.</i> <i>Activities provide opportunity for higher-level thinking through the use of the Depth of Knowledge matrix or Bloom's Taxonomy.</i> <i>Teacher provides a variety of appropriately challenging materials and resources.</i> <i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i> <i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i> <i>An evaluator can observe that the teacher is where they should be on the curriculum map according to decisions made during PLC meetings.</i>	In addition to the characteristics of "proficient," <i>Activities permit student choice. Learning experiences connect to other disciplines.</i> <i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i> <i>Lesson plans differentiate for individual student needs.</i> <i>Teacher shares newly found/created resources with colleagues.</i> <i>Teacher often helps other teachers with the correct usage of PVA curriculum materials.</i> <i>Teacher provides a direct instruction lesson on the Respiratory system. Students are able to demonstrate their learning through differentiated activities created using the Depth of Knowledge matrix.</i>	

Possible Examples	<i>After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.</i> <i>Teacher is overheard say that an PVA adopted curriculum is a terrible system and he/she will not use it.</i> <i>Teacher spends so long on his/her favorite unit in Science that several Social Studies units are not taught.</i> <i>Teacher has no idea how to use Saxon Math so he/she prints off math worksheets to do instead.</i> <i>Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.</i> <i>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i> <i>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</i>	<i>After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i> <i>Teacher will complete most of the curriculum map but does not have time to finish final units.</i> <i>Teacher decides to spend 2 weeks covering an objective that is not on the curriculum map so he/she chooses things remove content without administrator approval.</i> <i>The teacher found an atlas to use as a supplemental resource during the geography unit.</i> <i>The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.</i> <i>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i>	<i>The teacher reviews her learning activities with a reference to Tier 2 vocabulary and rewrites some of the activities to increase the challenge level.</i> <i>Revisions to the PVA curriculum map are made based on student data.</i> <i>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</i> <i>The teacher plans for students to complete a history/ science project in small groups; he carefully selects group members based on their ability level and learning style.</i> <i>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</i>	<i>The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those challenge them.</i> <i>The teacher often helps fellow teachers use the PVA curriculum more effectively.</i> <i>The teacher enriches the current curriculum map and materials by making contributions and recommendations for improvement of overall student learning.</i> <i>While completing research projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</i> <i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson Essential questions to those they previously learned.</i>

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional Essential questions; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative or summative assessments in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional Essential questions are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear or fully utilized. Approach to the use of formative and summative assessments is rudimentary, including only some of the instructional Essential questions. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional Essential questions; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative and summative assessments and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional Essential questions, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative and summative assessments is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.	
Critical Attributes	<i>Assessments do not match instructional Essential questions.</i> <i>Assessments have no criteria.</i> <i>No formative or summative assessments have been designed.</i> <i>Assessment results do not affect future plans.</i> -	<i>Only some of the instructional Essential questions are addressed in the planned assessments.</i> <i>Assessment criteria are vague.</i> <i>Plans refer to the use of formative or summative assessments, but they are not fully developed.</i> - <i>Assessment results are used to design lesson plans for the whole class, not individual students.</i>	<i>All the learning Essential questions have a method for assessment.</i> <i>Assessment types match learning expectations.</i> <i>Plans indicate modified assessments for some students as needed.</i> - <i>Assessment criteria are clearly written.</i> - <i>Plans include formative or summative assessments to use during instruction.</i> <i>Lesson plans indicate possible adjustments based on formative and summative assessment data.</i> <i>The teacher has a clear plan to track student level data and is an active participant in the creation of common assessments during PLCs.</i> -	In addition to the characteristics of "proficient," <i>Assessments provide opportunities for student choice.</i> <i>Students participate in designing assessments for their own work.</i> - <i>Teacher-designed assessments are authentic with real-world application, as appropriate.</i> - <i>Students develop rubrics according to teacher-specified learning Essential questions.</i> <i>Students are actively involved in collecting information from assessments and provide input.</i> <i>The teacher utilizes various forms of student data to increase student growth using action plans developed in PLC meetings.</i>	

Possible Examples	<i>The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.</i> <i>After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give."</i> <i>The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"</i> <i>The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."</i>	<i>The district goal for the Europe unit is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers.</i> <i>The teacher's students received their tests back; each one was simply marked with a letter grade at the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.</i> <i>A student says, "If half the class passed the test, why are we all reviewing the material again?"</i>	<i>Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.</i> <i>Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.</i> <i>Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.</i> <i>Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.</i> <i>Mrs. T utilizes the grade level common assessments and compares her results with her grade level team to determine areas of needed improvement in her instruction.</i>	<i>To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</i> <i>Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.</i> <i>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their understanding of the activity for the next lesson.</i> <i>Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</i> <i>Mrs. B frequently creates common assessments for her grade level team and ensures the team is utilizing the data to achieve growth for all students.</i>

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful. The teacher ensures that students do not sense favoritism in the class.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals	
Critical Attributes	- Teacher uses disrespectful talk towards students. - Student body language indicates feelings of hurt or insecurity. - Students use disrespectful talk towards one another with no response from the teacher. - Teacher displays no familiarity with or caring about individual students' interests or personalities.	- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. - Teacher attempts to respond to disrespectful behavior among students, with uneven results. - Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	- Talk between teacher and students and among students is uniformly respectful. - Teacher responds to disrespectful behavior among students. - Teacher makes superficial connections with individual students. - The teacher strives to motivate students intrinsically through positive interactions.	In addition to the characteristics of "proficient," - Teacher demonstrates knowledge and caring about individual students' lives beyond school. - When necessary, students correct one another in their conduct towards classmates. - There is no disrespectful behavior among students. - The teacher's response to a student's incorrect response respects the student's dignity	

Possible Examples	- A student slumps in his/her chair following a comment by the teacher. Students roll their eyes at a classmate's idea; the teacher does not respond. - Many students talk when the teacher and other students are talking; the teacher does not correct them. Some students refuse to work with other students. - Teacher does not call students by their names. -	- Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. - A few students do not engage with others in the classroom, even when put together in small groups. Students applaud half-heartedly following a classmate's presentation to the class. - Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders. - When disrespectful behavior is demonstrated by student to each other, the teacher does not utilize the opportunity to discuss leadership principles.	- Teacher greets students by name as they enter the class or during the lesson. The teacher gets on the same level with students, such as kneeling beside a student working at a desk. - Students attend fully to what the teacher is saying. - Students wait for classmates to finish speaking before beginning to talk. Students applaud politely following a classmate's presentation to the class. - Students help each other and accept help from each other. - Teacher and students use courtesies such as "please/thank you, excuse me." - When disrespectful behavior is demonstrated by students to each other, the teacher utilizes the opportunity to discuss leadership principles.	- The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). - Students say "Shhh" to classmates while the teacher or another student is speaking. - Students clap enthusiastically for one another's presentations for a job well done. The teacher says: "That's an interesting idea, Josh, but you're forgetting...." - The teacher has established a polite signal to regain student attention.

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2b: Establishing a culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.	
Critical Attributes	- <i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i> - <i>The teacher conveys to at least some students that the work is too challenging for them.</i> - <i>Students exhibit little or no pride in their work.</i> - <i>Class time is devoted more to socializing than to learning</i> -	- <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i> - <i>The teacher conveys high expectations for only some students.</i> - <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i> - <i>Many students indicate that they are looking for an “easy path.”</i> -	- <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i> - <i>The teacher demonstrates a high regard for student abilities.</i> - <i>Teacher conveys an expectation of high levels of student effort.</i> - <i>Students expend good effort to complete work of high quality.</i>	In addition to the characteristics of “Proficient,” - <i>The teacher communicates a genuine passion for the subject.</i> - <i>Students indicate that they are not satisfied unless they have complete understanding.</i> - <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i> - <i>Students recognize the efforts of their classmates.</i> - <i>Students take initiative in improving the quality of their work.</i> -	

Possible Examples	- The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed. Teacher says to a student: "Why don't you try this easier problem?" Students turn in sloppy or incomplete work. Students don't engage in work and the teacher ignores it. - Students have not completed their homework and the teacher does not respond. - Almost all of the activities are "busy work."	- Teacher says: "Let's get through this." - Teacher says: "I think most of you will be able to do this." - Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking. Teacher does not encourage students who are struggling. - Some students get to work after an assignment is given or after entering the room.	- Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job." Teacher says: "This idea is really important! It's central to our understanding of history." Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well." Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint. Students get right to work right away when an assignment is given or after entering the room. -	- The teacher says "It's really fun to find the patterns for factoring polynomials." Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation. Students question one another on answers. - Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened. Students work even when the teacher isn't working with them or directing their efforts. -

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	
Critical Attributes	<i>Students not working with the teacher are disruptive to the class.</i> <i>There are no established procedures for distributing and collecting materials.</i> <i>Procedures for other activities are confused or chaotic.</i>	<i>Small groups are only partially engaged while not working directly with the teacher.</i> <i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i> <i>Classroom routines function unevenly.</i>	<i>The students are productively engaged during small group work.</i> <i>Transitions between large and small group activities are smooth.</i> <i>Routines for distribution and collection of materials and supplies work efficiently.</i> <i>Classroom routines function smoothly.</i>	In addition to the characteristics of "proficient," <i>Students take the initiative with their classmates to ensure that their time is used productively.</i> <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> <i>Students take initiative in distributing and collecting materials efficiently.</i>	
Possible Examples	<i>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</i> <i>There are long lines for materials and supplies or distributing supplies is time- consuming.</i> <i>Students bump into one another lining up or sharpening pencils.</i> <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i> <i>Most students ask what they are to do or look around for clues from others.</i>	<i>Some students not working with the teacher are not productively engaged in learning.</i> <i>Transitions between large and small group activities are rough but they are accomplished.</i> <i>Students are not sure what to do when materials are being distributed or collected.</i> <i>Students ask some clarifying questions about procedures</i> <i>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</i>	<i>Students get started on an activity while the teacher takes attendance.</i> <i>Students move smoothly between large and small group activities.</i> <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> <i>Teacher has an established attention signal.</i> <i>In small group work, students have established roles, they listen to one another, summarize different views, etc.</i> <i>Clean-up at the end of a lesson is fast and efficient.</i>	<i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i> <i>A student reminds classmates of the roles that they are to play within the group.</i> <i>A student re-directs a classmate to the table s/he should be at following a transition.</i> <i>Students propose an improved attention signal.</i> <i>Students independently check themselves into class on the attendance board.</i>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.	
Critical Attributes	- <i>The classroom environment is chaotic, with no apparent standards of conduct. Positive student behavior is not recognized.</i> - <i>The teacher does not monitor student behavior.</i> - <i>Some students violate classroom rules, without apparent teacher awareness.</i> - <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i>	- <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Positive student behavior is recognized inconsistently or very little.</i> - <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> - <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i>	- <i>Standards of conduct appear to have been established.</i> - <i>Student behavior is generally appropriate.</i> - <i>Positive student behavior is recognized most of the time.</i> - <i>Student behavior is tracked consistently.</i> - <i>Teacher's response to student misbehavior is effective.</i>	In addition to the characteristics of "proficient," - <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> - <i>It is evident that all students know that their teacher loves them and that they understand all behavior expectations.</i> - <i>The teacher monitors student behavior without speaking – just moving about.</i> - <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>	
Possible Examples	- <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> - <i>An object flies through the air without apparent teacher notice.</i> - <i>Students are running around the room, resulting in a chaotic environment.</i> - <i>Phones and other electronics distract students and the teacher doesn't do anything.</i>	- <i>Classroom rules are posted, but neither teacher nor students refers to them.</i> - <i>The teacher repeatedly asks students to take their seats; they ignore him/her.</i> - <i>To one student: "Where's your late pass? Go to the office."</i> - <i>To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i>	- <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i> - <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> - <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i>	- <i>A student suggests a revision in one of the classroom rules.</i> - <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i> - <i>The teacher asks to speak to a student privately about misbehavior.</i> - <i>A student reminds his/her classmates of the class rule about chewing gum.</i>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2e: Organizing physical space	The physical environment is unsafe, distracts from the learning, or does not provide all students with access to the learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities and that items in the room enhance and celebrate the learning. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	
Critical Attributes	<i>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board.</i> <i>The classroom is extremely cluttered and overall cleanliness poses a concern.</i> <i>Available technology is not being used, even if available and its use would enhance the lesson.</i>	<i>The physical environment is safe, and most students can see and hear.</i> <i>The physical environment is not an impediment to learning, but does not enhance it.</i> <i>The teacher makes limited use of available technology and other resources.</i>	<i>The classroom is safe, and all students are able to see and hear.</i> <i>The classroom is arranged to support the instructional goals and learning activities.</i> <i>The classroom is mostly organized and clean.</i> <i>All items in the classroom have an academic purpose.</i> <i>The teacher makes appropriate use of available technology.</i>	<i>In addition to the characteristics of "proficient,"</i> <i>Modifications are made to the physical environment to accommodate students with special needs.</i> <i>The room is a model example of organization and cleanliness.</i> <i>There is total alignment between the goals of the lesson and the physical environment.</i> <i>Students take the initiative to adjust the physical environment.</i> <i>Teachers and students make extensive and imaginative use of available technology.</i>	
Possible Examples	<i>There are electrical cords running around the classroom.</i> <i>There is a pole in the middle of the room; some students can't see the board.</i> <i>A white board is in the classroom, but it is facing the</i>	<i>The teacher ensures that dangerous chemicals are stored safely.</i> <i>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a</i>	<i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i>	<i>Students ask if they can shift the furniture to better suit small group work, or t h e discussion.</i> <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i>	

	wall, indicating that it is rarely, if ever, used.	portion of the lesson. - Learning reference material and excellent student work are not seen posted in the classroom. Several motivational posters are seen at the front of the room. The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.	- Student work is seen in the classroom and learning reference materials are posted to enhance a current unit of study. A word wall, WIGS, classroom mission statement, and other curriculum resource materials are seen within the room. The use of an Internet connection enriches the lesson.	- A student suggests an application of the white board for an activity.

Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	
Critical Attributes	<i>At no time during the lesson does the teacher convey to the students what they will be learning.</i> <i>Students indicate through their questions that they are confused as to the learning task.</i> <i>The teacher makes a serious content error that will affect students' understanding of the lesson.</i> <i>Students indicate through body language or questions that they don't understand the content being presented.</i> <i>The teacher's communications include errors of vocabulary or usage.</i>	<i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i> <i>Teacher must clarify the learning task so students can complete it.</i> <i>The teacher makes no serious content errors, although may make a minor error.</i> <i>The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</i> <i>Vocabulary and usage are correct but unimaginative.</i> <i>Vocabulary is too advanced or juvenile for the students.</i>	<i>The teacher states clearly, at some point during the lesson, what the students will be learning.</i> <i>If appropriate, the teacher models the process to be followed in the task.</i> <i>Students engage with the learning task, indicating that they understand what they are to do.</i> <i>The teacher makes no content errors.</i> <i>Teacher's explanation of content is clear, and invites student participation and thinking.</i> <i>Vocabulary and usage are correct and completely suited to the lesson.</i> <i>Vocabulary is appropriate to the students' ages and levels of development.</i>	<i>In addition to the characteristics of "proficient,"</i> <i>The teacher points out possible areas for misunderstanding.</i> <i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i> <i>All students seem to understand the presentation.</i> <i>The teacher invites students to explain the content to the class, or to classmates.</i> <i>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</i>	

	Vocabulary is inappropriate to the age or culture of the students.		The teacher frequently checks for understanding and immediately corrects misconceptions.	
Possible Examples	<i>A student asks: “What are we supposed to be doing?” but the teacher ignores the question.</i> <i>The teacher states that to add fractions, they must have the same numerator.</i> <i>Students have a quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or talk among themselves in an effort to follow the lesson.</i> <i>The teacher uses technical terms with an elementary class without explaining their meanings.</i> <i>The teacher says “ain’t.”</i>	<i>The teacher mis-pronounces “...”</i> <i>The teacher says: “And oh, by the way, today we’re going to factor polynomials.”</i> <i>A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.</i> <i>Students ask “What do I write here?” in order to complete a task.</i> <i>The teacher says: “Watch me while I show you how to” with students asked only to listen.</i> <i>A number of students do not seem to be following the explanation.</i> <i>Students are inattentive during the teacher’s explanation of content.</i>	<i>“By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”</i> <i>During a math lesson, the teacher is seen asking the students to follow the problem solving process of “Know, Need, Plan.”</i> <i>In the course of a presentation of content, the teacher asks of students: “Can anyone think of an example of that?”</i> <i>The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention.</i>	<i>The teacher says: “Here’s a spot where some students have difficulty: ...be sure to read it carefully.”</i> <i>The teacher asks a student to explain the task to other students.</i> <i>When needed, a student offers clarification about the learning task to classmates.</i> <i>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.</i> <i>The teacher says: “Who would like to explain this idea to us?”</i> <i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also mean the same thing.</i>

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. Leadership is not integrated into class discussions.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results. Leadership is rarely integrated into class discussions.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Leadership discussions are integrated into some lessons.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. The teacher models and discusses leadership during all available opportunities.	
Critical Attributes	<i>Questions are rapid-fire, and convergent, with a single correct answer.</i> <i>Questions do not invite student thinking.</i> <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i> <i>A few students dominate the discussion.</i> <i>Leadership is not seen discussed during a lesson.</i>	<i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i> <i>The teacher invites students to respond directly to one another's ideas, but few students respond.</i> <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i> <i>When opportunities arise to discuss leadership, the teacher is not comfortable or the discussion feels forced.</i>	<i>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</i> <i>The teacher makes effective use of wait time.</i> <i>The teacher builds on uses student responses to questions effectively.</i> <i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i> <i>The teacher calls on most students, even those who don't initially volunteer.</i> <i>Many students actively engage in the discussion.</i> <i>The teacher appears comfortable when discussing leadership principles and is aware of the connection between the content to character and habits.</i>	<i>In addition to the characteristics of "proficient,"</i> <i>Students initiate higher-order questions as seen in a Socratic discussion.</i> <i>Students extend the discussion, enriching it by stating their opinion and linking it to evidence.</i> <i>Students invite comments from their classmates during a discussion.</i> <i>Teacher models leadership in all actions and incorporates leadership discussions into the majority of lessons frequently and naturally.</i>	

Possible Examples	All questions are of the “recitation” type, such as “What is 3 x 4?” The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher only calls on students who have their hands up.	Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” The teacher asks: “Who has an idea about this?” but the same three students offer comments. The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher. The teacher has the students work on writing prompts that are leadership based, but does not ask the students to share their responses. When a leadership question arises the teacher gives a short answer and moves on quickly.	The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?” The teacher uses the plural form in asking questions, such as: “What are some things you think might contribute to...?” The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary. The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class. When leadership questions arise the teacher takes the opportunity to begin a class discussion. The teacher has the students work on writing prompts that are leadership based, and takes the time to discuss responses with the whole class. When a leadership question arises, the teacher and students can give examples from real life.	A student asks “How many ways are there to get this answer?” A student says to a classmate: “I don’t think I agree with you on this, because....” A student asks of other students: “Does anyone have another idea as to how we might figure this out?” A student asks “What if...?” While teaching a Saxon math lesson, the students are seen starting a discussion about the importance of homework as practice and how this embodies putting first things first. The students can be heard using leadership language while discussing concepts in class and discussions occur authentically without teacher prompting.

