



**Purpose Leadership Academy
2024 Charter Application**



1 APPLICATION COVER SHEET

1.1 GENERAL INFORMATION

Name of Proposed School: Purpose Leadership Academy

Proposed Opening Year: 2025

Grades Served in Year 1 3rd-5th Grades Served at Capacity: 3rd- 12th

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: Leondrus Wright

Street Address: [REDACTED]

City: Las Vegas State: NV Zip: 89101

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	Catrina Pelletier Nevada License Number, if applicable: 211382	NV, Clark County	Board Member
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Dr. Andre Ponder Nevada License Number, if applicable: 214150	NV, Elko County	Board Member
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Tehran Price	NV, Clark County	Board Member
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	George Perez	NV, Clark County	Board Member, Treasure
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Raeshann Canady	NV, Clark County	Board Member, Chair
2: Other (optional)	Dr. Melvin King	NV, Clark County	Board Member, Vice-Chair
2: Other Human Resources	Kimberly Bredeson	NV, Clark County	Board Member, Secretary
2: Other	Leondrus Wright	NV, Clark County	Founder, Proposed Chancellor
2: Other	Benjamin Burns	NV, Clark County	Board Member

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)

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



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)

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.



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						
1						
2						
3	96	96	96	96	96	96
4	96	96	96	96	96	96
5	96	96	96	96	96	96
6		96	96	96	96	96
7			96	96	96	96
8				96	96	96
9					96	96
10						96
11						
12						
Total	288	384	480	576	672	768



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: Looking to be located in geographic area of North Las Vegas(89030) West Las Vegas(89106) or North East near Nellis Air Force Base(89115)

County: Clark Zip Code(s) to be Served by School: 89106, 89030, 89115, 89156, 89110

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 PREPARATION^{3F1}

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	
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	
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)	
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	

¹ [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.

Leondrus Wright

Primary Contact Name

April 30, 2024

Date

Signature



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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, and for any other entities that are critical to your mission.

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

Mission: Purpose Leadership Academy (PLA) will elevate, educate, and inspire African American and Hispanic student leaders in grades 3rd - 12th to define and reach their full potential through project-based learning, restorative pride circles, and socio-emotional learning by excelling in scholastic achievement and embracing Leadership, Identity, Integrity, Scholarship, Humanity, and Service.

Vision: Purpose Leadership Academy produces critically conscious changemakers who will lead with service as a guiding purpose to enact and impact change through policy, innovation, and inspiration.

Mission and Vision Explained

The mission of Purpose Leadership Academy is focused on elevating, educating, and inspiring student leaders to reach their full potential as defined by themselves, and forms the foundation of the proposed school's educational model. This mission underscores a student-centric approach, allowing African American and Hispanic students to define and pursue their unique pathways to leadership and reach their full potential. We use the graduate aims of PLA to measure that students are reaching their full potential.

The vision of Purpose Leadership Academy is that graduates will be critically conscious changemakers leading with service as their guiding purpose, which complements the educational model. It highlights the academy's commitment to nurturing socially responsible leaders among African American and Hispanic students, emphasizing their role in contributing to and impacting change through policy, innovation, and inspiration.

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,

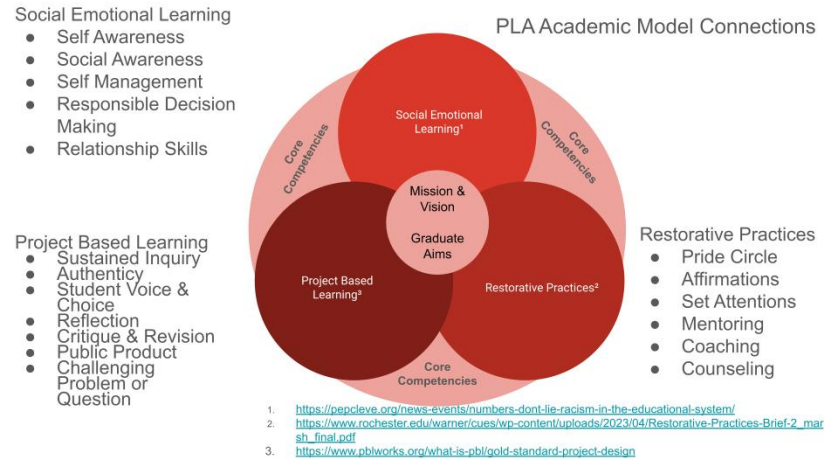
Purpose Leadership Academy is targeting five specific zip codes in Clark County. The following zip codes cover 89030, 89106, 89156, 89115, and 89110 which will serve North, West, and Sunrise Manor areas of the Las Vegas Valley. The specific student population that PLA will service is a specific focus on African American, and Hispanic students with a special focus on families that qualify for free or reduced lunch, English Language Learners, and students that qualify as at-risk populations. (See Meeting the Academic Need Section to see the academic needs of these students in the targeted zip codes.)

b) The key components of your educational model,

The mission of Purpose Leadership Academy, which aims to elevate, educate, and inspire student leaders to reach their full potential as defined by them, serves as the foundation for the proposed school by emphasizing a student-centered approach. This means that the academy will tailor its programs and support to the unique aspirations and needs of African American and Hispanic students, recognizing that their full potential may be shaped differently for everyone.

The vision of Purpose Leadership Academy, which focuses on producing critically conscious changemakers leading with service as their guiding purpose, sets the tone for the academy's commitment to fostering socially responsible leaders. This vision aligns to empower African American and Hispanic students to contribute to an impact change through policy, innovation, and/or inspiration, specifically within their communities and beyond.

In summary, these statements form the foundation for the proposed school by centering on the specific demographic of African American and Hispanic male students and emphasizing their potential for leadership and service-driven change.



PLA Academic Model

Project-Based Learning ²	<p>PBL encourages active learning through hands-on projects, which can be designed to address issues and challenges relevant to these communities³. Core competencies are chosen to empower students with the skills, knowledge, and cultural awareness necessary to drive positive change within their communities and beyond.</p> <p>When adapting PBL to better serve African American and Hispanic students, it's important to consider their unique cultural, social, and educational needs to create an inclusive and effective learning environment. Remember that there is no one-size-fits-all approach, as every student is an individual with unique needs. Building a culturally responsive and inclusive learning environment requires ongoing reflection, adaptation, and a commitment to understanding and valuing the diverse backgrounds of every student.</p>
Social Emotional Learning ⁴	<p>Social Emotional Learning (SEL) programs can have a significant impact on academic performance in African American and Hispanic male students, as they do in students of all backgrounds. SEL is an educational approach that focuses on developing skills related to emotions, relationships, and responsible decision-making. When implemented effectively, SEL can address various factors that may be affecting academic performance in these specific demographic groups⁵:</p> <ul style="list-style-type: none"> • Improved Self-Awareness: SEL programs help students become more self-aware by teaching them to recognize and understand their emotions. This self-awareness can be particularly beneficial for African American and Hispanic male students who may face unique challenges and stressors related to their racial or ethnic identity. By understanding their emotions better, these students can manage stress and negative emotions more effectively, which can lead to improved focus on academics. • Social Skills Development: SEL programs emphasize the development of interpersonal skills, including communication, empathy, and conflict resolution. These skills are essential for building positive relationships with teachers, peers, and family members, which can create a more supportive and conducive learning environment. • Emotional Regulation: African American and Hispanic male students may face external stressors related to discrimination, socioeconomic challenges, and community violence. SEL programs teach emotional regulation techniques, which can help these students cope with

² <https://www.pblworks.org/what-is-pbl/gold-standard-project-design>

³ Han, S., Capraro, R. & Capraro, M.M. HOW SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) PROJECT-BASED LEARNING (PBL) AFFECTS HIGH, MIDDLE, AND LOW ACHIEVERS DIFFERENTLY: THE IMPACT OF STUDENT FACTORS ON ACHIEVEMENT. *Int J of Sci and Math Educ* 13, 1089–1113 (2015). <https://doi.org/10.1007/s10763-014-9526-0>

⁴ <https://pepcleve.org/news-events/numbers-dont-lie-racism-in-the-educational-system/>

⁵ Panayiotou, M., Humphrey, N., & Wigelsworth, M. (2019). An empirical basis for linking social and emotional learning to academic performance. *Contemporary Educational Psychology*, 56, 193-204. <https://doi.org/10.1016/j.cedpsych.2019.01.009>



	<p>stress and anxiety in a healthier way, reducing the negative impact on their academic performance.</p> <ul style="list-style-type: none">• Increased Engagement: SEL programs often include activities and discussions that make learning more engaging and relevant. This can help African American and Hispanic male students see the value in their education and feel more connected to their school community, leading to increased motivation and effort in their studies.• Reduced Behavioral Issues: By promoting self-control and responsible decision-making, SEL programs can lead to a reduction in behavioral issues and disciplinary actions. African American and Hispanic male students are often disproportionately affected by disciplinary measures, and SEL can help address this disparity by fostering a positive school climate.• Academic Persistence: SEL programs can instill a growth mindset and the belief that effort leads to improvement. This mindset shift can encourage African American and Hispanic male students to persist in the face of academic challenges and setbacks, ultimately improving their academic performance.• Closing Achievement Gaps: By addressing the social and emotional needs of African American and Hispanic male students, SEL can contribute to closing the achievement gap that exists in education. When these students feel supported, valued, and empowered, they are more likely to perform well academically. <p>It's important to note that the effectiveness of SEL programs can vary depending on factors such as program quality, implementation fidelity, and the level of support from school administrators and educators. PLA will maximize the benefits of SEL for its students, PLA will tailor these SEL programs to meet the specific needs and cultural backgrounds, involve parents and caregivers, and provide ongoing support and training for educators.</p>
Restorative Justice (Pride Circle) ⁶	<p>Restorative practices⁷ are a set of strategies that focus on building and maintaining positive relationships, resolving conflicts, and fostering a sense of community within an educational setting. When implemented in conjunction with the mission and vision of Purpose Leadership Academy, which emphasizes elevating, educating, and inspiring student leaders, restorative practices can contribute significantly to achieving these goals. Here's how each element aligns with the mission and vision:</p> <ul style="list-style-type: none">• Circles:<ul style="list-style-type: none">• Purpose: Circles create a safe space for open dialogue and community building.• Alignment: They align with the mission by fostering an environment where students can define and express their full potential. Circles promote inclusion and collaboration, essential elements in the development of student leaders.• Affirmations:<ul style="list-style-type: none">• Purpose: Affirmations acknowledge and celebrate individual strengths and achievements.• Alignment: Aligned with the mission, affirmations contribute to elevating and inspiring students by recognizing their unique qualities and accomplishments. This positive reinforcement supports the vision of producing critically conscious changemakers.• Setting Intentions:<ul style="list-style-type: none">• Purpose: Setting intentions involves goal setting and creating a positive mindset.• Alignment: It aligns with the mission by encouraging students to reach their full potential through purposeful goal setting. Intentions also support the vision of producing leaders with a guiding purpose.

⁶ https://www.rochester.edu/warner/cues/wp-content/uploads/2023/04/Restorative-Practices-Brief-2_marsh_final.pdf

⁷ Brittany Zakszeski & Laura Rutherford (2021) Mind the Gap: A Systematic Review of Research on Restorative Practices in Schools, School Psychology Review, 50:2-3, 371-387, DOI: 10.1080/2372966X.2020.1852056



	<ul style="list-style-type: none"> • Mentoring: <ul style="list-style-type: none"> • Purpose: Mentoring involves guidance and support from a more experienced individual. • Alignment: Aligned with the mission, mentoring provides personalized support for students to reach their full potential. It contributes to the vision by nurturing changemakers through one-on-one guidance. • Coaching: <ul style="list-style-type: none"> • Purpose: Coaching focuses on skill development and goal achievement. • Alignment: It aligns with the mission by providing targeted education and skill-building opportunities. Coaching supports the vision by fostering the development of leaders with the skills needed for impactful service. • Counseling: <ul style="list-style-type: none"> • Purpose: Counseling addresses emotional and behavioral well-being. • Alignment: Aligned with the mission, counseling supports the holistic development of students. It contributes to the vision by ensuring that students are emotionally equipped to lead with a guiding purpose.
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Purpose Leadership Academy Core Competencies⁸

The mission and vision of the Purpose Leadership Academy are centered around developing student leaders who are equipped to make a meaningful impact on their communities and beyond. By developing and continually enhancing these core competencies, Purpose Leadership Academy can effectively fulfill its mission to elevate, educate, and inspire student leaders and work toward its vision of producing critically conscious changemakers who lead with service as its guiding purpose. These competencies will empower students to enact meaningful change through policy, innovation, and inspiration, aligning with the academy's overarching goals.

Purpose Leadership Academy's six core competencies are Leadership, Identity, Integrity, Scholarship, Humanity, and Service. Located below are the six core competencies, how it is defined, the subskills, and the measurable indicators with embedded common core standards.

Leadership	
Description: Students effectively communicate knowledge and thinking in writing and speaking, while inspiring, guiding, and empowering individuals or groups towards a common goal or vision.	
Subskills	Indicators
Develop Ideas	Students participate constructively in interactive workshops that reinforce students' fundamental leadership principles. Students engage them in group activities, role-playing,

⁸ Morcke, A.M., Dornan, T. & Eika, B. Outcome (competency) based education: an exploration of its origins, theoretical basis, and empirical evidence. *Adv in Health Sci Educ* **18**, 851–863 (2013). <https://doi.org/10.1007/s10459-012-9405-9>



Develop ideas through research and share for context and understanding	<p>and discussions where traits like communication, teamwork, and decision-making are highlighted and being displayed.</p> <p>Students share stories of historical and contemporary leaders who have made positive impacts on the community and use relatable examples from various fields to illustrate leadership qualities and inspire students to recognize leadership potential within themselves.</p> <p>Students take on leadership roles in service-learning projects. These hands-on experiences provide opportunities for students to lead and collaborate on initiatives that benefit their school or community.</p> <p>Students engage in reflective discussions after presenting leadership concepts. Students can effectively ask open-ended questions that encourage them and others to think critically about how these principles apply to their own lives and how they can exhibit leadership qualities.</p>
Organize Thoughts Organize thoughts and structure ideas for effective communication	<p>Students can effectively communicate their ideas logically and ensure a clear flow when presenting. Students can display the importance of creating an outline, or storyboard, jotting key points, or drawing visual sequences of their thoughts to create presentations.</p> <p>Students can effectively use mind-mapping techniques. They can start with a central idea and branch out to related sub-points. Using visual representation to help students see connections between ideas therefore enables them to structure their thoughts cohesively.</p>
Use Language Use language and conventions to skillfully communicate ideas	<p>Uses language, style, and tone appropriate to the purpose, task, and audience.</p> <p>Follows the norms and conventions of writing in the discipline/genre.</p> <p>Is free of distracting errors in grammar, usage, and mechanics.</p> <p>Cites textual evidence appropriately</p>
Address an Audience Understand your task, purpose, and audience and how to best reach them. (using digital media tools)	<p>Uses media appropriate to the task and purpose to reaches the key audience.</p> <p>Justifies the choice of medium to best convey information and reach audience.</p> <p>Presentation/product supports audience engagement and understanding</p>
Deliver a Message Use verbal and nonverbal language to effectively interact with an audience	<p>Presentation comprehensively incorporates all three elements:</p> <p>Language- Uses language appropriately and fluidly to support audience understanding.</p> <p>Presentation Skills- Uses appropriate body language and speaking skills to support audience engagement.</p> <p>Interaction with Audience- Responds to audience questions effectively</p>

Integrity



Description: Students consistently adhere to strong moral and ethical principles, even when no one is watching. It involves being honest, fair, and truthful in all actions, decisions, and interactions.

Subskills	Indicators
<p>Communicate One's Thinking Communicate my thinking with the group to effectively work together. (talking, thinking, planning, brainstorming, organizing)</p> <p>(Process: work plan for the group (in which subskill does this belong?))</p>	<p>Makes contributions that interact with statements of others, including building-on, questioning, and adding depth.</p> <p>Acknowledges the strengths and limitations of their own ideas.</p> <p>Works to include others in discussion and shows interest in new perspectives.</p> <p>Monitors the success of shared plans and initiates discussion on needed course corrections.</p> <p>Uses a group decision-making process to ensure input from all is taken into account.</p> <p>Uses group roles as opportunities to leverage strengths or address areas of weakness for self and others</p>
<p>Contribute Productively Contribute resources and efforts to the "doing" of the work to move forward and produce high-quality work.</p>	<p>Provides constructive input and feedback to improve the work.</p> <p>Uses contributions from multiple group members to produce a quality final product.</p> <p>Uses strengths of self and others to build an enhanced product (not just divide and conquer the work)</p> <p>Shows resilience in working through the difference of opinions within group.</p>

Identity

Description: Students make meaning of the content and process of their learning as it relates to self, culture, and heritage.

Subskills	Indicators
<p>Connect Understand one's learning and oneself as a learner</p>	<p>Summarize the content of their learning.</p> <p>Explains the process of their learning.</p> <p>Makes connections between new and past learning, as well as implications for future learning.</p> <p>Reflects on the challenges and obstacles in their learning process.</p>
<p>Reflection and Self-Awareness</p>	<p>Students actively engage in reflective practices that encourage them to connect their learning experiences to their identity.</p>



Reflecting on the learning of self and its cultural impact	This could involve journaling, discussions, or projects that prompt students to explore how their cultural background and personal experiences influence their understanding of the subject matter.
Cultural Relevance Connecting culture to self and the learning	Students can make curriculum connections that include content and examples that are relevant to the cultural backgrounds and heritage of the students. When students can see themselves and their communities represented in the learning materials, it enhances their sense of identity and belonging.
Community Engagement The effect of the community on self	Students have opportunities to connect their learning to their communities and heritage through projects, discussions, or activities that involve interaction with family, elders, or community members. Students can bridge the gap between classroom learning and real-world experiences.
Critical Thinking and Perspective-Taking	Students are encouraged to critically examine different perspectives, including their own, on various topics. Students explore how their cultural background and personal identity shape their viewpoints, and how they can empathize with viewpoints different from their own.
Empowerment and Agency	Students are given agency in their learning process, allowing them to make choices that align with their interests, values, and cultural identity. Students feel empowered to shape their learning experiences, they are more likely to see the relevance of the content to their lives and identity.

Scholarship	
Description: Students explore, analyze, and synthesize new learning and formulate conclusions from evidence.	
Subskills	Indicators
Inquire Raise vital questions and problems, formulating them clearly and precisely	Identifies a meaningful problem. Ask questions to understand, clarify, and define the problem. Shows understanding of the problem or question by -identifying in detail what needs to be known to answer it -considering various possible points of view on it
Evaluate Gather and assess relevant information, using abstract ideas to interpret it effectively	Evaluate the quality and credibility of sources and information. Evaluates the quality and credibility of the reasoning and/or evidence found in sources by -addressing strengths and limitations, -identifying sources of error or bias used to make a claim or argument.



	Thinks open-mindedly by: -considering alternative systems of thought -uncovering assumptions, -considering implications and practical consequences
Conclude Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.	Uses new learning to address the identified problem by -Synthesizing evidence from multiple sources -Drawing logical conclusions about the topic based on evidence -Making connections to other relevant (previously learned) concepts

Humanity	
Description: Students use data and mathematical thinking to communicate ideas to others.	
Subskills	Indicators
Understand the problem. Understands a problem and the strategies to arrive at a solution	Identifies givens, goals, and definitions in the problem. Identifies and uses important quantities and variables in a practical situation. Uses appropriate problem-solving strategies and tools
Use Reasoning Uses reasoning and procedures accurately and completely	Explains logical, correct, complete solution with justifications. Interprets results correctly for the context and explains why the final answer makes sense (through prior estimation, process knowledge, etc.)
Represent Ideas Communicates mathematical ideas to others. (diagrams, tables, graphs, formulas, physical models, etc.)	Creates multiple representations to demonstrate ideas and reasoning; only relevant representations are included. Uses accurate definitions and accurate mathematical notation

Service	
Description: Students think and act for themselves to positively shape their learning and lives.	
Subskills	Indicators
Develop Growth Mindset Grow my intelligence and skills through effort, practice, and challenge; understanding the brain develops with use, like a muscle.	Seeks academic challenge and takes risks to pursue learning. Identifies challenges or failures and reflects on how reactions (e.g. giving up, trying harder) affect learning and leads to personal growth.



	Identifies academic strength, previous success, or endurance gained through personal struggle and uses the skill to build confidence in success for a task or project
Self-Management Learn how to learn and monitor progress to be successful on tasks, school, and life	<p>Sets goals that support developing as a learner and a human.</p> <p>Creates and manages weekly schedule--following it and adjusting as needed throughout the week (plan and prioritize, organization)</p> <p>For a task or project, identifies what is known, what needs to be learned, and how hard it will be; uses a strategy and steps to tackle the task (working memory, task initiation)</p> <p>Completes benchmarks and class assignments; using resources and supports as needed.</p> <p>Stays focused on the task at hand and knows when and why disengagement or distraction happens (self-monitor)</p> <p>Builds relationships with trusted adults and peers to get back on track as needed or to enhance learning.</p> <p>Regulates emotions--choosing which are appropriate in any given situation and maintaining them under pressure (emotional control)</p> <p>Controls impulses by thinking before speaking, resisting temptation, and thinking about choices and consequences of behaviors before acting (impulse control)</p>

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

PLA will be a 4–5-star public charter school by the start of the 2028-2029 school year. Additionally, all PLA students including English language learners, at-risk, students with disabilities, economically disadvantaged, and students at or below grade level will:

1. Have shown high levels of growth and achieved a 70% mastery of math, ELA, writing, social studies, and science grade-level assessments that are rooted in the six core competencies.
2. Show at least one grade level of growth or beyond on the end-of-the-year assessments. (Math and Reading 180 & MAP)
3. 70% of students will demonstrate proficiency (or higher) on Nevada-mandated end-of-year assessments (currently SBAC) after 3 consecutive years at PLA.
4. Project-Based Learning: (this should connect to at least 1 of the areas that are in the academic proficiency)
 - a. 100% of Students will complete 1 project-based learning project by the end of the school year.
 - b. After each project-based learning, students will score 75% or higher on PLA's project-based learning rubric that assesses leadership, identity, integrity, scholarship, humanity, and service.
5. Social Emotional Learning:
 - a. 75% of students will have a 10% increase in overall academic performance as measured by teacher grading.
 - b. 75% of students will have better coping and stress management skills that will have a positive impact on classroom behavior, and academic performance as measured by a panorama survey conducted 3 times a year.
 - c. 88% average daily attendance of students.
6. Students will achieve all levels and aspects of PLA's graduate aims.
 - a. Purpose Leadership Academy (PLA) aims to graduate students who are empowered and affirmed in their self-identity, possess a global changemaker mindset grounded in community service for all of humanity, are critically conscious thinkers, purposeful decision-makers with an entrepreneurship mindset, and socially and emotionally aware leaders.



PLA students are empowered with the knowledge, skills, and experiences to take control of their lives and pursue their goals with determination and resilience. They feel affirmed in their self-identity, recognizing and embracing their unique qualities, beliefs, and values without fear of judgment. Additionally, they embody a global changemaker mindset, committed to addressing challenges and effecting positive change on a global scale, while being grounded in community service and inclusivity.

Furthermore, PLA graduates are critically conscious thinkers who possess intellectual and ethical tools necessary to lead effectively, make responsible decisions, and contribute to positive societal change. They are purposeful decision-makers with an entrepreneurship mindset, capable of making strategic, innovative decisions that contribute to the betterment of society while aligning with the academy's mission and vision. Lastly, they are socially and emotionally aware leaders, demonstrating empathy, inclusivity, and effective communication skills, and are committed to promoting social justice, equity, and positive change in their communities and beyond.

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

Purpose Leadership Academy is working closely with specific organizations to develop partnerships to meet the needs of its students. We have collected 11 MOU, letters of support or partnership agreement from various organizations and we are continuing to build partnerships in the community to support the school, students and staff at PLA (please see letters of support or Attachment 3 MOU).

1. Student Support Program
 - a. Radical Elevation
 - Behavioral Health organization providing trauma-informed practices & support for students and families.
 - b. Multicultural Bookstore Las Vegas
 - After-school Tutoring program that provides tutoring in Math and ELA for students.
2. Teacher Support Programs
 - a. National Fellowship for Black and Latino Male Educators
 - Providing professional development for Black and Latino male educators.
 - b. Educators of Color Alliance
 - Providing professional development and support for educators of color in the classroom.
 - c. Teach for America
 - Providing professional development for corps member teachers and a pipeline for teachers.
 - d. Rock by Rock
 - Providing curriculum professional development and support for teachers.
 - e. Arthurs Consulting Co.
 - Providing instructional support and professional development for all teachers and staff.
 - f. Houghton Mifflin Harcourt (HMH)
 - Providing professional development and instructional support for intervention best practices and curriculum.
3. Administrative Support
 - a. Opportunity 180
 - Provide PD, Leadership Support, Administrative Support, Coaching
 - b. National Fellowship for Black and Latino Male Educators
 - Leadership PD, coaching, and support
 - c. Attuned Educational Partners
 - Administrative development support, systems support and launching support.
 - d. Rock by Rock
 - Curriculum support and system set-up
 - e. Charter Impact
 - Back-office support, i.e. payroll, budget etc.
 - f. L.I.F.T Learnings
 - Systems support and set-up, data acquisition.



- 3) Identify the statutory purpose(s)^{4F9} 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 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.)

The Purpose Leadership Academy aligns with the following statutory purposes, per the table below.

Statutory Purpose	PLA alignment
Improving the academic achievement of pupils	The school's mission to elevate, educate, and inspire student leaders to reach their full potential aligns perfectly with this statutory purpose. By focusing on personalized growth and empowerment, the academy aims to enhance the academic achievement of African American and Hispanic male students, helping them define and achieve their own academic goals as they aspire to become leaders.
Encouraging the use of effective and innovative methods of teaching.	<p>Purpose Leadership Academy's mission and vision statements play a crucial role in encouraging the use of effective and innovative teaching methods. Here's how they support this objective:</p> <ol style="list-style-type: none"> 1. Mission's Emphasis on Student Growth and Inspiration: When the mission statement highlights the elevation, education, and inspiration of students to reach their full potential, it signals a commitment to student-centered approaches. This encourages educators to explore innovative methods that cater to individual student needs and aspirations. It encourages a departure from traditional, one-size-fits-all teaching methods in favor of more personalized approaches. 2. Vision's Focus on Producing Changemakers: A vision that aims to produce critically conscious changemakers who lead with service as a guiding purpose inherently suggests the need for innovative teaching methods. To nurture such changemakers, educators must engage students in critical thinking, problem-solving, and community-focused activities, which often require innovative instructional strategies. 3. Alignment with 21st-Century Skills: Both the mission and vision align with the development of 21st-century skills, such as critical thinking, communication, collaboration, and creativity. Encouraging educators to use innovative methods is essential for preparing students for the challenges of the modern world, which demand these skills. 4. Flexibility and Adaptation: A mission and vision that prioritizes student growth and service-oriented leadership naturally promotes flexibility and adaptation in teaching. Innovative methods may include technology integration, project-based learning, flipped classrooms, and experiential learning, all of which can better cater to diverse student needs. 5. Commitment to Ongoing Improvement: The mission and vision statements often convey a commitment to continuous improvement. Encouraging innovative teaching methods aligns with this commitment by promoting a culture of experimentation, reflection, and adaptation among educators. It signals that the school is open to evolving and staying current with best practices in education. 6. Community Expectations: The mission and vision also set expectations for the school community. Parents, students, and staff may come to expect innovative and effective teaching methods as part of the educational experience, encouraging educators to continuously explore and adopt new approaches. 7. In summary, the mission and vision statements of an educational institution can serve as powerful catalysts for encouraging the use of effective and innovative teaching methods. They provide a clear direction and a sense of purpose, guiding educators toward

⁹ [NRS 388A.246\(2\)](#)



	approaches that support the institution's goals of student growth, critical consciousness, and leadership development.
Providing an accurate measurement of the educational achievement of pupils.	<p>The mission and vision statements of an educational institution, such as the Purpose Leadership Academy, can contribute to providing an accurate measurement of the educational achievement of pupils in several ways:</p> <ol style="list-style-type: none"> 1. Clarity of Goals: A clear and well-defined mission and vision provides a foundation for setting specific goals related to educational achievement. When educators and administrators understand the school's mission and vision, they can align assessment strategies and metrics with these goals to ensure that they accurately measure whether students are achieving what the institution values. 2. Alignment with Standards: The mission and vision can guide educators in aligning their teaching and assessment practices with academic standards and learning outcomes. This alignment ensures that assessments are relevant to what students are expected to learn and achieve. 3. Emphasis on Holistic Development: A well-crafted mission and vision often emphasize holistic development, including not only academic achievement but also character development, critical thinking, leadership, and other important qualities. This encourages educators to use a variety of assessment methods, including formative and summative assessments, to measure a wide range of student attributes accurately. 4. Continuous Improvement: Many mission and vision statements express a commitment to continuous improvement. This commitment encourages educators to regularly review and adjust their assessment practices to ensure they are effective in measuring educational achievement. It promotes a culture of data-driven decision-making and ongoing reflection. 5. Accountability: When the mission and vision prioritize educational achievement, it reinforces the institution's accountability for students' progress. Educators are more likely to take the responsibility of accurately measuring achievement seriously, which can lead to more rigorous and reliable assessment practices. 6. Innovation in Assessment: A commitment to providing an accurate measurement of educational achievement may lead to the exploration of innovative assessment methods. This could include performance-based assessments, portfolio assessments, project-based assessments, and other approaches that provide a more comprehensive view of student learning. 7. Diversity and Inclusivity: Some mission and vision statements stress the importance of inclusivity and valuing diverse perspectives. This encourages the use of culturally responsive assessment practices, ensuring that assessments accurately measure the achievement of all students, regardless of their background or experiences. 8. Community Engagement: In some cases, the mission and vision involve the broader community in the education process. This can lead to the development of assessments that incorporate community feedback and perspectives, providing a more accurate reflection of the impact of education on the community. <p>In summary, the mission and vision statements of an educational institution can guide the development and implementation of assessment practices that accurately measure the educational achievement of pupils. They provide a framework for setting goals, aligning with standards, emphasizing holistic development, promoting continuous improvement, and fostering innovation in assessment, all of which contribute to more accurate and meaningful measurements of student achievement.</p>

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.**

See combined response under question 3.