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional Essential questions, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional Essential questions but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional Essential questions and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in all learning content, through well- designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional Essential questions. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.	
Critical Attributes	<i>Few students are intellectually engaged in the lesson.</i> - <i>Learning tasks require only recall or have a single correct response or method.</i> - <i>The materials used ask students only to perform rote tasks.</i> <i>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</i> - <i>Instructional materials used are unsuitable to the lesson and/or the students.</i> <i>The lesson drags, or is rushed.</i>	<i>Some students are intellectually engaged in the lesson.</i> - <i>Learning tasks are a mix of those requiring thinking and recall.</i> - <i>Student engagement with the content is largely passive, learning primarily facts or procedures.</i> - <i>Students have no choice in how they complete tasks.</i> <i>The teacher uses different instructional groupings; these are partially successful in achieving the lesson Essential questions.</i> <i>The materials and resources are partially aligned to the lesson Essential questions, only some of them demanding student thinking.</i> <i>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others</i>	<i>Most students are intellectually engaged in the lesson.</i> - <i>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</i> - <i>Students have some choice in how they complete learning tasks.</i> - <i>There is a mix of different types of groupings, suitable to the lesson Essential questions.</i> - <i>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</i> - <i>The pacing of the lesson provides students the time needed to be intellectually engaged.</i> - <i>The teacher utilizes a variety of techniques to keep the entire class engaged.</i>	In addition to the characteristics of “proficient,” <i>Virtually all students are highly engaged in the lesson.</i> <i>Students suggest modifications to the grouping patterns used.</i> - <i>Students suggest modifications or additions to the materials being used.</i> - <i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i> - <i>Students are asked to write an essay “in the style of Hemmingway.”</i> - <i>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</i>	

Possible Examples	<i>Students are able to fill out the lesson worksheet without understanding what it's asking them to do.</i> - <i>The lesson drags, or feels rushed. Students complete "busy work" activities.</i> -	<i>Students are asked to fill in a worksheet, following an established procedure.</i> - <i>There is a recognizable beginning, middle, and end to the lesson.</i> - <i>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</i> -	<i>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</i> - <i>Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</i> - <i>There is a clear beginning, middle, and end to the lesson.</i> <i>The lesson is neither rushed nor drags.</i> - <i>The teacher is seen utilizing choral responses, Socratic discussions, movement, and partner or small group opportunities to maintain engagement.</i>	<i>The teacher is seen providing mini-lectures that are broken up with choral responses, Socratic discussions or partner activities to ensure full participation.</i> - <i>Students summarize their learning from the lesson.</i> -

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and p e e r s , is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.	
Critical Attributes	<i>The teacher gives no indication of what high quality work looks like.</i> <i>The teacher makes no effort to determine whether students understand the lesson.</i> <i>Feedback is only global.</i> <i>The teacher does not ask students to evaluate their own or classmates' work.</i>	<i>There is little evidence that the students understand how their work will be evaluated.</i> <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</i> <i>Teacher requests global indications of student understanding.</i> <i>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</i> <i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i> <i>The teacher's attempts to adjust the lesson are partially successful.</i>	<i>Students indicate that they clearly understand the characteristics of high-quality work.</i> <i>The teacher elicits evidence of student understanding during the lesson.</i> <i>Students are invited to assess their own work and make improvements.</i> <i>Feedback includes specific and timely guidance for at least three groups of students.</i> <i>The teacher attempts to engage students in self- or peer-assessment.</i> <i>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</i>	In addition to the characteristics of "proficient," <i>There is evidence that students have helped establish the evaluation criteria.</i> <i>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</i> <i>Teacher makes frequent use of strategies to elicit information about individual student understanding.</i> <i>Feedback to students is specific and timely, and is provided from many sources, including other students.</i> <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i> <i>The teacher's adjustments to the lesson are designed to assist individual students.</i>	
Possible Examples	<i>A student asks: "How is this assignment going to be graded?"</i> <i>A student asks "Does this quiz count towards my grade?"</i>	<i>Teacher asks: "Does anyone have a question?"</i> <i>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</i>	<i>The teacher circulates during small group or independent work, offering suggestions to groups of students.</i> <i>The teacher uses a specifically-formulated question to elicit evidence of student understanding.</i>	<i>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</i> <i>While students are working, the teacher circulates providing substantive feedback to individual students.</i>	

	<i>The teacher forges ahead with a presentation without checking for understanding.</i> - <i>The teacher says: "good job, everyone."</i> -	<i>The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.</i> -	<i>The teacher asks students to look over their papers to correct their errors.</i> -	- <i>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</i> - <i>Students offer feedback to their classmates on their work.</i> - <i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i>

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	
Critical Attributes	<i>Teacher ignores indications of student boredom or lack of understanding.</i> - <i>Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.</i> - <i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i> - <i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i> -	<i>Teacher's efforts to modify the lesson are only partially successful.</i> - <i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i> - <i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i> - <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i> -	<i>Teacher successfully makes a minor modification to the lesson.</i> - <i>Teacher incorporates students' interests and questions into the heart of the lesson.</i> - <i>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</i> - <i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i>	In addition to the characteristics of "proficient," <i>Teacher successfully executes a major lesson readjustment when needed.</i> - <i>Teacher seizes on a teachable moment to enhance a lesson.</i> - <i>The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</i> - <i>In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</i> -	
Possible Examples	<i>The teacher says: "We don't have time for that today."</i> <i>The teacher makes no attempt to adjust the lesson based on student confusion.</i> - <i>The teacher says: "If you'd just pay attention, you could understand this."</i>	<i>The teacher says: "I'll try to think of another way to come at this and get back to you."</i> <i>"The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</i> - <i>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</i>	<i>The teacher says: "That's an interesting idea; let's see how it fits."</i> <i>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</i> - <i>The teacher says: "Let's try this way, "and then uses another approach.</i>	<i>The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."</i> - <i>The teacher incorporates the school's upcoming championship game into an explanation of averages.</i> <i>The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."</i>	

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional Essential questions, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional Essential questions were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional Essential questions and can cite general references to support the judgement. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional Essential questions, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	
Critical Attributes	<i>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i> <i>The teacher makes no suggestions for improvement.</i>	<i>The teacher has a general sense of whether or not instructional practices were effective.</i> <i>The teacher offers general modifications for future instruction.</i>	<i>The teacher accurately assesses the effectiveness of instructional activities used.</i> <i>The teacher identifies specific ways in which a lesson might be improved.</i>	In addition to the characteristics of "proficient," <i>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</i> <i>Teacher's suggestions for improvement draw on an extensive repertoire.</i>	
Possible Examples	<i>Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"</i> <i>The teacher says: "That was awful; I wish I knew what to do!"</i>	<i>At the end of the lesson the teacher says, "I guess that went okay."</i> <i>The teacher says: "I guess I'll try x next time."</i>	<i>The teacher says: "I wasn't pleased with the level of engagement of the students."</i> <i>The teacher's journal indicates several possible lesson improvements.</i>	<i>The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</i> <i>In conversation with colleagues, the teacher considers different strategies for improving a lesson.</i>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.	
Critical Attributes	- Absence of a system for either instructional or non-instructional records. - Record-keeping systems that are in disarray so as to provide incorrect or confusing information.	- The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. - The teacher's process for tracking student progress is cumbersome to use. - The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.	- The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. - The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. - The teacher's process for recording non-instructional information is both efficient and effective. - All PVA required records are maintained.	In addition to the characteristics of "proficient," - Students contribute to and maintain records indicating completed and outstanding work assignments. - Students contribute to and maintain data files indicating their own progress in learning. - Students contribute to maintaining non-instructional records for the class. - Students regularly update their leadership notebooks to track their progress towards personal and class WIGS.	
Possible Examples	A student says, "I'm sure I turned in that assignment, but the teacher lost it!" The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored." On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.	A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time." On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.	The teacher creates a link on the class website which students can access to check on any missing assignments. The teacher's grade book records student progress toward learning goals and complies with PVA grading expectations. The teacher creates a spreadsheet for tracking school lunch count. A teacher has consistently tracked DIBELS progress monitoring scores All PLC reports and lesson plans are up-to-date. Other reports or logs are maintained as assigned.	A student from each team maintains the database of current and missing assignments for the team. When asked about their progress in a class, a student proudly shows her leadership notebooks and can explain how the documents indicate her progress toward learning goals. When they bring in their permission slips for a field trip, students add their own information to the database.	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.	
Critical Attributes	<i>Little or no information regarding instructional program available to parents.</i> <i>Families are unaware of their children's progress.</i> - <i>Lack of family engagement activities.</i> - <i>Culturally inappropriate communication.</i> -	<i>School or district-created materials about the instructional program are sent home.</i> <i>Infrequent or incomplete information is sent home by teachers about the instructional program.</i> - <i>Teacher maintains school-required grade book but does little else to inform families about student progress.</i> - <i>Teacher communications are sometimes inappropriate to families' cultural norms.</i> -	<i>Information about the instructional program is available on a regular basis.</i> <i>The teacher sends information about student progress home on a regular basis.</i> - <i>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</i>	In addition to the characteristics of "proficient," - <i>On a regular basis, students develop materials to inform their families about the instructional program.</i> - <i>Students maintain accurate records about their individual learning progress and frequently share this information with families.</i> - <i>Students contribute to regular and ongoing projects designed to engage families in the learning process.</i>	
Possible Examples	<i>A parent says, "I'd like to know what my kid is working on at school!"</i> - <i>A parent says, "I wish I knew something about my child's progress before the report card comes out."</i> - <i>A parent says, "I wonder why we never see any school work come home."</i> -	<i>A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."</i> - <i>A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."</i> - <i>Weekly quizzes are sent home for parent/guardian signature.</i> -	<i>The teacher-sends weekly newsletter home to families through Infinite Campus, including information about upcoming homework, current class activities, community and/or school projects, field trips, etc.</i> - <i>Teacher consistently posts grades by the deadline given and shares progress updates with families on a regular basis.</i> - <i>The teacher ensures that the Missing Assignment and D's/F's message is sent out each week through Infinite Campus.</i> -	<i>Student planners and homework slips describe daily learning and go home each week for a response from a parent or guardian.</i> - <i>The teacher shares directions for accessing progress reports in Infinite Campus with families.</i> - <i>The teacher developed the Academic Parent Team training PowerPoint for her grade level team.</i> - <i>The teacher ensured that her grade level team completed all retention notices according to the PVA retention timeline.</i> -	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.	
Critical Attributes	- <i>The teacher's relationship with colleagues is characterized by negativity or combativeness.</i> - <i>The teacher purposefully avoids contributing to activities promoting professional inquiry.</i> - <i>The teacher avoids involvement in school activities and school district and community projects.</i>	- <i>The teacher has pleasant relationship with colleagues.</i> - <i>When invited, the teacher participates in activities related to professional inquiry.</i> - <i>When asked, the teacher participates in school activities, and school district and community projects.</i>	- <i>The teacher has supportive and collaborative relationships with colleagues.</i> - <i>The teacher regularly participates in activities related to professional inquiry.</i> - <i>The teacher frequently volunteers to participate in school events and school district and community projects.</i>	In addition to the characteristics of "proficient," - <i>The teacher takes a leadership role in promoting activities related to professional inquiry.</i> - <i>The teacher regularly contributes to and leads events that positively impact school life.</i> - <i>The teacher regularly contributes to and leads significant school district and community projects.</i>	
Possible Examples PVA	- <i>The teacher doesn't share test taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</i> - <i>The teacher does not attend PLC meetings.</i> - <i>The teacher does not attend any school function after the dismissal bell.</i> - <i>The teacher says, "I work from 7:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class"</i>	- <i>The teacher is polite, but never shares any instructional materials with his grade partners.</i> - <i>The teacher only attends PLC meetings when reminded by her supervisor.</i> - <i>The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."</i> - <i>The teacher only contributes to the assigned committee when requested by the principal.</i>	- <i>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</i> - <i>The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</i> - <i>The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.</i> - <i>The teacher enthusiastically represents the school during academic competitions.</i>	- <i>The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.</i> - <i>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</i> - <i>The teacher leads an annual school event.</i> - <i>The teacher participates in more than one committee each year.</i>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.	
Critical Attributes	<i>The teacher is not involved in any activity that might enhance knowledge or skill.</i> <i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i> <i>The teacher ignores invitations to join professional organizations or attending conferences.</i>	<i>The teacher participates in professional activities when required or when provided by the school district.</i> <i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i> <i>The teacher contributes in a limited fashion to educational professional organizations.</i>	<i>The teacher seeks regular opportunities for continued professional development.</i> <i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i> <i>The teacher actively participates in professional organizations designed to contribute to the profession.</i>	In addition to the characteristics of “proficient,” <i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i> <i>The teacher actively seeks feedback from supervisors and colleagues.</i> <i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i>	

Possible Examples	<i>The teacher never takes continuing education courses, even though the credits would increase his salary.</i> <i>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.</i> <i>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</i>	<i>The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</i> <i>The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</i> <i>The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.</i>	<i>The teacher eagerly attends the school district summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</i> <i>The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion.</i> <i>The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</i>	<i>The teacher desired additional feedback and so she has initiated an action research project in order to improve her own instruction.</i> <i>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</i> <i>The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</i>

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	

Critical Attributes	<i>Teacher is dishonest.</i> <i>Teacher does not notice the needs of students.</i> <i>The teacher engages in practices that are self-serving.</i> <i>The teacher willfully rejects school district regulations.</i>	<i>Teacher is honest.</i> <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i> <i>Teacher does not notice that some school practices result in poor conditions for students.</i> <i>Teacher makes decisions professionally, but on a limited basis.</i> <i>Teacher complies with school district regulations.</i>	<i>Teacher is honest and known for having high standards of integrity.</i> <i>Teacher actively addresses student needs by fulfilling PVA tutoring expectations.</i> <i>Teacher actively works to provide opportunities for student success.</i> <i>Teacher willingly participates in team and departmental decision making.</i> <i>Teacher complies completely with school district regulations.</i> <i>The teacher uses professional language at all times, even amongst colleagues.</i> <i>The teacher consistently approaches administration when they have concern regarding a student, parent, colleague, or policy.</i>	<i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> <i>Teacher is highly proactive in serving students by tutoring students above the PVA expectation. .</i> <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> <i>Teacher takes a leadership role in team and departmental decision making.</i> <i>Teacher takes a leadership role regarding school district regulations.</i> <i>The teacher is able to redirect negative conversations amongst colleagues and assist in looking for solutions.</i> <i>The teacher proposes solutions to administration when they have a concern.</i>	

Possible Examples	<i>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</i> <i>The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.</i> <i>The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</i> <i>When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</i> <i>The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</i>	<i>The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her.</i> <i>The teacher considers staying late to help some of her students in afterschool daycare, but realizes it conflicts with her gym class so she decides against it.</i> <i>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.</i> <i>When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.</i> <i>The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</i>	<i>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</i> <i>Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</i> <i>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</i> <i>The English department chair says, "I appreciate when attends our after school meetings – he always contributes something meaningful to the discussion.</i> <i>The teacher learns the district's new online curriculum mapping system and writes in all of her courses.</i>	<i>When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.</i> <i>After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after- school sessions.</i> <i>The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.</i> <i>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</i> <i>When the district adopts a new web based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.</i>

Attachment 16

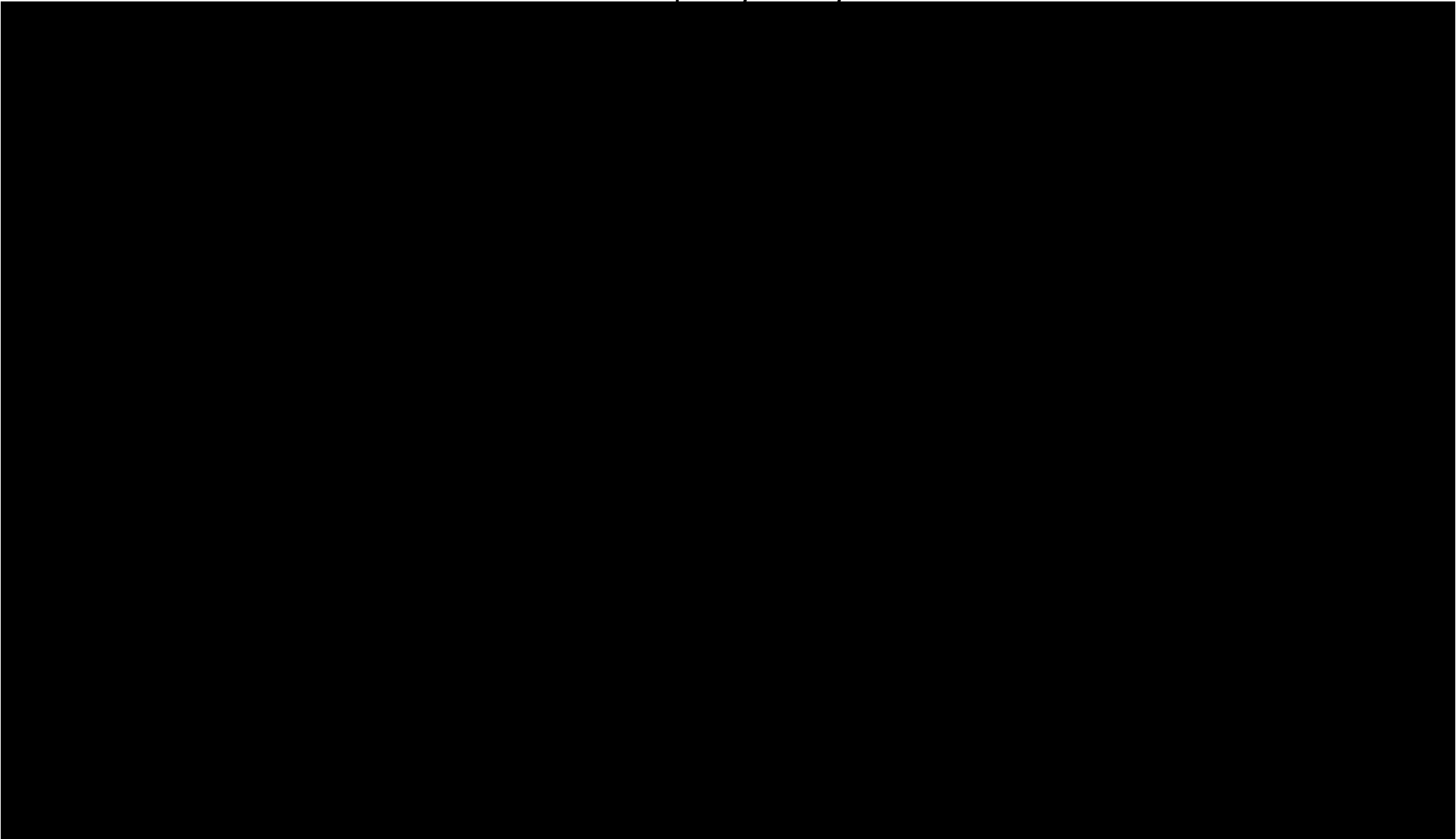


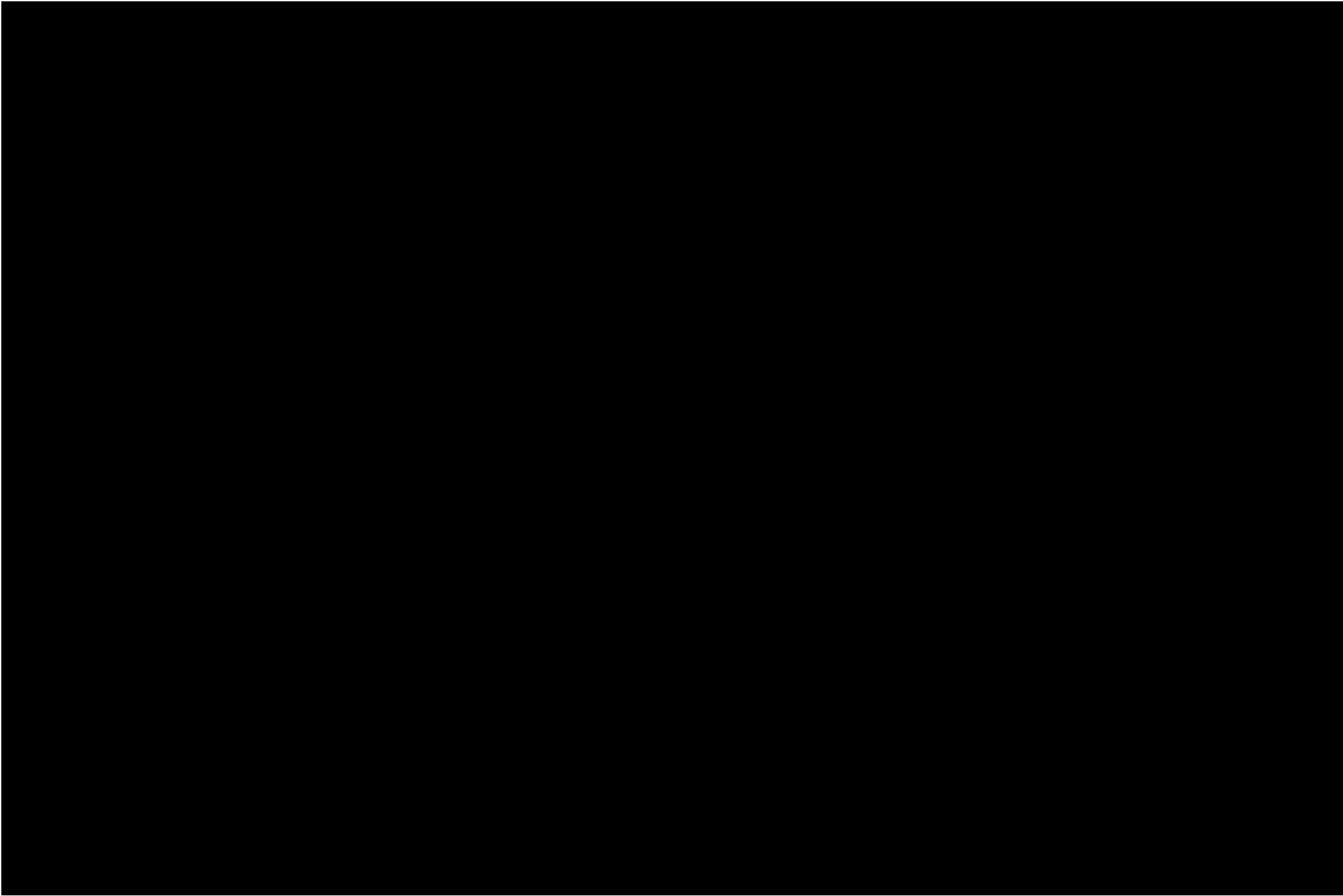
Evidence of Demand

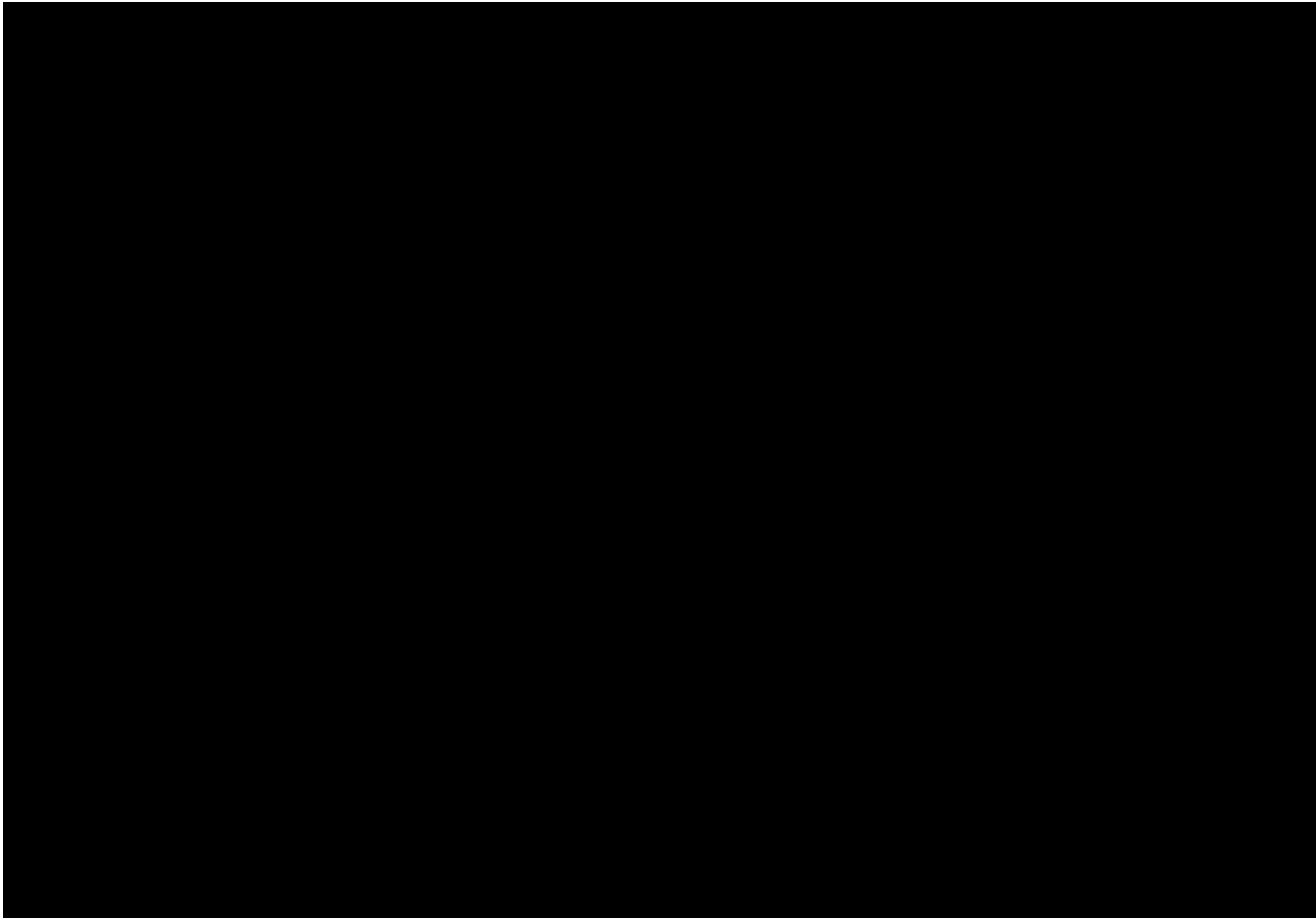
ATTACHMENT 16: EVIDENCE OF DEMAND

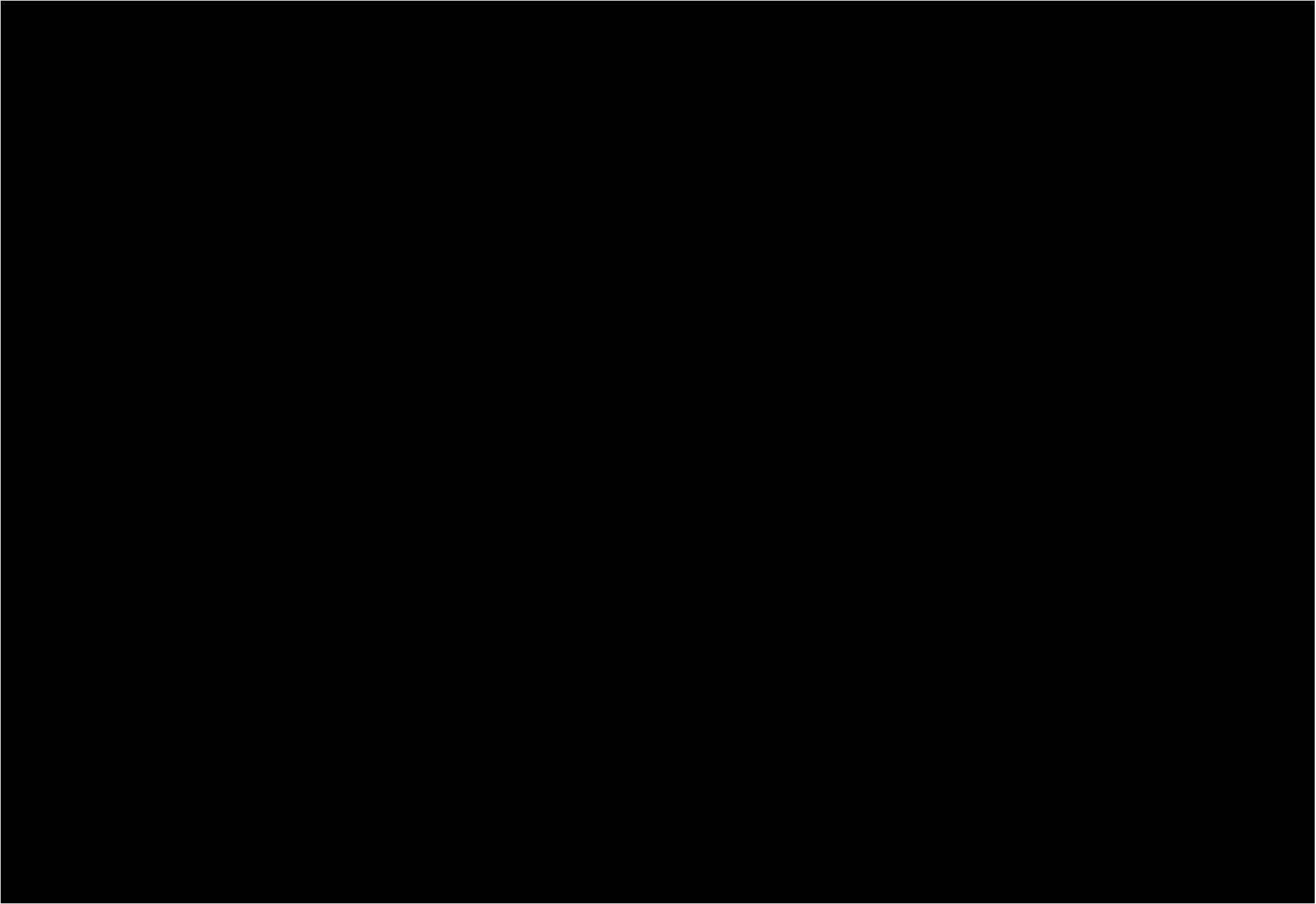
I am interested in enrolling my child at Pahrump Valley Academy for the 2026-27 school year, and I plan to submit enrollment paperwork if the school is approved to open by the State Public Charter School Authority.