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

See combined response under question 3.

- 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 Assessment¹⁰: 1) Demographic Need, 2a) Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50, 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](#).**

PLA's mission is to elevate, educate, and inspire student leaders to define and reach their full potential.

PLA's vision is to produce critically conscious changemakers who will lead with service as a guiding purpose to enact and impact change through policy, innovation, and inspiration.

Given the mission and vision and based on deep community engagement and feedback, PLA will serve the North, and Sunrise Manor areas of Las Vegas, specifically focusing on zip codes 89030, 89106, 89156, 89115, to 89110. PLA has a clear and comprehensive plan to honor the assets of North, East, West, and Central Las Vegas and meet community-identified needs.

The designated zip codes of 89030, 89106, 89156, 89115, and 89110 in Las Vegas encompass diverse economic, demographic, and cultural landscapes, each contributing uniquely to the fabric of the city.

Starting with 89030, this area, primarily located in North Las Vegas, exhibits a blend of residential neighborhoods, industrial zones, and commercial establishments. The economic profile here is marked by a mix of blue-collar jobs, with manufacturing and warehousing sectors prominent. Demographically, it hosts a diverse population, including a significant Hispanic community, alongside African American and Caucasian residents.

Moving to 89106, this zip code covers parts of the historic West Las Vegas neighborhood. Historically significant for its role in African American culture and civil rights movements, the area has undergone revitalization efforts in recent years. It showcases a diverse range of socioeconomic backgrounds, with pockets of both affluence and urban challenges. The demographic makeup reflects a rich tapestry of African American heritage, alongside Hispanic and Caucasian residents.

89156 represents the easternmost edge of Las Vegas, characterized by a mix of suburban and semi-rural landscapes. This area has experienced rapid growth in recent years, attracting families seeking affordable housing options. Economically, it encompasses a range of employment opportunities, including retail, healthcare, and service industries. Demographically, it's known for its ethnically diverse population, with a sizable Hispanic and Asian presence, among others.

89115 covers parts of North Las Vegas and Sunrise Manor, showcasing a blend of residential communities and commercial developments. Economically, it hosts a mix of blue-collar and service-sector jobs, with retail and hospitality playing significant roles. Demographically, it comprises a diverse population, with a notable Hispanic demographic alongside African American, Asian, and Caucasian residents.

Lastly, 89110 encompasses areas in both East and Central Las Vegas, offering a mix of residential neighborhoods, commercial strips, and recreational spaces. Economically, it features a diverse array of businesses, including retail, restaurants, and healthcare services. Demographically, it's characterized by a melting pot of cultures, with Hispanic, African American, and Caucasian residents contributing to its vibrant community spirit.

Overall, these zip codes represent dynamic microcosms of Las Vegas, each with its own unique economic, demographic, and cultural characteristics, and PLA's commitment to serving these areas reflects a dedication to addressing the specific needs and strengths of these communities.

Meeting the Academic Need

PLA has a demonstrated commitment to meet at least one of the identified demographic and academic needs as defined by the most recent SPCSA Academic and Demographic Needs Assessment. According to the 2022 Academic and Demographic

¹⁰ [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)



Needs Assessment, The Clark County School District has 389 schools that serve about 306,374 students in 64 zip codes. Unfortunately:

- 33% of Clark County schools across 41 zip codes are rated 1 or 2 stars.
- About 102,235 students in the district lack access to 4 or 5-star schools
- In PLA's five targeted zip codes, there are four 4 or 5-star elementary schools, three 4 or 5-star middle schools, and 8 4 or 5-star high schools.

The data provided highlights the stark disparity in access to quality education for students in the North and Sunrise Manor areas of Las Vegas, particularly for families of color. Despite the majority demographic makeup of PLA's targeted zip codes being white and Hispanic, most students attending district public schools in these areas are Hispanic and Black/African American.

In response to this pressing need, PLA's educational model is tailored to meet the academic and social-emotional needs of the North and Sunrise Manor communities, with a specific focus on students of color who face limited access to high-quality school options. By offering project-based learning, standard-aligned core competencies, restorative justice practices, and embedded social-emotional learning, PLA strives to provide a holistic educational experience that fosters leadership, identity, integrity, scholarship, humanity, and service.

PLA's commitment to deep community engagement and feedback ensures that its educational model is rooted in the voices and needs of the North and Sunrise Manor residents. By addressing the systemic barriers to quality education, PLA aims to empower students and families in these communities, ultimately contributing to positive academic outcomes and social-emotional well-being. Through collaborative efforts and a focus on equity and inclusion, PLA seeks to create a more equitable educational landscape for all students in the North and Sunrise Manor areas of Las Vegas.

Total number of 4 and 5-star schools in targeted zip codes

Target Zip Codes	# of 4 and 5-Star Elementary Schools	# of 4 and 5-Star Middle Schools	# of 4 and 5-Star High Schools
89030	2	0	1
89106	1	1	3
89156	0	0	0
89115	0	0	0
89110	1	2	1

Families in PLA's targeted areas have limited high-quality school options. Indeed, most school options are rated 1 or 2 stars. The chart below represents the 1 and 2-star elementary and middle schools in zip codes 89030, 89106, 89115, 89156, and 89110. Below is a detailed chart of the 5 targeted zip codes and a breakdown of Star Rating, enrollment, special education, ELL, FRL, and grade-level students.

Average Demographic Breakdown per zip code of Middle and Elementary School

Zip Code	# Students in 1- and 2-Star Elem and Middle	%ELL	%FRL	%SPED	%Grade Level	%Hispanic	%AA
89030	9,101	32%	100%	13%	19%	67%	18.4%
89106	3,101	19%	100%	15.5%	16.1%	49%	31%
89115	8,127	29%	100%	13%	17%	69%	20.3%
89110	6,437	30%	100%	14%	23%	75%	13%
89156	3,458	29%	100%	11%	18%	69%	17.4%

Demographic Breakdown per Zip code and Middle and Elementary School

Zip code	School	Star Rating	Enrollment	% of SPED	% of FRL	% of ELL	% of GL	% of Hispanic	% of AA
	Battle Born Academy	1	144	15	83	46	23	66	18



89030	C P Squires ES	1	584	12	100	40	22	80	14
	Herron ES	2	609	15	100	38	36	87	6
	HP Fitzgerald Es	2	388	10	100	20	32	48	43
	Lincoln ES	1	640	14	100	42	17	88	7
	Lois Craig ES	1	510	13	100	33	12	62	29
	Cahlan ES	1	569	12	100	44	27	79	14
	Quannah McCall ES	2	244	19	100	33	27	75	18
	Martinez ES	2	493	15	100	28	17	61	32
	Tom Williams ES	1	635	14	100	43	19	91	5
	Smith MS	1	1254	13	100	33	14	86	8
	Bridger MS	1	1123	12	100	23	21	79	14
	Civica Academy MS	2	767	8	100	34	22	78	14
	Delta Academy MS	2	734	14	100	11	18	38	23
89106	Helen Anderson Tolan International Academy	2	282	7	100	26	30	55	35
	Kermit R Booker Sr ES	1	354	17	100	24	15	58	32
	Matt Kelly ES	1	367	16	100	9	9	26	64
	Ollie Detwiler ES	1	528	17	100	31	20	59	31
	Wendell P Williams ES	1	339	18	100	6	8	27	64
	West Preparatory Institute Jshs MS	1	1231	16	100	26	15	66	27
89115	Ann Lynch ES	1	485	11	100	40	12	73	16
	Clyde Cox ES	1	668	16	100	30	14	72	17
	Cortez ES	2	699	9	100	29	18	66	25
	Gwendolyn Woolley ES	1	683	12	100	30	22	75	13
	Ira J Earl ES	1	623	12	100	34	15	78	11
	Jacob Manch ES	1	839	14	100	12	12	43	41
	Jay Jeffers ES	1	606	12	100	36	17	82	9
	Myrtle Tate ES	2	737	12	100	25	31	64	25
	Mary & Zel Lowman ES	1	696	14	100	17	10	44	38
	Ed Von Tobel MS	1	968	15	100	32	16	84	12

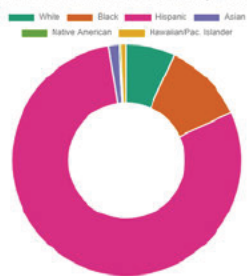


	Monaco MS	2	1123	15	100	34	19	77	17
89110	Charlotte & Jerry Keller ES	2	501	19	100	35	29	77	11
	Kirk Adams ES	1	403	20	100	24	20	71	13
	Eileen Brookman ES	1	655	15	100	28	30	72	12
	Gragson ES	1	567	17	100	35	21	77	14
	Elbert Edwards ES	2	541	13	100	38	19	87	7
	Lomie Heard ES	1	703	9	100	27	32	72	11
	Richard Rundle ES	1	672	12	100	23	23	63	25
	Stanford ES	2	494	13	100	27	31	83	4
	William Moore ES	2	560	11	100	33	21	41	21
	Dell Robison MS	1	760	14	100	29	16	79	11
	Duane Keller MS	1	1082	13	100	28	15	76	13
89156	Helen Herr ES	1	615	8	100	27	15	75	10
	Liliam Lujan Hickey ES	1	679	10	100	27	18	66	20
	Mountain View ES	1	515	12	100	31	17	66	18
	Martin Luther King Jr. ES	1	355	12	100	33	17	72	17
	Dr. William Bailey MS	1	1294	12	100	25	15	65	22

*All star rating is carried over from the 2022-2023 school year. ES stands for Elementary School and MS stands for Middle School

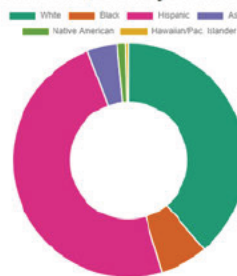
Finally, although the majority race/ethnicity in PLA's targeted zip codes starting with 89110(North and Sunrise Manor) are white and Hispanic for a combined total of 87.67%, the majority of students attending district public schools in that target zip code are Hispanic and Black/African American students a combined total of 90.61%.

89110 Public School Race/Ethnicity Breakdown



Race/Ethnicity	Total	Percentage
White	1,304	6.83%
Black	2,182	11.43%
Hispanic	15,112	79.18%
Asian	289	1.51%
Native American	55	0.29%
Hawaiian/Pac. Islander	144	0.75%

89110 Race/Ethnicity Breakdown

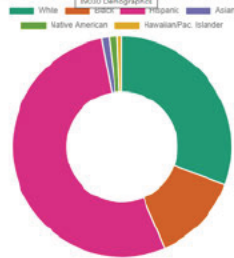


Race/Ethnicity	Total	Percentage
White	33,195	38.77%
Black	5,634	6.58%
Hispanic	41,868	48.9%
Asian	3,194	4.2%
Native American	982	1.15%
Hawaiian/Pac. Islander	346	0.4%

PLA's targeted zip code 89030(North) is white and Hispanic for a combined total of 84.02%, most students attending district public schools in that target zip code are Hispanic and Black/African American students a combined total of 91.82%.

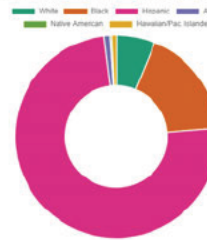


89030 Race/Ethnicity Breakdown



Race/Ethnicity	Total	Percentage
White	21,364	30.6%
Black	9,004	13.01%
Hispanic	37,303	53.42%
Asian	767	1.1%
Native American	876	1.25%
Hawaiian/Pac. Islander	433	0.62%

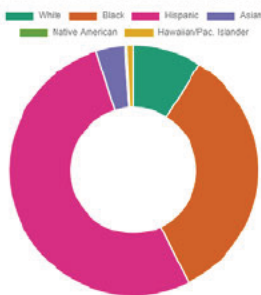
89030 District Public School Race/Ethnicity Breakdown



Race/Ethnicity	Total	Percentage
White	512	6.2%
Black	1,538	17.46%
Hispanic	6,975	74.36%
Asian	91	0.95%
Native American	24	0.26%
Hawaiian/Pac. Islander	72	0.77%

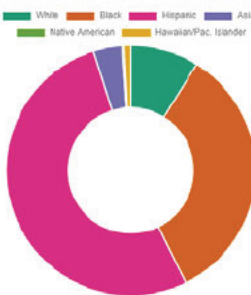
PLA's targeted zip code 89106(North) is Black and Hispanic for a combined total of 70.35%, the majority of students attending district public schools in that target zip code are Hispanic and Black/African American students a combined total of 86.30%.

89106 Public School Race/Ethnicity Breakdown



Race/Ethnicity	Total	Percentage
White	664	8.86%
Black	2,538	31.88%
Hispanic	3,927	52.42%
Asian	284	3.79%
Native American	18	0.24%
Hawaiian/Pac. Islander	61	0.81%

89106 Public School Race/Ethnicity Breakdown



Race/Ethnicity	Total	Percentage
White	664	8.86%
Black	2,538	31.88%
Hispanic	3,927	52.42%
Asian	284	3.79%
Native American	18	0.24%
Hawaiian/Pac. Islander	61	0.81%

PLA's targeted zip code 89115(North and Sunrise Manor) is white and Hispanic for a combined total of 76.70%, most students attending district public schools in that target zip code are Hispanic and Black/African American students a combined total of 91.63%. The need for quality school options for the North and Sunrise Manor families is particularly acute for families with students of color.

In summary, PLA's 3rd-12th grade educational model of project-based learning, standard-aligned core competencies, restorative justice practices, and embedded social-emotional learning meets the educational and social-emotional needs of the North and Sunrise Manor communities. PLA's thoroughly researched model, driven by community voice, and rooted in the core competencies of leadership, identity, integrity, scholarship, humanity, and service, serves the students and families of North and Sunrise Manor, particularly those of color, who have limited access to high-quality school options.

Identified Need	Model alignment	Evidence/rationale
Lack of high quality (4 or 5 star) school options in target area codes with the majority of those schools rated 1 and 2 stars	PBL SEL, Restorative Practices, Data Progress & Monitoring *See SECTION C on page 18 to reference the full plan to achieve 4- or 5-star status	¹¹ 2024 Demographic and Academic Needs Assessment (pg. 7)
Students of color underperformed relative to the average Nevada student on the Nevada state assessments in Math and ELA	Intervention plans, PBL and high-quality curriculum to support grade level achievement, Math & ELA 180 Intervention to support remediation and acceleration, culturally responsive school culture and restorative practices	2024 Demographic and Academic Needs Assessment (pg. 9)
12-19% of students of the total student population in target zip codes with IEPs underperformed relative to the average Nevada student on the Nevada state assessments in Math and ELA	Universal Design Learning, RTI, co-teaching looping, daily academic intervention, individualized learning plans	2024 Demographic and Academic Needs Assessment (pg. 12)

¹¹ [2024 Demographic and Academic Needs Assessment](#)



Meeting the Need for Dropout Prevention

Male, students of color (Hispanic and black) graduation rate lower than other demographics consistently from year to year. Either at or below 75%	Single gender, Individualized learning plans, family pride circles, coalition pride circle (student led conferences) *See section 3.1 question 4 in Academic Plan for more details	2024 Demographic and Academic Needs Assessment (pg. 9)
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By implementing the PLA model, designed with these areas in Las Vegas in mind, PLA will provide a 4 or 5-star alternative school option for students of color.

PLA prevents at-risk students from dropping out of school and puts them on track for successful high school completion with concrete post-secondary plans that will put them on a trajectory toward economic success. The following elements of the PLA model are particularly aligned to preventing dropping out of school through several key mechanisms and strategies:

1. **Stable Environment:** Public charter schools provide a stable and structured learning environment, which can be particularly beneficial for students who face instability or difficult home situations. This stability can reduce the stressors that often lead to dropping out.
2. **Extended Learning Hours:** After-school tutoring often has longer school days and provides evening study sessions, which can allow students to receive additional academic support and supervision. This extra time can help struggling students catch up and excel.
3. **Access to Resources:** These schools may have better access to resources, such as technology, libraries, and extracurricular activities, which can enrich the educational experience and engage students in ways that reduce the likelihood of dropping out.
4. **Highly Qualified Staff:** Public charter schools often attract dedicated and highly qualified teachers and staff who are committed to helping at-risk students succeed. The smaller class sizes in such schools can also enable more personalized attention.
5. **Peer Support:** Living and studying together can create a strong sense of community among students. This peer support system can be crucial for at-risk students, who may benefit from positive peer influences and social connections that encourage them to stay in school.
6. **Life Skills Education:** Many schools offer life skills education, which can equip students with practical skills like time management, organization, and communication. These skills can be essential for at-risk students to overcome challenges inside and outside the classroom.
7. **Mentoring and Counseling:** Public charter schools often provide counseling and mentoring services to address the specific needs of at-risk students. This support can help them navigate personal and emotional issues that may lead to dropping out.
8. **College and Career Readiness:** Schools may strongly emphasize college and career readiness, helping students set long-term goals and providing guidance on post-graduation plans. This can motivate at-risk students to stay in school and work towards their aspirations.
9. **Accountability:** The structured environment of a school includes rules and expectations, which can help at-risk students develop discipline and a sense of responsibility. Knowing that they are accountable for their actions can deter them from making impulsive decisions like dropping out.
10. **Parental Involvement:** Public charter schools may have opportunities for parental involvement, even if the students are not living at home. Engaged parents can play a crucial role in supporting their children's education and ensuring they stay in school. (See 2.3 for the plan for Parental Involvement)



It's important to note that while public charter schools can effectively reduce dropout rates among at-risk students, their success depends on various factors, including the specific school's approach, the commitment of staff and educators, and the individual needs of the students. Collaboration with local communities, social services, and educational agencies can also enhance the impact of such schools in reducing dropout rates.

2.3 PARENT AND COMMUNITY INVOLVEMENT

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

Purpose Leadership Academy committee to form is a direct representation of the community it plans to serve the committee is comprised of an array of community members who work, teach, and live in these community. PLA's committee to form will build upon its knowledge of the community assets along with the feedback it has received from students, parents, and community members about the specific needs and wants of the community it plans to serve.

Committee to Form	Current Job/Committee to Form Affiliate	Community Involvement
Leondrus Wright	Propel Fellow, Founder, Proposed Chancellor	Leondrus (Leo) Tramaine Wright a native of Charleston, South Carolina. The father of one daughter A'kalia S. Wright of Dillon, South Carolina. He is a graduate of Morris College(04) with a Bachelor of Arts in Political Science, Bowling Green State University (06) with a Master's in Public Administration with a concentration in Nonprofit Management, and The International School of Culinary Arts at the Art Institute(13) with an Associates in Applied Science in Culinary Arts, University of Nevada Las Vegas(22) with a Masters of Education in Curriculum and Instruction. Before becoming a 4th-grade Teacher at Ann Lynch Elementary School in Clark County School District in Las Vegas, Nevada, and Joining Teach For America (2020 Corps member), he worked as an Executive Chef in various restaurants, bed and breakfasts, and North and South Carolina catering companies. He is a proud member of various organizations that promote and uplift black men nationwide and locally in the Las Vegas community including Co-Founding and serving as the Executive Director of Brothers with Purpose. He is a member of Las Vegas Steering Committee for the Human Rights Campaign, Las Vegas Branch of the NAACP, 2020 Fellow for the National Fellowship for Black and Latino Male Educators, 2022 RootED Fellow, 2023 Fellow O180 Design to EDrupt. He is a current Propel Fellow with O180. With his passion for building a safe learning environment for African American and Latino men/youth. He advocates adhering to the philosophy of "Trying to change the world, one student at a time".
Raeshann Canady	Attorney, Legal Aid Center of Southern Nevada, Proposed Board Chair	Raeshann D. Canady is a highly accomplished individual with a diverse background in law, social work, and leadership. Holding a Juris Doctor from Marquette University, a Master of Social Work from the University of Michigan, and a Bachelor of Arts from the University of Michigan, Raeshann's educational journey reflects a commitment to justice, social welfare, and advocacy. With extensive professional experience, Raeshann has served as an Attorney at the Legal Aid Center of Southern Nevada, providing legal representation to children involved in minor guardianship proceedings. Additionally, she has held significant roles such as Chief Appeals Referee at the State of Nevada and Director of Nevada Impact at Leadership for Educational Equity, where she worked towards achieving equity for students and families in Nevada through collective action, advocacy, and policy development.



		<p>Raeshann's career also includes leadership roles in the City of Las Vegas Municipal Court, the Eighth Judicial District Court, and the Wisconsin State Public Defender. Notably, she managed divisions, oversaw federal and state grants, and played a key role in the creation, revision, and implementation of various programs.</p> <p>In addition to her professional achievements, Raeshann is actively involved in community service, volunteering at the LGBTQ Center of Southern Nevada and serving as a Moot Court Judge for the National Black Law Student Association. Her commitment to justice, diversity, and inclusion is further evident through her involvement in the Paralegal Advisory Committee at Milwaukee Area Technical College and as Past-President of the Board of Directors for Wisconsin Community Services, Inc. Raeshann D. Canady is a dedicated professional whose expertise spans law, social work, and community leadership.</p>
Dr. Melvin King	Library Development Manager, City of North Las Vegas Library, Proposed Board Vice-Chair	<p>Dr. Melvin R. King, a resident of North Las Vegas, holds a Ph.D. in Organizational Leadership from Columbia International University. With a diverse background, Dr. King currently serves as the Library Development Manager for the City of North Las Vegas, overseeing planning and operations. His dedication to community service extends to roles such as Volunteer and Event Coordinator at The Public Education Foundation and positions at CORE Powered by The Rogers Foundation, where he excelled as Development and Grant Manager and Program Manager. Dr. King's extensive experience also includes roles as a Learning Specialist, Case Manager, Developmental Advising Specialist, and Health Programs Advisor, showcasing his commitment to education and community empowerment. Additionally, he actively contributes to various professional affiliations, serving as the Board Chair of the North Las Vegas Library Board of Trustees and being an active member of the Young Nonprofit Professional Network. Dr. King's multifaceted expertise encompasses program leadership, fiscal budgetary management, strategic planning, and community engagement.</p>
Dr. Andre Ponder	Director, Battle Born Youth ChalleNGe Academy, Proposed Board Member	<p>Dr. Andre' L. Ponder, an accomplished educational leader based in Las Vegas, NV, holds a Doctorate Degree in Organizational Leadership from Grand Canyon University. With a strong focus on transforming organizational learning experiences, Andre' has a proven track record of success in various leadership roles. Currently serving as the Director for the Battle Born Youth ChalleNGe Academy in the Elko County School District, he collaborates with the Nevada National Guard to provide educational opportunities for at-risk youth. Andre' brings a wealth of experience, including superintendent roles at the Mineral County School District in Nevada and the Red Mesa Unified School District in Arizona. His commitment to education and leadership is further evidenced by his diverse roles, including serving as Deputy School Principal in Abu Dhabi, United Arab Emirates, and various positions within the Broward County School Board in Florida. With a robust educational background and extensive professional experience, Andre' is dedicated to fostering academic excellence and creating positive learning environments.</p>
Tehron Price	Special Education Teacher & Coach Clark County School District, Proposed Board Member	<p>Tehron Price is a dedicated Special Education Instructor at Sunrise Mountain High School STAR program in Las Vegas, Nevada. With a background in Division, I & II Football and Track & Field from Eastern Washington University & Humboldt State University, Tehron brings a wealth of sports experience to his role. With over 20 years of coaching, he has worked with nationally ranked teams and players, some</p>



		<p>of whom have gone on to play professionally. Tehran's commitment goes beyond the court, as his main goal is to see student-athletes attend college and make the most of their education. His extensive coaching history spans various schools and programs, showcasing his passion for both education and sports.</p>
Catrina Pelletier	Teacher, Grade Level Chair, Clark County School District, Proposed Board Member and Academic Oversight Committee Chair	<p>Catrina M. Pelletier is a TEFL certified educator with a master's degree in education in curriculum and instruction. She has a strong commitment to holistic student development. Currently serving as a 4th-grade teacher at Clyde C. Cox Elementary School in Las Vegas, Catrina excels in creating and revising standards-based lessons, interpreting data to ensure equitable education experiences, and maintaining classroom management rooted in respect, responsibility, and kindness. Her teaching journey also extends globally, including experiences as an Online ESL Teacher for VIP Kid in Beijing, China, and at CnC Academy in Seoul, South Korea, demonstrating her adaptability and proficiency in tailoring lessons to diverse learning styles. Catrina's leadership and volunteer experiences further highlight her dedication to education, including roles as a Book Club Advisor, Garden Club Advisor, and involvement with Teach for America. With excellent multitasking skills, a positive approach to creating productive spaces, and proficiency in Microsoft Office programs, Catrina Pelletier is poised to contribute significantly to the field of education.</p>
Benjamin Burns	Director of Creative Strategy, Quillin Advertising, Public Relation & Social Media, Proposed Board member	<p>Benjamin D. Burns, originally from Missouri, developed a passion for exploration and innovation. He sought opportunities to travel, initially joining the school marching band for the chance to experience new places. After studying and living in various Asian countries, he realized the universal power of storytelling that transcends cultural boundaries. Overcoming a fear of public speaking, he pursued a major in communication, earning numerous awards and delivering a graduation speech.</p>
Kimberly Bredenson	HR Operations Manager, Global Health Labs, LLC, Proposed Board Secretary	<p>Kimberly Bredeson, based in Las Vegas, Nevada, is an accomplished HR professional with over 13 years of progressive experience in HR program design and management. Currently serving as the HR Operations Manager at Global Health Labs, LLC in Seattle, she excels in collaborating with stakeholders to develop policies, manage benefits programs, and lead significant HR initiatives. Kimberly's expertise extends to her role as the Principal Benefits Consultant at Caravel Health Insurance Consulting LLC, where she founded a consulting practice to assist individuals and small businesses in optimizing health benefits. Her extensive background includes serving as a Benefits Analyst at the Bill & Melinda Gates Foundation and a Senior Benefits Specialist at Willis Towers Watson, showcasing her skills in program design, project management, and vendor relations. With a Bachelor of Arts in Politics from the University of California, Santa Cruz, Kimberly Bredeson is a dedicated professional committed to enhancing HR processes and contributing to organizational success.</p>
George Perez	Mortgage Loan Originator, Luminate Home Mortgage, Proposed Board Treasure	<p>George Anguiano-Perez is a seasoned Mortgage Loan Originator based in Las Vegas, NV, currently contributing his expertise to Luminate Home Loans. With a strong background in the financial industry, he has previously held similar roles at Streamline LLC, Celebrity Home Loans, and Residential Bancorp. George's diverse professional journey also includes experience as a Relationship Manager and Lending Specialist at Bank of America and a Sales Associate at Super Auto Sales, United Nissan, Long Beach Honda, and Tustin Nissan.</p>



		<p>George is not only adept in the mortgage industry but also brings a wealth of knowledge in automotive sales, money management, and customer satisfaction. Fluent in both English and Spanish, he is licensed in three states (AZ, CA, NV) and excels in presenting complex ideas clearly. His commitment to interpersonal communication, lending, and loan structuring is complemented by his automotive expertise. Having pursued Management courses at Santa Ana College after receiving his diploma from Santa Ana High School, George demonstrates continuous dedication to expanding his skill set. With a strong commitment to customer service and a bilingual proficiency, George Anguiano-Perez is a multifaceted professional in the finance and automotive industries. His abilities are attested by references from esteemed colleagues and managers.</p>
Nathaniel Deverteuil	Deputy Director of Operations, New Visions Humanities IV Charter School, Proposed Board Member	<p>Deverteuil is a dynamic leader with over a decade of experience in education, demonstrating a proactive problem-solving approach and a commitment to the mission of the schools he serves. Armed with a Bachelor of Science in Sports Administration from Morris College, Nathaniel's skills encompass supervision, leadership, team building, and a friendly, positive attitude.</p> <p>In his role as Deputy Director of Operations at New Visions Humanities IV Charter School in Queens, New York, Nathaniel managed budgets, per pupil billing, inventory, and work plans for various school events. Overseeing a team of six departments, he demonstrated prowess in monitoring budgets, ensuring compliance, and optimizing cost savings. Nathaniel's experience also includes a significant tenure as Director of Operations at Eagle Academy for Young Men of Harlem, where he played a pivotal role in budget management, financial transactions, and the smooth operation of school-wide systems and procedures.</p> <p>Beyond his professional endeavors, Nathaniel is CPR and AED certified, serves as an Assistant Varsity Basketball Coach, and is a proud member of Kappa Alpha Psi Fraternity Inc. His multifaceted background showcases a dedicated and versatile professional committed to fostering positive environments and maximizing student success.</p>

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.

Following a comprehensive outreach effort, which included organizing a community school choice event, participating in various gatherings, and engaging in door-to-door interactions, a discernible pattern emerged from the feedback received. Among the 187 parents, students, and community members engaged, six pivotal questions were posed, illuminating a collective sentiment that resonated across the diverse spectrum of perspectives encountered.

Question	Feedback	Impact on model
What are your hopes and dreams for your child's future?	<ul style="list-style-type: none"> "I hope my child grows to be a strong leader in our community, someone who understands the value of integrity and service. I dream of him achieving his fullest potential, academically and personally." "I dream of my child being empowered to pursue his passions, whatever they may be, and making a positive impact on the world. I hope he will always remain true to himself and his values." 	<p>Building a model that focus on skill, and social-emotional support.</p> <p>PLA- Has embedded 6 core competencies of Leadership, Identity, Integrity, Scholarship, Humanity and Service that is the foundation that drive our academic programming.</p>



	<ul style="list-style-type: none"> • "My hope is for my child to have a future filled with opportunities, one where he can achieve his dreams without being held back by societal barriers." • "I envision a future for my child where he is not only successful in his career but also leads a fulfilling and balanced life, contributing to his community." 	
What skills do you want your student and/or all students to have?	<ul style="list-style-type: none"> • "I want my child to develop strong leadership skills, emotional intelligence, and the ability to work collaboratively with others. Skills in technology and critical thinking are also essential for his future." • "Critical thinking and problem-solving skills are crucial. I also want them to be compassionate and culturally aware individuals who can navigate a diverse world." • "Financial literacy and digital skills are non-negotiable for the future. Along with that, the ability to communicate effectively and empathetically." • "I believe resilience and adaptability are key skills for any future challenge. Along with a strong sense of ethics and responsibility towards others." 	<p>SEL integrated curriculum and an elective with dedicated SEL curriculum that focuses on emotional intelligence.</p> <p>Projected-Based Focused model</p> <p>Core Competencies'</p>
What could schools be doing better?	<ul style="list-style-type: none"> • "Schools could focus more on real-world learning and hands-on projects that prepare students for life beyond the classroom. Also, more emphasis on social and emotional learning would be beneficial." • "Incorporating more technology and innovative teaching methods to prepare students for the future. Schools need to evolve with the times." • "Better communication with parents and communities to create a more collaborative environment for student success." • "Offering more extracurricular activities and programs that cater to various interests and talents. School should be about discovering and nurturing each child's unique abilities." 	<p>Project-Based focus academic model</p> <p>Curriculum has a technology component to maximize student support and easily accessible for at home support.</p> <p>Coalition Pride Circles- Creates a collaborative space for students-led conferences with creating a community, family and school connection.</p>
What would you want from a school in your neighborhood?	<ul style="list-style-type: none"> • "I want a school that truly understands and addresses the unique needs of our community. A place where my child can learn about his culture and history while being prepared for a global future." • "A school that is safe, welcoming, and fosters a love for learning. It should be a beacon of hope and opportunity for all children." • "Access to modern facilities and resources that stimulate learning and creativity. A place where my child can grow intellectually and socially." 	<p>Students taking social studies course in African American and Hispanic American History.</p> <p>Community Service build in the Academic Model</p>



	<ul style="list-style-type: none"> "A school that partners with local businesses and organizations to offer real-world learning experiences. It should be an integral part of the community." 	
What about Purpose Leadership Academy model do you like? *	<ul style="list-style-type: none"> "I appreciate the focus on leadership and the core values the academy stands for. The emphasis on restorative practices and project-based learning seems like a great way to engage students and teach them important life skills." "The holistic approach to education that balances academic achievements with personal growth and community service." "The emphasis on restorative practices, which I believe is crucial for developing empathy and understanding among students." "The project-based learning aspect. It's engaging and prepares students for real-life challenges by encouraging critical thinking and teamwork." 	

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?

Although most PLA's students are projected to come from the 89030, 89106, 89115, 89156, and 89110 zip codes, any Nevada resident who meets the school's age requirements is welcome to apply. All marketing efforts aimed at residents and students attending local schools (including K-8 schools) will be in full compliance with applicable local, state, and federal rules and regulations. PLA has no admissions standards that are discriminatory in nature or that have the effect of discrimination based on a person's race, color, national origin, gender, sexual orientation, disability, age, marital status, religion, political affiliation, or any other legally protected characteristic. In line with SB208, PLA notifies parents and guardians in the community via website, local press, and notices at local locations in accessible languages when applications open. PLA's goals regarding community engagement have been to further understand the target population, and the needs of families across Clark County, to test engagement strategies with PLA stakeholders, and to expand the network of individuals and organizations to meet. PLA has allocated CSP funds for community engagement and student recruitment efforts in the planning year. PLA has also developed relationships with a wide range of community-based organizations and families in North Las Vegas that can be leveraged to access parent communities. The following methods of recruitment are examples of some of our main strategies during the incubation year:

Engagement Strategies	
Marketing print and digital	Upon approval, PLA increases the amount of print marketing- in the form of flyers and one-pagers - social media posts, and website campaigns to increase awareness within the community. All materials are printed/posted in English and Spanish.
Canvassing	PLA mobilizes a group of volunteers, including board members, to knock on doors in 89030, 89106, 89115, 89156, and 89110 to provide families with information about PLA's application details. Canvassing is conducted safely and in accordance with up-to-date health code information. The principal monitors the community for new organizations and businesses with which to form relationships and will serve as the lead in conducting initial outreach with new contacts and potential partners. Where appropriate and beneficial to the recruitment efforts, the principal will Conduct door-to-door engagement with families in our target neighborhoods and across the city.
Cold calling	Cold-calling has proven to be PLA's most productive enrollment strategy and PLA will continue cold-calling through 1) working with local organizations to gain access to their constituent list (where appropriate and legal to do so), 2) purchasing telemarketing lists through licensed vendors, and 3) creating outreach lists through events, canvassing, and tabling.
Informational/Community	PLA holds monthly information sessions for parents to hear more about the school, ask questions, and learn about the application process, PLA plans to collaborate with other organizations like area daycares. PLA has begun hosting family meetings via Zoom and in



Meetings/Family Meetings sessions	person to share the plans and model with PLA families. These meetings are small and intimate with up to three families in attendance. PLA continues to organize and host such meetings throughout the spring and into the planning year.
Tabling events Community Engagement:	PLA sets up tables at various locations in the community, attending relevant events to raise awareness and spread information about the school. Participate in community events, festivals, and parades, especially those celebrating arts and education, to raise awareness about PLA.
Partnerships	Members of the founding team-built relationships with local community centers, as well as churches and non-profit organizations throughout developing the charter application. By attending parent meetings at the centers and sharing information with parents whose children attend local community centers and religious centers, PLA leverages these relationships to draw in prospective parents. Also, PLA will collaborate with local businesses, arts organizations, and community centers to reach potential families through workshops, performances, and art exhibitions.
Traditional media	PLA plans to create press releases with information about the school and details regarding student enrollment and publish them in newspapers and on the websites of local businesses. The press release is available in multiple languages.
Social Media and Web Advertising	Utilize platforms such as Facebook, Instagram, and local online forums targeted at Las Vegas residents. We will highlight student work, events, and the unique aspects of PLA's curriculum. PLA utilizes its website, email newsletter, Facebook, and Instagram to promote key events in the school calendar, including enrollment events. PLA ensures that engagement is inclusive, especially regarding reaching non-English proficient and limited-English-proficient families and students. A key to reaching full enrollment is ensuring that PLA employs a varied approach and does not rely on one strategy such as electronic communications (website, newsletter blasts)
Word of Mouth	Encourage current families and community members to share their positive experiences with PLA through a referral program.
Open Houses	Host multiple events both virtually and in-person to accommodate diverse schedules and provide families with a comprehensive understanding of what PLA offers.
Public Relations	Develop press releases and stories for local newspapers, radio, and TV stations, focusing on PLA's mission, founding principles, and the benefits of arts-integrated education.
PLA school tours	When PLA signs a lease we will begin school tours. We believe that showing our model in person and connecting with our future neighbors, fellow parents, and staff in our schools will be a powerful tool to show what is possible.
Incentives for attendance	PLA has utilized strategies to encourage parent attendance at enrollment events such as launching a communications strategy with an announcement of activities including a potluck night, raffle prizes, book giveaways, snacks, and arts activities for kids. We plan to use CSP funds to continue our incentive strategies.

Below outlines strategies to continue to successfully involve parents, community members, and other neighborhood partners when the school opens (e.g. PBL events, community meetings, etc.). (e.g., PLA Family Pride VOICE, training, communications, volunteers, etc.) Purpose Leadership Academy will continue to engage the community in the following ways prior to authorization, after authorization, and through opening to establish buy-in.

Plan for Community Engagement at Purpose Leadership Academy:

Pre/Post Authorization Strategies:

- Social Media Presence:
 - Utilize Facebook, Instagram, LinkedIn, and the school website to disseminate information about the school's mission, vision, and upcoming events.
- Tabling at Community Events:
 - Attend monthly community and family events to engage with potential families and community partners, and to raise awareness about Purpose Leadership Academy.
- Monthly Newsletter Email (PLA Lions Gazette):



- Publish a monthly newsletter to update potential families, community partners, and supporters about the school model, events, and arts learning initiatives.
- Monthly Events:
 - Host various events such as playdates with the Chancellor, Community Talks, Arts in the Park, etc., to foster community engagement and provide opportunities for interaction with school staff.
- Family Pride VOICE Scouting:
 - Recruit founding parents to lead the Family Pride VOICE council, ensuring parent voices are represented in school decision-making processes.
- Surveys:
 - Conduct regular surveys to gather feedback from parents, families, and the community to inform school development and improvement efforts.
- Canvassing and Door-to-Door Outreach:
 - Engage in targeted outreach efforts, including canvassing businesses and knocking on doors in target zip codes, to recruit future families and build community partnerships.

Additional Strategies to Enhance Parent Participation:

- Event Timing:
 - Schedule events at times conducive to maximum attendance, considering the schedules of families with multiple jobs or limited access to transportation.
- Free Childcare:
 - Offer free childcare during informational meetings to remove barriers for families who may face challenges in arranging childcare.
- Accessible Locations:
 - Ensure that all recruitment event locations are easily accessible via public transportation and ADA-compliant to accommodate all community members.
- In-person Translators and Translated Materials:
 - Provide in-person translators and translated recruitment materials to effectively communicate with diverse community members and eliminate language barriers.
- Ongoing Reflection Cycles:
 - Conduct regular reflection sessions led by the principal to evaluate the success and challenges of recruitment and enrollment processes, integrating lessons learned into future strategies.

By implementing these strategies, Purpose Leadership Academy aims to foster strong community engagement and build lasting partnerships with parents, families, and neighborhood stakeholders.

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?

Family involvement and participation are some of the ways the community comes to life at Purpose Leadership Academy. This holds true for families of students with disabilities and English Language Learners as well. PLA will host numerous programs and events involving families, including family orientation, SPED Info sessions, and PBL events.

1. Family orientation: Family orientations serve as crucial opportunities for educational institutions to engage with parents and guardians, providing them with essential information, resources, and a sense of belonging within the school community. Here are some common activities and topics that often take place during family orientation sessions:
 - Welcome and Introductions: School administrators, teachers, and staff will welcome families to the orientation, introducing themselves and providing an overview of the agenda for the session.
 - School Mission and Vision: PLA Chancellor will present the school's mission and vision statements, outlining its goals and values, core competences and how these align with the educational needs of the students and families.
 - Curriculum Overview: Teachers will provide an overview of the academic curriculum, highlighting key subjects, learning objectives, and instructional approaches used in the classroom.



- **School Policies and Procedures:** The Vice Chancellor/ Dean of Culture will cover important school policies and procedures regarding attendance, behavior expectations, dress code, homework, grading, and communication channels between school and home.
- **Parental Involvement Opportunities:** PLA will encourage parental involvement in various aspects of school life, such as volunteering, joining the parent-teacher association (PTA), attending school events, and participating in decision-making processes.
- **Support Services and Resources:** Vice Chancellor/Dean of Academics will give information about support services available to students, such as counseling, special education, English language learner programs, and academic enrichment opportunities, that will be provided.
- **Technology Integration:** Teachers will discuss how technology is integrated into the curriculum and how parents can support their child's learning with digital tools at home.
- **Safety and Emergency Procedures:** The Chancellor will review safety protocols, emergency procedures, and measures in place to ensure the well-being of students while on campus.
- **Parent-School Communication:** Teachers will outline the various channels of communication between parents and the school, including newsletters, emails, coalition pride circles, and online portals for accessing grades and assignments.
- **Q&A Session:** The evening will conclude with a question-and-answer session, allowing parents to seek clarification on any topics discussed and address specific concerns they may have about their child's education.

Overall, PLA aims to foster positive relationships between families and the PLA school community, empowering parents to become active partners in their child's education and ensuring a smooth transition into the academic year.

2. **SPED Info Session:** At a Purpose Leadership Academy (PLA) Special Education Information Session, the focus is on providing parents and guardians with comprehensive information about the school's special education programs, services, and resources available to support students with diverse learning needs. Here are some key components that typically take place during such sessions:
 - **Welcome and Introduction:** The session will begin with a warm welcome from Chancellor, Vice Chancellors, Director of SPED, and the SPED staff. They introduce themselves and provide an overview of the agenda for the session.
 - **Overview of Special Education Services:** Director of SPED will present an overview of the special education services offered at PLA, including the types of disabilities served, available support programs, and the philosophy of inclusion within the school community.
 - **Legal Rights and Procedural Safeguards:** Parents are informed about the legal rights and procedural safeguards guaranteed under the Individuals with Disabilities Education Act (IDEA), including the right to a free and appropriate public education (FAPE), the individualized education program (IEP) process, and dispute resolution options.
 - **Understanding Individualized Education Programs (IEPs):** The IEP is a critical document for students receiving special education services. Director of SPED explains the purpose of the IEP, its components, and how it is developed collaboratively between parents, school staff, and other relevant professionals.
 - **Support Services and Accommodations:** Information will be provided about the various support services, accommodations, and modifications available to students with disabilities, both inside and outside the classroom. This will include assistive technology, specialized instruction, speech therapy, occupational therapy, and counseling services.
 - **Transition Planning:** For students approaching transition points in their education, such as moving from elementary to middle school or from high school to post-secondary options, staff discuss transition planning and the supports available to facilitate a smooth transition.
 - **Parental Involvement and Collaboration:** The importance of parental involvement in the special education process is emphasized, with discussions on how parents can collaborate with school staff to support their child's learning and development.
 - **Question and Answer Session:** The session concludes with a question-and-answer period, allowing parents to seek clarification on any topics discussed and address specific concerns related to their child's special education needs.

Overall, the Special Education Information Session at PLA aims to empower parents with knowledge and resources to advocate for their child's educational needs effectively within the school community. It fosters open communication, collaboration, and partnership between families and school staff to ensure that every student receives the support and services necessary to thrive academically, socially, and emotionally.

3. **PBL Events:** At a Project Based Learning Presentation Night at PLA, families witness students showcasing their project work, discussing their learning process, and demonstrating their understanding of academic concepts through real-world



applications. It's an opportunity for students to take center stage, engage with their families, and share their achievements and growth as problem solvers and critical thinkers. Family members have the chance to ask questions, provide feedback, and celebrate the accomplishments of their children in a supportive and interactive environment. These events reinforce PLA's commitment to project-based learning and highlight the collaboration between students, teachers, and families in fostering meaningful learning experiences.

4. **Intro to Circles:** At Purpose Leadership Academy (PLA), the implementation of restorative circles in three distinct formats—Community Pride Circles for the whole school, Family Pride Circles within classrooms, and Coalition Pride Circles involving community members, families, and staff chosen by the student—aims to foster a sense of belonging, promote empathy, and strengthen relationships within the school community. Community Pride Circles provide a platform for all students to come together, share experiences, and collectively address issues affecting the school environment, promoting a culture of inclusivity and mutual respect. Family Pride Circles extend this practice to involve parents and guardians directly in their child's classroom, fostering closer connections between families, students, and educators while providing a supportive space for open dialogue and problem-solving.

To ensure families understand the purpose and benefits of these restorative circle formats, PLA will communicate openly and transparently through various channels. This may include informational sessions during family orientations, newsletters, school website updates, and direct communication from teachers and school administrators. PLA will emphasize the importance of restorative practices in building community, resolving conflicts peacefully, and promoting social-emotional well-being for all members of the school community. By engaging families in the process and providing clear explanations of how each circle format operates, PLA seeks to encourage active participation and collaboration in creating a positive and supportive learning environment for all students.

These events, along with all communication home from the school, will be offered in - at a minimum - both English and Spanish. It is truly our goal that all families will be able to participate actively in the school culture to support their students. Bi-weekly communication, and family-teacher conferences three times a year.

In addition, communication and written notices will be provided for official meetings, including IEP meetings, family-teacher conferences, or other formal meetings where necessary to provide updates on student's progress. Families will receive copies of all IEP, RTI, 504, and behavior intervention plans, in addition to report cards/progress reports. In establishing methods and strategies incorporated into all IEPs, we commit to ensuring families have a voice and participate in this process. This is for both new IEPs, as well as in annual and 3-year reviews.

Report cards will include updates on the progress of annual IEP goals. Families with students receiving services will have opportunities to discuss IEP progress goals at Coalition Pride Circles and Purpose Leadership Academy staff will make every effort to have multiple members of the SPED team to ensure transparency and efficacy of the IEP. The Student and Family Handbook will include these procedures, as well as an opportunity for amendments between annual reviews at the request of the family or overall, IEP team and the process for any family to request an evaluation for services. Through Coalition Pride Circles, progress reports, and report cards, we will inform English Language Learner families of their student's language development progress, as well as their general academic progress. WIDA results and upcoming opportunities for learning and development will be shared with families. Also, like other successful charter schools in Clark County, PLA will aid students and families who are transitioning out of our school. (Please see special populations question 2a)

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

PLA will fully comply with NAC 388A. 538. Parents will not be expected to volunteer, pay a fee, or require children to take a test as part of their enrollment process. However, they will be encouraged to attend and volunteer at as many PLA events as they can throughout the school year. Volunteers are important to our core principle of community. Opportunities to volunteer at PLA throughout the year will also be extended to high school students, college students, community organizations, and PLA neighbors. Volunteering will not only get them involved but give them the opportunity to learn more about PLA as a school. Our goal for our volunteers is to not only dedicate their time to us throughout the school year but to offer their expertise and talents to our students and staff.



- 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.

Partner Name	National Fellowship for Black and Latino Male Educators
Briefly describe this partnership	Offer space to any Black and Latino Male teacher & administrators
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	<p>NFBLME is a selective Fellowship program designed to empower outstanding Black and Latino male educators for senior leadership roles, aiming to increase their representation in educational leadership and challenge institutional racism. The program emphasizes personal and professional growth, with all Fellows reporting significant development and increased emotional intelligence after two years. Values such as community, growth, resilience, justice, and equity guide NFBLME's approach, manifested through tailored coaching, mentorship, professional development, and fostering a supportive brotherhood among participants.</p> <p>Roles and responsibilities are shared among Fellows, their managers, and NFBLME. Fellows commit to attending all program events, engaging in coaching and mentoring sessions, upholding professional standards, participating in community activities, and maintaining timely communication. They are also expected to maintain engagement with Opportunity 180, a partner organization, and fulfill professional duties at their school sites.</p>
Partner Name	Charter Impact
Briefly describe this partnership	Back Office support
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	CI, a provider of business management and accounting services, will provide accounting, budgeting, compliance, strategic planning, documentation, deliverables, and other related services necessary to fulfill Client's business management and accounting requirements.
Partner Name	Howard & Howard
Briefly describe this partnership	Legal Services
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	Serves as the school legal representation
Partner Name	Opportunity 180
Briefly describe this partnership	
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	Provide leadership support through the charter school consortium, financial support through grants and CSP funding
Partner Name	Radical Elevation



<p>Briefly describe this partnership</p> <p>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</p>	<p>Provide mental health services to students and staff</p> <p>Services involving social and emotional support to individuals and/or groups of students and/or their families to prevent and reduce mental illness, symptoms, conditions, or disorders.</p> <p>Staff available at agreed-upon designated times during school hours. The organization will place Qualified Mental Health Professional(s) (QMHP) at a school during the week (with specific days and times that are agreed upon). The QMHP will facilitate group services throughout the week as well. The QMHP will provide one-on-one services to students in the school.</p> <p>A structure to have rotating therapists at the schools. The organization will work and coordinate with the administrators and school counselors to ensure efficiency and effectiveness.</p> <p>Services: Therapy, Case Management, Skill Building, and the facilitation of Psychiatric Evaluations and Medication Management.</p>
<p>Partner Name</p>	<p>Transformative Growth Partners</p>
<p>Briefly describe this partnership</p> <p>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</p>	<p>In support of this collaboration, Purpose Leadership Academy will provide:</p> <ul style="list-style-type: none"> a. biweekly standing meeting time b. information regarding school leaders upon request. c. access to student achievement data d. access to staff surveys and feedback on school leadership (ESCI 360 Survey, annual reviews, etc.) <p>In turn, Transformative Growth Partners, LLC will provide, as necessary:</p> <ul style="list-style-type: none"> a. Leadership Development Services including biweekly one on one virtual executive coaching sessions. for Leondrus Wright b. 3 half day site visits with leadership coach at agreed-upon times during the school year. c. 3 step back meetings to facilitate reflection and strategy for leadership development throughout the school year.
<p>Partner Name</p>	<p>Hiltz Commercial Group</p>
<p>Briefly describe this partnership</p> <p>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</p>	<p>Facility Location and Acquisition</p> <p>Serves as an intermediary to find and acquire a facility for the school, also serves as the intermediate in permitting, developer acquisition</p>
<p>Partner Name</p>	<p>Teach for America Nevada</p>
<p>Briefly describe this partnership</p> <p>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</p>	<p>Support and Teacher referral</p> <p>Provide support and a teacher pipeline referral intermediary</p>
<p>Partner Name</p>	<p>Arthur & Co. Consulting LLC</p>
<p>Briefly describe this partnership</p>	<p>Instructional support</p>



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	Arthur & Co. Consulting agrees to provide the following services to Purpose Leadership Academy. Instructional Leadership Training: Developing and delivering customized training programs for instructional leaders within Purpose Leadership Academy including observation and feedback, student work analysis protocols and responding to data. Talent Management Consulting: Advising Purpose Leadership Academy on effective talent acquisition, development, and retention strategies.
Partner Name	Multi-Cultural Bookstore Las Vegas
Briefly describe this partnership	Reading and Library development
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	Assist in developing the school library and in-classroom libraries, after-school programming and RTI intervention programming
Partner Name	Positive Archer Solutions, LLC
Briefly describe this partnership	SEL instructional support
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	The Organization will provide culturally responsive social and emotional learning programming for students and professional development for staff. The curriculum combines Hip Hop culture, the Collaborative for Academic Social and Emotional Learning (CASEL) competencies, and English-Language Arts standards. The Organization will assess the core practices of PLA_LV to ensure successful and sustainable strategies for all students.



3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

In its 2019-2024 [Strategic Plan](#), the SPCSA established goals related to school performance that each charter school applicant should consider when setting their own respective goals:

1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
 2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups. The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved 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?

Goal: Purpose Leadership Academy (PLA) aims to achieve a 4- or 5-star rating by the end of our first charter term by implementing a multifaceted strategy focused on providing a holistic education and individualized targeted support for all students, especially those who identify as ELL, students with special needs, at-risk students, socially disadvantaged students, African American students, and Hispanic students.

Strategy Overview:

1. Holistic Education Approach: Grounded in community needs and research-based best practices, PLA's approach ensures every student meets or exceeds academic expectations while building strong long-term skills and meeting individualized academic and personal goals.
2. Key Components:
 - a. Social Emotional Learning (SEL): Enhancing emotional intelligence and resilience.
 - b. Project-Based Learning (PBL): Fostering practical problem-solving skills.
 - c. Restorative Circles: Cultivating a positive school culture and resolving conflicts.
3. Targeted Support:
 - a. Mentorship programs, culturally relevant curriculum, and dedicated resources for ELL, at-risk students, students with special needs, economically disadvantaged students, African American, and Hispanic students in grades 3rd through 12th.
4. Data-Driven Practices:
 - a. Clear and consistent data-driven policies and practices for continuous improvement, regular evaluation, and research collaborations.
 - b. Strong family and community engagement to support student success.
5. Educator Development:
 - a. Recruitment and retention of high-quality educators.
 - b. Ongoing professional development to equip teachers with innovative teaching methodologies.

Assessment and Monitoring:

1. State Assessment Requirements: Goals align with SBAC, NWEA MAP, EOC, and ACT assessments.
2. Monitoring Progress:
 - a. Students in grades 3rd through 8th will take MAP testing three times a year and SBAC annually in the spring.
 - b. Completing NWEA MAP benchmarks three times a year.
 - c. Progress monitoring based on students' percentile test scores, determining the frequency (weekly, bi-weekly, or monthly).
 - d. Weekly grade-level and Professional Learning Communities (PLC) meetings for teachers to monitor progress, plan interventions, and address data.

Evaluation and Adaptation:

1. Regular evaluation of the effectiveness of PLA's educational model.



2. Adaptation as necessary to ensure the delivery of a high-quality, inclusive education that prepares all students to be leaders and changemakers.

Conclusion:

Purpose Leadership Academy is committed to continuous improvement and excellence in education. By implementing this comprehensive academic improvement plan with fidelity, we are confident in our ability to achieve our goals and provide all students with the support and resources they need to succeed academically, socially, and emotionally. Through collaboration, innovation, and dedication, we will prepare our students to thrive as leaders in their communities and beyond.

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?

To effectively drive growth among students of all achievement levels, it is crucial to implement tailored educational strategies that focus on the student's individual needs and learning style which will accelerate proficiency and on-time graduation rates, particularly for those who are struggling academically. PLA's model was designed with a clear intention to drive engagement in grade level content and keep students excited and open to the possibilities of learning. To drive growth among all students, at all levels, PLA implements the following strategies:

- 1) Early intervention and academic support: At the beginning of each school year and throughout, we identify struggling students early on and implement targeted interventions to address their needs and prevent them from falling further behind. Our learning acceleration time includes RTI and is incorporated into our daily schedule. This is done by using:
 - a) Differentiated instruction: Our chosen teaching methods and materials meet the diverse needs of students, addressing their strengths, weaknesses, and learning styles.
 - b) Individual learning plans: We will create individualized learning plans for each student, setting clear goals and outlining steps to achieve them.
 - c) Data-driven decision-making: We will use all assessment data to inform instructional approaches and interventions, focusing on areas where students struggle the most.
- 2) Assessments: We will conduct regular formative, summative, and interim assessments to track progress, and identify areas needing improvement and students' learning styles.
- 3) Collaborative learning: PBL, SEL, restorative circles, academic mentoring, advising, and peer coaching are included in daily, weekly, monthly, and quarterly collaborative learning.
- 4) Engaging curriculum: We will use a PBL curriculum, Rock by Rock, that has culturally relevant lessons, units, and projects that are relevant and engaging, incorporating real-world examples and hands-on activities to boost motivation and interest as supplemental support to our Tier 1 curriculum to drive student engagement and collaboration.
- 5) Professional development: We provide ongoing training and support for teachers, equipping them with the skills and knowledge needed to effectively reach all students.
- 6) Parental involvement: Parent involvement will be crucial to the effectiveness of our model. We want them to participate in everything from academics to events.

By implementing these strategies and regularly evaluating their effectiveness, PLA will create an inclusive learning environment that promotes growth and ensures on-time graduation for all students.

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:

- a) Programs (e.g., curriculum, professional development, afterschool program, parent program, etc.),
 - i. Project-based learning
 - ii. Social-emotional learning
 - iii. Extended after-school program
 - iv. Professional Development
 - v. Curriculum
- b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.),
 - i. Restorative practices
 - ii. Awesomely Powerful Community (through circles)
 - iii. Student Agency
 - iv. Learning Acceleration



- c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.).
 - i. Small Class sizes 18:1 student-teacher ratio
 - ii. Individualized learning plans and targeted small-group intervention
 - iii. Coalition Pride Circle
 - iv. Circles (Community Pride & Family Pride)
 - v. Staff/Student Looping
 - vi. Behavioral Health Partnerships

Purpose Leadership Academy (PLA) distinguishes itself through a unique blend of innovative programs and educational principles, all designed to create a nurturing and effective learning environment. One of our key programmatic components is Project-Based Learning (PBL), which is at the heart of our curriculum. PBL enables students to engage in real-world problem-solving, fostering critical thinking and collaboration skills. This approach is implemented through carefully designed projects that align with state standards and are integrated across various subjects. These projects not only enhance academic understanding but also develop practical skills that students can apply in real-life scenarios.

Another defining feature of PLA is our commitment to Social Emotional Learning (SEL), which is woven into every aspect of our school culture. SEL programs are designed to cultivate emotional intelligence, empathy, and resilience in students, preparing them for the challenges of the 21st century. This is implemented through daily activities, guided discussions, and integrated lessons that focus on self-awareness, social awareness, and relationship skills. Complementing this is our extended after-school program, offering various activities that reinforce academic and socio-emotional learning in a more relaxed, informal setting.

In addition to these programs, PLA is deeply committed to individualized learning. Each student at our school benefits from a personalized learning plan, tailored to their unique strengths, needs, and interests. This is facilitated by our small class sizes, maintaining an 18:1 student-teacher ratio, which allows for more individual attention and targeted small-group instruction. This structure supports our blended learning approach, combining traditional teaching methods with digital tools to cater to diverse learning styles. Furthermore, our restorative practices principle ensures a school environment where every student feels valued and respected. Conflicts are addressed through constructive dialogue and mutual understanding, fostering a community of care and respect.

Overall, PLA's unique blend of programmatic components, principles, and structures creates a holistic educational experience. Our approach not only prioritizes academic excellence but also focuses on developing well-rounded individuals equipped with the skills and values necessary to thrive in and contribute positively to their communities.