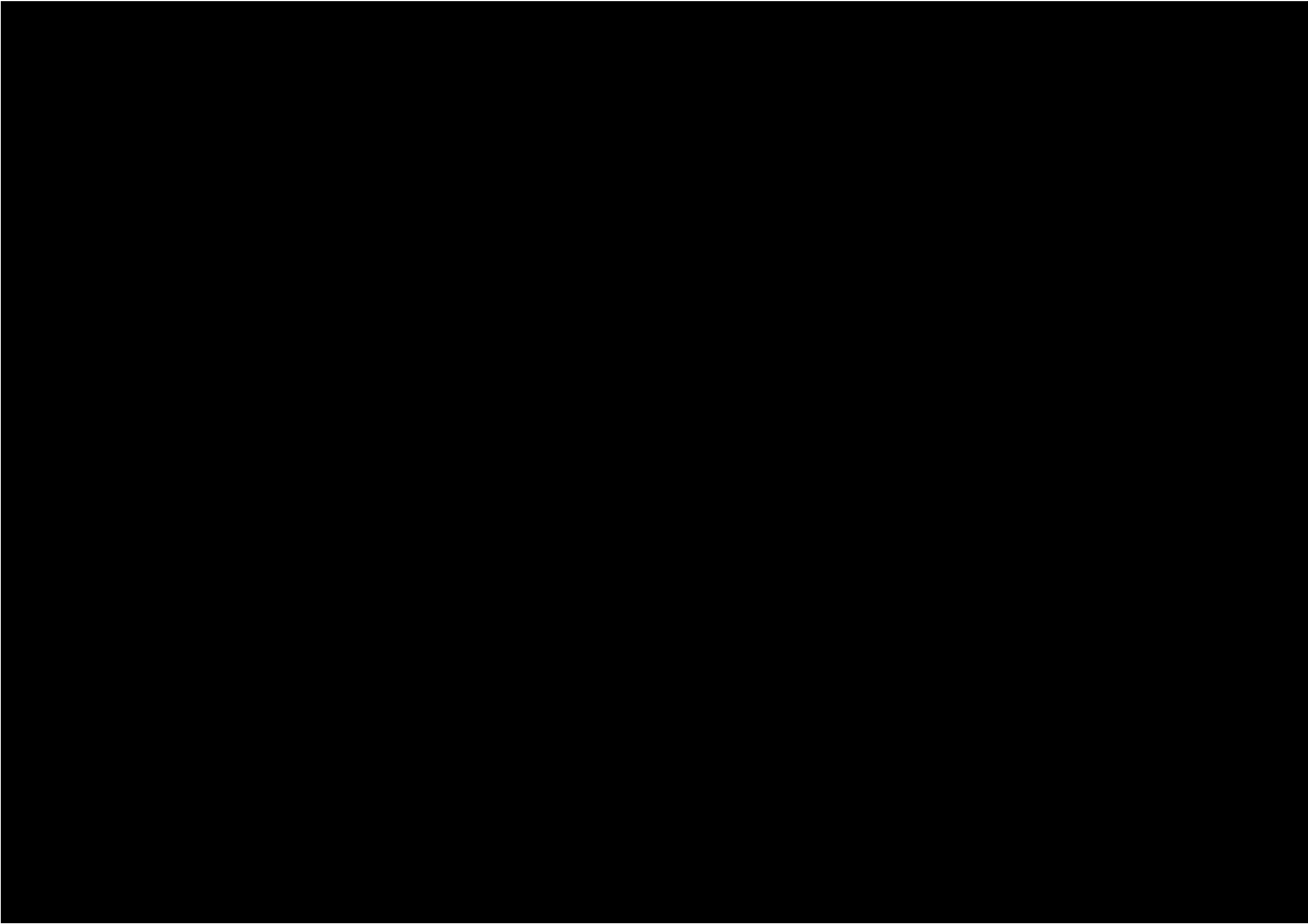
Pahrump Valley Academy

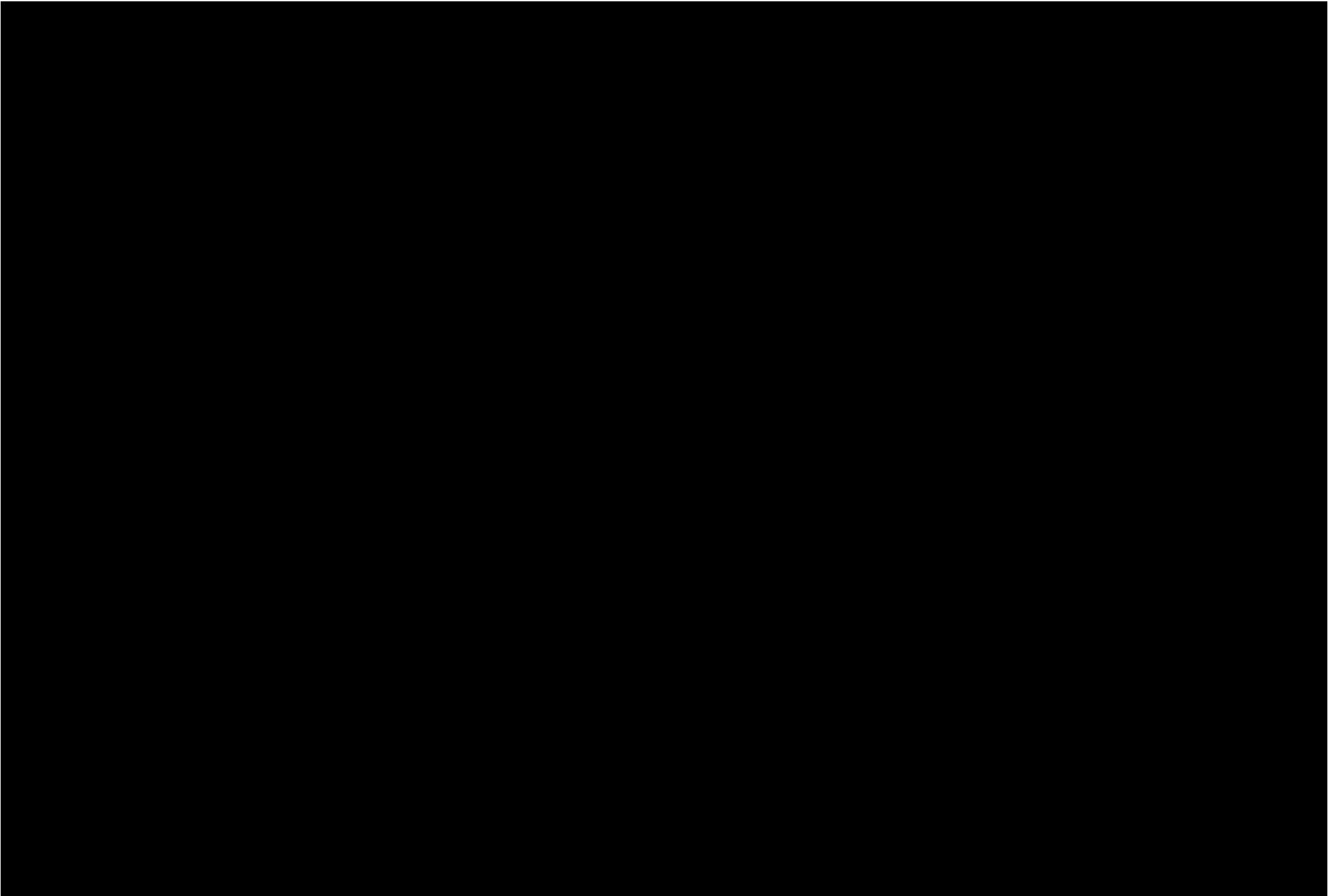












PVA, The Pahrump Child's Gateway to Success



Your Local Educators at Team PVA are once again applying to the State of Nevada for authorization to open a Charter School in Pahrump. Pahrump Valley Academy is a Tuition-Free College and Career Preparatory Academy, offering the Highest Quality Classical Education to the Children of our home community, to the Children of Pahrump.

To reserve your child's seat at PVA, for the school year 2026-27, please fill out this form...

Student's Last Name:

Student's First Name:

Student's Grade, now:

Student's Grade, 2026-27:

Parent/Legal Guardian's Last Name:

Parent/Legal Guardian's First Name:

Parent/Legal Guardian's email:

Parent/Legal Guardian's Phone number:

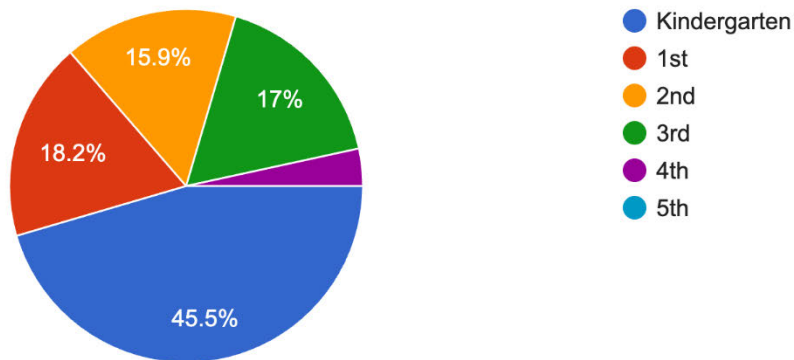
Parent/Legal Guardian's zip code:

This is the Enrollment Instrument used by PVA.
It can be found on the PVA website. It is
additionally distributed in printed form during all
PVA events.

Pahrump Valley Academy Enrollment by Grade Level, Now

Student's Grade, now

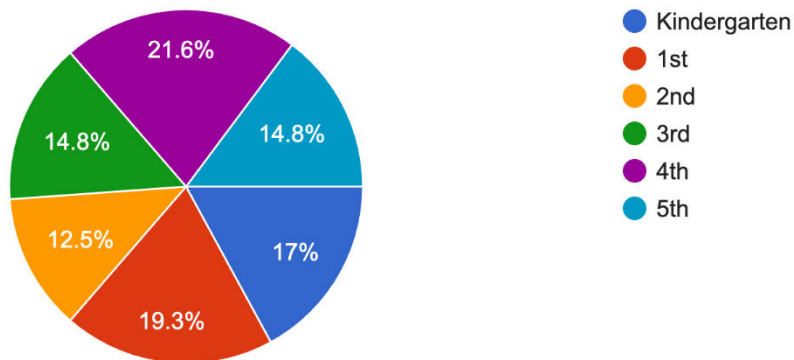
88 responses



Pahrump Valley Academy Expected Enrollment by Grade Level, 2026-27

Student's Grade, 2026-27

88 responses

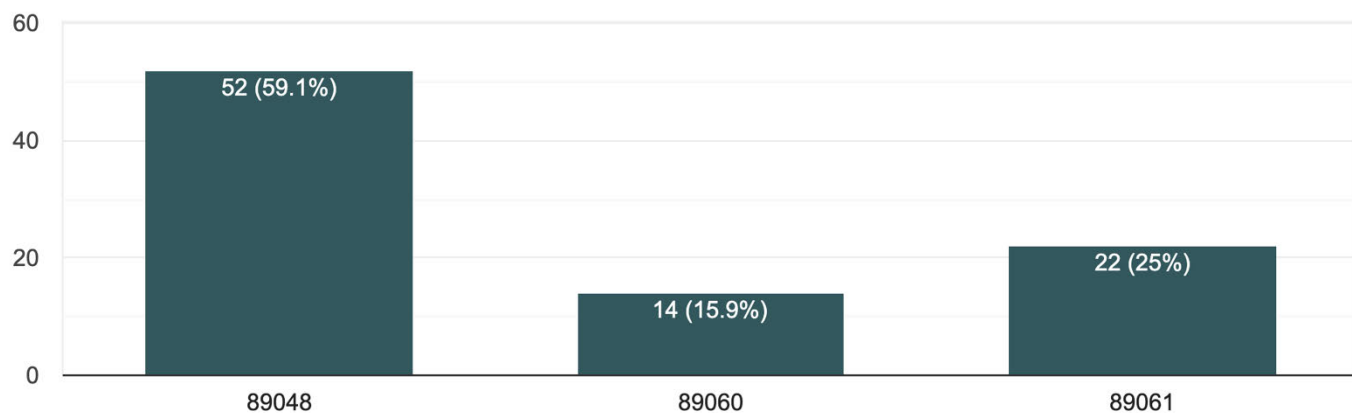


Please Note: The charts on this page and next page are approximations.

Pahrump Valley Academy Expected Enrollment by zip codes served, 2026-27

Parent/Legal Guardian's zip code

88 responses



Please Note: The charts on this page and the previous page are approximations.

Attachment 17



Incubation Year Planning Table

Pahrump Valley Academy Incubation Year Planning Table

This incubation year plan outlines the organizational milestones, activities, and responsibilities necessary to ensure Pahrump Valley Academy is prepared for a successful launch.

Work Stream	SMART Goals (Planning Year Milestones)	Activities	Responsible Personnel	Timeline
Instruction	Ensure all curriculum, assessments, and professional development are ready by August 2026	• Finalize and order standards-aligned curriculum by April 2026. • Develop scope and sequence for all subjects. • Establish assessment framework (MAP Growth, Renaissance STAR, ELPAC, SBAC). • Create intervention systems and teacher coaching structures. • Provide summer professional development including Classical Education foundations, curriculum training, and	Executive Director, Instructional Coach, Office Manager	1/25 – 8/26

		student support systems.		
Talent	Hire and onboard all staff by July 2026	• Advertise open positions across multiple platforms. • Attend job fairs and establish university recruitment partnerships. • Conduct interviews, complete background checks, and execute contracts. • Develop comprehensive onboarding and orientation plan. • Deliver professional development on culture, special education, English Learner support, and Classical Education.	Executive Director, Principal, Director of SPED, Licensed Board Members	9/25 – 7/26
Operations	Ensure all contracts and operational systems are in place by July 2026	• Execute leadership and staff contracts. • Secure third-party service providers for food, custodial, security, and	Executive Director, Board of Directors	1/25 – 7/26

		transportation. • Develop daily operational procedures. • Establish emergency response and safety systems.		
Technology	Establish effective technology systems and infrastructure by July 2026	• Identify, purchase, and install student and staff devices. • Implement student information system for data and attendance. • Establish testing systems for MAP Growth, STAR, and other assessments. • Build data security protocols and acceptable use policies.	Executive Director, Office Manager	3/25 – 8/26
Finance	Secure and manage \$1.5M startup funds and maintain fiscal compliance	• Apply for startup grants and loans. • Open bank accounts and establish internal controls. • Create 5-year financial projections and contingency plans.	Executive Director, Board Treasurer	6/25 – 1/26

		• Implement payroll, benefits, and vendor systems.		
Parent & Community Engagement	Build strong, ongoing parent, guardian, and community support	• Launch website, social media, and marketing campaigns. • Collect intent-to-enroll forms and interest surveys. • Host monthly open houses and town hall meetings. • Table at community events and festivals. • Provide multilingual communication and in-person translation as needed. • Publish monthly newsletters and maintain consistent family communication.	Executive Director, Office Manager, Board, Parent Steering Committee	1/25 – 8/26
School Systems & Culture	Establish a strong culture of equity, leadership, and community by August 2026	• Provide board and faculty training on culture, equity, and leadership. • Develop student code of	Executive Director, Board, Faculty Leaders	3/25 – 8/26

		conduct, behavior management, and leadership structures. • Align community on shared values and traditions. • Launch school mascot and student traditions to build school identity.		
Governance	Ensure effective, transparent governance	• Adopt bylaws, policies, and procedures aligned to state requirements. • Conduct formal board trainings on legal, financial, and academic oversight. • Establish committees and meeting calendar. • Adopt parent/student handbook, staff handbook, and special education policies. • Maintain transparency by publishing meeting notices and agendas.	Board of Directors, Executive Director	1/25 – 3/26

Facilities	Secure and prepare school site by August 2026	• Finalize facility lease and conduct due diligence. • Obtain zoning and occupancy approvals. • Order and install furniture and equipment. • Complete renovations and safety inspections. • Prepare classrooms and common areas for students.	Executive Director, Office Manager, Facilities Committee	11/25 – 8/26
Compliance	Meet all state, federal, and authorizer compliance requirements	• Establish compliance calendar. • Complete entity documentation and nonprofit status. • Submit required reports and data systems registrations. • Prepare for and complete pre-opening site visit.	Executive Director, Compliance Officer, Board Secretary	1/25 – 8/26
Continuous Learning	Incorporate best practices and reflect on progress	• Conduct visits to other charter schools. • Participate in technical assistance and leadership	Board of Directors, Executive Director	Ongoing

development
opportunities.

- Review
incubation
progress
quarterly and
adjust
strategies.

ATTACHMENT 17: INCUBATION YEAR PLANNING TABLE

Directions

Using the table on the next page, outline a detailed start-up plan aligned to specific organizational goals for the planning year to ensure that the school is ready for a successful launch. *Add rows as needed.*

- The “Planning Year Milestones (SMART Goals) by Work Stream” column should include SMART Goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) under the appropriate work stream.
- The activity column should include detailed information regarding action items necessary to accomplish each SMART Goal during the incubation year. For example, under the Talent Work Stream you may have one Milestone/SMART Goal related to teacher hiring (see sample below). This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding. Each of these activities should be listed separately. For each activity, list the responsible personnel and the date(s) for the activity.
- Your completed table should include all workstreams. It is likely that many of the workstreams will have multiple Milestones/SMART Goals, each of which will have multiple activities. **To be granular enough and meet rubric criteria, the incubation year plan should be several pages in length.**

Template

Please add rows under each work stream, as needed to provide complete details regarding your incubation year plan.