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.

Purpose Leadership Academy Theory of Change:

If Purpose Leadership Academy (PLA) implements a comprehensive approach that integrates project-based learning (PBL) and social-emotional learning (SEL) into its curriculum, and provides an extended after-school program, professional development for staff, and individualized learning plans with targeted small-group interventions, then students will experience personalized, holistic education that fosters academic achievement, social-emotional development, and practical skills for real-world application.



Logic Model Template

Inputs/Resources <i>To accomplish our set of activities, we will need the following:</i>	Outputs		Outcomes/Impact		
	Activities/What we do <i>To address our problem, we will conduct the following activities...</i>	Participation/Who We Reach <i>...Targeting the following people:</i>	Short-Term <i>We expect that if completed or ongoing, these activities will lead to the following changes in 1-3 years:</i>	Medium-Term <i>We expect that if completed or ongoing, these activities will lead to the following changes in 4-6 years:</i>	Long-Term <i>We expect that if completed, these activities will lead to the following changes in 7-10 years:</i>
<ul style="list-style-type: none"> Students Teachers Support Staff Curriculum Building Funding Psychologist & Social Worker Partnerships with colleges Partnerships with industries (vocational skills) BOD Families Community Leaders Community resources Food Supplier Federal, State, and local government 	Programs (e.g., curriculum, professional development, after-school program, parent program, etc.) <ul style="list-style-type: none"> Project-based learning Social-emotional learning Extended after-school program Professional Development Curriculum Principles (e.g., restorative practices, individualized learning, learning at your own pace, etc.) <ul style="list-style-type: none"> Restorative practices 	<ul style="list-style-type: none"> Students (African American and Hispanic grades 3-12) Families Teachers/ Staff 	<ul style="list-style-type: none"> Students have an understanding of what it means to be critical thinkers, leaders, and lifelong learners who take ownership of their education (e.g. creating their own schedules- academics and counseling) All students are meeting and or exceeding grade-level academic expectations All students are showing significant growth 	<ul style="list-style-type: none"> Students have a better understanding and grasp of their social-emotional well-being (e.g. students articulate how they are feeling and not be afraid to express it) Students are independent and agency navigating their individualized learning pathway and learning to their learning needs All students are showing 	<ul style="list-style-type: none"> African American and Hispanic male students in grades 3-12th receiving a high-quality education that will prepare them for life after high school - whether it be college or the workforce More African American and Hispanic men in colleges and careers Ability is developed (11th and 12th grades will be Leadership Coaching grades 6th-10th) Pillars within the community Examples of our mission and vision Students have cultivated with strength the core competencies and graduate aims needed to thrive in college, career, and beyond
	<ul style="list-style-type: none"> Awesomely Powerful Community(through circles) Student Agency Learning Acceleration Structures (e.g., blended learning, small learning communities, small class sizes, etc.). Small class sizes 18:1 student-teacher ratio Individualized learning plans and targeted small-group intervention Coalition Pride Circle Circles(Community Pride & Family Pride Circles) Staff/Student Looping Behavioral Health Partnerships 		each quarter <ul style="list-style-type: none"> Students are beginning to take ownership of meeting their goals 	significant growth each quarter <ul style="list-style-type: none"> All students are meeting and or exceeding grade-level academic expectations 	

Explanation:

If PLA incorporates project-based learning (PBL) as a core component of its curriculum, allowing students to engage in real-world problem-solving and critical thinking, and integrates social-emotional learning (SEL) into every aspect of school culture, fostering emotional intelligence and resilience, then students will develop both academic and socio-emotional skills essential for success in the 21st century.

Furthermore, if PLA offers an extended after-school program that reinforces academic and socio-emotional learning in a relaxed setting and provides professional development opportunities for staff to enhance their teaching practices, then teachers will be better equipped to support student learning and well-being.

Additionally, if PLA adopts restorative practices, maintains small class sizes with an 18:1 student-teacher ratio, and implements individualized learning plans with targeted small-group interventions, then students will receive personalized attention and support, fostering a sense of belonging and academic growth.

Overall, by implementing these programs, principles, and structures, PLA creates a nurturing and effective learning environment where students can thrive academically, socially, and emotionally, equipping them with the skills and values necessary for success in school and beyond.



Programs	Implementation plan	Influence on student success
<p>Project-based learning¹² is an essential and critical part of our instructional model because research has proven that PBL encourages active learning through hands-on projects that provide greater relevance to topics and issues concerning our intended student audience and will serve as a catalyst in empowering students with the skills, knowledge, and cultural awareness necessary to drive positive change within their communities and beyond. In addition to that, it will support students in making stronger connections to the academic curriculum and lead to students mastering grade-appropriate standards.</p>	<p>Project-based learning¹³ will be implemented through the Science and Social Studies curriculum (Rock by Rock) daily for all students in grades 3–12.</p> <p>Our team will use the curriculum and the Nevada State Sci/SS standards to ensure students are grappling with grade-appropriate content in a meaningful, engaging way through PBL approach.</p> <p>Students' progress on projects will be assessed through a four-point scale competency rubric that is aligned to grade-level standards and expectations.</p>	<p>In alignment with our graduate aims and core competencies implementing PBL will support students in building the following skills:</p> <ul style="list-style-type: none"> • Provides a more inclusive student experience that is uniquely tailored to the student populations cultural, social, and educational needs. • Build a deeper sense of student agency to be changemakers in their community. • Build student engagement that drives deeper understanding and student growth and achievement. • Cultivates strong critical thinkers and problem solvers. • Builds students' ability to develop our graduate aims and school's core competencies that we believe are our holistic foundation for driving student outcomes.
<p>SEL¹⁴ programming and practices have a significant impact on academic performance in African American and Hispanic male students, as they do in students of all backgrounds by providing an intentional focus on building a set of targeted skills that deepen students' sense of self, ability to pursue their unique pathways to leadership, and reach their goals and full potential.</p> <p>This mission underscores a student-centric approach, allowing African American and Hispanic students to define and pursue their unique pathways to leadership and reach their full potential. We use the graduate aims of PLA to measure that students are reaching their full potential.</p> <p>The vision of Purpose Leadership Academy, which aims to produce critically</p>	<p>We deeply believe the key to making this model component come alive beyond a core block is to ensure that this work is living in all parts of the programming and school day. There are other daily rituals such as the whole school pride circle and mini pride circle with an advisory every morning to set goals and intentions for the day and an end-of-day mini-prize circle to reflect on the day and plan for the next day.</p> <p>SEL programming will take place 1x week during a required elective class block. We will also ensure that we leverage SEL and PE to meet our health class requirements for 3-5.</p>	<p>When implemented effectively, SEL can address various factors that may be affecting academic performance in these specific demographic groups:</p> <ul style="list-style-type: none"> • Improved Self-Awareness: SEL programs help students become more self-aware by teaching them to recognize and understand their emotions. This self-awareness can be particularly beneficial for African American and Hispanic male students who may face unique challenges and stressors related to their racial or ethnic identity. By understanding their emotions better, these students can manage stress and negative emotions more effectively, which can lead to improved focus on academics. Social Skills Development: SEL programs emphasize the development of interpersonal skills,

¹² <https://onlinelibrary.wiley.com/doi/epdf/10.1002/sce.20391>

¹³ https://www.pdkmembers.org/members_online/publications/Archive/pdf/PDK_92_2/81pdk_92_2.pdf?utm_campaign=Blog&utm_source=hs_email&utm_medium=email&utm_content=70539229&hsmi=70539229

¹⁴ Second Step <https://www.secondstep.org/elementary-school-curriculum/digital-program>
<https://casel.org/casel-gateway-transformative-sel-toward-service-of-ed-equity/>

Just Like Music Scope and Sequence

https://docs.google.com/document/d/1T4b4Cl33uFpeXV8zR_d0f2Bp3A3Q7zE_/edit?usp=drive_link&ouid=109216369400834948932&rtopof=true&sd=true



<p>conscious changemakers leading with service as their guiding purpose complements the educational model.</p>	<p>We have been intentional about choosing SEL programming that will allow us to build core SEL skills and provide students with ample opportunities to practice our graduate aims and core competencies.</p> <p>We will be using Second Step for grades 3-5 and for grades 6-12 we will be using Just Like Music.</p>	<p>including communication, empathy, and conflict resolution. These skills are essential for building positive relationships with teachers, peers, and family members, which can create a more supportive and conducive learning environment.</p> <ul style="list-style-type: none">• Emotional Regulation: African American and Hispanic male students may face external stressors related to discrimination, socioeconomic challenges, and community violence. SEL programs teach emotional regulation techniques, which can help these students cope with stress and anxiety in a healthier way, reducing the negative impact on their academic performance.• Increased Engagement: SEL programs often include activities and discussions that make learning more engaging and relevant. This can help African American and Hispanic male students see the value in their education and feel more connected to their school community, leading to increased motivation and effort in their studies.
<p>Professional Development¹⁵</p> <p>At PLA, we will have an ongoing cycle of teacher development that will include 4 unique pillars. These pillars, train, coach, plan, and monitor will ensure we are consistently attending to all components of teacher development.</p> <p>Each element of the cycle needs to work together to support effective implementation and result in quality instruction for students.</p> <p>Each of these is an ongoing endeavor to support the implementation of HQIM in response to student and teacher needs, and to strengthen the quality of instruction over time.</p>	<p>PD will be every Friday except on the Fridays of the week when school is out on Monday.</p> <p>The school year will also begin with an intense PD institute that will focus on Curriculum, SEL, School culture, PBIS, Intervention, etc.</p> <p>We will create a pd scope and sequence and arc of learning that will be mapped out for the entire year and that allows us to consistently address all areas of the teacher development cycle and address the ongoing needs of the school.</p>	<p>Teachers will be able to get familiar with all curricula that will be in use and collaborative planning for the year across grade levels and content to support students.</p> <p>This will create an ongoing cycle of feedback that will allow teachers to improve their practice, better prepare and implement their lessons in alignment with high quality curriculum, and drive student outcomes more rapidly over time and support students in meeting their goals.</p> <p>Teachers will get ongoing feedback.</p>

¹⁵ <https://docs.google.com/document/d/1Nne7tfjWO1z3dCQ6dudm5SEXDyFLaCdN0EztqZ5VVViA/edit>
<https://curriculumsupport.org/wp-content/uploads/2019/02/Three-Pillars-of-Teacher-Support.pdf>



Train refers to the explicit training that teachers, instructional coaches, and school leaders need to Understand the design of the curriculum and their alignment to the standards.

Best utilize the materials at the lesson and unit level to provide quality instruction for students.

Plan refers to the collaborative and/or independent planning processes that teachers engage in on a daily, weekly, and quarterly basis to deeply study unit plans and lesson plans to understand the intended outcomes for students In addition, a focus on teachers Internalizing daily lessons to prepare for instruction, including deeply understanding the standard(s) addressed within the lesson, the expectations for the work students will do and/or produce, and anticipating potential misconceptions and how to respond to them

Coach refers to the ongoing coaching and feedback teachers should receive to improve their content-specific instructional practices and strengthen their use of the curriculum. Coach is where the elements intersect, as it provides several different opportunities to:

- Observe teachers, which can be an informal opportunity to monitor implementation of the materials, as coaches are able to see how they are being used in practice.
- Identify trends in instruction and in the use of materials, which can inform future trainings, help to identify common planning challenges, and identify model classrooms.
- Provide individualized support to teachers to implement the training they have received, or to execute the plan created during internalization.

Monitor refers to the ongoing progress monitoring PLA leadership and staff will engage in to understand whether efforts are having the intended impact on



teachers and students and use that data to adjust course.		
<p>Extended School Programming ¹⁶</p> <p>Extended school programming will serve two primary focuses:</p> <ol style="list-style-type: none">1. To support learning acceleration and support students in meeting their individualized goals if they have fallen behind.2. Offer extra-curricular activities to expose our students to experiences that will allow them to deepen their understanding of their passions, apply that learning, and achieve some of their personal goals.	<p>A part of PLA's plan to be a 4 or 5-star is to invest in a robust extended school program that targets differentiating additional academic supports for students.</p> <p>PLA will be partnering with a local organization that works with interested school staff to provide 2 hours after school tutoring geared to reading and math Mon-Thurs.</p> <p>On Fridays, PLA will offer professional development for teachers. We will partner with local organizations to provide tutoring and extra-curricular opportunities to students for a full day.</p>	<p>Extended school programming or after-school programs can have a significant impact on student success in various aspects:</p> <p>Academic Improvement: After-school programs often provide additional academic support, including tutoring and homework help. This extra time spent on academic activities can lead to improved understanding of subjects, better grades, and increased confidence in students.</p> <p>Enhanced Learning Opportunities: These programs may offer enrichment activities such as STEM projects, art classes, music lessons, or language immersion programs. These opportunities expose students to new interests and skills beyond the regular curriculum, fostering a well-rounded education and potentially igniting passions that could lead to future academic or career success.</p> <p>Improved Attendance and Engagement: Students who participate in after-school programs are more likely to attend school regularly and stay engaged in learning. These programs provide a structured environment that keeps students occupied with productive activities during the critical after-school hours, reducing the likelihood of engaging in risky behaviors or falling behind academically.</p> <p>Development of Social and Emotional Skills: After-school programs often incorporate activities that promote teamwork, leadership, communication, and conflict resolution skills. Through interactions with peers and mentors in a supportive environment, students can develop stronger social and emotional</p>

¹⁶ Cosden, M., Morrison, G., Gutierrez, L., & Brown, M. (2004). The Effects of Homework Programs and After-School Activities on School Success. *Theory Into Practice*, 43(3), 220–226. https://doi.org/10.1207/s15430421tip4303_8



	<p>competencies, which are essential for success in school and later in life.</p> <p>Decreased Risk of Delinquency and Substance Abuse: Research suggests that participation in after-school programs is associated with reduced involvement in delinquent behaviors and substance abuse. By providing a safe and supervised environment during the after-school hours, these programs offer an alternative to unsupervised activities that may put students at risk.</p> <p>Support for Working Families: After-school programs can alleviate the burden on working parents by providing a safe and structured environment for their children during the hours when they may still be at work. This support allows parents to pursue their careers without worrying about their children's safety and well-being.</p> <p>Closing Achievement Gaps: Extended school programming can help address achievement gaps by providing additional resources and support to students who may be struggling academically or come from disadvantaged backgrounds. By offering equal access to enrichment opportunities and academic support, these programs can help level the playing field and ensure that all students have the chance to succeed.</p> <p>In summary, extended school programming and after-school programs play a vital role in supporting student success by providing academic assistance, enrichment opportunities, social and emotional development, and a safe and supportive environment during non-school hours. By addressing the diverse needs of students and families, these programs contribute to academic achievement, personal growth, and overall well-being.</p>
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<p>High Quality Instructional Materials & Curriculum¹⁷</p> <p>A growing body of research points to the positive impact high-quality instructional materials (HQIM) can have on student learning. HQIM ensures full coverage of Nevada academic expectations for curriculum and common core standards and aligns with research-based instructional strategies in each subject area and supports all learners. It is with this information in mind PLA chose their instructional materials.</p>	<p>PLA intends to use summer professional learning and ongoing cycles of PD each week throughout the year to ensure that HQIM are implemented with fidelity and in a manner that meets the needs of all learners and maintains the rigor intended in the design of the materials.</p> <p>Our data monitoring and PD structures will ensure we are checking progress regularly and adjusting our planning and execution of instruction to meet our goals.</p>	<p>Are aligned to evidence-based best practices in the relevant content areas of reading language arts (RLA), math, science, and social studies.</p> <p>Support all learners including students with disabilities, English Learners, and students identified as gifted and talented.</p> <p>Enable frequent progress monitoring through embedded and aligned assessments.</p> <p>Include implementation supports for teachers.</p> <p>Provide teacher and student-facing lesson-level materials.</p>
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Below are the specific principles that will support the school's mission, how it will be implemented, and its influences on student success.

Principles	Implementation Plan	Influence on Student Success
Restorative Practices ¹⁸	Attachment 4 PLA Restorative Discipline & Culture Plan.docx	<p>Restorative practices¹⁹ in schools focus on building and repairing relationships, fostering a sense of community, and promoting accountability and empathy. These practices have been shown to positively influence student success in several ways:</p> <ol style="list-style-type: none"> 1. Improved School Climate: Restorative practices create a positive and inclusive school climate where students feel safe, respected, and supported. By emphasizing relationships and communication, these practices help reduce conflict, bullying, and disruptive behavior, creating an environment conducive to learning and academic achievement. 2. Enhanced Social and Emotional Skills: Restorative practices teach students important social and emotional skills such as active listening, empathy, conflict resolution, and problem-solving.

¹⁷ [HMH Intro to Reading](#), [HMH Social Studies](#), [HMH Intro to Literature](#), [HMH Intro to Math](#), [HMH Intro to AGA](#), [HMH Science Dimensions](#)

¹⁸ McCluskey, G., Lloyd, G., Kane, J., Riddell, S., Stead, J., & Weedon, E. (2008). Can restorative practices in schools make a difference? *Educational Review*, 60(4), 405–417. <https://doi.org/10.1080/00131910802393456>

¹⁹ [Defining Restorative](#)



By equipping students with these skills, they are better able to manage their emotions, communicate effectively, and build positive relationships with peers and teachers, which are essential for academic success.

3. **Reduced Discipline Issues:** Restorative practices offer an alternative approach to traditional punitive discipline by focusing on repairing harm and restoring relationships rather than punishment. When conflicts or behavioral issues arise, restorative interventions such as circles, conferences, or restorative chats provide opportunities for students to take responsibility for their actions, understand the impact of their behavior, and work toward resolution. This approach has been associated with reduced suspension rates, fewer disciplinary referrals, and a more equitable and fair disciplinary process.

4. **Increased Attendance and Engagement:** Schools that implement restorative practices often see improvements in student attendance and engagement. When students feel connected to their school community and have positive relationships with peers and teachers, they are more likely to attend school regularly, participate in class activities, and be actively engaged in their learning, leading to improved academic outcomes.

5. **Promotion of Academic Success:** Restorative practices create an environment that supports academic success by addressing the underlying social and emotional needs of students. When students feel valued, supported, and included, they are more likely to focus on their studies, seek help when needed, and take ownership of their learning. Additionally, restorative practices can help reduce stress and anxiety, which can negatively impact academic performance.

6. **Development of Citizenship Skills:** Restorative practices promote the development of positive citizenship skills such as responsibility, respect, cooperation, and accountability. By fostering a sense of belonging and shared responsibility within the school community, these practices empower students to become active participants in creating a positive and supportive learning environment, both inside and outside the classroom.

Overall, restorative practices have a significant influence on student success by promoting positive relationships, enhancing social and emotional skills,



		reducing discipline issues, improving attendance and engagement, supporting academic achievement, and fostering the development of responsible and empathetic citizens. By creating a culture of respect, understanding, and accountability, schools can create conditions that enable all students to thrive academically and personally.
Community ²⁰	<p>Community Pride Circle</p> <p>Coalition Pride Circle (Dream Team)</p> <p>Family Pride Circle</p>	<p>²¹The relationship between community and student success is complex and multifaceted. ²²A supportive community can play a crucial role in fostering an environment where students can thrive academically, socially, and emotionally. Here are some key aspects that PLA will strive to implement to support its students:</p> <ol style="list-style-type: none"> 1. Social Support: <ul style="list-style-type: none"> - Peer Networks: Communities that encourage positive peer relationships can contribute to a sense of belonging and emotional well-being among students. Peer support networks can help students navigate challenges and share academic resources. 2. Access to Resources: <ul style="list-style-type: none"> - Educational Resources: A community that values education may offer additional learning opportunities, such as tutoring services, after-school programs, or access to libraries and educational materials. 3. Parental and Family Involvement: <ul style="list-style-type: none"> - Parental Engagement: A community that encourages parental involvement in education can positively impact student success. Parent-teacher partnerships, involvement in school activities, and open communication contribute to a supportive academic environment. 4. Cultural and Diversity Awareness: <ul style="list-style-type: none"> - Cultural Sensitivity: Communities that celebrate diversity and promote cultural awareness contribute to an inclusive environment. Students are more likely to succeed when they feel their cultural identities are respected and valued. - Inclusive Education Policies: Communities that advocate for inclusive education policies create an environment where all students, regardless of background, can access quality education. 5. Community Programs and Partnerships:

²⁰ [The Next Step: Developing Restorative Communities](#)

²¹ Beck, E. (2012). Transforming Communities: Restorative Justice as a Community Building Strategy. *Journal of Community Practice*, 20(4), 380–401. <https://doi.org/10.1080/10705422.2012.732003>

²² [Restorative and community-building practices as social justice for English learners](#)



		<ul style="list-style-type: none"> - Collaboration with Local Organizations: Partnerships between educational institutions and local organizations, businesses, and community groups can provide additional resources, internship opportunities, and real-world experiences for students. - Community-Based Learning: Engaging students in community service and projects that address local issues not only enhances their academic learning but also instills a sense of responsibility and civic engagement. <p>In summary, a strong and supportive community can significantly impact student success by providing resources, fostering positive relationships, and creating an inclusive environment that recognizes and supports the diverse needs of students. Collaboration between schools, families, and the broader community is essential for creating an ecosystem that nurtures academic achievement and personal development.</p>
Student Agency ²³	Coalition Pride Circle (Dream Team)	<p>²⁴Student agency refers to a student's ability to make choices, set goals, and take responsibility for their own learning. It involves a sense of ownership and control over one's education, allowing students to engage in the learning process actively. ²⁵The concept of student agency has been recognized as a crucial factor in academic success and overall development. Here are some ways in which PLA will have student agency that will positively impact the academic success of our students:</p> <ol style="list-style-type: none"> 1. Increased Motivation: <ul style="list-style-type: none"> - When PLA students have a sense of agency, they will be motivated to learn. The ability to make choices and set goals fosters a sense of purpose, making the learning experience more meaningful. 2. Self-Directed Learning: <ul style="list-style-type: none"> - Student agency promotes self-directed learning, where students take the initiative to explore topics of interest, conduct research, and seek out additional resources. This autonomy enhances critical thinking and problem-solving skills. 3. Improved Engagement:

²³ Klemenčič, M. From Student Engagement to Student Agency: Conceptual Considerations of European Policies on Student-Centered Learning in Higher Education. *High Educ Policy* 30, 69–85 (2017). <https://doi.org/10.1057/s41307-016-0034-4>

²⁴ Cook-Sather, A. (2020). Student voice across contexts: Fostering student agency in today's schools. *Theory Into Practice*, 59(2), 182–191. <https://doi.org/10.1080/00405841.2019.1705091>

²⁵ https://www.academia.edu/download/45701529/What_is_student_agency_An_ontological_ex20160517-21154-liz9zoo.pdf



- Students with agency are actively involved in their learning, leading to higher levels of engagement. This engagement can result in better retention of information, as students are more likely to remember and understand concepts that they have actively explored.

4. Personalized Learning:

- Student agency supports personalized learning approaches, allowing students to tailor their educational experiences to match their individual learning styles, interests, and preferences. This customization can lead to a deeper understanding of the material.

5. Development of Life Skills:

- Taking responsibility for their learning helps students develop important life skills such as time management, goal setting, and organization. These skills are not only beneficial in academic settings but also crucial for success in the future careers.

6. Increased Confidence and Resilience:

- When students have agency, they gain confidence in their abilities to navigate challenges and overcome obstacles. This resilience can positively impact their academic performance, as they are more likely to persist through difficulties.

7. Ownership of Learning Outcomes:

- Students with a strong sense of agency are more likely to take ownership of their learning outcomes. They understand that their efforts and choices directly influence their academic success, fostering a sense of accountability.

8. Preparation for Lifelong Learning:

- Taking charge of one's education prepares students for a lifetime of learning. In an ever-changing world, being able to adapt, learn independently, and pursue new knowledge is essential for success beyond formal education.

Educational institutions like PLA and educators play a vital role in cultivating student agency by providing opportunities for choice, fostering a supportive learning environment, and encouraging students to take an active role in their education. Recognizing and nurturing student agency can contribute significantly to academic success and the holistic development of individuals.



<p>Learning Acceleration²⁶</p>	<p>A dedicated 30 min block 4 days a week, 1 hour a day after school and 2 hours per subjects on Fridays For a total of 5 hours per week for Math and ELA with a dedicated curriculum that focus of the learning gaps based on data from NWEA MAP assessment. Each student is place on an individualized learning plan that address the specific needs of each student.</p>	<p>Learning acceleration strategies can have a significant positive influence on student success across various dimensions:</p> <ol style="list-style-type: none">1. Closing Learning Gaps: One of the primary goals of learning acceleration is to address learning gaps that may have developed due to factors such as interruptions in schooling, differences in learning rates, or inadequate instructional support. By providing targeted intervention and support, learning acceleration helps students catch up to grade-level expectations, ensuring they have the foundational knowledge and skills necessary for success in subsequent academic years.2. Improved Academic Performance: Learning acceleration strategies are designed to help students master essential concepts and skills more quickly, leading to improved academic performance. By focusing on priority learning objectives and providing explicit instruction and guided practice, students gain a deeper understanding of key concepts and are better equipped to apply their knowledge in different contexts, leading to higher achievement levels.3. Increased Confidence and Motivation: As students experience success and make progress through the curriculum at an accelerated pace, they often develop increased confidence in their abilities and a greater sense of motivation to learn. Success breeds motivation, and students who feel competent and capable are more likely to engage actively in their learning, take on challenges, and persist in the face of difficulties, all of which are critical factors for academic success.4. Enhanced Self-Efficacy: Learning acceleration empowers students to take ownership of their learning and believe in their ability to succeed academically. By providing opportunities for success and recognizing their progress, students develop a sense of self-efficacy—a belief in their capacity to achieve their goals—which is a powerful predictor of academic success and overall well-being.5. Preparation for Future Learning By accelerating students' progress through the curriculum, learning acceleration ensures that they have a solid foundation of knowledge and skills upon which to build in subsequent academic years. This not only prepares students for success in higher-level
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²⁶ [Learning Acceleration for All: Planning for the Next 3 to 5 Years - TNTP](#)



		<p>coursework but also instills a lifelong love of learning and a growth mindset, encouraging students to continue seeking out opportunities for intellectual growth and development.</p> <p>6. Reduction in Achievement Gaps: Learning acceleration can help narrow achievement gaps by providing targeted support to students who may be struggling academically or are at risk of falling behind. By addressing learning gaps early and effectively, schools can ensure that all students can succeed, regardless of their background or previous academic experiences.</p> <p>7. Positive Impact on Graduation Rates and College Readiness: Students who receive targeted support through learning acceleration are more likely to stay on track to graduate from high school and be prepared for post-secondary education or career opportunities. By equipping students with the necessary knowledge, skills, and confidence to succeed, learning acceleration sets them up for success in future academic and professional endeavors.</p> <p>Overall, learning acceleration strategies play a crucial role in promoting student success by closing learning gaps, improving academic performance, fostering confidence and motivation, enhancing self-efficacy, preparing students for future learning, reducing achievement gaps, and increasing graduation rates and college readiness. By providing targeted intervention and support, schools can ensure that all students can reach their full potential academically and beyond.</p>
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Below are the specific structures that will support the school's mission, how it will be implemented, and its influences on student success.

Structures to Support Model	Implementation plan	Influence on student success
²⁷ Individual Learning Plans & Small Group Instruction	²⁸ Team will use diagnostic assessments using NWEA MAP at the start of the school year to determine an individualized backwards plan for each student that will support learning acceleration for students who may	<ul style="list-style-type: none"> • ²⁹Students will get regular updates on their progress to inform intentional goal setting. • Students getting consistent reports on progress will motivate students because they

²⁷ Hamilton, M. (2009). Putting words in their mouths: the alignment of identities with system goals through the use of Individual Learning Plans. *British Educational Research Journal*, 35(2), 221–242. <https://doi.org/10.1080/01411920802042739>

²⁸ Solberg, V. Scott, et al. "The nature and use of individualized learning plans as a promising career intervention strategy." *Journal of Career Development* 39.6 (2012): 500-514.

²⁹ Skaff, Laura F., et al. "Educator and parent views of the effectiveness of individualized learning plans for students with disabilities." *Career development and transition for exceptional individuals* 39.2 (2016): 68-78.



	<p>be behind as well as to support students in mastering their grade level standards.</p> <p>For tier 1, teachers will determine who will get daily small group instruction in core content and intervention blocks by using daily exit tickets and assessments to assess and inform students' individual needs.</p> <p>For tier 2, Students will have an opportunity to work on their individualized plan during the 50 min intervention block daily.</p> <p>Teachers will use professional development time bi-weekly to review student data, make action plans to inform student progress and growth and adjust pathways.</p> <p>Teachers will update students on their progress, priorities, and set goals for the next 2 weeks during mini- price circle block to complete during their daily intervention block.</p>	<p>will know exactly what they need to work on to improve.</p> <ul style="list-style-type: none"> Individually each student's needs are being met and they can within reason move at a pace that is at their level.
<p>³⁰Coalition Pride Circle (Dream Team)- Student Led Progress Meetings</p>	<p>Coalition Pride Circle (Dream Team) is a structure put in place to ensure that every student has an extended group of supporters chosen and led by the student that meet quarterly to support students in meeting their goals for the year.</p> <p>Three times a year around every 9 weeks students will have an opportunity to reflect on their progress in the following areas:</p> <ul style="list-style-type: none"> Academics Core Competencies- how they want to exemplify those traits within the school year. <p>Staff will support students bi-weekly during mini- circles that happen daily monitoring progress on their goals.</p>	<ul style="list-style-type: none"> Build students' deeper purpose and goal-driven orientation by actively reflecting on progress towards aspirations with the people who matter most to them. Build strong relationships with student's influencers, especially those who will be on this journey with them through college and beyond. Support students in living out key aspects of the PLA school model and leadership competencies by. <ul style="list-style-type: none"> identifying their top interests, strengths, and aspirations <ul style="list-style-type: none"> leveraging their network of supporters setting concrete goals reflecting on progress and challenges over a period and making sense of that together Develop student public speaking and presentation skills

³⁰ https://drive.google.com/file/d/1xCsZY6wedVlfZddcpsTnckFPxTJLMXMQ/view?usp=drive_link



	<p>In the weeks leading up to dream team meetings, students will do an extended reflection, invite their dream team, and prepare for their student-led meeting by preparing an agenda, creating talking points to share their progress on goals, and practicing facilitation of that meeting.</p> <p>Advisory teachers will support students in their preparation. As a school, we will use professional development to prepare teams to implement with students.</p>	
<p>³¹Circles (Community Pride Circles and Family Pride Circle)</p>	<p>Circles are opportunities for school communities to meet to build community, reinforce SEL curriculum, goal setting, and opportunities to address or repair or restore breaches in community expectations.</p> <p>We will host whole school circles that will take place every morning for 10-15 min to meet as a community and set intentions for the day.</p> <p>Every trimester we will have an additional longer whole group circle called Coalition Pride Circle that will include local partners and speakers and provide an opportunity to recognize students who exhibited growth, accomplished goals, or have exemplified core competencies.</p> <p>We will use daily family pride circles to support community building, goal setting, and SEL.</p>	<ul style="list-style-type: none"> • Students strengthen trust and connections with their peers and staff. • For a goal planning circle: Students can plan actions that align to the quarterly goals. • For a goal progress check circle: Students can accurately assess the extent to which they followed through on the actions they planned at the start of the week. • Students have an opportunity in this structure to get an individual social- emotional check in that elevates potential needs or support. • In upper grades, this is an opportunity for students to build awareness on career and college alignment and opportunities. • This structure will provide an opportunity for peer and adult mentoring to support student growth, dream teams, and overall well-being.
<p>Behavioral Health Partnerships³²</p>	<p>As ongoing support to our SEL we have partnered with Radical Elevation to provide psychological support for students on an ongoing basis.</p>	<p>Behavioral health partnerships³³ and access to services can have a profound impact on student achievement by addressing the social, emotional, and mental health needs of students. Here's how such partnerships can contribute to improved student outcomes:</p> <p>1. Early Intervention and Prevention: Behavioral health partnerships enable schools to identify students who may be struggling with behavioral or mental health issues early on. By providing timely interventions and support services, schools can prevent these issues from escalating and negatively impacting academic performance.</p>

³¹ https://docs.google.com/document/d/1cEmV-asKmWhg5KGpap8myz_ffkUE5y718WljVBxp6F8/edit?usp=sharing

³² Bruns, Eric J., et al. "Fostering SMART partnerships to develop an effective continuum of behavioral health services and supports in schools." *American Journal of Orthopsychiatry* 86.2 (2016): 156.

³³ Roche, Mary Kingston, and Kelly Vaillancourt Strobach. "Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness." *Coalition for Community Schools* (2019).



2. Improved School Climate and Culture: Access to behavioral health services fosters a supportive and inclusive school environment where students feel valued, understood, and supported. This positive school climate promotes better student engagement, attendance, and overall well-being, which are essential for academic success.

3. Enhanced Social and Emotional Learning (SEL): Behavioral health partnerships often incorporate social and emotional learning programs into the school curriculum. These programs teach students essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are critical for academic achievement and personal development.

4. Reduced Behavioral Issues and Discipline Problems: By addressing underlying behavioral and mental health concerns, schools can reduce the occurrence of disruptive behaviors and disciplinary incidents. This allows teachers to spend more time on instruction and creates a safer and more conducive learning environment for all students.

5. Increased Access to Support Services: Behavioral health partnerships bring a range of support services directly to students within the school setting, including counseling, therapy, psychiatric care, and case management. This eliminates barriers to access, such as transportation or stigma, and ensures that students receive the assistance they need to thrive academically and socially.

6. Family and Community Engagement: Partnerships with behavioral health providers often involve collaboration with families and community organizations. Engaging parents and caregivers in the support process and connecting students with community resources can reinforce the impact of interventions and provide additional layers of support outside the school environment.

7. Addressing Trauma and Adverse Childhood Experiences (ACEs): Many students face traumatic experiences or adverse childhood experiences that can impact their academic performance and overall well-being. Behavioral health partnerships equip schools with the resources and expertise to address trauma-informed care and create trauma-sensitive learning environments that promote resilience and healing.



		<p>8. Data-Informed Decision-Making: Behavioral health partnerships often involve collecting and analyzing data on student outcomes and service utilization. This data-driven approach allows schools to identify trends, measure the effectiveness of interventions, and make informed decisions about resource allocation and program improvement.</p> <p>Overall, behavioral health partnerships and access to services play a crucial role in supporting student achievement by addressing the holistic needs of students and creating a nurturing and inclusive school environment conducive to learning and success.</p>
Small Class Size ³⁴	18:1 Student Teacher Ratio that will support the students better with more individualized learning plans.	<p>The impact of small class sizes on student achievement has been a topic of extensive research, and while results may vary, there is evidence to suggest several positive effects: ³⁵</p> <p>1. Increased Teacher Attention: With fewer students in the classroom, teachers can provide more individualized attention to each student. This personalized approach allows teachers to better understand the learning needs and styles of their students, tailor instruction accordingly, and provide timely feedback, leading to improved academic performance.</p> <p>2. Enhanced Student Engagement: Smaller class sizes often result in a more interactive and participatory learning environment. Students may feel more comfortable asking questions, sharing ideas, and engaging in discussions when they are in smaller groups, leading to increased involvement and interest in learning.</p> <p>3. Improved Classroom Management: With fewer students to manage, teachers can maintain better classroom discipline and create a more conducive learning atmosphere. Reduced disruptions and distractions can lead to more focused instruction and increased instructional time, which can positively impact student learning and achievement.</p> <p>4. Higher Academic Achievement: Research suggests that students in smaller classes tend to perform better academically compared to those in larger classes. Studies have shown that smaller class sizes are associated with higher test scores, better grades, and increased rates of graduation, particularly in the early grades where foundational skills are developed.</p>

³⁴ Nye, Barbara, Larry V. Hedges, and Spyros Konstantopoulos. "The effects of small classes on academic achievement: The results of the Tennessee class size experiment." *American Educational Research Journal* 37.1 (2000): 123-151.

³⁵ Slavin, Robert E. "Class size and student achievement: Small effects of small classes." *Educational Psychologist* 24.1 (1989): 99-110.



		<p>5. Narrowing of Achievement Gaps: Small class sizes have been found to be particularly beneficial for students from disadvantaged backgrounds or those who are struggling academically. By providing more personalized attention and support, small class sizes can help close achievement gaps by addressing individual learning needs and ensuring that all students can succeed.</p> <p>6. Positive Teacher-Student Relationships: In smaller classes, teachers can build stronger relationships with their students. This rapport can lead to increased trust, motivation, and a sense of belonging among students, which are important factors in academic success.</p> <p>7. Long-term Benefits: The benefits of small class sizes can extend beyond the immediate academic gains. Research indicates that students who have experienced smaller classes in their early years may demonstrate long-term benefits such as higher college enrollment rates, better job prospects, and improved social and emotional outcomes.</p> <p>While small class sizes can have numerous positive effects on student achievement, it's essential to note that other factors, such as teacher quality, curriculum, and school resources, also play significant roles in determining student success. Additionally, reducing class sizes may require substantial investment and careful planning to ensure sustainability and effectiveness.</p>
Looping ³⁶	<p>In grades 3-5 of our school, students will have the opportunity to stay with their learning community (teacher and peers) for at least two-three consecutive years.</p> <p>We will use professional development to allow for cross-grade planning and coordination structures.</p> <p>In fall/winter, teachers will meet at least twice a quarter to coordinate and support individualized plans. Beyond that, teachers will meet at least monthly to support transition and readiness planning.</p>	<p>Looping, also known as multi-year or multi-age grouping, is an educational practice where a teacher remains with the same group of students for more than one academic year. This approach has several potential effects on student achievement:</p> <p>1. Stronger Teacher-Student Relationships: Looping allows teachers to develop deeper relationships with their students over time. Teachers become familiar with students' strengths, weaknesses, learning styles, and personal interests, which can lead to more personalized instruction and support. Stronger relationships between teachers and students have been associated with improved academic achievement.</p> <p>2. Continuity and Consistency: With looping, students experience continuity in their learning environment from one year to the next. Teachers already know where students left off academically, allowing for a seamless transition into the new school year. This</p>

³⁶ Little, Thomas S., and Nannette B. Dacus. "Looping: Moving up with the class." *Educational Leadership* 57.1 (1999): 42-45



		<p>continuity can prevent learning gaps and interruptions, leading to more consistent academic progress.</p> <p>3. Increased Engagement and Motivation: When students know they will be with the same teacher for multiple years, they may feel a greater sense of belonging and investment in their learning community. This can lead to increased engagement and motivation to succeed academically, as students develop a sense of trust and familiarity with their teacher and peers.</p> <p>4. Customized Instruction: Looping enables teachers to tailor instruction more effectively to meet the diverse needs of their students. With a deeper understanding of each student's abilities and learning styles, teachers can differentiate instruction and provide targeted support or enrichment opportunities as needed. This personalized approach to teaching can lead to improved academic outcomes for students.</p> <p>5. Social and Emotional Benefits: Looping can promote a sense of stability and security for students, especially those who may struggle with transitions or changes in their environment. By staying with the same group of peers over multiple years, students can build strong friendships and social connections, which can positively impact their emotional well-being and overall academic success.</p> <p>6. Teacher Collaboration and Professional Growth: Looping often encourages collaboration among teachers, as they work together to plan curriculum and support the shared group of students. This collaboration can lead to the sharing of best practices, professional development opportunities, and enhanced teaching strategies, ultimately benefiting student achievement.</p> <p>Overall, looping has the potential to positively impact student achievement by fostering strong relationships, continuity of learning, increased engagement, customized instruction, and social-emotional development. However, its effectiveness may vary depending on the specific context and implementation within individual schools and classrooms.</p>
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- 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.
- Achievement First (Dream Team)
 - Valor (Circles)
 - Looping (Larchmont Charter School)

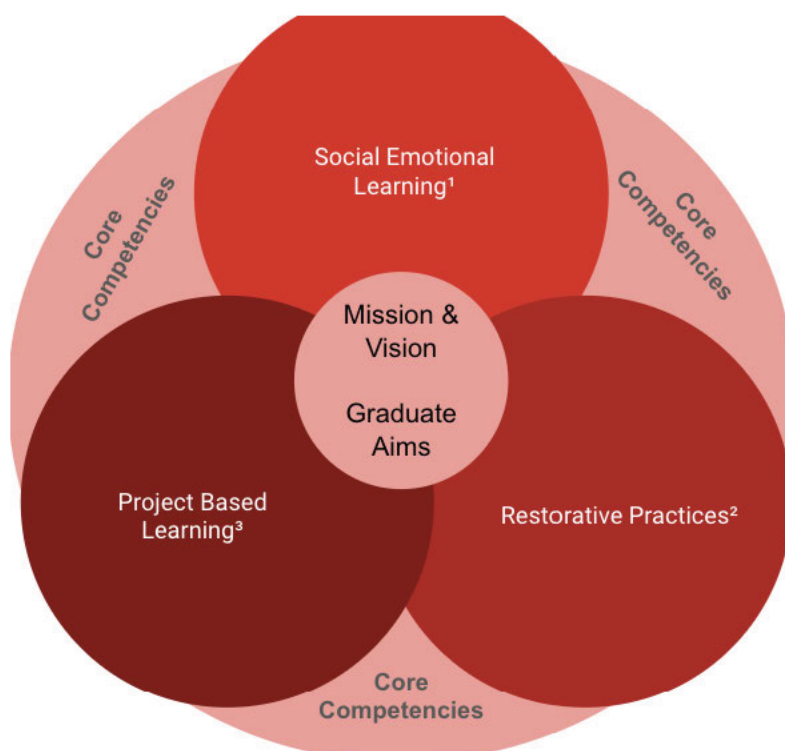
3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

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.

PLA has done extensive research to build an instructional model that is truly in tune with the student needs and in alignment with our model that supports those needs. As previously stated in the research addressed in earlier sections that stand as the basis for our mission and vision of the school it was critically important to design an instructional program that would keep our school design at the center and alive. Students who have access to consistent SEL programming can address various factors that may be affecting academic performance in all students but especially our targeted demographic groups. In addition, when given the opportunity to participate in hand-on and culturally responsive project-based learning students find exciting and relevant new ways to apply the rigorous learning curriculum and show their mastery of that learning. Lastly, we know that restorative practices have been proven to support building and maintaining positive relationships, resolving conflicts, and fostering a sense of community within an educational setting which is the foundation for true learning to take place.



For the central components of our school model to truly live, we have adopted the following instructional methods to ensure that every student at PLA is getting what they need to achieve their goals.

- Rigor, Relevance, and Relationships:
- Universal Design Learning
- Instructional design/Teaching method #3 Gradual Release of Responsibility (GRR)

(Please read below for a more detailed explanation of each method.)

Method	Learning Environment and Class Structure	Class size	Teaching methods
Rigor, Relevance, and Relationships	Project-based learning is well-aligned to providing students with rigor, relevance, and the opportunity to build relationships among their peers. More specifically:	Capped at 24, meets ratio requirements, five teachers at grade level; one teacher floats; meets 18:1 ratio required in statute	Co-teaching and co-planning across grade levels Adaptive to meet differentiated needs and strengths; done in planning. Teachers are designing tasks that require students to do higher-order and complex thinking.



	<p>Rigor is embedded in PBL in so far as it asks higher order questions and provides students ample opportunities to learn within their zone of proximal development using content learned in high quality instructional materials we have chosen.</p> <p>Relevance and rigor are embedded in PBL in so far as it ensures projects are applicable and relevant to students' lived experiences. PBL supplements curricula used in the core content areas (see below), increasing relevance and rigor.</p> <p>Relationship-building is embedded in PBL in so far as all projects are completed by heterogeneous groups of students, demanding collective exploration and teamwork.</p>		Teachers are scaffolding lessons to give all students practice in succeeding in higher order thinking and problem-solving. Teachers are planning backward from the desired vision of the products to plan and identify the support students will need to create work that is accurate, detailed, and beautiful.
Universal Design Learning	<p>UDL in a learning environment at PLA looks like this:</p> <ul style="list-style-type: none"> • Flexible seating • Heterogeneous groupings • Anchor charts accessible in multiple modalities. • Space for small group, - one-on-one, and individual learning • Accessible technology and a one-on-one student-to-machine ratio allow for differentiated learning 	Capped at 24, meets ratio requirements, five teachers at grade level; one teacher floats; meets 18:1 ratio required in statute	Planning “from the edges” teachers are creating lessons that put the abilities of the student at the forefront of the planning. It allows the teacher to present the content from different access points to accommodate students' access points for the content. Teachers are planning to provide options for perception, expression, and comprehension.
Gradual Release of Responsibility (GRR)	<p>Problem-solving material and supplies</p> <p>Flexible and varied seating/learning areas</p> <p>In-class library and access to technology-based research tools</p>	Capped at 24, meets ratio requirements, five teachers at grade level; one teacher floats; meets 18:1 ratio required in statute	<p>Higher order questions, zone of proximal development</p> <ul style="list-style-type: none"> • Putting work on the students • Envisions curriculum and productive struggles

2) Using the table below, provide a comprehensive list of the school’s curricula for core academic subjects^{6F37}: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards^{7F38}. Add rows as needed until the table reflects all grade levels and subjects.

Grade(s)	Subject	Product Name	Rationale for Selection
3-8	Science	Rock by Rock	Rock by Rock in the Classroom

³⁷ [NRS 389.018\(1\)](#)

³⁸ <https://doe.nv.gov/standards-and-instructional-support/>



9-12	Science	HMH(Science Dimensions)	HMH Science Dimensions Narrative Profile
3-5	ELA	HMH(Into Reading)	Into Reading Evidence Base Research
6-12	ELA	HMH(Into Literature)	Into Lit Evidence Base Research
3-5	Social Studies	Aligned with State Standards specific to include African American and Hispanic American History- there is not a specific curriculum to address these grade levels.	
6-12	Social Studies	HMH Social Studies	US history Efficacy Report American History Efficacy Report Civics Research US Government Research Global Geography Research
3-8	Math	HMH Into Math	Into Math Evidence Base Research
9-12	Math	HMH Into AGA	Into AGA Evidence Base Research

The table below shows blended learning resources that will be used for small groups, RTI, and learning acceleration.

Subject	Grade(s)	Product Name	Rationale for Selection
RTI	3-12	HMH Math & Read 180 HMH Waggle	HMH Math 180 Narrative Profile HMH Read 180 Narrative Profile HMH Waggle Evidence Base Research
SEL	6-12	Just Like Music (SEL inspired by Hip Hop)	This curriculum focuses on the specific need of students of color and making it connect to their lived experiences. The concepts covered with this is a continue dive in the concepts covered in Second Steps.
SEL	3-5	Second Steps	Second Step Evidence Research

Developing an authentic program with a social-emotional integration focus, the PLA can effectively impart the rigor associated with the curricula, surpassing the traditional implementation of the Nevada Academic Standards in schools. Some features of a Social-Emotional Integrated Education include a comprehensive exploration of self, and engaging students in processes authentic to their emotional well-being (reflecting, expressing, and empathizing). This approach delves into teaching for a deeper understanding of core subjects, utilizing social-emotional strategies as a means of connection.

The integration of social-emotional elements in education nurtures students' capacity to solve problems, analyze knowledge, generate insights, use their imaginations and curiosity, synthesize new relationships among ideas, and make meaningful connections across various subject matters. With a social-emotional lens, this integrated approach becomes standards-based, demanding assessments aligned with emotional and social standards. It deliberately employs techniques and terminology from related fields, focusing on emotional intelligence, to analyze central themes, issues, difficulties, subjects, or experiences.

By actively involving all students in the learning process, social-emotional integration provides a platform for them to creatively express, reflect, and respond emotionally within core subject areas. The incorporation of community resources, both within and outside the school environment, may encompass collaborations with professionals in emotional well-being and utilization of venues supporting social-emotional growth. This approach recognizes and nurtures multiple intelligences, fosters critical thinking, and cultivates emotional intelligence among students. Moreover, it reinforces college preparation and upholds academic rigor through the seamless integration of social-emotional elements.

Literacy/ELA and Writing at PLA



At PLA, literacy instruction in English Language Arts (ELA) is meticulously designed to align with Nevada state standards, utilizing HMH curriculum that adheres to Common Core standards. This curriculum is not only culturally relevant but also rigorous and research-based, ensuring high-quality instruction for students.

For grades 3-5, the HMH Into Reading curriculum is implemented, incorporating evidence-based components such as phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, language, and knowledge building. This curriculum provides scaffolds for multilingual learners and offers a Spanish-English biliteracy solution, catering to diverse student needs. Robust assessments are integrated to monitor student progress and differentiate instruction effectively. The program emphasizes daily opportunities for students to express their understanding and thinking, promoting writing and communication skills essential for success.

For grades 6 through 12, the HMH Into Literature curriculum is utilized, offering culturally responsive texts relevant to students' lives. This curriculum focuses on building confident readers, mastering standards, and preparing students for college and career readiness. It provides scaffolding for multilingual learners, incorporates culturally relevant text, and encourages student agency and choice in extending their learning. Writing is embedded into literature studies, supported by the program Writable, an online tool that facilitates daily practice, peer review, and writing feedback. Additionally, HMH has enhanced standards alignment, including State-specific standards alignment for lessons in the digital editions, ensuring comprehensive coverage of academic standards.

Math at PLA

Into Math is rigorous, focused, and cohesive, which is necessary for effective mathematics teaching and learning. Throughout the solution, students build their conceptual understandings, improve their procedural fluency, and apply their knowledge in meaningful contexts and real-world applications. Into Math clearly outlines essential content and skills. With more focused learning, students can achieve at higher levels. The curricula also reflect a sequence of content within and across grade levels in a way that best reflects the hierarchical and logical structures of mathematics—for deep understanding. The Common Core Standards for Mathematics are noted, as are the mathematical practices in which students will engage and develop mathematical habits. The Into Math solution commits to a concise, logical curriculum, tightly focused on building deep conceptual understanding connected to procedural fluency and thorough application. The solution's Learning Arc supports students in making connections and bridging the conceptual to the procedural, providing them with better access to the concrete models associated with the procedures when they need those procedures to complete more complex tasks.

Science and Social Studies at PLA

Science and Social Studies at PLA will be taught through PBL. PLA's social studies and science curriculum is at its core inquiry based. Students will engage in science via exposure to real-world concepts and cross-curricular themes and will regularly apply critical thinking skills and test new ideas and hypotheses through experimentation across all grade levels. Students will engage in science via exposure to real-world concepts and cross-curricular themes and will regularly apply critical thinking skills and test new ideas and hypotheses through experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments. At all grade levels, students work to think like historians and social scientists so that they can recognize connections between present and the past to reach a greater understanding of themselves and the world around them. Through hands-on project-based units, PLA's social studies curriculum aims to provide students with rigorous, inquiry-based, and constructivist lessons and units that will allow them to acquire core knowledge in this area. In addition to the differentiated instruction that occurs within the core academic subject's students encounter rigorous, creative, and joyful learning experiences within their science and social studies blocks. Units will contain ongoing assessments designed to monitor students' developing understanding, based on which teachers adjust accordingly. PLA will create integrated science and social studies units that not only embed standards but are also delivered in a hands-on, constructivist manner. Within these project-based units are hands-on activities that require students to apply their academic skills and understanding of a topic in a multitude of ways. These units prompt the kind of high-level critical thinking that we know to be essential when developing the minds of 21st-century learners who can not only succeed on standardized tests but also collaborate and successfully work through multiple aspects of complex analysis and problem solving. The PLA Learning Model is aligned with Nevada Academic Content Standards while employing inquiry-based learning, data informed and purposeful release of responsibility instructional practices. The selection of the learning standards for each essential subject is based on academic rigor, vertical articulation, and theoretical alignment with the constructivist theory of learning. "Core" required elements of the



PLA Learning Model include English Language Arts, an Inquiry interdisciplinary approach in Science, Social Studies and the SEL, and Cognitively Guided Instruction in Mathematics.

3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education³⁹.

At PLA, we are committed to providing a well-rounded education that includes instruction in the arts, computer education and technology, health, and physical education. To meet these requirements, we have developed a comprehensive plan that ensures each special/elective will take place once a week for 60 minutes each day (*See below on how these classes will be offered*)

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.

PLA 3-12th grade teachers lessons will include components of arts integration, restorative reflection, and social emotional check in. 3 through 5th grade teachers will use restorative family pride circles and closing restorative family pride circles for the end of the day. Sixth through eighth grade homeroom teachers will use restorative family pride circles and closing restorative family pride circles for the end of the day. Additionally, below are the instructional strategies employed at PLA.

PLA Instructional Strategies		Explain why they are well suited for the anticipated student population
Co-Teaching	Research supports co-teaching as best practice and strategy meant to not only will benefit all students but particularly students in our target population (ELL, Special education, at risk, African American & Hispanic etc..) in the following ways: <ul style="list-style-type: none"> • Provides a greater level of differentiation + support for students with special needs. • Supports implementation of individual learning plans • Allows for in-class small-group instruction. • Allows for stronger student feedback and monitoring of the quality of student work. • Supports maintaining a focused and joyful student environment. <p>Through implementation of co-teaching students gain greater access to targeted monitoring and feedback of student work. A higher likelihood that misconceptions will be addressed more quickly, and that students get more individualized support in deepening their understanding and mastery of content.</p>	
UDL	SEE NOTES ABOVE	
Academic Discourse	Research supports academic discourse as best practice and strategy meant to not only will benefit all students but particularly students in our target population (ELL, Special education, at risk, African American & Hispanic etc..) in the following ways: <ul style="list-style-type: none"> • Opportunity for students to cultivate life-long skills such as public speaking, collaboration, and applying critical thinking. • Creates an opportunity for students to evaluate and revise their thinking as well as their peers. • Allows for students to engage in meaningful peer dialogue to deepen their understanding of content. • Allows all students to demonstrate their understanding of grade level content verbally and then in written form more clearly. <p>Through implementation of academic discourse provides these students another avenue to deeper understanding and ability to gain a deeper sense of confidence in their ability to communicate their understanding of the learning, the ability to collaborate, and learn from and with others by creating deeper access to complex tasks and content.</p>	
PBL	SEE NOTES ABOVE	

³⁹ [NRS 389.018\(3\)](#)



- 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 Standards^{9F40}.

The proposed instructional model and curriculum at Purpose Leadership Academy (PLA) are designed to meet the needs of all students, including those with disabilities, English language learners (ELLs), economically disadvantaged students, at-risk students, and students above or below grade level, according to the Nevada Academic Content Standards.

Teachers at PLA will utilize a variety of instructional strategies to address the diverse needs of their students, including highly scaffolded lesson plans. Collaboration with Special Education (SPED) and English Learner (EL/TESOL) teachers will ensure that best practices are incorporated into lesson planning and delivery. Additionally, teachers will be required to provide evidence of differentiation in their lesson plans and plan acceleration lessons tailored to specific student needs in small groups. These plans will be shared with SPED and EL/TESOL teachers weekly to reinforce concepts being taught in class.

PLA will also utilize a variety of supplemental resources to enhance instruction and allow for differentiation both in the classroom and during acceleration time. Furthermore, the incorporation of Social-Emotional Learning (SEL) infused education and project-based learning has been shown to benefit students of all backgrounds and abilities. Studies have indicated that students with disabilities who participated in project-based learning demonstrated significant gains in academic achievement, self-esteem, and social skills. Therefore, by integrating SEL and project-based learning into the curriculum, PLA aims to effectively meet the needs of diverse learners and promote measurable growth for all students.

- 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.

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.

Academic, and social maturity, attendance, and behavior will decide matriculation. The student handbook, beginning-of-year orientation, newsletters, and parent-teacher conferences will explain promotion and retention regulations. Through a rigorous curriculum that’s supported by PBL, PLA students matriculate. At each Dream Team meeting and Parent-Teacher conference and in the staff and student handbooks, the academic model, interventions, and other promotion and retention policies will be presented. This informs stakeholders of student graduation criteria. Keeping everyone informed and involved helps our youngsters achieve their academic goals. The following will be considered while promoting or retaining students: Formative assessment results and weekly grades; report cards and progress reports; school-wide assessments (NWEA MAP, SBAC); behavior reports; RTI Tier movement; attendance data; and Infinite Campus intervention records Any student in the first trimester achieving less than 65% competency in both reading and arithmetic on report cards from the first and second quarters; falling below the 20th percentile on the reading or math section of the autumn or winter NWEA; or having more than 10 absences each quarter RTI interventions and substantial classroom assistance will help these highlighted children reach their goals.

Promotion Requirements			
Grade Level	Attendance Requirements	Grade Level Mastery	Grade Level Reading Requirements
3-5th	Absent \leq 15 days	Students must achieve average standards-based mastery of “meet the standard” of grade level NACS standards or	NWEA MAP Reading Growth Students must increase their

⁴⁰ <https://doe.nv.gov/standards-and-instructional-support/>



		show an average of 1.25 years of growth in each core subject	beginning-of-year target by 25% or score in the 50th percentile or above.
6-8th	Absent \leq 15 days	Achieve average standard-based mastery of “meets the standard” in ELA, Math, Science, and Social Studies grade level NACS standards or demonstrate 1.25 years of growth on grade level standards in each subject. -Earn a grade of 70% or higher in all subjects	NWEA MAP Reading Growth Students must increase their beginning-of-year target by 25% or score in the 50th percentile or above.
9- 12th	Absent \leq 15 days	See Graduation Requirements Below	See Graduation Requirements Below

- 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.

PLA will implement several systems and structures to support students at risk for retention, dropping out, or not meeting graduation requirements, even for middle school students. These measures are designed to address the needs of students who may be overage for their grade level or face other challenges. Key strategies include:

- Early Warning Systems: Our systems of monitoring attendance, behavior, and academic performance. Staff can intervene early to support students and address areas of concern.
- Individualized Learning Plans: See curriculum and instruction question 4.
- Academic Support Programs: Schools can offer additional support such as tutoring, mentoring, and after-school programs to help students improve their skills and achieve academic success.
- Social-Emotional Support: See school culture question 4.
- Family Engagement: See parent and community engagement question 3.
- Credit Recovery: PLA will purchase an online self-paced State-approved credit recovery program i.e.. [Ementum](#) serves as its program for students who need to access credit recovery options during the school year and during summer breaks. See the schedule for built-in time allotted for credit recovery.

- 3) For high school programs, explain how the school will meet state graduation requirements^{10F41}. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and 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.