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)
INSTRUCTION			
Ensure all students have access to core curriculum by the first day of school, order it by April 1, 2026.	Order Curriculum	Executive Director	4/1/26
Schedule staff summer training by May 15, 2026.	Schedule Instructional Staff summer training	Executive Director, Office Manager	5/15/26
Ensure all stakeholders receive mandated and other trainings (SIS, School Culture, Leader in Me, Curriculum, etc.) to support the school’s students by August 3, 2026.	Complete summer training	Executive Director,	7/28/26
Ensure SIS is fully functional by July 24, 2026.	Be trained, set up students, classes, courses and grading parameters in SIS	Executive Director, Office Manager	7/24/26
Ensure students with disabilities have all service providers necessary to meet the services required on their IEP by August 3, 2026.	Identify Special Education Service Providers	Executive Director, Director of Special Ed	8/3/26
TALENT			

Ensure all existing talent are properly licensed in the state of Nevada.	<i>Executive Director and Principal need to have begun the process to obtain their NV licenses.</i>	Board of Directors, Executive Director, Principal	9/1/25
Hire Special Education Director, 11 Teaching staff, registrar, SPED Teacher, ELL Teacher/Reading Specialist, Nurse, Campus Monitor, 2 Paraprofessionals K, 1 Instructional Coach, and Art, Music, and French Teacher in order to fill all teaching positions by July 1, 2026.	Begin advertising open positions on PVA website, LinkedIn, Indeed, social media, universities, and job forums	Executive Director, Office Manager	6/30/26
	Attend Job Fairs	Executive Director, Director of Special Ed., Licensed Board Members	1/1-6/30/26
	Sort and Read Resumes	Executive Director, Director of Special Ed., Licensed Board Members	1/1-6/30/26
	Interviews	Executive Director, Principal, Director of Special Ed.	3/1-6/30/26
	Complete Initiation of all Security Check Processes & Negotiation of all Personnel Contracts	Executive Director, Board of Directors	6/1-30/26
Secure health and welfare benefits for employees by April 1, 2026	Health and Welfare Benefits	Executive Director	3/31/26
Secure required insurance requirements to protect students, staff, Board, and school by April 1, 2026.	Liability Benefits	Executive Director	3/31/26
OPERATIONS			
Execute Leadership Contracts to fill all School Leadership positions by January 1, 2026.	Execute Leadership Contracts	Executive Director, Board of Directors	1/1/26
	Execute Director Contract	Executive Director, Board of Directors	1/1/26
	Principal Contract	Executive Director	
	Office Manager Contract	Executive Director	1/1/26
Execute third party service providers to service the school by July 1, 2026.	Identify remaining third party service providers & Execute contracts as required	Executive Director, Board of Directors	6/30/26
TECHNOLOGY			

Establish a technologically effective school by July 24, 2026.	Identify needed technology equipment and solicit competitive bids	Executive Director, Office Manager	6/24/26
	Receive technology equipment, inventory, and image computers	Executive Director, Office Manager	6/24/26
	Establish School internet	Office Manager	6/24/26
Ensure an SIS to track students and attendance by July 24, 2026.	Set up SIS	Executive Director, Office Manager	7/24/26
Administer Renaissance AR/AM/STAR to students to track growth in Reading and Math by August 3, 2026.	Set up AR/AM/STAR	Executive Director, Office Manager	8/3/26
Ensure the safety of the facility, staff, and students by July 24, 2026.	Set up Security (Facility)	Executive Director, Office Manager	7/24/26
FINANCE			
Establish optimal campus size by calculating fixed and variable expenses against minimal revenue	Executive Director	Completed	Establish optimal campus size by calculating fixed and variable expenses against minimal revenue
Calculate facility expense & determine lease budget	Executive Director	Completed	Calculate facility expense & determine lease budget
Calculate furniture expenses & equipment expenses & determine relevant budget	Executive Director	Completed	Calculate furniture expenses & equipment expenses & determine relevant budget
	Calculate Personnel Cost & determine budget	Executive Director	Completed
	Calculate start-up costs budget	Executive Director	Completed
	Calculate break even points	Executive Director	Completed
Ensure the Charter School follows appropriate accounting procedures by November 1, 2026.	Establish Bank Account	Executive Director, Board of Directors	10/31/26
	Complete all paperwork relevant to 501c3	Executive Director, Board of Directors	6/1/25
	Entertain bids for Back Office Providers	Executive Director, Board of Directors	6/1/25
	Sign Contract with Back Office Provider	Executive Director, Board of Directors	7/1/25
	Establish all required accounts with the state of	Executive Director, Board of Directors	6/1/26

	Nevada/State Department of Education		
Establish a PCFP account by June 15, 2026	Set up PCFP account	Executive Director	6/15/26
Secure funding to ensure that the Charter School has required start-up funds in the amount of \$1,500,000 by January 15, 2026.	Apply for CSP Grant (Opportunity 180)	Executive Director, Board of Directors	1/15/26
	Apply for SPCSA Revolving Loan	Executive Director, Board of Directors	1/1/26
	Apply for State Infrastructure Bank Loan	Executive Director, Board of Directors	1/1/26
	Provide estimated student counts for the state	Executive Director, Office Manager	6/1/26
PARENT & COMMUNITY ENGAGEMENT			
Fully garner parent, guardian, and community support for the school on an ongoing basis starting on September 1, 2019.	Design Marketing Strategy	Executive Director, Office Manager, Board of Directors	Completed
	Create and Post Intent to Enroll Form on school website & school Facebook	Executive Director, Office Manager	Completed
	Design & Program Community Email Campaign	Executive Director, Office Manager	9/1/25
	Design & Program Parent Email Campaign	Executive Director, Office Manager	9/1/25
	Set up PVA Table for advertising at Pahrump Harvest Festival	Executive Director, Office Manager, Director of Sped., Board of Directors	9/1-30/25
	Set up PVA Table for advertising at Pahrump Chili Cook-Off	Executive Director, Office Manager, Director of Sped., Board of Directors	1/1-28/26
	Set up PVA Table for advertising at Pahrump Balloon Festival	Executive Director, Office Manager, Director of Sped., Board of Directors	2/2-3/31/26
	Hold monthly open-house informational meetings	Executive Director, Office Manager, Director of Sped., Board of Directors	1/1/25-6/30/26
Demonstrate transparency to the community by posting Board notices starting September 1, 2025 (after approval).	Publish Public Board Meeting Notices	Board of Directors	9/1/25
	Give Interviews	Executive Director	3/1/25-7/31/26

	Hold monthly informational townhall zoom meetings	Executive Director, Office Manager, Director of Sped., Board of Directors	1/1/25-6/30/26
SCHOOL SYSTEMS & CULTURE			
Ensure Board receives training on School Systems and Culture by September 1, 2025 (after approval).	Train Board on School Systems & Culture	Executive Director	9/1/25
Ensure Executive Director and Office Manager receives training on School Systems and Culture by September 1, 2025 (after approval).	Train Office Manager and Executive Director on School Systems & Culture	Executive Director	9/1/25
Design School Mascot to establish school spirit and traditions by March 27, 2026	Design School Mascot	Executive Director Board of Directors	3/27/26
	Launch School Mascot on Anniversary of school's first Town Hall at the location of the first Town Hall, VE Conference Center, in a PVA dress code Fashion Show	Executive Director, Board, Parent Steering Committee	3/28/26
Establish positive community relationships prior to the start of the school year September 1, 2025 (after approval).	Meet Team PVA	Team PVA (Board, Executive Director, Faculty, Staff)	9/1/25
	Mandated and other trainings like Leader in Me, Board Training, Faculty Training, School Community Leadership Council, Staff Training, Parent Steering Committee	Executive Director, Board of Directors	7/31/26
GOVERNANCE			
Incubation Year Plan	Review and update incubation year plan	Executive Director, Board of Directors	1/15/25
Board meetings calendar	Establish meetings calendar and post to website	Executive Director, Board of Directors, Office Manager	1/15/25
Board members	Board members' profiles on website is reviewed and updated. Their resumes and contact information is posted.	Executive Director, Board of Directors	1/15/25
Board Policy	Board policy for criminal background checks for board members, staff, and volunteers has been adopted in alignment with NRS 388A.323 and NRS 386.588.	Executive Director, Board of Directors	1/15/25

	Board policy for lottery, application process to be used for student enrollment, as well as all other processes and documents relevant to student enrollment has been adopted in alignment with NRS 388A.456 and R131-16.	Executive Director, Board of Directors	2/15/25
	Parent and student handbook is adopted approved by the Board; it includes all elements as required by authorizing body regulations.	Executive Director, Board of Directors	3/15/25
	staff handbook is adopted approved by the Board; it includes all elements as required by authorizing body regulations.	Executive Director, Board of Directors	3/15/25
	Special Education identification and service provisions are adopted and approved by the Board.	Executive Director, Board of Directors (SPCSA model handbook)	3/15/25
	Students qualifying for services under the McKinney-Vento Homeless Assistance Act identification and service provisions are adopted and approved by the Board.	Executive Director, Board of Directors (SPCSA model handbook)	3/15/25
	School calendar has been developed, approved, and submitted to both Epicenter and NDE.	Executive Director, Board of Directors, Principal	3/15/25
Leadership and Outreach	Establish School Community Leadership Council	Executive Director, Board of Directors	1/31/26
	Establish Parent Steering Committee	Executive Director, Board of Directors	2/28/26
Ensure Board receives training on School Systems and Culture by September 1, 2025 (after approval).	Board Training	Board of Directors	3/1/25
Demonstrate transparency to the community by posting Board notices starting September 1, 2025 (after approval).	Publish Public Board Meeting Notices	Board of Directors	9/1/25
FACILITY			

Finalize the facility lease to ensure students have a place to learn by July 1, 2026.	Finalize Facility	Executive Director	11/30/25-6/1/26
	Execute Lease Agreement	Executive Director	12/31/25
Furnish the school with furniture and equipment so students can learn by July 1, 2026.	Specify school furniture, equipment	Executive Director, Office Manager	4/1/26
	Order school furniture, equipment	Executive Director, Office Manager	4/1/26
Ensure insurance is secured so facility is protected July 1, 2026.	Finalize all Facility relevant Insurance Policies	Executive Director	3/29/26
Set up the facility to ensure students have a place to learn by August 1, 2026.	Take Possession of Facility	Executive Director, Board of Directors	7/1/26
	Make sure all utilities are operational	Executive Director, Office Manager	6/1/26
	Set up facility	Executive Director, Board of Directors, Office Manager, PTO, Parent Steering Committee	6/1-8/1/26
OTHER			
Visit Other Charter Schools	Continue to visit other charter schools and have conversations with their leaders about best practices in charter schools.	Board of Directors, Executive Director, Office Manager	On-going

Attachment 18



NOT APPLICABLE

Attachment 19



NOT APPLICABLE
(Retainer Letter Included)



4/22/2025

[REDACTED]

Board of Directors
Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Charter Authority Board Members,

MDB Realty is Managed by Matthew Brimhall, the very successful, experienced, award - winning broker. Our commercial team consists of the most knowledgeable, results-driven brokers backed by the most innovative and scalable technology the commercial real estate industry has to offer. When you work with MDB Realty, you aren't just working with a single broker, you're hiring a vast network of dedicated real estate professionals. Wendy Bass is our Realtor who lives and operated out of Pahrump, Nevada and she is a perfect fit for finding solutions for The Pahrump Valley Academy Charter School. Our skills include customer real estate needs analysis, financial planning, and project management. In addition to our current commercial and residential real estate transactions, we are involved with many community projects – including working with non-profits to secure leases and purchase properties. We have closed a number of deals with large and small businesses; working with our clients to analyze their business plans, finding them the right properties, and then negotiating sales agreements and/or leases. Our specialty is customer service and our clients come back to us again and again for their commercial & residential real estate needs.

The Pahrump Valley Academy (PVA) has retained the services of MDB Realty, to assist them with identifying and negotiating with landlords to lease a location or with sellers to purchase a location that will be used as a school. We are prepared to work with PVA during their lease application process or with them to secure a financing partner and enter into a commercial purchase agreement. These processes could take anywhere from six to twelve months. We will work with PVA to facilitate an end-to-end real estate solution that meets their needs.

Our process will consist of:

- 1) Conducting site visits to evaluate and determine the most suitable properties.
- 2) Issuing a Request for Proposal (RFP) to the landlords or sellers of these properties.
- 3) Evaluating and ranking proposals and submitting counter proposals.
- 4) Working with the landlords or sellers and an architect to conduct a test fit.
Note: Typically, the landlord will be requested to fund the initial test fit.
- 5) Assisting PVA in preparing a financial analysis of costs and making recommendations for a financing partner.

- 6) Reviewing economic terms with PVA to narrow site selection down to two final properties and send out counter proposals to either counter terms or clarify terms.
- 7) After the final proposals are back and financial analysis updated, PVA will make their final decision on which location to select and move forward with a lease agreement or a commercial purchase agreement. During the negotiation phase, the test fit will be finalized.
- 8) Following these steps, an RFP for pricing will be sent to three general contractors. After initial pricing comes back, PVA will select their general contractor and we will assist PVA with working through details of the pricing into their budget.
- 9) Finally, a lease agreement will be executed, or a commercial purchase agreement will close escrow; after which the general contractor will finalize construction drawings with the architect. We will work with the parties to ensure plans are submitted to the building department for permits. Once the permits are received construction commences.

MDB Realty is excited to be a part of bringing such an innovative education model to Pahrump and is committed to finding and developing a high-quality facility solution for PVA.

Thank you for the opportunity,
Sincerely,
Wendy Bass
Realtor – MDB Realty



Attachment 20



NOT REQUIRED

Attachment 21



List of Insurance Coverage



Pahrump Valley Academy

April 24, 2025

Dear Dr. Marandi,

I am pleased, on behalf of Amerisent Insurance – Boulder City, to have been selected to assist the Pahrump Valley Academy with their property, casualty, and surety insurance needs. This is an honor that we do not take lightly – we will do our best to provide the insurance needed to facilitate an outstanding and efficient charter school experience for your students and faculty.

Amerisent Insurance is an independent insurance agency with offices in Las Vegas and Boulder City. We place insurance with more than 100 carriers in Nevada, California, Utah, and Arizona, to name a few. We value our existing clients and business relationships throughout the Pahrump community, which date back nearly a decade.

I have provided an attachment as an estimate only. As discussed, a lot of variables go into establishing a bindable insurance quote. Some of those variables are location, building conditions (age and updates that have or have not been completed), number of employees and their payroll, financial stability, and the estimated number of students. This list is not all-inclusive. We look forward to having the opportunity to firm up an insurance package that will encompass your insurance needs. Please do not hesitate to contact me with any questions or concerns you may have.

Warm regards,

A handwritten signature in black ink, appearing to read 'John Chase'.

John Chase

Agent / Owner Amerisent Insurance – Boulder City

INSURANCE ESTIMATE – PAHRUMP VALLEY ACADEMY

Coverage	Premium Estimate
General Liability	4000.00
Abuse / Neglect	Included
EPLI	2000.00
Professional Liability	1000.00
Auto – Hired and Non-owned	1500.00
Property	3000.00
Crime – Employee Dishonesty	2000.00
Umbrella – Excess Liability	5000.00
Workers Compensation	3500.00
D & O (Directors and Officers)	1500.00
Medical Payments to others	Included
Total:	23,500.00



Employee benefits proposal for
Pahrump Valley Academy

Approximate monthly costs for health, dental, and vision insurance for employee only coverage will be about \$500/mo (pending final census of insured workers) Medical insurance provided through SelectHealth for medical and Delta Dental and Eeyemed for dental and vision.

Total per employee annual liability is approx. \$6,000

Brent Leavitt, CFP® Owner, Battle Born Financial Advisor & Health Insurance Broker

4/21/2025

<http://www.BattleBornFinancialAdvisor.com>

Brent Leavitt, CFP® is an Investment Advisor Representative of Interactive Financial Advisors. Battle Born Financial Advisor and interactive Financial Advisors are both independently owned and operated.