PLA Requirements	Nevada State Requirements Advanced or College and Career Ready Diploma	UNLV Admission Requirements
ELA- 4 Credits	ELA- 4 Credits	ELA- 4 Credits
Math- 4 Credits	Math- 4 Credits	Math- 3 Credits
Social Science 4 Credits	Social Science 3 Credits	Social Science 3 Credits
Lab Science 3 Credits	Lab Science 3 Credits	Lab Science 3 Credits
Foreign/Modern Language 2 Credits	Physical Education 2 Credits	Or 1120 SAT Exam or
Physical Education 2 Credits	Health .5 Credit	22 ACT or
Health .5 Credit	Arts and Humanities- 1 Credits	Nevada Advanced or College and Career Ready High School Diploma
Arts and Humanities- 2 Credits	Electives- 6 Credits	

⁴¹ https://webapp-strapia-paas-prod-nde-001.azurewebsites.net/uploads/Diploma_Requirements_934f99b138.pdf



Capstone -2 Credits	Computer Science Education and Technology- .5 Credit	
Electives- 3 Credits		
Community Service- .5 Credits & 100 Service Hours or Internship		
Total Credits- 26 & 100 Community Service Hours	Total Credits- 24	Total Credits- 13 Credits with a 3.0 GPA

Typical Upper School Student Matriculation Schedule

Subject	9th Grade	10th Grade	11th Grade	12th Grade
English	ELA 1	ELA 2	ELA 3 or AP English Language	ELA 4 or AP English Literature
Math	Algebra 1, Geometry, or Algebra 2	Geometry, Algebra 2, Pre-Calculus or AP Calculus	Algebra 2, Pre-Calculus, Statistics, AP Calculus	Pre-Calculus, Statistics, or AP Calculus
Social Science	Geography, African American History, or Confronting Racism	World History, AP World History, African American History, or Confronting Racism	US History or AP US History	US Government and Economics or AP US Government and Economics
Lab Science	Biology	Chemistry	Physics, AP Biology, Environmental Sci	Physics, AP Biology, Environmental Sci
Modern Language	Spanish 1	Spanish 1 or 2	Spanish 1, 2 or 3	Spanish 2, 3 or 4
Arts/Humanities	Art, Music Appreciation, Debt and Speech, Theater, Chorus	Art, Music Appreciation, Debt and Speech, Theater, Chorus,	Art, Music Appreciation, Debt and Speech, Theater, Chorus	Art, Music Appreciation, Debt and Speech, Theater, Chorus
Physical Education & Health	PE	PE	Health	Community Service/Internship
Elective/Other	SEL, Art, Music Appreciation, Debt and Speech, Theater, Chorus	SEL, Ementum, Art, Music Appreciation, Debt and Speech, Theater, Chorus	SEL, Ementum, Art, Music Appreciation, Debt and Speech, Theater, Chorus	SEL, Ementum, Art, Music Appreciation, Debt and Speech, Theater, Chorus
Project Seminar			Capstone	Capstone
Total Credits	8 Credits	16 Credits	22.5	29

Grade Level Classification Requirements-

10th- 8 credits
11th- 16 Credits
12th- 22 Credits

- 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).

Upon completion of Purpose Leadership Academy our graduates will be (PLA Graduate Aims):

- 1) Empowered and affirmed in their self-identity.
 - a) Empowered and affirmed in their self-identity at Purpose Leadership Academy means that students who PLA are provided with the tools, support, and guidance to gain a strong sense of self-awareness and self-confidence. This aligns with the PLA mission and vision, which emphasize personal growth, leadership development, and the realization of one's potential.
 - b) Here's a breakdown of what it means in the context of the PLA's mission and vision:



- i. Empowered: Students are empowered by gaining knowledge, skills, and experiences that enable them to take control of their lives and make meaningful decisions. They are encouraged to pursue their goals with determination and resilience.
- ii. Affirmed in Their Self-Identity: PLA fosters an environment where individuals feel accepted, valued, and validated for who they are. It helps them recognize and embrace their unique qualities, beliefs, and values without fear of judgment.
- iii. Mission and Vision: PLA's mission revolves around developing leaders who are not only skilled but also confident and self-aware. Its vision includes a future where these empowered individuals make a positive impact on their communities and the world.
Therefore, being "empowered and affirmed in their self-identity" as per the Purpose Leadership Academy's mission and vision means that individuals undergo personal growth and leadership development processes that enable them to confidently embrace their true selves while preparing them to lead and inspire others.

- 2) Have a global changemaker mindset that is grounded in community service for all of humanity.
 - a) "Having a global changemaker mindset that is grounded in community service for all of humanity" as inspired by the mission and vision of the Purpose Leadership Academy implies a set of guiding principles and aspirations.
 - b) Global Changemaker Mindset: This mindset reflects a commitment to addressing challenges and effecting positive change on a global scale. It emphasizes thinking beyond individual or local concerns and encourages students to take an active role in shaping a better world.
 - c) Grounded in Community Service: The emphasis on community service underscores the importance of starting change at the grassroots level. It means that the PLA encourages students to understand and serve their local communities as a foundation for broader global impact.
 - d) For All of Humanity: This phrase signifies inclusivity and a commitment to the well-being of all people, regardless of nationality, ethnicity, or background. It implies a focus on projects and initiatives that aim to benefit humanity, not just a select group.
 - e) Mission and Vision of the Alignment: PLA's mission revolves around nurturing individuals who are not only leaders but also dedicated to making a positive impact on a global scale. Its vision includes a future where these individuals leverage their skills and mindset to address pressing global challenges and contribute to the betterment of humanity.

In essence, having a "global changemaker mindset grounded in community service for all of humanity" aligns with the Purpose Leadership Academy's mission and vision by fostering individuals who are not only driven to lead but also driven to serve their communities and the world at large, with a deep sense of responsibility and inclusivity.

- 3) Critically conscious thinkers
 - a) "Critically conscious thinkers" in the context of the mission and vision of the Purpose Leadership Academy refer to students who possess the following qualities and abilities:
 - b) Critical Thinking: Students are adept at analyzing information, ideas, and situations with a critical lens. They can evaluate evidence, arguments, and assumptions objectively and make well-informed decisions.
 - c) Awareness: Students are socially and culturally aware. They understand the complexities of the world and the various perspectives and challenges that exist within it. They are conscious of issues related to equity, justice, and societal impact.
 - d) Ethical Consideration: Students approach decision-making and problem-solving with a strong ethical foundation. They prioritize values such as fairness, integrity, and social responsibility in their actions and choices.
 - e) Global Perspective: Students have a broad view of the world and its interconnectedness. They recognize the global implications of their actions and decisions and strive to contribute positively to the global community.
 - f) Leadership: Students are capable of leading and inspiring others based on their critical thinking skills and ethical awareness. They can guide teams and organizations in ways that prioritize ethical and socially responsible outcomes.
 - g) Mission and Vision Alignment: Students' qualities align with the mission and vision of the Purpose Leadership Academy, which includes developing leaders who are not only skilled but also ethically and socially responsible, with a commitment to making a positive impact on their communities and the world.

Therefore, "critically conscious thinkers" at the Purpose Leadership Academy are students who possess the intellectual and ethical tools necessary to lead effectively, make responsible decisions, and contribute to positive societal change in alignment with the PLA's mission and vision.



- 4) Purposeful decision-makers with an entrepreneurship mindset.
- a) "Purposeful decision makers with an entrepreneurship mindset," as envisioned by the mission and vision of the PLA, represent individuals who possess the following characteristics and principles:
 - b) Purposeful Decision Makers: Students are skilled at making decisions that align with a clear sense of purpose. They consider the broader impact of their choices and are driven by a commitment to creating positive change in their communities and the world.
 - c) Entrepreneurship Mindset: Students approach challenges and opportunities with an entrepreneurial spirit. This means they are innovative, resourceful, and willing to take calculated risks. They seek out new solutions and approaches to problems.
 - d) Strategic Thinkers: Purposeful decision-makers with an entrepreneurship mindset are strategic in their thinking. They can identify opportunities, set goals, and create plans to achieve their objectives efficiently and effectively.
 - e) Adaptability: Students are adaptable and open to change. They can pivot, when necessary, learn from failures, and iterate on their ideas and strategies.
 - f) Mission and Vision Alignment: Students' actions and decisions are in harmony with the mission and vision of PLA, which include nurturing leaders who are not only purpose-driven but also equipped with an entrepreneurial mindset to address complex challenges and drive positive change in their communities and beyond.

In summary, "purposeful decision makers with an entrepreneurship mindset" within the context of PLA are students who combine a strong sense of purpose with entrepreneurial thinking. They can make strategic, innovative decisions that contribute to the betterment of society while aligning with the academy's mission and vision of developing purpose-driven leaders.

- 5) Socially and emotionally aware leaders.
- a) "Socially and emotionally aware leaders" as envisioned by the mission and vision of the PLA are Students who embody the following qualities and principles:
 - b) Social Awareness: Students have a deep understanding of the social dynamics and challenges within their communities and the broader world. They are attuned to the needs, concerns, and perspectives of diverse groups of people.
 - c) Emotional Intelligence: Students possess a high degree of emotional intelligence, which includes self-awareness, self-regulation, empathy, and strong interpersonal skills. They are adept at managing their own emotions and understanding the emotions of others.
 - d) Empathy: Socially and emotionally aware students are empathetic and compassionate. They can connect with others on a deep emotional level, demonstrating care and concern for their well-being.
 - e) Effective Communication: They excel in communication, both in listening and expressing themselves. They can convey their ideas and values clearly and respectfully, fostering open and inclusive dialogue.
 - f) Conflict Resolution: Students are skilled at resolving conflicts and disagreements in a constructive and empathetic manner. They seek common ground and strive to find mutually beneficial solutions.
 - g) Inclusivity: They champion inclusivity and diversity, creating environments where everyone feels valued and included, regardless of their background or identity.
 - h) Mission and Vision Alignment: Their leadership style and behavior align with the mission and vision of PLA, which includes developing leaders who are not only socially and emotionally aware but also committed to promoting social justice, equity, and positive change in their communities and beyond.

In summary, "socially and emotionally aware leaders" within the context of PLA are students who possess a deep understanding of human emotions and social dynamics. They lead with empathy, inclusivity, and a commitment to fostering positive relationships and addressing societal challenges, aligning with the academy's mission and vision of nurturing compassionate and socially responsible leaders.

- 6) PLA Students will be career and college ready.
- a) Based on PLA's mission, vision, core competencies, and academic model, being "career and college-ready" means that students are equipped with the knowledge, skills, and mindset necessary to thrive in both academic and professional settings. Here's how it aligns with PLA's key elements:
 - i) Mission and Vision:
 - (1) PLA's mission revolves around developing leaders who are not only skilled but also confident, self-aware, and dedicated to making a positive impact on a global scale.



- (2) Its vision includes a future where empowered individuals leverage their skills and mindset to address pressing global challenges and contribute to the betterment of humanity.
 - (3) Being career and college-ready reflects the essence of this vision by preparing students to excel academically and become proactive contributors to society.
- b) Core Competencies:
- i) PLA emphasizes the development of critical thinking, communication, collaboration, creativity, and resilience among its students.
 - ii) Being career and college-ready entails mastering these competencies, as they are essential for success in higher education and the workforce.
- c) Academic Model:
- i) PLA's academic model focuses on personalized learning, project-based learning, social-emotional learning, and restorative practices.
 - ii) Students are encouraged to take ownership of their learning, engage in real-world problem-solving, develop emotional intelligence and resilience, and foster a sense of community and respect.
 - iii) Being career and college-ready within this model means students have acquired not only academic knowledge but also practical skills, adaptability, and a strong sense of purpose and responsibility.

Therefore, being career and college-ready at PLA goes beyond academic proficiency. It encompasses a holistic approach to education that prepares students to navigate complex challenges, contribute positively to society, and pursue their aspirations with confidence and integrity.

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 Framework^{11F42}, the Nevada School Performance Framework adopted by the Nevada Department of Education^{12F43}, 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.

PLA mission-specific academic goals were curated to align with the SPCSA Academic Framework, the Department of Education criteria to become a 4 or 5-star rated school, and PLA's mission for our students to achieve academic excellence.

Purpose Leadership Academy Outcomes: PLA's mission-specific academic goals span three key areas, academic proficiency and content-specific proficiency, social-emotional learning, and project-based learning:

Academic proficiency- students attain grade-level reading proficiency and show appropriate growth in reading:

- Absolute goal: students attending PLA for two or more years will read at or above grade level as measured through the NWEA MAP assessment.
- Growth Goal: Students will show 10% or more gains on the NWEA MAP Spring benchmark.

Grade-level, content-specific proficiency: students attending PLA show appropriate proficiency and growth against ELA, Math, Science, and Social Studies standards:

- Absolute goal: students attending PLA for two years will show 75% of mastery of internally created Math, ELA, writing, social studies, and science grade-level assessments.
- Growth Goal: students attending PLA for two years will show 10% gains in the ELA, and math

Smarter Balanced Assessment Consortium (SBAC).

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

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



- Absolute Goal: 70% or more of 5th and 8th-grade students who have attended the PLA for two or more years will score proficient or advanced on the Nevada Science Criterion-Referenced Test.
- Absolute goal: 70% of students will score proficient or above on the NWEA MAP ELA and Math assessment.
- Growth Goal: Students attending PLA for two years will show 10% or more growth on the Spring NWEA MAP benchmark.

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	2025-26	2026-27	2027-28
Reading Level	<p>Absolute goal: 70% of Students who have been with PLA for at least two years will score in the 50th percentile on the NWEA MAP National Norms.</p> <p>Growth Goal: Students scoring below the 25th percentile will score at or above the 25th percentile by the end of the year.</p> <p>Growth Goal: Students scoring at or above the 50th percentile will continue to score at or above the 50th percentile at each benchmark.</p>					
	Both	NWEA MAP Math and Reading 180	<p>NWEA MAP is a nationally norm test. Baseline goals are set using the NWEA MAP national norms table.</p> <p>Math and Reading 180 is a curriculum specific embedded test. Baselines are set with the NWEA MAP Diagnostic test and national norms table.</p>	<p>70% of Students will grow at least two levels.</p> <p>By the end of the year 80% of students will score at or above the 25th percentile.</p>	<p>60% of Students will read on or above grade level.</p> <p>By the end of the year 80% of students will score at or above the 40th percentile</p>	<p>70% of Students will read on or above grade level.</p> <p>By the end of the year 80% of students will score at or above the 50th percentile</p>
ELA, Math & Science Proficiency	<p>Absolute Goal: Students who have been with PLA for at least two years will achieve proficiency of 10% gains or higher in reading, math and science.</p> <p>Interim Assessment: Student data from the MAP testing (Given three per year) will be used to inform practices and proactively work to reach annual SBAC, Nevada Science Assessment and End of Course Exams (EOC) goals.</p>					
ELA proficiency	Both	SBAC ELA grades 3-8 yearly.	State/District ELA proficiency. (grades 3-8), 41%	Students will achieve 47% (grade 3-5th) proficiency	Students in grades 3rd, 4th, 5th, and 6th grades will	Students in grades 3rd, 4th, 5th, 6th, 7th will achieve a



		EOC 7-12th grade yearly.		in reading Students in grades 6th grade will achieve 41% proficiency in reading	achieve a 10% gain to reach 51% proficiency in reading	10% gain to reach 61% proficiency in reading
Math proficiency	Both	SBAC Math (Grades 3-8 yearly) EOC 7-12th Grade yearly	State/District Math proficiency (grades 3-8) 31.3%	Students in grade 3-5 will achieve 32% proficiency in math	Students in grades 3-6 will achieve a 10% gain to reach 42% proficiency in math	Students in grades 3-7 will achieve a 10% gain to reach 52% proficiency in Math
Science proficiency	Both	Nevada Science Assessment Grades 5, 8, and High School yearly	State/District Science proficiency 5th 19.96%, 8th 34.01%	Students in 5th grade will achieve 25% proficiency. Not Applicable to 8th Grade until year 4 Not Applicable to High School until year 5	Students in 5th grade will achieve 10% gain to reach 35% proficiency. Not Applicable to 8th Grade until year 4 Not Applicable to High School until year 5	Students in 5th grade will achieve 10% gain to reach 45% proficiency. Not Applicable to 8th Grade until year 4 Not Applicable to High School until year 5
Social Studies proficiency	Absolute goal: students who have been with PLA for at least two years will achieve an average of 80% on common social studies grade level assessments.					
	NSPF	Internal Assessment each trimester	Based on internal diagnostic for SS given in SY 25-26	Student average 70 % on Common grade level assessments	Student average 75 % on Common grade level assessments	Student average 80 % on Common grade level assessments
Project-Based Learning	N/A	<p>Growth goal - all students make grade-level appropriate growth on common grade level assessments based on the Buck Institute High Quality PBL Four C's & P Rubric, demonstrating growth in their skills in critical thinking, collaboration, communication, creativity, and presentation.</p> <p>Achievement goal - all students demonstrate grade-level mastery at/above the "meets standards" on all five assessed areas (4Cs & P) for their grade level through a portfolio collection of their work</p>				
Core Competency	N/A	Growth Goal: all students attending PLA for 2 consecutive years will demonstrate a 2 on a 4-point internal created grading scale.				



		Achievement goal: all students demonstrate at a 3 on a 4-point internal created grading scale
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3) Explain how the baselines in the table above were set.

PLA thoughtfully developed the baselines above, in consideration of the school's mission and vision, goal to be a 4 or 5-start school, and analysis of student performance in targeted areas. More specifically, PLA:

- Ensured alignment to mission, vision, and model.
- Reviewed previous schools scores and academic growth rates to identify trends and areas for improvement.
- Analyzed data from the SPCSA Academic Performance Framework indicators, NSPF, Reading and Math 180, MAP, and SBAC assessments to identify strengths and weaknesses in student performance for the target area.
- Assessed the current performance of schools in Clark County School District (CCSD), aligning baselines against other charter schools and CCSD schools with similar demographics, and identifying best practices and areas for improvement.

PLA's baselines allowed us to establish specific, measurable, achievable, relevant, and time-bound (SMART) goals for each of the performance and growth indicators mentioned above. PLA monitors progress towards goals through ongoing assessments and evaluations, and adjusts strategies and interventions as needed to ensure student success.

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?

Measuring, evaluating, and reporting arts integrated academic progress at PLA is essential to ensure that students are meeting academic standards and achieving their full potential. PLA employs multiple methods to monitor student progress, including but not limited to:

- Standardized testing: PLA administers the standardized test mentioned above (SBAC, MAP) at the beginning, middle, and end of year. Apart from SBAC, given in the spring of each school year starting in 3rd grade. The results of these tests are analyzed to evaluate individual student progress, grade levels progress, sub-populations including special populations, and the entire school.
- Classroom assessments: grade levels are required to work together to conduct regular assessments of student learning in the classroom. These assessments align with the academic standards and provide data on individual student progress.
- Individualized learning plans: Students are given individual learning plans at the beginning of the school year. The plans document their goals and establish methods for monitoring academic progress over time.
- Coalition Pride Circle: Student-led meeting with coalition team meets three times a year to discuss their students' academic progress toward yearly goal(at- risk and special population students meet more frequently). Conferences provide an opportunity for teachers and staff to share data on student performance and collaborate to identify strategies to support student learning.
- Data analysis: PLA collects and analyzes full school data monthly to monitor progress towards school goals, and for disparities in academic performance between student groups. PLA uses this data to identify areas for improvement and implement interventions to support students who are struggling.
- Plan for improving academic outcome using assessment data during monthly PLC Data meetings:

At the end of the academic year, PLA compiles a comprehensive report on student academic progress. The report includes data on individual student progress, special populations, and the entire school. The report also includes an analysis of disparities in academic performance between student subgroups and strategies to address these disparities. For the first six years of operation, PLA uses this data to evaluate the effectiveness of its instructional programs and adjust as needed to ensure that all students are meeting academic standards. Additionally, PLA uses this data to communicate with all stakeholders, including families, the community, the board, the department of education, and the SPCSA, to demonstrate the school's effectiveness in supporting student learning.

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.

PLA's progress monitoring systems ensure that it can take immediate, efficacious, corrective actions if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level throughout and at the end of the school year. The corrective actions PLA takes if it falls short of student academic achievement goals at the classroom, cohort/grade level, special population, and/or school-wide level during the year or based on end of year assessments varies depending on the severity of the issue and student needs. Corrective actions that PLA takes to address lower-than expected achievement include:

- At the classroom level- if a teacher's students are not meeting academic achievement goals, the teacher develops a plan to improve instruction and support student learning. This plan may include additional professional development, adjustments to teaching strategies or materials, and/or increased communication with parents.
- At the cohort level/grade level the Vice-Chancellor/Dean of Academics- will assess if a grade level is not meeting academic achievement goals, PLA re-evaluates the curriculum and/or instructional strategies used and makes aligned adjustments. PLA provides additional intervention support or resources per students' needs.
- For special populations the Director of SPED- will reassess students with disabilities or English language learners, PLA provides additional support services and/or accommodations to ensure students' success. This can include additional instructional time, specialized materials, or assistive technology.
- At the school-wide level the Chancellor- will assess PLA is not meeting academic achievement goals, PLA implements more significant changes including revising curricula, increasing professional development opportunities for teachers, and implementing new instructional strategies.

The responsibility for all final implementing corrective actions rests with the Chancellor. PLA's teachers and staff implement specific strategies and interventions set by administration.

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.

Besides mandatory SBAC, MAP, EOC, and ACT testing, PLA will be using Reading and Math 180 which is in alignment with MAP to assess students' learning needs and ensure progress throughout the school year. Along with MAP assessments, Reading and Math 180 will be used to inform instruction and identify areas where students need additional support.

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

To support teachers in developing embedded assessments and check for understanding, PLA will provide professional development opportunities focused on assessment development and analysis. Teachers will be given grade level planning time to develop assessments and checks for understanding. Teachers will also have access to their curriculum created assessments, other resources and support from PLC Leader, instructional coaches, curriculum coach, and other staff members.

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.

Both Reading and Math 180 and NWEA MAP are valid and reliable indicators of progress, designed to measure student learning against established academic standards. These assessments are based on extensive research and development, and they have been shown to be consistent and accurate measures of student progress over time. Reading and Math 180 and NWEA MAP are both designed to align with a school's curriculum, performance goals, Nevada Performance Framework, and the Nevada Academic Content Standards. These assessments are designed to measure student progress in PLA's key academic areas of reading, math, and language usage. Reading and Math 180 is designed to align with PLA's curriculum and performance goals by providing teachers with data on student progress in key areas- reading fluency, comprehension, and math skills. This data is used to identify areas where students need additional support and to adjust instruction to meet the needs of individual students or groups of students. Similarly, NWEA MAP is designed to align with a school's curriculum and performance goals by providing teachers with data on student progress in PLA's key academic areas. This data is used to identify areas where students need additional support and to adjust instruction to meet the needs of individual students or



groups of students. Additionally, NWEA MAP aligns with the Nevada Academic Content Standards, which ensures that the assessment is measuring the skills and knowledge that students are expected to learn. Both Reading and Math 180 and NWEA MAP are designed to align with the Nevada Performance Framework. These assessments provide schools with data on student progress and achievement that can be used to inform key decisions related to school improvement and resource allocation.

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?

PLA uses interim assessments to set goals (*see below*) and inform instruction and drive key decisions throughout the school year by providing teachers with data on student progress. Interim data is used as follow:

- Interim assessments are administered (*see timeline below for each interim assessment given at PLA*)
- Interim assessment data is collected and analyzed by the leadership Team. They will compile an analysis document to present schoolwide.
- Leadership will call a schoolwide data to bring together teachers, administrators, support staff, and other relevant stakeholders to review and discuss the data analysis. They will facilitate collaborative discussions on student performance, areas of concern, instructional strategies, and potential interventions or supports.
- Based on the data analysis and discussions during the data meeting. The leadership team will work with staff to develop a schoolwide action plan and action plans for each grade level to drive growth and improvement. These plans will include adjusting instructional strategies, implementing interventions, changing RTI acceleration groups, providing additional resources or supports, or modifying the curriculum.
- The Chancellor and Vice-Chancellor/Dean of Academics will monitor progress at coaching sessions, grade level PLC meetings, and put the action plans into practice and to continuously monitor student progress using ongoing assessments, classroom observations, and other data sources. Adjust the action plans as needed based on the data and feedback gathered throughout the cycle. At the end of each data cycle, they will reflect on the effectiveness of the strategies and interventions implemented. Identify successes and areas for continued improvement and refine the action plans for the next data cycle.

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.

Quarterly performance targets for all assessments are as follows:

Target	Assessment	Trimester 1	Trimester 2	Trimester 3
ELA Proficiency/Growth	Reading 180	ELA MAP Fall Benchmark	ELA MAP Winter Benchmark	ELA MAP Spring Benchmark
	Measures of Academic Progress (MAP)	ELA MAP Fall Benchmark (50 % Proficient)	ELA MAP Winter Benchmark (65% Proficient)	ELA MAP Spring Benchmark (85% Proficient)
	Smarter Balanced Assessment Consortium (SBAC)	N/A	N/A	SBAC- ELA/Literacy (Only given in the Spring)
	End of Course Examinations (EOC)	N/A	N/A	EOC- ELA/Literacy (Only given in the Spring Grades 7-12)
	College and Career Readiness Assessments (ACT plus Writing)	N/A	N/A	ACT ELA/Literacy (Only given in the spring for 11th grade only)



Math Proficiency/Growth	Math 180	Math MAP Fall Benchmark	Math MAP Fall Benchmark	Math MAP Fall Benchmark
	Measures of Academic Progress (MAP)	Math MAP Fall Benchmark (50% proficient)	Math MAP Fall Benchmark (65% proficient)	Math MAP Fall Benchmark (85% proficient)
	Smarter Balanced Assessment Consortium (SBAC)	N/A	N/A	SBAC- Math (Only given in the Spring)
	End of Course Examinations (EOC)	N/A	N/A	EOC- Math (Only given in the Spring Grades 7-12)
	College and Career Readiness Assessments (ACT plus Writing)	N/A	N/A	ACT Math (Only given in the spring for 11th grade only)
Social Studies Proficiency	Internal Project Assessments	"Meets Standards" on 75% Mastery	"Meets Standards" on 75% Mastery	"Meets Standards" on 75% Mastery
	EOC	N/A	N/A	EOC- Social Studies (Only given in the Spring Grades 7-12)
Science Proficiency	Internal Project Assessments	"Meets Standards" on 75% Mastery	"Meets Standards" on 75% Mastery	"Meets Standards" on 75% Mastery
	EOC	N/A	N/A	EOC- Science (Only given in the Spring Grades 7-12)
	Nevada Science Criterion-Referenced Test (NSCRT)	N/A	ELA MAP Winter Benchmark	ELA MAP Spring Benchmark
Project-Based Learning Growth	PBL 4Cs and P Rubric	Grade-Level Mastery at 75%	ELA MAP Winter Benchmark (65% Proficient)	ELA MAP Spring Benchmark (85% Proficient)
Core Competency-Based Growth	4-Point Scale Rubric	"Meets Standards" at 3 on 4-Point scale	N/A	SBAC- ELA/Literacy (Only given in the Spring)
WIDA Testing	WIDA Testing (For English Language Learners Students)	N/A	N/A	EOC- ELA/Literacy (Only given in the Spring Grades 7-12)

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

Besides Nevada's statewide Infinite Campus system, PLA will utilize other automated systems such as SchoolMint, excel spreadsheet, LiFT Learnings platform (and google form to collect and store data. All data platforms will be connected and transferred into LiFT Learnings Platform to be shared among all teachers and staff. Data collection for assessments will be uploaded in excel spreadsheets and tracked by administration. Outside of infinite campus attendance will be entered by the teacher in excel spreadsheets and tracked by the director of operations and the rest of the school operations team. Behavior reports will be entered via google form and will be tracked by the leadership team. Data entry and storage occur daily, weekly, monthly, and each trimester. PLA will ensure that these systems are secure and adhere to all applicable data privacy laws and



regulations. To ensure effective and ethical data usage, PLA's Director of Operations and School Operations Support staff will develop policies and procedures for data collection, storage, and analysis. Additionally, PLA will provide training and support to staff responsible for data collection and analysis, ensuring they effectively use the systems.

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.

PLA's Organizational and Financial Performance Goals will directly align to [SPCSA Organizational and Financial Performance Frameworks](#). PLA's Chancellor will update the board each month on updates on progress towards the following goals in PLA's monthly finance reports:

PLA's Organizational and Financial Performance Goals	Purpose	SPCSA Organizational and Financial Performance Frameworks alignment
Goal 1: PLA's current ratio will be 1.1 or greater.	The current ratio depicts the relationship between a school's current assets and current liabilities. In addition, the current ratio is a financial ratio that measures whether a school has enough resources to pay its debts over the next 12 months. It compares a school's current assets to its current liabilities.	Near Term Measure 1 - Current Ratio How to meet the standard: Current ratio is 1.1 or greater. Our current ratio is between 1.0 and 1.1 and the one-year trend is positive. Note: For schools in their first or second year of operation, the current ratio must be greater than 1.1.
Goal 2: PLA's Unrestricted Days Cash-On-Hand Ratio in Year 1 will be 60 days of cash, and the 1-year trend will be positive.	The unrestricted days cash-on-hand indicates how many days a school can pay its operating expenses without an inflow of cash. National standards state 60-120 cash-on-hand is considered a model practice.	Near Term Measure 2 - Unrestricted Days Cash-On-Hand Ratio How to meet the standard: 60 days of cash or more. Or Between 30 and 60 days of cash and a one-year trend is positive. Note: For schools in their first or second year of operation, they must have a minimum of 30 days' cash. 60 days cash to 120 days cash (recommended maximum).
Goal 3: PLA's Enrollment Forecast Accuracy will equal or 95% for year of operation.	Enrollment forecast accuracy tells sponsors whether the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations.	Near Term Measure 3 - Enrollment Forecast Accuracy How to meet the standard: Enrollment forecast accuracy equals or exceeds 95% in the most recent year and equals or exceeds 95% each of the last three years. Note: For schools in their first or second year of operation, enrollment forecast accuracy must be equal to or exceed 95% for each year of operation.
Goal 4: PLA will not be in default of loan covenant(s) and will not be delinquent with debt service payments.	The debt default indicator addresses whether a school is meeting its loan obligations and/or is delinquent with its debt service payments. Notes from the audited financial statements are used as the source of data. In most cases this will not be applicable for charter schools that do not have outstanding loans.	Near Term Measure 4 - Debt Default How to meet the standard: School is not in default of loan covenant(s) and is not delinquent with debt service payments. Or school does not have an outstanding loan
Goal 5: PLA's aggregate total margin is positive.	Total margin measures the deficit or surplus a school yields out of its total revenues, which indicates whether the school is operating within its available resources. The measurement looks at the most recent 3 years.	Sustainability Measure 1 – Total Margin How to meet the standard: Aggregated three-year total margin is positive, and the most recent year total margin is positive. Note: For schools in their first or second year of operation, substitute the “aggregated three-year total margin” with the “aggregate total margin.”



Goal 6: PLA's Debt to asset ratio will be less than 0.90	The debt to asset ratio measures the amount of debt a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations. A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.	Sustainability Measure 2 - Debt to Asset Ratio How to meet the standard: Debt to asset ratio is less than 0.90.
Goal 7: PLA's Multi-year cumulative cash flow is positive.	The cash flow measure indicates a school's change in cash balance from one period to another. This measure includes restricted and unrestricted funds. The measurement looks at the most recent 3 years.	Sustainability Measure 3 – Cash Flow How to meet the standard: Multi-year cumulative cash flow is positive, cash flow is positive in two or three years, and cash flow in the most recent year is positive. Note: For schools in their first or second year of operation, substitute “multi-year cumulative cash flow” with the “cumulative cash flow.”
Goal 8: PLA's debt service coverage ratio is equal to or exceeds 1.10.	The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. In most cases this will not be applicable for charter schools that do not have an outstanding loan. This ratio measures whether a school can pay the principal and interest due on its debt based on the current year's net	Sustainability Measure 4 - Debt Service Coverage Ratio How to meet the standard: Debt service coverage ratio is equal to or exceeds 1.10. Or School does not have an outstanding loan

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?

Purpose Leadership Academy defines students as “at risk” if they are experiencing one or more of these challenges:

- Students scoring below the 25th percentile in Reading and Math 180 and NWEA MAP will be considered at risk.
- Students demonstrating below grade level mastery of previous grade level standards and skills after BOY diagnostics.
- Students qualifying for free and reduced lunch/Low-income households.
- Any students identified as special populations. These include students who are English language learners, students with special needs, homeless, and migrant students.
- Declining grades. PLA will look for students who were initially scoring average or above on tests and assignments and suddenly, the student's grades start consistently decreasing significantly. For example, students could have been getting 80%-90% on tests and now they are scoring 60% or below.
- Frequent tardiness averaging 10% or more each quarter. Or absences 3 or more consecutive days. (*See attendance section for more information*)
- Students who aren't responding to PLA's Restorative Justice Tier 1 and Tier 2 intervention and leading to more loss of instructional time

At PLA, we employ many processes and methods for identifying and supporting at-risk students and their needs. In the following sections, we outline those ideas and practices.



- Low test scores/declining grades: NWEA MAP and Reading and Math 180 will be given 3 times a year to monitor and track students' individual goals. Teachers will be required to monitor and report progress to families.
- Grade Level Meetings and PLC Meetings: Each week teachers will participate in PLC meetings discussing student data and student progress. Classroom teachers are responsible for biweekly academic communication with parents on students' academic and behavior progress. Teachers are required to show declining student data with families.
- Frequent tardiness or absences: Any student with 3 or more consecutive unexcused absences will be identified as "at-risk". The teacher/office is to then contact the families by phone to come up with a plan. If a student misses 5 or more days without a prearranged absence will be contacted by phone and a letter will be mailed to their house. Any student with 3 or more consecutive tardiness will be notified by phone to set up a plan.
- Disruptive behavior: Staff will be trained on PLA's restorative justice techniques and school wide behavior expectations. All staff will be required to notify parents of their classroom room behavior expectations and will be required to send a copy to the principal at the beginning of the school year. Students not following classroom expectations will be required to have a restorative circle with the Chancellor or Vice-Chancellor/Dean of Culture. A student referred to the office again after the Chancellor or Vice-Chancellor/Dean of Culture will be required to have a restorative village circle with their parent/guardian, teacher, counselor, and the Chancellor or Vice-Chancellor/Dean of Culture to create a plan to put students back on track. *(See school discipline section)*

(See Response to Intervention section for more information)

Families enrolling their students in PLA will be able to self-identify their background and home language. Families will be required to fill out the free and reduced lunch forms, paperwork about previous schools, and SPED records paperwork.

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)?

See combine response in Question 4

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.

See combine response in Question 4

4) How will you communicate the need for remediation to parents? (See Parent RTI requirements/suggestions for communications strategies)

At PLA, we execute a traditional Response to Intervention (RTI) Plan to remediate students' academic underperformance. According to Buffum, Mattos, & Weber in their article "The Why Behind RTI"⁴⁴ they stated that research on effective teaching and learning if condensed into a simple formula for learning it would be Targeted instruction + Time = Learning. Because learning styles and instructional needs vary from student to student, we must provide each student with teaching practices designed to meet his or her individual needs. Therefore, instituting an effective RTI program is essential for making sure all students succeed in the classroom and not just focusing on getting high test scores. It will address the underlying needs that a particular student has to help them meet or exceed targeted grade level standards.

Purpose Leadership Academy Response to Intervention, or RTI, educational strategy will be used to:

- Provide effective and high-quality instruction,
- Monitor all students' progress to make sure they are progressing as expected, and
- Provide additional support(intervention/acceleration) to students who are struggling.

⁴⁴ Buffum, Austin, Mike Mattos, and Chris Weber. "The why behind RTI." *Educational Leadership* 68.2 (2010).



See table below more for details on those methods.

Tier	Approach: How it supports academic underperformance
Tier 1 (anticipate 80-90% of students) Whole-Class Instruction	<ul style="list-style-type: none"> Co- Teaching: At PLA, we've structured our staffing plan to have a co-teaching model which supports daily small groups in core content classes to immediately respond to scholar misunderstanding. Professional Learning/Instructional Strategies: We use the teacher development cycle to develop teacher skill in leveraging instructional strategies such as UDL, gradual release, lesson internalization and active monitoring of student work to meet the learning needs of all students and to support them in mastering content.
Tier 2 (anticipate 10-15% of students) Small-Focused Group Interventions	<ul style="list-style-type: none"> Daily Intervention: Students meeting the criteria for tier 2 will receive daily intervention in math or ela for 30 min during the school day. Teachers will use student work analysis and daily exit ticket mastery to determine which students need this additional layer of support. We will use Read and Math 180 as the tool to support students. Deeper Data Monitoring & Collection: Students continuing to demonstrate challenges with the additional supports will begin a more involved discovery through data analysis, student observation, and specialized testing to determine if additional more intensive supports are required.
Tier 3 (anticipate 5% of students or less) Intensive Interventions	<ul style="list-style-type: none"> In tier 3, students will have been identified and have a formal IEP. Students will receive the appropriate accommodation of either push in during core content blocks. During intervention, students in this tier will receive push out support in individual or small groups to further differentiate for their needs. e

We will measure our success in the following way:

PLA's Measure of Response to Intervention's Success			
Year 1 (Grade Level Goals)	Year 3 (Grade Level Goals)	Year 5 (Grade Level Goals)	Beyond (Grade Level Goals)
Grades 3-5: <ul style="list-style-type: none"> 75% of Tier 1 students will meet their end of year Benchmark goals. 75% of Tier 2 Students will meet their end of year Benchmark goals. 75% of Tier 3 Students will meet their end of year Benchmark goals. 	Grades 3-5: <ul style="list-style-type: none"> 75% of Tier 1 Students will meet their end of year benchmark goals. 75% of Tier 2 Students will meet their end of year Benchmark goals. 75% of Tier 3 Students will meet their end of year Benchmark goals. Grades 6 & 7: <ul style="list-style-type: none"> 75% of Tier 1 Students will meet their end of year benchmark goals. 75% of Tier 2 Students will meet their end of year Benchmark goals. 75% of Tier 3 Students will meet their end of year Benchmark goals. Grades 4-7 only: <ul style="list-style-type: none"> (80 % of Tier 3 Students attending PLA for 2 or more years will meet their end of year goal. 	Grades 3-9: <ul style="list-style-type: none"> 75% of Tier 1 Students will meet their end of year benchmark goals. 75% of Tier 2 Students will meet their end of year Benchmark goals. 75% of Tier 3 Students will meet their end of year Benchmark goals. Grades 4-9 only: <ul style="list-style-type: none"> 80 % of Tier 3 Students attending PLA for 2 or more years will meet their end of year goal. 80 % of Tier 2 Students attending PLA for 2 years, end of year goal will be 	Grades 3-12: <ul style="list-style-type: none"> 75% of Tier 1 Students will meet their end of year benchmark goals. 75% of Tier 2 Students will meet their end of year Benchmark goals. 75% of Tier 3 Students will meet their end of year Benchmark goals. 85 % of Tier 3 Students attending PLA for 2 or more years will meet their end of year goal. 80 % of Tier 2 Students attending PLA for 2 or more years, end of year goal will be to move to Tier 1 intervention only. 70% of Tier 3 Students attending PLA for 2 years, end of year goal will be to move to Tier 2 intervention only.)



	<ul style="list-style-type: none"> 80 % of Tier 2 Students attending PLA for 2 years, end of year goal will be to move to Tier 1 intervention only. 70% of Tier 3 Students attending PLA for 2 years, end of year goal will be to move to Tier 2 intervention only.) 	<ul style="list-style-type: none"> to move to Tier 1 intervention only. 70% of Tier 3 Students attending PLA for 2 years, end of year goal will be to move to Tier 2 intervention only.) 	
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Roles and Responsibilities - Below you will find the outline for the RTI team, roles and responsibilities, communication with parents, team and teachers.

Leadership Team

- The Chancellor/Vice-Chancellor and Dean of Academics is responsible for continuous professional development for school wide RTI and onboarding any new staff and families throughout the year.
- The leadership team is responsible for forming and monitoring the RTI Team for the school year. The Chancellor/Vice-Chancellor and Dean of Academics will be responsible for purchasing computerized intervention programs, HMH Intro to Reading Curriculum, and Reading 180.
- The Chancellor/Vice-Chancellor and Dean of Academics will assist in reaching out to families about remediation needs, set yearly RTI meeting schedules and ensure RTI is done with fidelity schoolwide. In addition to that, they will be facilitating family meetings to help families understand curriculum, testing and classroom activities. They will support families in understanding what a child's screening results mean and regularly communicate with the classroom teacher are among the first steps to becoming an active partner.
- PLA teachers are responsible for tracking and data collection for response to intervention (RTI) in their classrooms. Teachers will use differentiation and scaffolding for students in all tiers. Teachers will use MAP, grade level assessments, and Reading 180 to monitor progress for all students.
- PLA teachers will identify RTI students through MAP assessments. Any students who are scoring in yellow or red on MAP beginning of year assessments will be entered into RTI groups. These students will receive tier 2 and tier 3 instruction during learning acceleration/intervention time.
- Teachers will be required to attend their grade level RTI monthly meeting. Teachers will collect MAP data, Reading 180 data, grade assessments, and student work samples for each RTI student in their class.
- Teachers must advise and assist families in providing support for students at home. PLA students will be tested at the beginning of each Trimester in MAP assessment. Teachers will be required to notify families of any student scoring below the 50th percentile once testing is complete.

Grade Levels RTI Requirements:

- Students scoring in the green will be monitored monthly. Students scoring in the yellow range on the MAP beginning of year assessment will be progress monitored biweekly. Students scoring in the red range will be progress monitored weekly to track growth.
- Using the assessment results from MAP and Reading 180, PLA Grade Level Teams will be required to form homogeneous RTI learning groups for the daily required 30-minute intervention/acceleration time in their schedule. Groups may be formed by high, medium, and low or according to ability.
- Each grade level teacher will be assigned a specific group to track and progress monitor throughout the week. During the intervention time each grade level teachers will teach a RTI group. They will be responsible for teaching targeted skills, daily intervention tracking steps and progress of their groups.
- Every 6 weeks or every new trimester/assessment benchmark grade level teams are expected to recreate groups according to the progress students have made throughout the school year The Grade level team will be required to bring RTI group data to their monthly grade level RTI Team meeting.
- According to the Research in Higher Education Journal, "Effective implementation of the RTI process requires a foundation of early intervention, tiered instruction with research-based interventions, collaboration with parents and school personnel, and progress monitoring assessments. (Reutebuch, 2008)⁴⁵." Teachers may submit a request for the

⁴⁵ Reutebuch, Colleen K. "Succeed with a response-to-intervention model." *Intervention in School and Clinic* 44.2 (2008): 126-128.



RTI team to support a student at any time during the school year. Teachers are responsible for notifying parents of students who are a part of RTI groups. The classroom teacher is responsible for communicating all remediation needs through written notices, phone calls, conferences, report cards, bi-weekly classroom communication, and progress reports.

RTI Team Requirements:

- PLA's RTI team is "a multidisciplinary team of professionals from different disciplines who function as a team but perform their roles independent of one another."

Parent RTI requirements/suggestions:

- PLA parents will be expected to be an active partner and regularly communicate and respond to the classroom teacher and any other staff involved in learning. Here are some examples parents can help support what their children are doing in school.
- Make reading an everyday habit at home. Literacy skills are the foundation for success in all subject areas.
- Communicate with the child's teacher.
- Find out what activities you can do at home to support classroom activities.
- Check students bi-weekly reports/and LiFT Learning Platform grades.
- Monitor homework and aid.
- Celebrate and share your child's successes.
- Attend Coalition Pride Circle conferences and other school meetings that provide information about curriculum, testing and classroom activities.
- Other ways our families will be notified about remediation is via trimester progress reports, each trimester at Coalition Pride Circle Conferences, and teacher mandatory bi-weekly parent/guardian communication. Teachers will be required to share assessment reports in families' home language.

RTI team will include:

- Chancellor/Vice-Chancellor and Dean of Academics, the special education team, EL/TESOL teacher, instructional coach, specialist/major team representative, representatives from each grade level, and counselor.
- The RTI Team will be chaired by the instructional coach and will be required to meet once a month with each grade level to discuss RTI students.

RTI Team's Purpose:

- The RTI team's purpose is to be systematic, data driven, individualized, solution-oriented to assisting students with factors that are interfering with academic success. This team discusses, clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and counsels the parent, teacher, and student.
- The RTI Team will identify an individualized instructional plan to meet the needs of each RTI student, documenting specific goals, strategies, and methods to measure success. The action plan will articulate a projected completion timeline for each goal. After the meeting, the RTI chair distributes the meeting summary and all team members follow the action plan, based on the tiered interventions.
- The RTI Team will meet with each grade level monthly to follow-up, support, and continue the evaluation of the action plan.
- The RTI team will also monitor progress to exit students or recommend for SPED services if they are showing no progress. Interventions will be implemented for at least 6 weeks and multiple intervention methods will be explored before a student is referred for a special education evaluation.

Communication to Parents are as follows:

Communicating with parents about the Response to Intervention (RTI) process is essential for fostering collaboration and ensuring students receive the support they need. Here's a brief plan to effectively communicate with parents about RTI:

- Information Session: Host an information session or workshop for parents to introduce them to the RTI process. Provide an overview of what RTI is, how it works, and its importance in supporting student learning. Offer opportunities for parents to ask questions and clarify any doubts they may have.
- Written Materials: Develop written materials such as brochures, pamphlets, or handouts explaining RTI in detail. Include information about the purpose of RTI, the different tiers of intervention, how students are identified for



intervention, and the roles of teachers and parents in the process. Distribute these materials to parents during parent-teacher meetings, orientations, or through the school's communication channels.

- **Individual Meetings:** Schedule individual meetings with parents whose children are receiving RTI interventions. During these meetings, discuss the specific interventions being provided to their child, progress made so far, and goals for improvement. Seek input from parents about their child's strengths, challenges, and any concerns they may have. Collaboratively develop action plans to support the child's learning both at school and at home.
- **Regular Updates:** Provide regular updates to parents on their child's progress in RTI interventions. This could be through progress reports, phone calls, emails, or parent-teacher conferences. Share data and evidence of growth to illustrate the effectiveness of the interventions and celebrate successes with parents.
- **Open Communication Channels:** Maintain open communication channels between parents and teachers throughout the RTI process. Encourage parents to reach out with any questions, concerns, or observations they may have about their child's progress. Establish a system for regular communication, such as weekly newsletters, a dedicated RTI liaison, or an online platform for sharing updates and resources.

By implementing this plan, schools can effectively engage parents in the RTI process, empower them to be active partners in their child's education, and promote collaborative efforts to support student 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?

PLA is a restorative practice school. More detailed interventions related to behavioral concerns of students and the ways we will support behavioral needs are outlined in the School Restorative Discipline and Culture Plan sections. If students demonstrate ongoing behavioral, mental, and social emotional challenges and concerns they will be referred to our counselor and Behavior Intervention Team (BIT). The BIT will use a systematic approach like RTI. It will be solutions oriented, implemented and monitored for students failing to make progress in the Tier 1 and Tier 2 behavioral supports. The Behavior Intervention Team helps teachers in the behavior intervention process by reviewing the effectiveness of prior and current interventions. They will identify problems, develop behavior management strategies, offer resources, analyze and collect data, and provide a system for school accountability. The BIT team will be of service by assisting and counsel parents, teachers, and students.

Tier 1 (anticipate 80-90% of students) Whole-Class Instruction	Tier 2 (anticipate 10-15% of students) Small-Group Interventions	Tier 3 (anticipate 5% of students or less) Intensive Interventions
All PLA students will be expected to follow schoolwide and classroom behavior expectations	PLA students who are not responding to classroom and behavior rules.	Students who attend PLA who aren't responsive to high-quality Tier 1 and Tier 2 behavior support.

PLA teachers are required to come up with their specific classroom behavioral procedures that align to their student needs, restorative practices, and PLA's school culture and discipline culture. Teachers will receive extensive professional development on Restorative justice practices on peace building, peace keeping, and peacemaking.

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,
 - b) English language learners,
 - c) homeless and migrant students, and
 - d) intellectually gifted students.

PLA's founding team, including founding Chancellor Leondrus Wright and members of the board, have a clear, compelling track record of serving students with special needs, English Language Learners, homeless and migrants' students, and gifted students:



- Proposed Chancellor Leondrus Wright brings extensive experience to Purpose Leadership Academy, having served as an assistant principal and classroom teacher with a focus on supporting diverse student populations. His experience includes working directly with students with disabilities, including those with mild, moderate, and severe disabilities, as well as English language learners (ELLs), homeless and migrant students, and intellectually gifted students.

In his previous roles, Chancellor Wright actively participated in Individualized Education Program (IEP) meetings, demonstrating his commitment to ensuring that students with disabilities receive the necessary support and accommodations. He has also been involved in hiring licensed Special Education (SPED) teachers and aides, pulling small groups at all levels, and providing daily Response to Intervention (RTI) groups. Additionally, Chancellor Wright has a track record of implementing differentiation and scaffolding strategies to meet the diverse learning needs of students.

Moreover, Chancellor Wright has spearheaded initiatives to support specific student groups, such as running an after-school tutoring program tailored to newcomers and 1st to 5th-grade students who are not yet on grade level. His dedication to inclusive education and targeted support programs underscores his commitment to promoting equity and academic success for all students at Purpose Leadership Academy.

- Board Member Catrina Pelletier brings a wealth of experience and a deeply compassionate approach to her work at Purpose Leadership Academy. With five years of experience working with students with disabilities, including those with mild, moderate, and severe disabilities, as well as English language learners (ELLs), homeless and migrant students, and intellectually gifted students, she is dedicated to ensuring that every child can succeed and grow.

Drawing from her own personal experiences as a gifted student who navigated school with undiagnosed ADHD and dyslexia, Catrina understands the importance of personalized support and advocacy for each student. She believes that education should be an engaging and enjoyable experience for all students, and she strives to create a nurturing and inclusive classroom environment where every student feels valued and supported.

Catrina takes a strengths-based approach to teaching, focusing on each student's abilities rather than their circumstances or labels. She works diligently to scaffold her lessons to meet the diverse needs of her students, utilizing purposeful partnering, visual aids, and assistive technology to ensure that all students can participate and thrive in the general education class. Additionally, she challenges students who are on grade level to push themselves further and expand their capabilities.

Beyond academics, Catrina actively advocates for her students and their families, addressing any issues related to their educational plans, housing, financial hardship, or mental health concerns. She fosters open and trusting partnerships with families, making herself readily available for communication and support through platforms like ClassDojo and regular phone calls. For Catrina, no student is beyond reach, and she remains committed to identifying the root causes of their struggles and implementing the necessary changes to support their success.

- Member Tehron Price brings a wealth of experience and dedication to his role as a Special Education instructor at Purpose Leadership Academy. In his current position within the self-contained Social-emotional Teaching and Redirection (STAR) program at Sunrise Mountain High School, Mr. Price focuses on supporting students with disabilities, including those with mild, moderate, and severe disabilities, as well as English language learners, homeless and migrant students, and intellectually gifted students.

With a strong commitment to student success, Mr. Price endeavors to provide his students with not only grade-level content but also essential coping skills that will empower them to transition successfully into general education settings. His experience as a highly effective 5th-grade ELA and Social Studies teacher at Ann T. Lynch Elementary School equipped him with the skills to lead and facilitate reading intervention programs tailored to the needs of intermediate-grade students, particularly those from high ELL populations.

Throughout his career, Mr. Price has demonstrated a passion for making a difference in the lives of all students, regardless of their backgrounds or abilities. By focusing on both academic achievement and social-emotional development, he strives to create inclusive and supportive learning environments where every student can thrive and



reach their full potential. At Purpose Leadership Academy, Mr. Price will continue to leverage his expertise to ensure that students with diverse needs receive the personalized support and instruction they need to succeed academically and beyond.

- Board Member Dr. Andre' Ponder brings a wealth of experience and expertise to Purpose Leadership Academy as a founding member of the school board. With a background encompassing various leadership positions within the education sector, including roles as Assistant Principal, International Principal, Superintendent, and Program Director, Dr. Ponder has demonstrated a steadfast commitment to improving instructional methods and academic outcomes for diverse student populations.

Throughout his career, Dr. Ponder has prioritized the needs of students with disabilities, including those with mild, moderate, and severe disabilities, as well as English language learners, homeless and migrant students, and intellectually gifted individuals. By implementing targeted interventions and support strategies, he has facilitated moderate to significant improvements in academic performance and overall success for these groups of students.

Dr. Ponder's leadership has been instrumental in fostering inclusive learning environments where every student, regardless of their background or ability, can thrive. His dedication to advancing equity and excellence in education aligns closely with Purpose Leadership Academy's mission to provide a supportive and enriching educational experience for all students. As a valued member of the board, Dr. Ponder will continue to advocate for the diverse needs of students and champion initiatives aimed at fostering academic growth and success for every learner.

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:

At PLA, teachers will use research-based curriculum and apply instructional strategies that meet the varying needs of all learners. PLA's staff will be trained to use our model of SEL integrated academics, restorative practices, and project-based learning to encourage all students to reach their potential. PLA's high expectations will appropriately push and challenge students to learn at their appropriate zone of development. PLA's instructional methods and strategies prioritizes; SEL and collaboration of the school community and the development of individual relationships between staff and students. PLA's special education team will work with classroom teachers to push into classrooms with one-on-one support when needed and additional support across the spectrum. PLA's special education program is intentionally designed to allow students with disabilities to fully learn in regular classrooms possible. This will include hiring additional special education teachers, aides, or both to support students in small groups and individually as needed.

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?

Potential PLA families will fill out our application to be entered in our lottery. After the lottery, families will be required to complete our enrollment form. The form will allow families to inform PLA of their student previously receiving special education services. This form will be available in English and Spanish. If a family confirms prior services, they will be encouraged to provide past evaluations and we will use previous school records, Infinite Campus, and Child Find to locate the student's IEP. Families will be able to request an evaluation during the enrollment process.

All students will be serviced through our RTI Model starting the first day of school. IEP students waiting for past documentation will also be serviced using the RTI Model until their paperwork is located. Purpose Leadership Academy will utilize the Response to Intervention (RTI) model for all students enrolled in our school. The RTI model will be our prereferral intervention to identify students with disabilities that do not have an existing IEP. A prereferral intervention is instructional or behavioral strategies introduced by a general educator to assist students having trouble; designed to minimize inappropriate referrals for special education.

The Chancellor and/or Vice-Chancellor and school counselor will train all teachers in identifying interindividual and intraindividual differences students with special needs. The educational and behavioral intervention strategies of our RTI



Model will be monitored by the PLA's RTI Team. The team will address plans for students identified as in need of additional support within the classroom. The team will use Math and Reading 180 progress monitoring, NWEA MAP scores, grade level assessment data, exit tickets, and student work samples provided by the classroom teacher to review. They will monitor, clarify problems and concerns; develop strategies and organize resources. Biweekly observations/data rounds of tiered instruction from the Chancellor and/or Vice-Chancellor, Instructional Coach, and Counselor will be used to continuously observe any student struggling academically or behaviorally.

After 6 weeks the RTI Team will review students showing need beyond our RTI Tier 2 interventions, with documented modified intervention strategies (See At Risk section question 3) will then be moved to Tier 3 interventions. The RTI Team will closely monitor Tier 3 students bi-weekly, if a student is not showing improvement after 6-weeks or intensive intervention with modifications they will be considered for referral to the Special Education program. The RTI team will instruct the Chancellor and/or Vice-Chancellor to notify the family that a referral is being submitted. The RTI Team will submit a written request of detailed documentation of intervention efforts and observations that provide a strong justification for a formal referral to the Chancellor and/or Vice-Chancellor. If the referral shows evidence of a disability, the Chancellor and/or Vice-Chancellor will initiate the assessment process. The first step in the assessment process is securing the consent from the student's parent (s)/guardian(s) for evaluation. The IDEA mandates that school officials must notify the pupil's parent(s)/guardian(s), in their native language, of the school's intent to evaluate (or refusal to evaluate if the family requested) the student. The notice must explain the rationale for the decision, explain the assessment process, and their rights. Once the school contains consent from the family a multidisciplinary SPED Review team of professionals will administer nondiscriminatory assessments with input from the parent(s)/guardian(s), classroom teacher, and RTI Team.

The SPED Review Team includes principal, SPED teacher/team, EL/TESOL Teacher, classroom teacher, parent/guardian, school counselor, and any other person DBAE may need to contract services for. The assessment results will determine eligibility according to Nevada's criteria. This process will indicate whether a student qualifies for a 504 plan or Individualized Education Plan (IEP). Once the team has completed testing and received results, the Chancellor and/or Vice-Chancellor must submit a written summary of the evaluation and set up a meeting with the parent(s)/guardian (s), SPED Review team, and classroom teacher. If the student is eligible for services, the SPED teacher will develop an Individual Education Plan (IEP). If a student is ineligible the student will be considered for a 504 plan. If a student doesn't qualify for a 504 plan or an IEP but still needs support, we will meet with parent (s)/guardian(s) to determine an individualized behavioral and/or academic support plan. The SPED Review team will be required to participate in SPED professional development each year. They will be trained on student eligibility, state requirements, writing/implementing IEPs and 504 plans, and cooperative learning.

Over Identification/Exiting/Correcting: According to the National Center for Learning Disabilities, English language learners with Specific Learning Disabilities are overidentified in some states and under identified in others. When English Language Learners struggle with academics, it is often very challenging to discern whether the difficulties are due to second-language acquisition, a learning disability or both. PLA will hire licensed professionals with experience that will properly service our students with learning disabilities. PLA's SPED Review team will require staff to take professional development to properly service and identify students. PLA will follow the Individuals with Disabilities Education Act's (IDEA), and Nevada SPED Laws. The SPED Review team will review each students' IEP annually, using school model aligned assessments that are appropriate to the students' IEP goals. According to the Nevada department of education, IEP students must be formally re-evaluated every 3 years. The RTI team will be meticulous with data to determine whether the identified areas are accurate. Upon enrollment DBAE will work with families to clarify students' information and request records from previous schools. If a SPED identification is incorrect, we will work with the student's previous school, current/previous counselors, parents/guardians, and the SPED Review & RTI team to correct and properly identify students. Once a student is correctly identified the SPED Review team will begin a new review for the potential of a new IEP or be exited from current IEP services. If current IEP students are no longer showing evidence of academic or behavioral support needs. This means consistent 70% or higher on classroom assessments and classwork, and showing growth in weekly progress monitoring they will be re-evaluated. The SPED review team will consider revising the students IEP goals or re-testing the student for formal evaluation. If the SPED team determines that services are no longer required, they will get consent from the family to discontinue Special Education Services. At the beginning of the last trimester of the school year the Special Review team will work with parents/guardians to develop transition plans all students transitioning into college. The team will review the current IEP, all assessments, classwork samples, and discuss the student's success and needs. Purpose Leadership Academy will ensure compliance with all educational service laws.



- 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.**

PLA is committed to providing the full continuum of special education services and placements necessary for its special education students. At a minimum, and with the acknowledgement that our staffing needs may change based on student enrollment and identification for services, our first year will begin with a School Counselor and a Special Education teacher. We anticipate 12% of our students will receive Special Education services, leveraging data from surrounding schools to arrive at that number. To meet the needs for increasing enrollment each year, our current staffing model allows for an additional Special Education teacher in Year 2 and a third in Year 4. Should enrollment or the needed continuum of services necessitate an additional role, we will hire for that role or contract out as necessary.