Small Group Health Insurance						Clark											
						Option 1				Option 2				Option 3			
Medical Carrier						SelectHealth				SelectHealth				SelectHealth			
Metal						Gold				Silver				Bronze			
Plan name						Med POS Gold 500 Medical Deductible - no deductible for office visits and Rx				Med POS Silver Copay Plan with 0 Medical Deductible				Med POS Bronze 9200 Health Deductible - no deductible for office visits			
Plan Type						POS				POS				POS			
Deductible						\$500				\$0				\$9,200			
Max Out of Pocket						\$7,900				\$9,200				\$9,200			
Primary						\$25				\$25				\$45			
Specialist						\$50				\$50				\$95			
Lab						\$0				\$30				\$65			
X-Ray						\$0				\$30				\$65			
Urgent Care						\$45				\$45				\$75			
ER						Ded+\$350				\$750				Deductible			
Hospital						Ded+30%				\$2,000/day(x3)				Deductible			
Pharmacy Deductible						\$0				\$800(Tier 3-4)				Medical Deductible(Tier 3-4)			
Tier 1						\$5				\$5				\$15			
Tier 2						\$30				\$30				\$40			
Tier 3						30% Coinsurance				\$100				Deductible			
Tier 4						50% Coinsurance				Ded+50%				Deductible			
Plan Document						\$0				\$0				\$0			
Employee	Age	Spouse	Child1	Child2	Child3	Employee	Spouse	Children	Total	Employee	Spouse	Children	Total	Employee	Spouse	Children	Total
	25					\$377			\$377	\$336			\$336	\$248			\$248
	30					\$426			\$426	\$379			\$379	\$280			\$280
	35					\$458			\$458	\$408			\$408	\$302			\$302
	40					\$479			\$479	\$427			\$427	\$316			\$316
	45					\$542			\$542	\$483			\$483	\$357			\$357
	50					\$670			\$670	\$597			\$597	\$441			\$441
	55					\$836			\$836	\$745			\$745	\$551			\$551
	60					\$1,018			\$1,018	\$907			\$907	\$670			\$670
Average	42.5					\$601			\$601	\$535			\$535	\$396			\$396
Total						\$4,805				\$4,282				\$3,165			
Base Rate						286.88				255.66				188.95			

Attachment 22



Budget Narrative

Budget Narrative & Cash Flow Statement

The financial information and narrative for Pahrump Valley Academy 's proposal are hereby presented. The financial statements include a six-year pro-forma annual budget (the planning year plus six years of operations ~~for 2025-26~~ through 2031-2032 inclusive) and a monthly cash flow statement for the first year of operation.

Students: Enrollment, Demographics

Revenues for Pahrump Valley Academy largely depend on the number of students enrolled or Average Daily Enrollment (ADE).

It is planned that the Pahrump Valley Academy will open in School Year 2026-27 with enrollment of 275 ADE and grow steadily each year to 450 ADE at capacity in School Year 2031-32. The below **Table A** reflects the Pahrump Valley Academy 's projected enrollment by grade level, which includes K -8th Grade.

Table A: Enrollment

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2025	2026	2027	2028	2029	2030	2031
	2026	2027	2028	2029	2030	2031	2032
ENROLLMENT (All Populations)		275	350	400	450	450	450
K		50	50	50	50	50	50
1st		50	50	50	50	50	50
2nd		50	50	50	50	50	50
3rd		50	50	50	50	50	50
4th		50	50	50	50	50	50
5th		25	50	50	50	50	50
6th			50	50	50	50	50
7th				50	50	50	50
8th					50	50	50
Total Student Enrollment		275	350	400	450	450	450

Demographics are based on expected feeder schools in the designated area code of **891XX** and the surrounding areas which are made up of the following weighted funding categories as reflected in **Table B**.

Table B: Demographics

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2025	2026	2027	2028	2029	2030	2031
	2026	2027	2028	2029	2030	2031	2032
ENROLLMENT BY STUDENT GROUP (State unique qualifying enrollment estimates)							
State Special Education (SPED)	-%	100.00%	-%				
English Language Learners (ELL)	-%	85.79%	-%				
Gifted & Talented (GATE)	-%	95.56%	-%				
At Risk (AR)	97.0%	76.95%	74.64%				
Students not identified in any of the above groups (Adjusted Base funding only)	-%	-%	-%				
		35	44	50	57	57	57
		17	22	25	29	29	29
		-	-	-	-	-	-
		205	261	299	336	336	336
		18	22	26	29	29	29

Contingency for Reduced Enrollment

While the financial plan is based on a projected enrollment of 275 students in Year 1, the school has prepared for the possibility of lower enrollment. If actual enrollment is up to 10% below projections, staffing and supply levels will be adjusted proportionally to align with student needs and the reduced revenue base. Teacher hiring will be scaled to preserve reasonable class sizes, and non-essential supply

purchases and discretionary program expenses will be deferred or reduced to maintain financial sustainability without impacting core instruction.

If enrollment falls more than 10% below projections, the school will implement additional cost controls, including deferring non-instructional hires, renegotiating vendor contracts, and reducing other non-essential expenditures. These measures will preserve academic quality while ensuring the school remains financially viable.

In addition to enrollment-related adjustments, if expenditures such as facilities, insurance, or employee benefits rise above assumptions, the Board will implement discretionary cost reductions and defer non-essential spending to maintain fiscal balance while protecting instructional quality and compliance obligations.

Explicit Cost-Saving Tiers

- Tier 1: Immediate Non-Instructional Cuts
 - Defer or renegotiate non-essential vendor contracts (e.g., consultants, marketing).
 - Postpone discretionary supply purchases not tied directly to curriculum.
- Tier 2: Professional Development Adjustments
 - Shift from external PD vendors to in-house, staff-led sessions.
 - Reduce travel-related PD or defer specialized training to subsequent years.
- Tier 3: Extracurricular & Supplemental Programs
 - Scale back enrichment clubs, or elective offerings that are not required for compliance or core academics.
- Tier 4: Administrative Deferrals
 - Delay hiring for non-instructional roles until enrollment stabilizes.
- Final Safeguard: Protect teacher salaries, benefits, and essential compliance services until all other tiers are exhausted.

Revenues

Factoring in all projected revenues at Pahrump Valley Academy, per-pupil funding is expected to be approximately ~~\$9,414~~ \$11,505 per ADE (Average Daily Enrollment Student), which includes State and Local revenues in Year 1. In Year 2, a 2.00% COLA is assumed, and the State Weighted Funding Categories based on Prior Year enrollment will begin to be funded; this will increase the total average to \$12,025 per ADE. In each subsequent year, the revenue per pupil will increase based on an assumed COLA of 2.00%. The State Pupil Centered Funding Plan (PCFP) revenue stream provides the largest source of funding, making up 100% in Year 1 and 85% of total revenues beginning in Year 2 of operation. All revenues are monitored throughout the year and updated as changes occur.

Table C: Summary of Projected Revenues

	Incu'	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2025	2026	2027	2028	2029	2030	2031	2032
	2026	2027	2028	2029	2030	2031	2032	
TOTAL REVENUE	\$	-	\$ 3,244,432	\$ 4,380,843	\$ 5,028,889	\$ 5,661,387	\$ 5,692,484	\$ 5,692,484
Total PCFP Revenue PP		\$	11,798	\$ 12,517	\$ 12,572	\$ 12,581	\$ 12,650	\$ 12,650

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Pupil Centered Funding Plan (PCFP)

The New School Application Financial Plan Template provided by the State Public Charter School Authority (SPCSA) was used to determine the PCFP assumptions for each year of the above revenue projections, which are paid in Year 1 (2026-27) at ~~\$9,414~~ \$11,505 for the State Adjusted Base Rate per expected student ADE. Projections indicate that in Year 1, a total of \$3,163,875 will be paid out based on the projected ADE of 275 for the State PCFP Adjusted Base Revenue.

In Year 2, a 2.0% COLA is applied to the State PCFP and in addition, State Weighted Funding and the expected weighted population count at Pahump Valley Academy estimated at 97% At-Risk pupils, 7.4% English Language Learners and 12.6% for Special Education Students outlined in the Enrollment and Demographics section will begin to be paid out. Based on Prior Year student counts, English Language Learners (ELL) total \$37,801. At-Risk students are determined later by the NDE and therefore, At-Risk funding is not included. Along with the projected current State Adjusted Base Rate per ADE payout of \$3,163,875 (based on 275 ADE with the 2.00% COLA increase). Going forward, these numbers are projected to increase based on added enrollment and a COLA increase calculated at 2.00% per annum.

Once the student demographic profile is established and verified, the school anticipates receiving additional per-pupil funding under this weight, which will significantly strengthen the cash position in future years. Based on current enrollment projections, the school could potentially receive the following in total At-Risk funding:

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Total Student Enrollment	275	350	400	450	450	450	450
At Risk (AR)	66	84	96	108	108	108	108
% of student population	24%	24%	24%	24%	24%	24%	24%
Total At Risk (AR) Fundin	\$ 3,295	\$ 217,463	\$ 276,772	\$ 316,310	\$ 355,849	\$ 355,849	\$ 355,849

However, the budget does not rely on these funds to balance core operations in Year 1. If eligibility differs from projections, expenditures will be adjusted accordingly to maintain compliance and sustainability.

Special Education

State Special Education funding will begin in Year 2 as assumed per the SPCSA Financial Model at \$3,845 per Special Education student from the Prior Year's enrollment count. Year 2 Total is projected at \$133,229 for Special Education students, and this is projected to increase at 2.00% COLA each year and grow with the enrollment totals. It should also be noted that a 1.25% PCFP Sponsorship fee is deducted each year from the PCFP Base Revenue only as reflected in **Table D**.

Table D: Projected State Revenues

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2025	2026	2027	2028	2029	2030	2031
	2026	2027	2028	2029	2030	2031	2032
STATE & LOCAL (PCFP) FUNDING							
State PCFP Adj' Base Revenue		\$3,163,875	\$4,026,750	\$4,602,000	\$5,177,250	\$5,177,250	\$5,177,250
State Weighted Funding (EL, GATE, no local AR)		\$ -	\$37,801	\$48,110	\$54,983	\$61,856	\$61,856
State SPED Funding		-	133,229	169,565	193,788	218,012	218,012
Local SPED Funding		-	-	-	-	-	-
Inflation adjustor (on state Base only)			\$80,535	\$92,040	\$103,545	\$103,545	\$103,545
Inflation adjusted Total Revenue		\$3,163,875	\$4,278,315	\$4,911,715	\$5,529,566	\$5,560,663	\$5,560,663
PCFP Sponsorship Fee (on Base)		\$(39,548)	\$(50,334)	\$(57,525)	\$(64,716)	\$(64,716)	\$(64,716)
PCFP Revenue Net of Sponsor Fee		\$3,124,327	\$4,227,981	\$4,854,190	\$5,464,851	\$5,495,947	\$5,495,947
PCFP Revenue Net of Sponsor Fee pp		\$11,361	\$12,080	\$12,135	\$12,144	\$12,213	\$12,213

Federal Revenues & Other Funding

Title Programs

Based on roughly 90% of students qualifying for free and reduced priced meals, Pahrump Valley Academy has also included funds for Title IA, Title IIA, and Title III English Learners at the rates in the Financial Plan Template and based on the percentages of the weighted populations as outlined in the Enrollment and Demographics section and detailed in **Table E** beginning in Year 2.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 90%. The per-meal reimbursement rates assumed are based on the current Federal Rates of \$2.28 for Breakfast and \$4.35 for Lunch per eligible student, multiplied by the number of school days.

Special Education IDEA Part B

In addition to State Special Education funding, Pahrump Valley Academy also assumes \$1,005 per Special Education student of IDEA PART B Federal Special Education funding beginning in year 2 in line with the SPCSA Financial Plan Template and based on the prior year eligible student count.

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2025	2026	2027	2028	2029	2030	2031
	2026	2027	2028	2029	2030	2031	2032
FEDERAL & OTHER FUNDING PORTION							
Title I		26,400	33,600	38,400	43,200	43,200	43,200
Title IIA (AR only)		5,319	6,769	7,736	8,703	8,703	8,703
Title IIA (AR & Non AR)		1,100	1,400	1,600	1,800	1,800	1,800
Title III		1,974	2,512	2,871	3,230	3,230	3,230
Title IV							
Federal Breakfast Program		-	-	-	-	-	-
Federal Lunch Program		50,490	64,260	73,440	82,620	82,620	82,620
IDEA		34,823	44,321	50,652	56,984	56,984	56,984
	\$ -	\$ 120,106	\$ 152,862	\$ 174,699	\$ 196,537	\$ 196,537	\$ 196,537

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
FEDERAL & OTHER FUNDING PORTION							
Title I		26,400	33,600	38,400	43,200	43,200	43,200
Title IIA (AR only)		5,319	6,769	7,736	8,703	8,703	8,703
Title IIA (AR & Non AR)		1,100	1,400	1,600	1,800	1,800	1,800
Title III		1,974	2,512	2,871	3,230	3,230	3,230
Title IV							
Federal Breakfast Program		-	-	-	-	-	-
Federal Lunch Program		50,490	64,260	73,440	82,620	82,620	82,620
IDEA		34,823	44,321	50,652	56,984	56,984	56,984
Food Services Revenue	-	133,167	169,486	193,698	217,910	217,910	217,910
	\$ -	\$ 253,273	\$ 322,348	\$ 368,397	\$ 414,447	\$ 414,447	\$ 414,447

While our revenue projections assume approximately 90% Free and Reduced-Price Lunch (FRL) eligibility, we recognize that actual eligibility rates may vary. To mitigate this risk, we conducted a sensitivity analysis showing the financial impact if FRL eligibility falls to 70% or 80%. In these scenarios, we would adjust discretionary expenditures, defer certain non-essential contracts, and rely on base per-pupil funding to maintain balanced operations without compromising core instructional services.

Expenditures

The projected expenditures through 2031-32 are shown below in Table F and are followed by a summary of assumptions for some of the larger expense categories.

The school's operating budget is sustainable solely on state and federal per-pupil revenues and the SPCSA Revolving Loan Fund; competitive grants and philanthropy will supplement but are not required for core operations.

Table F: Summary of Projected Expenses

EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Personnel	\$ -	\$2,073,993	\$2,805,610	\$3,173,567	\$3,782,849	\$3,787,093	\$3,791,422
Facilities	-	590,659	772,452	907,133	1,048,669	1,077,609	1,107,366
General Operating Expenses	-	262,344	305,196	338,497	379,853	375,562	378,414
EMO Payments	-	-	-	-	-	-	-
Marketing	-	5,000	5,000	5,000	5,000	5,000	5,000
FFE&T	-	205,053	117,511	113,804	126,514	99,150	99,150
Transportation	-	-	-	-	-	-	-
Depreciation (& Amortization)	-	-	-	-	-	-	-
Insurance	-	20,600	21,218	21,855	22,510	23,185	23,881
Expense Inflation Adjustment	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ -	\$3,157,648	\$4,026,988	\$4,559,855	\$5,365,396	\$5,367,600	\$5,405,233
<i>Total Expenses PP</i>	<i>\$ -</i>	<i>\$11,482</i>	<i>\$11,506</i>	<i>\$11,400</i>	<i>\$11,923</i>	<i>\$11,928</i>	<i>\$12,012</i>

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Personnel	\$ -	\$2,149,372	\$2,885,599	\$3,253,635	\$3,782,849	\$3,787,093	\$3,791,422
Facilities	-	310,613	406,382	477,433	552,151	567,619	583,530
General Operating Expenses	-	394,293	473,252	535,260	603,069	605,635	639,863
EMO Payments	-	-	-	-	-	-	-
Marketing	-	5,000	5,000	5,000	5,000	5,000	5,000
FFE&T	-	202,563	114,296	109,854	121,544	94,650	182,844
Transportation	-	-	-	-	-	-	-
Depreciation (& Amortization)	-	-	-	-	-	-	-
Insurance	-	20,600	21,218	21,855	22,510	23,185	23,881
Expense Inflation Adjustment	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ -	\$3,082,441	\$3,905,746	\$4,403,036	\$5,087,123	\$5,083,183	\$5,226,540
<i>Total Expenses PP</i>	<i>\$ -</i>	<i>\$11,209</i>	<i>\$11,159</i>	<i>\$11,008</i>	<i>\$11,305</i>	<i>\$11,296</i>	<i>\$11,615</i>

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) are at 54% of total expenditures during year 1.

“Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits, including PERS, Social Security, Medicare, and workers’ compensation.

Pahrump Valley Academy’s teacher staffing levels are based upon enrollment projections. Ratios of Certified Teachers to Students are expected to be at or below 20:1 over the full 6 years of operations, as noted in **Table G**.

Table G: Instructional Staff Ratio

Staff Summary	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031	SYE 2032
FTE - SPED Teachers	-	1.5	2.0	2.0	3.0	3.0	3.0
FTE - ELL Teachers	-	1.0	1.0	2.0	2.0	2.0	2.0
FTE - Grade Level Teachers	-	15.0	18.0	20.0	26.0	26.0	26.0
Total FTEs w/benefits @ School	-	26.5	38.0	43.0	51.0	51.0	51.0
Enrollment		275	350	400	450	450	450
FTE Teachers (SPED, ELL, Grade Level)	-	18	21	24	31	31	31
Student/Teacher ratio	-	16	17	17	15	15	15

Staff Summary	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
FTE - SPED Teachers	-	2.0	2.0	3.0	3.0	3.0	3.0
FTE - ELL Teachers	-	2.0	2.0	2.0	2.0	2.0	2.0
FTE - Grade Level Teachers	-	15.0	18.0	20.0	26.0	26.0	26.0
Total FTEs w/benefits @ School	-	27.0	39.0	44.0	51.0	51.0	51.0
Enrollment		275	350	400	450	450	450
FTE Teachers (SPED, ELL, Grade Level)	-	19	22	25	31	31	31
Student/Teacher ratio	-	14	16	16	15	15	15

The staffing tables associated with the financial projections are shown below:

Table H: Staffing Summary

Staff Summary	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031	SYE 2032
FTE - Administrators	-	2.0	2.0	3.0	3.0	3.0	3.0
FTE - Office	-	2.0	4.0	4.0	4.0	4.0	4.0
FTE - SPED Teachers	-	1.5	2.0	2.0	3.0	3.0	3.0
FTE - ELL Teachers	-	1.0	1.0	2.0	2.0	2.0	2.0
FTE - Guidance Counselors & Other	-	5.0	11.0	12.0	13.0	13.0	13.0
FTE - Grade Level Teachers	-	15.0	18.0	20.0	26.0	26.0	26.0
FTE - Substitute Teachers	-	-	-	-	-	-	-
Total FTEs w/benefits @ School	-	26.5	38.0	43.0	51.0	51.0	51.0

Staff Summary	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
FTE - Administrators	-	2.0	2.0	3.0	3.0	3.0	3.0
FTE - Office	-	2.0	4.0	4.0	4.0	4.0	4.0
FTE - SPED Teachers	-	2.0	2.0	3.0	3.0	3.0	3.0
FTE - ELL Teachers	-	2.0	2.0	2.0	2.0	2.0	2.0
FTE - Guidance Counselors & Other	-	4.0	11.0	12.0	13.0	13.0	13.0
FTE - Grade Level Teachers	-	15.0	18.0	20.0	26.0	26.0	26.0
FTE - Substitute Teachers	-	-	-	-	-	-	-
Total FTEs w/benefits @ School	-	27.0	39.0	44.0	51.0	51.0	51.0

For the incubation year, it is anticipated that the **Executive Director** and **Principal** will begin ~~in January 2026~~ **July 2026**. For the first year of operations (2026-27), it is assumed that the school administrators and other 12-month employees will begin in July 2026. Teachers will begin in mid-July.

The total salary for all staff positions is listed by Year in the table below. The budget assumes a 2.0% cost-of-living adjustment per annum, in line with the revenue assumptions.

Table I: Total Salaries

Staff Summary	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031	SYE 2032
Total FTEs w/benefits @ School	-	26.5	38.0	43.0	51.0	51.0	51.0
TOTAL SALARIES	\$ -	\$1,573,627	\$2,119,174	\$2,394,292	\$2,851,514	\$2,851,514	\$2,851,514

Staff Summary	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Total FTEs w/benefits @ School	-	27.0	39.0	44.0	51.0	51.0	51.0
TOTAL SALARIES	\$ -	\$1,573,627	\$2,119,174	\$2,394,292	\$2,851,514	\$2,851,514	\$2,851,514

The table below lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by whether they are full-time, part-time and/or hourly employees. The Pahump Valley Academy's employees are projected to be full-time and therefore will all participate in PERS, Medicare, and Workers' Compensation Insurance. The Nevada PERS (and not the Federal Social Security system), Employer contribution rate is expected to be 19.25% which reflects PERS 50/50 vs. PERS 100 as most teaching staff in a new charter trend to the younger demographic which tends to start with PERS 50/50, and increases are based on the COLA increase of 1% each year. Should the employee choose PERS 100, the salary would be adjusted downward to reflect the increased Employer PERS liability. Medical benefits are assumed at \$4,805 per single employee per quote provided by a local broker with multiple charter clients. Of this amount, 100% will be covered by Pahump Valley Academy per employee. This also includes vision and Dental covered at 100%.

Table J: Employee Benefits

Staff Summary	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031	SYE 2032
Total FTEs w/benefits @ School	-	26.5	38.0	43.0	51.0	51.0	51.0
BENEFITS	\$ -	\$494,005	\$677,317	\$768,954	\$919,095	\$923,339	\$927,668
Medical	-	103,903	151,973	175,409	212,204	216,448	220,777
Retirement (PERS-Required)	-	302,923	407,941	460,901	548,917	548,917	548,917
Other benefits	-	87,179	117,402	132,644	157,974	157,974	157,974

Staff Summary	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BENEFITS	\$ -	\$510,527	\$696,364	\$788,081	\$919,095	\$923,339	\$927,668
Medical	-	105,864	155,973	179,488	212,204	216,448	220,777
Retirement (PERS-Required)	-	314,230	419,626	472,586	548,917	548,917	548,917
Other benefits	-	90,433	120,765	136,007	157,974	157,974	157,974

If medical benefits, PERS rates, or COLA adjustments exceed projections, the Board will review the budget and adjust discretionary spending to remain within projected revenues. In the event of significant increases, the school will defer non-essential contracts and postpone non-instructional hires to preserve financial stability while protecting classroom instruction.

General Operating Expenses

Many of the core programming cost projections after the initial start-up period beginning in Year 1 are based upon a per pupil estimate that is reasonable for the school size including professional development, office supplies, instructional supplies, textbooks, library books, online curricula, project materials, field trips, contracted SPED Services, contracted back-office services (captured in the "EMO-CMO-BOSP" tab), student assessments, bank fees, and parent meeting expenses all included in the Instructional Supplies expense line. Textbook costs can be shifted to online curricula if the need trends higher for online vs. physical textbooks. The Pahump Valley Academy will provide breakfast and lunch for all students and will participate in the National School Free and Reduced Lunch Program. Total

Contracts and other services include an estimate for legal fees, audit fees, Educational Consultant costs and Board and Staff recruitment costs as well as some nominal start-up costs. Transportation costs are not assumed; however, transportation funding will be applied for if available in order to provide student-to-school and home transportation if the need is identified.

If inflationary increases in insurance, utilities, or contracted services exceed assumptions, the Board will implement proactive cost-control measures, beginning with the deferral of discretionary purchases and non-essential contracts to protect instructional quality and compliance. The Finance Committee will conduct annual reviews of vendor agreements to identify opportunities for renegotiation, cost savings, or efficiency gains, while also monitoring market conditions to anticipate potential increases. The Board will track utility and service costs on a monthly basis and authorize timely adjustments to discretionary spending, ensuring that the school maintains fiscal stability and long-term financial resilience. In addition, the Finance Committee will conduct annual scenario-based forecasting to test the budget against potential higher-cost environments or lower-than-expected revenues, ensuring that mitigation strategies are developed in advance and financial sustainability is maintained under multiple conditions.

Table K: Summary of General Operating Expenses

GENERAL OPERATING EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Total Instructional Support, Supplies, etc	\$ -	\$ 194,678	\$ 222,984	\$ 246,564	\$ 278,432	\$ 273,675	\$ 273,027
<i>Per student</i>	\$ -	\$708	\$637	\$616	\$619	\$608	\$607
Total Contract/Other Services	\$ -	\$ 67,666	\$ 82,213	\$ 91,933	\$ 101,421	\$ 101,887	\$ 105,387
Total Food Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL TRANSPORTATION COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL ATHLETIC COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inflation (compounded/year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL OPERATING EXPENSES	\$ -	\$262,344	\$305,196	\$338,497	\$379,853	\$375,562	\$378,414

GENERAL OPERATING EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Total Instructional Support, Supplies, etc	\$ -	\$ 310,793	\$ 365,920	\$ 410,985	\$ 462,129	\$ 456,562	\$ 484,062
<i>Per student</i>	\$ -	\$1,130	\$1,045	\$1,027	\$1,027	\$1,015	\$1,076
Total Contract/Other Services	\$ -	\$ 74,164	\$ 94,755	\$ 109,839	\$ 124,689	\$ 130,156	\$ 133,656
Total Food Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL TRANSPORTATION COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL ATHLETIC COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inflation (compounded/year)	\$ -	\$7,699	\$18,611	\$31,879	\$48,373	\$61,066	\$77,933
TOTAL GENERAL OPERATING EXPENSES	\$ -	\$392,657	\$479,286	\$552,703	\$635,191	\$647,784	\$695,651

Detailed General Operating Expenses are provided in **Table L** below. Some of the per-student costs are higher in Year 1 due to the purchase of start-up Textbooks.

Table L: General Operating Expense Details

GENERAL OPERATING EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Instructional Support, Supplies, etc.							
Professional development	\$ -	\$34,450	\$49,400	\$55,900	\$66,300	\$66,300	\$66,300
Staff recruitment	-	7,500	7,500	7,500	7,500	7,500	7,500
Special Ed/Psychology Consultant	-	13,860	17,640	20,160	22,680	22,680	22,680
Textbooks - initial costs	-	27,500	7,500	5,000	5,000	-	-
Library books per new student	-	2,063	2,625	3,000	3,375	3,375	3,375
Food services	-	50,490	64,260	73,440	82,620	82,620	82,620
Music program	-	4,125	5,250	6,000	6,750	6,750	6,750
Office Supplies (non direct student; not equip)	-	5,500	7,000	8,000	9,000	9,000	9,000
Supplies for students (not equip)	-	5,500	7,000	8,000	9,000	9,000	9,000
Assessment costs	-	2,750	3,500	4,000	4,500	4,500	4,500
Contracted SPED	-	13,860	17,640	20,160	22,680	22,680	22,680
Instructional supplies - Teachers	-	2,625	3,150	3,600	4,650	4,650	4,650
General office supplies (enter here or above)	-	3,600	3,600	3,600	3,600	3,600	3,600
General building décor	-	2,500	2,500	2,500	2,500	2,500	2,500
Health supplies	-	2,750	3,500	4,000	4,500	4,500	4,500
Postage and shipping	-	1,375	1,750	2,000	2,250	2,250	2,250
Dues and memberships	-	2,650	3,800	4,300	5,100	5,100	5,100
Travel and Meetings	-	2,650	3,800	4,300	5,100	5,100	5,100
Background checks	-	-	2,147	932	405	648	-
Field trips	-	4,500	5,250	6,000	6,750	6,750	6,750
Governance/Board Background Checks	-	430	172	172	172	172	172
Governance/Board Training	-	2,000	2,000	2,000	2,000	2,000	2,000
Parent & staff meetings	-	2,000	2,000	2,000	2,000	2,000	2,000
Total Instructional Support, Supplies, etc.	\$ -	\$ 194,678	\$ 222,984	\$ 246,564	\$ 278,432	\$ 273,675	\$ 273,027
<i>Per student</i>	<i>\$ -</i>	<i>\$708</i>	<i>\$637</i>	<i>\$616</i>	<i>\$619</i>	<i>\$608</i>	<i>\$607</i>

GENERAL OPERATING EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Instructional Support, Supplies, etc.							
Professional development	\$ -	\$27,000	\$39,000	\$44,000	\$51,000	\$51,000	\$51,000
Staff recruitment	-	7,000	7,000	7,000	7,000	7,000	7,000
Special Ed/Psychology Consultant	-	13,860	17,640	20,160	22,680	22,680	22,680
EMO / CMO Fee	-	-	-	-	-	-	-
Textbooks - initial costs	-	27,500	7,500	5,000	5,000	-	-
Textbooks - repurchase of new books	-	-	-	-	-	-	27,500
Library books per new student	-	2,063	2,625	3,000	3,375	3,375	3,375
Food services	-	183,657	233,746	267,138	300,530	300,530	300,530
Music program	-	2,750	3,500	4,000	4,500	4,500	4,500
Management fees (other than EMO, CMO, Licensing fees)	-	-	-	-	-	-	-
Office Supplies (non direct student; not equip)	-	4,125	5,250	6,000	6,750	6,750	6,750
Supplies for students (not equip)	-	4,125	5,250	6,000	6,750	6,750	6,750
Assessment costs	-	2,750	3,500	4,000	4,500	4,500	4,500
Yearbook	-	-	-	-	-	-	-
School store	-	-	-	-	-	-	-
Contracted SPED	-	13,860	17,640	20,160	22,680	22,680	22,680
Instructional supplies - Teachers	-	2,850	3,300	3,750	4,650	4,650	4,650
General office supplies (enter here or above)	-	3,600	3,600	3,600	3,600	3,600	3,600
School uniforms - new students	-	-	-	-	-	-	-
School uniforms - returning students	-	-	-	-	-	-	-
General building décor	-	2,000	2,000	2,000	2,000	2,000	2,000
Health supplies	-	1,375	1,750	2,000	2,250	2,250	2,250
Bank fees	-	-	-	-	-	-	-
Athletic expenditures (detail below)	-	-	-	-	-	-	-
Postage and shipping	-	688	875	1,000	1,125	1,125	1,125
Gifts & awards - students	-	-	-	-	-	-	-
Gifts & awards - faculty and staff	-	-	-	-	-	-	-
Dues and memberships	-	2,700	3,900	4,400	5,100	5,100	5,100
Travel and Meetings	-	2,700	3,900	4,400	5,100	5,100	5,100
Background checks	-	2,187	972	405	567	-	-
Accounting services (Excludes contract svcs)	-	-	-	-	-	-	-
Field trips	-	-	-	-	-	-	-
Field trips - out of state	-	-	-	-	-	-	-
Governance/Board Background Checks	-	1,204	172	172	172	172	172
Governance/Board Training	-	2,000	2,000	2,000	2,000	2,000	2,000
Governance/Board Other Expenses	-	-	-	-	-	-	-
Parent & staff meetings	-	800	800	800	800	800	800
Saturday School (contractors for instructor	-	-	-	-	-	-	-
Total Instructional Support, Supplies, etc.	\$ -	\$ 310,793	\$ 365,920	\$ 410,985	\$ 462,129	\$ 456,562	\$ 484,062
<i>Per student</i>	<i>\$ -</i>	<i>\$1,130</i>	<i>\$1,045</i>	<i>\$1,027</i>	<i>\$1,027</i>	<i>\$1,015</i>	<i>\$1,076</i>

CONTRACT/OTHER SERVICES (NOT OTHERWISE INCLUDED IN APP)(NOTE EMO, CMO, BOSP TAB)	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Admissions Lottery	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$1,000
Accounting services (Contract, Annual Inde	\$ -	\$48,666	\$65,713	\$75,433	\$84,921	\$85,387	\$85,387
Annual audit	\$ -	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Board Recruitment and Screening	\$ -	\$1,500	\$500	\$500	\$500	\$500	\$500
Brochures, Information	\$ -	\$2,500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Charter application	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$2,500
Total Contract/Other Services	\$ -	\$ 67,666	\$ 82,213	\$ 91,933	\$ 101,421	\$ 101,887	\$ 105,387

CONTRACT/OTHER SERVICES (NOT OTHERWISE INCLUDED IN APP)(NOTE EMO, CMO, BOSP TAB)	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Admissions Lottery	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$1,000
Accounting services (Contract, Annual Inde	\$ -	\$50,664	\$68,255	\$78,339	\$88,189	\$88,656	\$88,656
Annual audit	\$ -	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000	\$35,000
Board Recruitment and Screening	\$ -	\$1,000	\$500	\$500	\$500	\$500	\$500
Brochures, Information	\$ -	\$2,500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Charter application	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$2,500
Legal fees (Incubation Year)	\$ -	\$5,000					
Legal fees (Post incubation)			\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total Contract/Other Services	\$ -	\$ 74,164	\$ 94,755	\$ 109,839	\$ 124,689	\$ 130,156	\$ 133,656

Food Program (per student)	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031	SYE 2032
Total Food Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Furniture, Fixtures, Equipment and Technology (FFE&T)

The purchase of equipment, including computer devices and charging carts as well as student and staff furniture, will be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) per pupil, per full-time staff member, and general purchases. As these items do wear out overtime and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation. Educational and subscription-based software is also assumed to be part of these costs. The amounts are based on quotes as well as similar-sized local school annual budgets.

Furniture, Fixtures, Equipment & Technology (FFE&T)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
TOTAL FFE & T COSTS	\$-	\$205,053	\$117,511	\$113,804	\$126,514	\$99,150

Furniture, Fixtures, Equipment & Technology (FFE&T)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
TOTAL FFE & T COSTS	\$-	\$202,563	\$114,296	\$109,854	\$121,544	\$94,650

If budgetary adjustments become necessary, the school will first protect staff salaries and benefits, core curriculum, compliance obligations, and essential operations. Reductions will focus on discretionary and non-essential costs to ensure instructional continuity and regulatory compliance are preserved.

Student Recruitment and Marketing Expenses

Student Recruitment and Marketing Expenses are estimated at \$5,000.

STUDENT RECRUITMENT AND MARKETING	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Total Cost	\$ -	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	-%	17%	17%	17%	17%	17%

Insurance Costs

Insurance costs are calculated at \$20,600 in year 1 with a 3% inflation adjustment in subsequent years based on the quote provided by a local broker with multiple charter clients.

Table O: Insurance Costs

Insurance Coverage Expenses	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Total Insurance Expense b4 Inflation	-	20,000	20,000	20,000	20,000	20,000	20,000
Inflation (Compounds)	-	600	1,218	1,855	2,510	3,185	3,881
	\$ -	\$20,600	\$21,218	\$21,855	\$22,510	\$23,185	\$23,881

Facilities Expenses

Pahrump Valley Academy is planning to lease a third-party site. Based on current real estate conditions and the geographic area targeted, the budget projects facilities costs from \$18.00. Per the SPCSA financial Funding Model, the calculated square feet required in Years 1 ~~24,750~~ **13,750**. This will increase to ~~40,500~~ **22,500** by Year ~~6~~ **4** based on student growth. Tenant Improvements are included as part of the rent costs.

Lease agreements will be structured to include caps on annual escalations whenever possible, and the Board will conduct annual reviews of facility costs to mitigate long-term financial risk. If insurance premiums, lease rates, or other fixed costs rise above assumptions, the Board will reduce discretionary spending and defer non-essential contracts to preserve instructional quality and compliance.

Table P: Facilities, Repairs and Other Leases Expenses

LEASE OPTION	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
SF/pupil (50-55 sf PP common w/charter schools)(20 sf PP c	90 sf/p	90 sf/p	90 sf/p	90 sf/p	90 sf/p	90 sf/p	90 sf/p
Lease area (conditioned space)(sq ft)	-	24,750 sf	31,500 sf	36,000 sf	40,500 sf	40,500 sf	40,500 sf
Lease rate/sq ft/Month (Contract--Before w	\$ -	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo
Lease rate/sq ft/Year (Contract--Before wai	\$ -	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr
Lease rate/sq ft/month (Net rent after waive	\$ -	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo
Lease rate/sq ft/year (After waivers..., w/o c	\$ -	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr
Lease rate escalator			3%	3%	3%	3%	3%
Lease cost/sf/month (after waivers)	\$-	\$1.50	\$1.55	\$1.59	\$1.64	\$1.69	\$1.74
Lease rate /yr w/esca' (after waivers)	\$ -	\$18.00	\$18.54	\$19.10	\$19.67	\$20.26	\$20.87
Facility lease cost/yr	\$ -	\$445,500	\$584,010	\$687,463	\$796,598	\$820,496	\$845,111
Custodial (Non CAM)/yr		\$24,750	\$31,500	\$36,000	\$40,500	\$40,500	\$40,500
Utilities/yr	-	49,500	63,000	72,000	81,000	81,000	81,000
CAM/yr		18,563	23,625	27,000	30,375	30,375	30,375
Internal/major repairs		24,750	31,500	36,000	40,500	40,500	40,500
Maintenance		24,750	31,500	36,000	40,500	40,500	40,500
Escalator on Custodial, Utilities, CAM, Security)		145,159	188,442	219,670	252,071	257,113	262,255
Security Deposit(s)(post to Cashflow ("C	-	37,125					
Total cash cost to lease (FYI, not shown o	\$ -	\$627,784	\$772,452	\$907,133	\$1,048,669	\$1,077,609	\$1,107,366
Total lease book expense (shown on Sum	\$ -	\$590,659	\$772,452	\$907,133	\$1,048,669	\$1,077,609	\$1,107,366
Book Expense - Cash Cost	\$ -	\$(37,125)	\$ -	\$ -	\$ -	\$ -	\$ -

LEASE OPTION	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
SF/pupil (50-55 sf PP common w/charter schools)(20 sf PP common w/charter schools)	50 sf/p	50 sf/p	50 sf/p	50 sf/p	50 sf/p	50 sf/p	50 sf/p
Lease area (conditioned space)(sq ft)	-	13,750 sf	17,500 sf	20,000 sf	22,500 sf	22,500 sf	22,500 sf
Lease rate/sq ft/Month (Contract--Before waivers)	\$ -	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo
Lease rate/sq ft/Year (Contract--Before waivers)	\$ -	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr
Lease rate/sq ft/month (Net rent after waivers)	\$ -	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo	\$1.50 /mo
Lease rate/sq ft/year (After waivers..., w/o escalator)	\$ -	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr	\$18.00 /yr
Lease rate escalator			3%	3%	3%	3%	3%
Lease cost/sf/month (after waivers)	\$ -	\$1.50	\$1.55	\$1.59	\$1.64	\$1.69	\$1.74
Lease rate /yr w/escalator (after waivers)	\$ -	\$18.00	\$18.54	\$19.10	\$19.67	\$20.26	\$20.87
Facility lease cost/yr	\$ -	\$247,500	\$324,450	\$381,924	\$442,554	\$455,831	\$469,506
Custodial (Non CAM)/yr		\$17,188	\$21,875	\$25,000	\$28,125	\$28,125	\$28,125
Utilities/yr	-	17,188	21,875	25,000	28,125	28,125	28,125
CAM/yr		6,875	8,750	10,000	11,250	11,250	11,250
Campus security	-	-	-	-	-	-	-
Insurance (If not on Ins' tab)	-	-	-	-	-	-	-
Internal/major repairs		10,313	13,125	15,000	16,875	16,875	16,875
Maintenance		10,313	13,125	15,000	16,875	16,875	16,875
Property Taxes	-	-	-	-	-	-	-
Escalator on Custodial, Utilities, CAM, Security)		63,113	81,932	95,509	109,596	111,788	114,024
Security Deposit(s)(post to Cashflow ("Cashflow"))	-	-	-	-	-	-	-
Tenant Improvement Costs (Initial Capital Outlay for Occupancy)							
Architecture & Engineering	-	-	-	-	-	-	-
Space Planning	-	-	-	-	-	-	-
Other facility preparation costs	-	-	-	-	-	-	-
Depreciation-Capital Outlay	-	-	-	-	-	-	-
Total cash cost to lease (FY1, not shown on Cashflow)	\$ -	\$310,613	\$406,382	\$477,433	\$552,151	\$567,619	\$583,530
Total lease book expense (shown on Sum of Book Expense - Cash Cost)	\$ -	\$310,613	\$406,382	\$477,433	\$552,151	\$567,619	\$583,530
Book Expense - Cash Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

While the budget assumes a long-term lease for the initial facility, the Board recognizes the importance of evaluating facility ownership as part of long-term sustainability. Beginning in Year 3, the Finance Committee will explore options for facility acquisition or participation in charter facilities financing programs such as the Nevada Facilities Fund. This analysis will inform whether transitioning from leasing to ownership provides greater stability and cost efficiency over time.

Cash Flow

Pahrump Valley Academy intends to apply for the Revolving Loan Fund with the SPCSA to meet cash flow needs in Year 1 for \$137,500, which is based on the maximum of \$500 per ADE projected in Year 1. This will be paid back beginning in Year 2 as a deduction from the PCFP monthly revenue payments. Additionally, the Pahrump Valley Academy will apply for the Opportunity 180 CSP, Opportunity 180 YO and other grants that could provide additional funding in the start-up year and will allow for some of the assumed costs to be covered, such as furniture and curriculum. These grants are not reflected in the Financial Plan Workbook. If the grant funding is awarded, some of the costs assumed in Year 1 will be shifted to Incubation YO.

While grants may support programming and offset start-up expenses, the school's financial model is fully sustainable on per-pupil funding and the Revolving Loan. All essential instructional and operational needs, including curriculum, technology, and furniture, are incorporated into the approved budget to guarantee uninterrupted operations even if grants are delayed or not awarded. Grants, if received, will be applied strategically to enhance programming, accelerate growth initiatives, or strengthen reserves, but will never be required to sustain core services.

In addition to the SPCSA Revolving Loan, Pahrump Valley Academy will secure Opportunity 180 Year 0 grant funding of up to \$180,000. These funds will be available in the incubation year and will be applied toward early operational expenses, including payroll, facilities, and startup costs, thereby ensuring positive cash flow throughout the initial months of operation. This funding eliminates the early-year negative balances reflected in the conservative cash flow projection and provides a strong liquidity buffer in advance of state true-up disbursements in November.

The school is committed to building reserves equal to 45–60 days of operating cash in Years 1–2, with a long-term goal of 100 days by Year 5. To safeguard fiscal health, the Finance Committee and Board will conduct monthly reviews of revenues, expenditures, and cash flow, benchmark progress toward reserve targets, and authorize adjustments as needed. Financial results, including reserve levels and cash flow status, will be shared publicly through Board meetings and annual reports to ensure full transparency and accountability to stakeholders. In addition, the Finance Committee will incorporate multi-year scenario testing into its annual financial review, modeling the impact of enrollment fluctuations, inflationary pressures, or revenue delays to ensure the school maintains long-term sustainability under a variety of conditions.

	Projected Jul	Projected Aug	Projected Sep	Projected Oct	Projected Nov	Projected Dec	Projected Jan	Projected Feb	Projected Mar	Projected Apr	Projected May	Projected Jun	Projected Jul 1
Total Revenues	\$ -	\$271,279	\$271,279	\$271,279	\$271,279	\$271,279	\$271,279	\$271,279	\$271,279	\$271,279	\$271,279	\$271,279	\$260,361
Total Expenditures	\$215,905	\$262,615	\$262,615	\$262,615	\$262,615	\$262,615	\$262,615	\$262,615	\$262,615	\$262,615	\$260,555	\$260,555	\$131,353
Net Surplus (Deficit)	\$(215,905)	\$8,665	\$8,665	\$8,665	\$8,665	\$8,665	\$8,665	\$8,665	\$8,665	\$8,665	\$10,725	\$10,725	\$129,008
Begin Cash Balance(F/B) \$	-												
End Cash Balance (F/B)	\$(215,904.63)	\$(207,240.00)	\$(198,575.37)	\$(189,910.73)	\$(181,246.10)	\$(172,581.47)	\$(163,916.84)	\$(155,252.21)	\$(146,587.58)	\$(137,922.95)	\$(127,198.32)	\$(116,473.69)	\$12,533.99

Ending Cash Balance

The **conservative** cash balance at the end of 2025-26 is projected to be ~~\$12,533.99~~ at best \$432,658 and will grow each year with a goal of building a healthy reserve. These projections are based on conservative assumptions, and balances are expected to remain positive and sustainable even under lower-revenue or higher-cost scenarios. This initial balance, reflects prudent planning typical of start-up charter schools and is designed to safeguard operations in the school’s early years. As enrollment increases and efficiencies are realized, reserves will expand steadily, positioning the school to reach 45–60 days of operating cash in Years 1–2 and 100 days by Year 5. Alignment with Attachment 24 confirms that balances improve annually and demonstrate long-term financial sustainability.

To reinforce strong governance, the Finance Committee and Board will review reserve levels against benchmarks each month, ensuring resources are strategically managed and aligned with reserve targets. Progress will also be independently verified through the school’s annual audit, with findings made publicly available to reinforce accountability and transparency. In addition, the school will provide families and stakeholders with annual reports summarizing reserve progress, cash flow, and overall financial performance. By coupling conservative projections with robust oversight and transparent reporting, the school ensures that financial stability is not only achieved but continuously monitored and strengthened.

To ensure financial stability, Pahrump Valley Academy will designate a portion of the Year 1 ending balance for reserves. Specifically, 1% will be transferred into a Board-designated restricted reserve

account at the close of Year 1. The Finance Committee will conduct quarterly reviews of revenues, expenditures, and cash flow, and will formally authorize additional transfers to reserves as conditions allow. Beginning in Month 6 of Year 1, a minimum of 1-3% of monthly revenues will be earmarked for reserves until the school achieves its target of 45–60 days cash on hand by the end of Year 2. By Year 5, reserves are projected to grow to 100 days cash on hand, ensuring long-term sustainability and compliance with SPCSA financial benchmarks.

	Projected Jul	Projected Aug	Projected Sep	Projected Oct	Projected Nov	Projected Dec	Projected Jan	Projected Feb	Projected Mar	Projected Apr	Projected May	Projected Jun	Projected Jul 1
Total Revenues	\$156,216	\$177,286	\$177,286	\$177,286	\$437,647	\$281,430	\$287,234	\$287,234	\$287,234	\$287,234	\$287,234	\$273,917	\$260,361
Total Expenditures	\$326,062	\$250,954	\$250,954	\$250,954	\$250,954	\$250,954	\$250,954	\$250,954	\$250,954	\$250,954	\$248,894	\$248,894	\$ -
Net Surplus (Deficit)	<u>\$(169,846)</u>	<u>\$(73,668)</u>	<u>\$(73,668)</u>	<u>\$(73,668)</u>	\$186,692	\$30,476	\$36,280	\$36,280	\$36,280	\$36,280	\$38,340	\$25,023	\$260,361
Begin Cash Balance (F/B)	\$ 137,500.00												
End Cash Balance (F/B)	\$ (32,345.59)	\$ (106,014.07)	\$ (179,682.54)	\$ (253,351.01)	\$ (66,658.94)	\$ (36,183.19)	\$ 96.43	\$ 36,376.05	\$ 72,655.67	\$ 108,935.30	\$ 147,274.92	\$ 172,297.80	\$ 432,658.35

Revolving Loan

The revolving loan reflected in the financial model is anticipated from the State Public Charter School Authority (SPCSA). The school intends to apply through the SPCSA’s revolving loan program, and the budgeted amount is based on typical award levels provided to new charter schools of similar size and need.

If the SPCSA Revolving Loan is not awarded or disbursement is delayed, Signature Preparatory will implement a fallback plan to preserve cash flow. This includes (1) deferring all non-essential start-up purchases such as supplemental technology and furniture, (2) reducing marketing expenditures to only core recruitment activities, and (3) temporarily contracting for fewer support staff positions until enrollment and State per-pupil revenues are received. In addition, the Board will secured a line of credit with Mid-First Bank, which can serve as a short-term bridge to cover payroll and facility obligations until State funding flows. This ensures that operations are not dependent on the Revolving Loan as the sole source of liquidity.

Contingency Planning for Delays or Shortfalls

The Board of Directors and Finance Committee will monitor enrollment and revenues monthly. If enrollment falls below 90% of projections by October 1 or if revenues are 5–10% below budgeted levels, contingency measures will be triggered. These include deferring capital expenditures, delaying non-essential hires, and renegotiating vendor payment schedules. Reserve funds, which are projected to maintain at least 100 days cash on hand, will only be accessed with Board approval and as a last resort to protect instructional continuity.

- Deferral of non-essential early expenses, such as certain contracted services or supply purchases.
- Negotiated payment terms with key vendors, targeting net-45 or net-60 to relieve short-term cash demands.

In addition to October 1 enrollment adjustments, the Finance Committee will monitor monthly enrollment and attendance trends throughout the year. If mid-year withdrawals materially reduce Average Daily Enrollment (ADE), the school will implement proportional staffing and expense

adjustments. Recruitment efforts will remain active beyond the initial enrollment period, targeting mid-year transfers to stabilize funding and maintain program continuity.

Additional Cash Flow Mitigation Strategies

Exceptional Enrollment Growth Adjustment (EEGA)

The school anticipates meeting the 60% enrollment threshold by June 1, making it eligible to receive PCFP funding as early as July 1 through the EEGA mechanism. This early funding will help offset July operating expenses and reduce reliance on delayed or uncertain financing.

Based on current projections, the school expects to receive at least \$158,193.75 in PCFP funds in July, ($275 \times 60\% = 165$ students, $165 \text{ students} \times \$11,505/12 \text{ or } \$958.75 = \$158,193.75$) which will serve as a critical source of early operating capital. This initial funding infusion will support essential startup costs and mitigate pressure on reserves and external financing.

Nevada Facilities Fund (NVFF) – Opportunity 180

In addition to the SPCSA loan, the school plans to pursue financing through the Nevada Facilities Fund (NVFF), offered in partnership with Opportunity 180. This program provides low-cost, flexible capital to support charter school facility readiness and early operations. If needed, NVFF funding will serve as an additional buffer against timing-related cash flow constraints.

These measures collectively demonstrate a responsible, multi-layered approach to cash flow management, ensuring the school can meet its operational obligations regardless of the exact timing or scale of any single funding source.

Conclusion

This budget has been designed to meet or exceed the SPCSA's financial performance framework benchmarks, including maintaining a positive current ratio, sufficient days cash on hand, and a sustainable debt service coverage ratio. Procurement practices outlined in the school's Financial Policies Manual will govern all expenditures, ensuring that purchases above \$10,000 receive Board approval, contracts above \$100,000 undergo competitive bidding, and all vendors are verified for compliance with federal suspension and debarment requirements (Sam.gov).

Attachment 23



Not Applicable

Attachment 24



**Completed Financial Plan Workbook
Uploaded Separately as Excel File**

Attachments 25-34



NOT REQUIRED