PLA's education model and staffing allow for Special Education services to be provided in both general education settings through push-in support, small groups settings, and individualized support in the project block. As well, Math and ELA instruction in homogenous groups allows Special Education teachers to provide direct services. If necessary, a resource-setting for students with moderate needs can be established in this structure. Our school counselor, students benefiting from that service are also able to have their needs met. For students with more severe needs, we will contract with support services, such as Speech or additional Psychologist services. PLA has budgeted for additional staffing supports and services students need. If necessary, we will adjust staffing and payroll to hire additional Special Education services (certification required), paraprofessionals, or aides as necessary. We will consult with the Nevada Department of Education, SPCSA, our special education support team, and the school's legal advisor to ensure that we are following all state and federal laws and provide the best approach for PLA students.

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination based on disability. We adhere to all obligations under the Individuals with Disabilities Education Act (IDEA) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The Special Education teacher will serve as the Section 504 coordinator to ensure students' legal rights are met and their needs are effectively served. PLA will provide all services included in a student's IEP. This may include providing pull-out support to be serviced in resource classrooms or, if designated in the student's IEP, placement in a self-contained classroom. PLA has budgeted for additional staffing supports and services students need. For example, this may be aids, speech pathologist, etc.

- 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?**

PLA will require the special education team and any related service personnel or contractor to collaborate with the general education teachers to ensure that access to a quality educational experience is inclusive to all. The special education team that includes the SPED Teacher and coordinator will monitor and implement the school's special education program, and will be involved in the RTI process. The special education teacher will be the primary push-in support to the classroom team to aid students with disabilities. The special education teacher will conference with teachers, the leadership team, and other instructional personnel (including contractors) to aid in the development of robust, appropriate educational programming and support for at-risk students and students currently being supported by an IEP. Professional development will be provided to all teachers during the summer training and throughout the school year. They will receive training on laws, understanding the referral and identification processes, and receive guidance on how to implement appropriate accommodations and modifications. The Special Education team will be required to attend and participate in Professional Learning Communities (PLC), Grade Level Team, Collaborative Planning, RTI and Behavior Team meetings for grade levels on their caseload. The SPED team will work with teachers for data driven planning, discussion/thought partnership, co-teaching/collaboration, push-in, and small group teaching for students. The SPED teacher will also ensure SPED compliance. Staff will enter weekly lesson plans in a shared drive for all staff to access. The Special Education team will collaborate to ensure Tier 2 and Tier 3 interventions are implemented, tracked, and assessed. During the SEL-integrated ELA and math, Project- Based Learning Block, intervention/acceleration time general education teachers and special education teachers may each take small groups for



re-teaching. General classroom teachers and SPED teachers will be expected to collaborate to pull small homogenous groups during ELA and Math instruction. Teaching teams will use Math and Reading 180 and MAP data to set groups and update them each trimester. The team will also collaborate to check in with students to deliver support daily or weekly. As a team they will leverage their professional judgment, data about the students, and best practices to ensure all students get what they need. PLA special education program is intentionally designed to allow students with disabilities to fully learn in regular classrooms possible. This will include hiring additional special education teachers, aides, or both to support students in small groups and individually as needed.

- 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.**

Purpose Leadership Academy will open with grades 3rd- 5th. Our slow-growth model provides an opportunity to flexibly adjust our staffing based on student needs as we grow. Given the population of CCSD schools in our target area, we anticipate a population of 12% Special Education students. Our budget and staffing model allocates for a licensed Special Education Teacher/Director. As enrollment increases each year by Year 5 our school will grow to have two licensed Special Education teachers with one licensed Special Education Director and two Special Education Instructional Assistant. PLA will also hire a licensed School Counselor qualified to test students for disabilities. PLA has also allocated money for contracted services if needed.

- 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?**

Students qualifying and receiving services in Special Education will be monitored daily through informal observation gathered during instruction. Special Education teachers/specialists are required to monitor students' progress toward IEP goals on a weekly basis through assignments and assessments. The data from this progress monitoring is shared with students' parents on a trimester basis, with more communication shared as needed based on student performance. All curricular and instructional decisions will be monitored by school leadership. In addition, yearly IEP meetings are required for all students receiving services to evaluate data and update the students individualized plan. This will be the official record of all instructional and curriculum decisions related to the student's disability and IEP. The same process will be leveraged for students with 504 plans. The Chancellor, as the primary instructional leader of the school, is responsible for ensuring ultimate compliance with all state and federal laws, monitoring students records, and providing professional development to all staff. PLA's mission is built on a commitment to elevate and educate students. This commitment explicitly includes ensuring that all students, including students with disabilities benefit from our philosophical foundations and Learning Model and are provided a full continuum of services.

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

Every trimester, the Chancellor will review policies, procedures, and practices concerning special education, along with ongoing data collection and analysis, to pinpoint both strengths and areas needing enhancement. Furthermore, routine audits of the special education program will be carried out to guarantee adherence to relevant federal laws and regulations concerning children with disabilities. Lastly, PLA is committed to fostering open communication with families and stakeholders, ensuring they are well-informed about the school's special education initiatives and enabling them to offer input and feedback on its efficacy. This approach ensures continuous improvement and compliance with federal laws such as the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA)

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

A transition end-of-year meeting will be held annually for all students leaving PLA. Transition of Services meetings will be run by the Special Education team, and they work with families to understand their rights and expectations and how to advocate



for special education services for their child in college. Students will be encouraged to attend this meeting as well to benefit from learning self-advocacy skills related to their services and needs. The SPED team will conduct a comprehensive needs assessment to identify the individual needs and goals of each special education student. This assessment should include input from the student, their family, and relevant professionals. Once the needs and goals of each student have been identified, the school will develop a personalized transition plan for each student. This plan should include specific goals and objectives related to academics and needs. The plan should also include a timeline for achieving these goals and a clear process for monitoring progress and adjusting as needed. PLA will send this plan to their new school/college along with all current paperwork to ensure the new school/college knows how to properly service them.

3) Explain how the school will meet the needs of English language learners (ELL), 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?

PLA will define "English Language Learner" (ELL) as a student whose home language is not English. Students will take a native language survey during enrolling. Students with a main language other than English whose English proficiency has not been tested will take the WIDA-ACCESS Placement Test (W-APT) during annual family orientation days or the first week of school. It screens ELLs for English competence. The evaluation will determine ELL eligibility and course placement. Using teacher observation data to give the W-APT to children who may have been omitted or misidentified will prevent misidentification. If a kid does not qualify for services, their file will include why they were tested, the results, and the reason for not giving assistance. This involves informing families. Communication will inform students and their families about their rights and services. The enrolling process includes a home language survey for all new students. During annual family orientation days or the first week of school, non-English-speaking students will take the W-APT to assess their English proficiency. The evaluation will establish ELL eligibility and group students. Ensuring proper W-APT administration and using teacher observation data to analyze kids who may have been overlooked or misidentified would prevent misidentification. If a kid does not qualify for services, their file will describe why they were tested, the results, and why they were denied assistance. This involves telling family. Communicating rights and services will inform students and families.

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

Communicating the results of the WIDA screener and WIDA Modal Assessments for ELL students and other identification and program placement decisions is essential to ensure staff and families are well-informed and can provide necessary support to students. Here's a detailed description of how this communication process could unfold:

- Compile and analyze results: After administering the WIDA screener and WIDA Modal Admin will compile and analyze the data to identify students requiring English language support or placement in ELL programs. This analysis will include comparing student performance against proficiency levels or examining progress over time.
- Inform staff: Admin will share results and program placement decisions with all staff. Admin will provide detailed information on each student's performance, identified language needs, and recommended interventions or program placements at PD sessions to discuss the results, answer questions, and collaborate on strategies to support ELL students.
- Send home WIDA communication and Schedule parent-teacher conferences/info sessions: PLA will send out written communication about WIDA, information materials, and assessment results all in their home language home language for families. Parents will be notified of WIDA Info sessions hosted by Admin and individual conferences scheduled by the teacher. Families will have the option to attend in person or online. These sessions will explain the WIDA results, identification process, program placement decisions, explain student's performance, and discuss recommended interventions. These will give families an opportunity to ask questions, share concerns, and learn more about the recommended interventions for ELL programs. PLA will provide ongoing support for families to access additional resources, attend informational workshops, or participate in support groups related to the identified language needs or ELL program placements. This will encourage open communication between staff and families to address any concerns, share progress updates, and collaborate in supporting the student's language development.
- Monitor and communicate progress: Students will be offered ELL support from the EL/TESOL teacher. WIDA students will be monitored to track progress in the interventions received. Families will receive ongoing communication to maintain transparency, foster collaboration, and ensure that adjustments can be made as needed to best support the student's language learning.



By effectively communicating the results of the WIDA screener and ELL program placement decisions to staff and families, schools can create a supportive environment that fosters language development and ensures everyone is working together to address the unique needs of ELL students. Teachers will use assessment results for small group arrangements and ensure mixed-language ability peer groups, per best practices, and to support discussion and promote English language acquisition.

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.

PLA has budgeted to hire an ELL Coach w/TESOL endorsement in year 2 and an ELL instructional assistant in year 1, the ELL Coach will coach, provide professional development to identify, monitor, and create appropriate plans to ensure the success of our ELL learners. They will monitor school compliance by the SPCSA, the Nevada Department of Education, and other required agencies to stay aligned to current laws. To ensure qualified staffing to meet the needs of ELL students, conduct assessments, and monitor the progress of ELL students, DBAE will implement a comprehensive plan that includes recruitment, training, and ongoing support for staff. Given Nevada law's requirement for TESOL endorsement for primary teachers providing EL services, the plan should specifically focus on meeting these requirements. PLA will hire EL/TESOL teachers that satisfy the state's qualifications, including having a TESOL endorsement. Training and professional development will be provided for EL/TESOL teachers and staff to stay updated on best practices, new research, and strategies for supporting ELL students. EL/TESOL teachers will oversee monitoring and evaluating students' progress on interventions given. PLA Leadership and EL/TESOL teacher will regularly review Nevada state requirements and guidelines related to ELL services and TESL endorsement to ensure compliance. The Director of Operations will be required to maintain records of staff qualifications, including TESOL endorsements, and verify that all EL services provided in pull-out and inclusive environments are conducted by appropriately licensed teachers.

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?

PLA's Foundation for its instructional programs were built with special populations such as English Language Learners in mind. Given our target area codes we anticipate an ELL student population of approximately 45%. PLA is prepared to adopt an aligned approach to our school model to ensure that English language learners have access to core academic programs. Specifically:

- All high-quality curriculum selections have been chosen with ELLs in mind with unique features such as English/Spanish versions and functions such as text to speech for accessibility.
- Use of PBL to allow for learning and demonstrating learning through hands-on work and tasks also creates an opportunity for engaging in cross-curricular language development through authentic language use. There are other benefits like opportunities to show mastery of content in differentiated ways that are native to their language.⁴⁶
- Instructional strategies we've incorporated like small group instruction, peer group work, academic discourse, and use of UDL will support providing the appropriate access to learning material and content for ELL students at PLA.
- Personalized Learning Goals: The use of student data from MAP and all other supplemental curriculum geared towards intervention such as Read/Math 180 will allow us to set personalized goals and targets, differentiate instruction, plan for intervention, and monitor student progress.
- Small Group Intervention with homogenous grouping will allow for students with similar skill levels to accelerate instruction, develop explicit language skills and add language development in ELA and Math instruction.
- Structures and systems for RTI: will allow us to guarantee equity in our approach to supporting students where they are using data and clear benchmarks and parameters to determine the best level of support to help remediate and accelerate students based on their needs.

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?

⁴⁶ <https://www.edutopia.org/blog/supporting-ells-in-pbl-projects-andrew-miller>



(SEE Response to Intervention and WIDA SECTION in Above Sections)

- 4) 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.**

PLA/ students will be tested for GATE in 3rd grade to identify who will qualify for services from 3rd-8th grade.

PLA will meet the needs of the intellectually gifted students in the following ways:

- Individualized learning plans: Teachers will create individualized learning plans for gifted and talented students that consider their strengths and needs.
- Opportunities for Dual Credit Enrollment: Students meeting or exceeding the academic and leadership requirements will be eligible for an opportunity for dual enrollment courses through a partnership with UNLV. (early entrance to college or advanced placement classes who are more ready for more advanced curriculum opportunities)
- Enrichment programs: PLA'S enrichment model rooted in the arts is essential for Gifted students.
- Differentiated instruction: Teachers can use differentiated instruction to meet the needs of gifted and talented students by providing them with more challenging and complex assignments.
- Collaboration with families: Schools can collaborate with families to provide gifted and talented students with the support they need to succeed academically and emotionally.

- 5) 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? (See combined response below)**
- b) **How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?**

Conduct a comprehensive needs assessment: PLA's families will be required to fill out a comprehensive needs assessment upon enrollment. This assessment will focus on identifying the specific needs of these students such as access to food, shelter, medical care, and educational resources. We will work to eliminate all enrollment barriers for families and provide a liaison at school to support their transition to our school community.

- Establish a point of contact: PLA's Director of Operations/ Student Enrollment & Recruitment Manager and will work closely with the school counselor to work with homeless and migrant students and their families. They will be the liaisons between the school and the community to ensure that these students' needs are being met.
- Provide access to educational resources: PLA will ensure that homeless and migrant students have access to educational resources, including school supplies, books, educational technology, special education, and ELL services.
- Offer counseling and support services: Homeless and migrant students may experience emotional and psychological challenges. PLA will provide access to counseling and support services to help students and families cope with their circumstances.
- Partner with community organizations: PLA's Director of Operations/or Student Enrollment & Recruitment Manager will work closely with the School Counselor to increase partnerships with community organizations such as homeless shelters, food banks, clothes banks, and social service agencies to support homeless and migrant students and their families. PLA will also work to establish partnerships with local health clinics, hospitals, and dental offices.
- Provide transportation: Homeless and migrant students may face transportation barriers. PLA has budgeted to buy a bus in Year 1, and Year 2. We want to provide transportation services to ensure that these students can attend school regularly.
- Provide Free Meals: PLA students will be given free breakfast, lunch, and snacks. We will work with local banks to send home food bags on Fridays for families to have meals on the weekend.



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.**

The core components of the PLA professional development cycle are adopted and adapted from Instruction Partners Pillars of Teacher Support. The key elements are training, planning, coaching, and monitoring. Each element of the cycle needs to work in tandem to support effective implementation and result in quality instruction for students. Each of these is an ongoing endeavor to support the implementation of HQIM in response to student and teacher needs, and to strengthen the quality of instruction over time. (Please see [Teacher Development Cycle](#))

Train refers to the explicit training that teachers, instructional coaches, and school leaders will get to:

- Understand the design of the curriculum and their alignment to the standards.
- Best utilize the materials at the lesson and unit level to provide quality instruction for students.
- Implement the instructional practices within the curriculum that make the curriculum come to life.

Plan refers to the collaborative and/or independent planning processes that teachers will engage in on a daily, weekly in coaching with leaders and PLCs with content and grade teams, and quarterly basis to:

- Deeply study unit plans and lesson plans to understand the intended outcomes for students.
- Internalize daily lessons to prepare for instruction, including deeply understanding the standard(s) addressed within the lesson, the expectations for the work students will do and/or produce, and anticipating potential misconceptions and how to respond to them.

Coach refers to the ongoing coaching and feedback teachers at PLA will receive to improve their content-specific instructional practices and strengthen their use of the curriculum. Coach is where the elements intersect, as it provides several different opportunities to:

- Observe teachers, which can be an informal opportunity to monitor implementation of the materials, as coaches are able to see how they are being used in practice.
- Identify trends in instruction and in the use of materials, which can inform future trainings, help to identify common planning challenges, and identify model classrooms.
- Provide individualized support to teachers to implement the training they have received, or to execute the plan created during internalization.

Monitor refers to the ongoing progress monitoring leadership team and staff will engage in to understand whether their efforts are having the intended impact on teachers and students and use that data to adjust course. A strong monitoring plan answers both what and how districts are monitoring their efforts.

In addition to that, each staff member will develop an individualized development plan that is aligned with the school's overall yearly goals for student achievement.

These elements will be conducted through a mix of internal and external conducted PD and some individualized vs whole school professional learning.

- External conducted PD will take place mostly during summer PD. We will leverage outside facilitators to support our implementation of high-quality instructional material that supports our school design. We will also invite a few vendors back mid-year to monitor our application of the curriculum and to support additional implementation professional learning. Aside from that, as you will see in our learning plan below, we will conduct professional learning aligned to school-wide trends and achievement goals for the year.
- Our PL structure is to be centered by whole school professional learning aligned to our most pertinent school priorities. However, during individualized weekly coaching sessions, teachers will have an opportunity to improve their practice and work on their individualized development plan through structures such as observation and feedback debriefs, student work analyses, and intellectual preparation meetings with their coach.

- 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.

In preparation for the upcoming founding school year, we must provide teachers with a comprehensive professional development program that will equip them with the necessary skills and knowledge to deliver the curricula and instructional methods PLA requires. The table below gives an example of what our Summer Institute will look like in alignment with our incubation Plan.

Purpose Leadership Academy Summer Staff Institute 2025 (July 7, 2025-August 1, 2025)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1(7/7-7/11)	Staff Orientation	-Staff Orientation -Self-Guided State-Required Training Modules	-Staff Orientation -Self-Guided State-Required Training Modules	-Classroom Set-up -Self-Guided State-Required Training Modules	-Classroom Set-up -Self-Guided State-Required Training Modules
Week 2(7/14-7/18)	-Restorative Justice Practices Training -All About the Mighty PLA Lions (Pride Community Circle, Family Pride Circle, Coalition Pride Circle, Mission, Vision, Core Competencies, School Culture, Expectations, Goals, School Protocols, Classroom Management, Staff Handbook, Staff Communication, Schoolwide Events, and School Model) -Teacher Coaching/Evaluation Cycle	-PBL 101 by PBL works	-PBL 101 by PBL works	-PBL 101 by PBL works	PBL training Rock by Rock -Anti-bias and culturally Relevant teaching, vulnerability, trauma-informed education, social justice, educational inequality, and the relative experience of various marginalized groups in our country (Case Studies) -Growth Mindset -LiFT Data Portal Set-up
Week 3(7/21-7/25)	-HMH Curricula Training -Waggle -Math -ELA -Science -Social Studies	-Second Step SEL -RTI Training -Infinite Campus -Math 180 -Reading 180	-LiFT Learning Set-up	-Rosters HRC Welcoming Schools Training creating an inclusive learning environment for LGBTQ+ students and employees.	-Rosters
Week 4(7/28-8/1)	Classroom Set-up	Classroom Set-up	Classroom Set-up	Open House	Open House

Purpose Leadership Academy firmly believes that the true agents of transformational student outcomes are the teachers and staff within the building. As such, we will invest heavily in the holistic development of personnel, just as we would for our students. By leveraging strengths and intentionally coaching around weaknesses, we believe that our teachers will be prepared to enact transformational change for our students. Because teachers will not all excel equally in identical professional programming, Purpose Leadership Academy will extend the multi-tiered support system for all teachers. Universal supports



include professional development during the summer and throughout the school year, collaborative learning opportunities, and formal and informal observations and coaching. Teachers who still struggle through these supports will receive additional interventions to enhance performance. These interventions may be more intensive coaching, coaching from Attuned Education Partners, observations of other high-performing teachers, site visits to high-performing Las Vegas schools, and specialized PD and individualized growth plans.

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?

Effective professional development is an ongoing process that requires a significant investment in time and resources. PLA staff will have 44 professional development days throughout the school year, all PD will be a full day and will take place on Fridays. This gives time for teachers to teach content on Monday-Thursday and then meet with their PLC teams on Friday to discuss data/ artifacts of student learning. This will give teachers a chance to adjust their lesson plans for the upcoming week to accommodate planning that takes place on Friday. Our staffing structure accommodates an instructional to aid grade levels during the weekly required planning meetings. Below is an example of how time will be used in the Friday PD schedule:

Weekly Friday Professional Development	
August 8th	School Culture- Community Pride Circle, Family Pride Circle, Coalition Pride Circle
August 15th	PBIS, MTSS, RTI,
August 22nd	Math & Reading 180, NWEA MAP Set-up Prep
September 12th	Data Dive, Small Group Creation, Intervention
September 19th	Math & Reading 180, NWEA MAP Data

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

1. HMH 24- Hr. On-call Coach: At Purpose Leadership Academy, we provide our teachers with the support they need to deliver high-quality instruction and meet the diverse needs of our students. As part of our commitment to excellence in teaching and learning, we have partnered with HMH to offer a comprehensive support system, including access to a 24-Hour On-call Coach.

This innovative resource is designed to assist teachers with their curriculum needs at any time, day or night. Whether it's a question about lesson planning, differentiation strategies, or instructional best practices, our teachers can rely on the expertise of HMH's team of experienced educators to provide timely and effective support.

The HMH 24-Hour On-call Coach offers personalized assistance tailored to the specific needs of each teacher. Whether they are new to the HMH curriculum or experienced educators looking to enhance their instructional strategies, our teachers can access expert guidance and advice to help them navigate challenges and maximize student learning outcomes.

Through this partnership, our teachers have access to a wealth of resources, including lesson plans, instructional materials, and professional development opportunities. Additionally, the 24-Hour On-call Coach provides ongoing support and feedback to help teachers refine their practice and continuously improve their instructional delivery.

By leveraging the expertise of HMH's team of educators, we ensure that our teachers have the support they need to deliver engaging, rigorous, and standards-aligned instruction that meets the needs of all learners. With the HMH 24-Hour On-call Coach, our teachers can feel confident and empowered in their ability to inspire and educate the leaders of tomorrow.

2. Beginning of the year coaching and curriculum set-up and configuration along with NWEA MAP integration.: At the beginning of the school year, Purpose Leadership Academy prioritizes comprehensive support for our teachers to ensure they are equipped with the necessary tools and resources to effectively meet the diverse needs of our students.



One key component of this support is our coaching and curriculum set-up and configuration process, which includes integration with NWEA MAP (Measures of Academic Progress) assessments. During the beginning-of-the-year coaching sessions, our instructional coaches work closely with teachers to assist them in setting up and configuring their curriculum materials to align with our school's academic standards and goals. This process involves a thorough review of curriculum materials, including textbooks, supplemental resources, and digital platforms, to ensure they are effectively integrated into instructional plans.

Additionally, our coaches provide personalized guidance and support to help teachers tailor their instructional approaches to meet the unique needs of their students. This may include strategies for differentiation, accommodations for diverse learners, and leveraging technology to enhance engagement and learning outcomes. Integration with NWEA MAP assessments further enhances our teachers' ability to meet the individualized needs of their students. By incorporating data from NWEA MAP assessments into their instructional planning, teachers gain valuable insights into each student's strengths, areas for growth, and specific learning needs. This data-driven approach allows teachers to tailor their instruction to address the specific skills and concepts that students are ready to learn, leading to more targeted and effective teaching practices.

Overall, the beginning-of-the-year coaching and curriculum set-up and configuration process, combined with integration with NWEA MAP assessments, empowers our teachers to deliver high-quality instruction that meets the diverse needs of our students. By providing teachers with the support and resources they need to succeed, we ensure that every student at Purpose Leadership Academy can thrive academically and reach their full potential.

3. On-going yearly coaching support to include Data analysis from NWEA MAP: The ongoing yearly coaching support at Purpose Leadership Academy includes comprehensive data analysis from NWEA MAP assessments, providing invaluable insights to help teachers refine and enhance their instructional practices. By examining student performance data, teachers can identify trends, strengths, and areas for growth among their students, allowing for targeted and differentiated instruction. This data-driven approach enables teachers to make informed decisions about curriculum planning, instructional strategies, and intervention initiatives, ultimately leading to more personalized and effective teaching practices. With ongoing coaching support that integrates data analysis from NWEA MAP assessments, teachers are equipped with the knowledge and resources to address the diverse learning needs of their students and drive continuous improvement in student outcomes.

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.)?

At PLA, we believe all teachers should be equipped to support all students they teach despite what level of support they may need. One of the significant parts of our model that makes us unique is our approach to students getting what they need with individualized learning plans. It is a commitment to differentiation not only for our students requiring additional support but all students.

It is why at baseline; we've planned to implement a comprehensive teacher development cycle that is targeted on improving and developing teacher skill in their ability to plan for and meet individual student needs during instruction. Our coaching and professional learning structures will ensure that teachers are getting individualized support addressing in meeting needs through weekly professional learning sessions, internalization meetings for planning differentiation, observation & feedback debriefs, and regular data progress monitoring and student work analysis.

As a school, we are committed to training targeted towards building knowledge and skills and providing applicable tools and strategies for the parts of our model meant to support learners with different needs. (i.e. universal design for learning, co-teaching, targeted small group instruction, intervention, GRR etc.) in the summer and during our Friday PDs throughout the school year.

Each grade team will also be responsible using their weekly grade level meeting structure for hosting child study teams for students who fit the characteristics of needed additional support which will happen at minimum 1-2x a month. During these meetings, they will need to report progress on these students including concrete data aligned to their



current goals and supports and action plan for where we'd like to see these students make progress in the next 3-4 weeks.

In addition to that, we will have a resident special educator assigned to provide an additional layer of development through coaching, collaboration, co-teaching, and data monitoring & action planning. This leader will also be responsible for meeting or coordinating support for meeting any additional needs or obligations outlined for any students with an IEP or accommodations and supporting the effectiveness of our RTI systems to ensure any students who may not be identified are getting what they need.

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

The individuals or positions responsible for professional development at Purpose Leadership Academy may include:

- Director of Curriculum and Instruction: Responsible for overseeing the planning, implementation, and evaluation of professional development programs for teachers and staff.
- Instructional Coaches: Work directly with teachers to provide ongoing support, guidance, and training related to instructional practices, curriculum implementation, and student assessment.
- External Consultants or Vendors: Engaged by the academy to provide specialized expertise or training in specific areas such as literacy instruction, technology integration, or social-emotional learning.
- School Leadership Team: Collaborates to identify professional development needs, plan sessions, and monitor the effectiveness of training initiatives.
- HMH (Houghton Mifflin Harcourt): Provides resources, support, and training sessions related to the implementation of their curriculum materials and educational programs.
- NWEA (Northwest Evaluation Association): Offers training and support for educators on the effective use of MAP assessments and data analysis to inform instruction.
- Other Education Partnerships: Collaborate with the academy to offer professional development opportunities, workshops, or seminars tailored to specific needs identified by the school community.

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.**

PLA has adopted a core set of beliefs that are age-appropriate research-based strategies that serves as the north star or guiding principles for how we will promote a positive environment and reinforce student intellectual and social development in service of our mission and vision.

- We believe all children are capable of academic and lifelong success.
- We believe in providing a restorative and productive space for children and teachers to discuss issues surrounding the social identities of themselves and of those around them.
- We believe in strengthening the direct link between the empowerment of one's identity and one's own academic achievement.
- We believe in fostering healthy relationships between staff members and students.
- We believe a school building is a community center and should serve as an anchor for all members of the surrounding neighborhood.
- We believe our students learn best in a school environment that is driven by data.
- We believe culturally relevant pedagogy supports students' social-emotional progress.
- We believe all students gain a sense of community ownership when civically engaged.
- We believe generational cycles of poverty are disrupted when families and community stakeholders are engaged in healthy, bridge-building dialogue.
- We believe creating safe spaces (psychologically and physically) is the foundation for strong learning to thrive.

The mission and vision of the Purpose Leadership Academy are centered around developing student leaders who are equipped to make a meaningful impact on their communities and beyond. Our primary goal is to cultivate a school community that is



continually enhancing our core competencies in all parts of our school days through a set of rituals, policies, and practices that communicate our beliefs and that provide a positive & equitable learning environment.

These core competencies will work interchangeably with our instructional school model, social emotional focus, humanizing approach to student feedback through a tier 1 MTSS structure and restorative practices to create a school that will reinforce student intellectual and social development to create a community where students can grow and thrive.

Purpose Leadership Academy's six core competencies are Leadership, Identity, Integrity, Scholarship, Humanity, and Service. Linked below are the six core competencies, how it is defined, the subskills, and the measurable indicators with embedded common core standards. See more information about core competencies here: [PLA Core Competencies](#)

To ensure we're setting our school up to live our vision we've aligned on a set of proactive culture core rituals, policies and practices that not only align with our vision for our school they communicate our beliefs about how we should accomplish that vision and create the learning environment our kids deserve. *See below for more details.*

School Rituals, Policies, and Practices	Explanation	Beliefs Communicated
Aligned School-Wide Routines and Procedures <ul style="list-style-type: none"> Arrival & Breakfast Lunch & Recess Pack Up & Dismissal Hand Washing & Sanitizing Hallways & Stairwells 	<p>At PLA, We implement a set of aligned common routines because we are all part of one system, moving forward in the same direction. It is important that students at our school see and feel consistency and predictability. These routines are also important to keep our focus on what matters most when students are in our building: each child feeling safe and loved in their classroom community and learning as much as possible to prepare them for the world. This is also connected to our Lion's Paw Bucks where learning is connected to exuding our core competencies and reinforcing the kinds of values that make our school community positive.</p>	<ul style="list-style-type: none"> We believe in providing a restorative and productive space for children and teachers to discuss issues surrounding the social identities of themselves and of those around them. We believe creating safe spaces (psychologically and physically) is the foundation for strong learning to thrive. We believe in fostering healthy relationships between staff members and students.
Lion Bucks (aligned to core competencies)	<p>We are fully committed to living and supporting our students in living out our core competencies and values daily through earning Lion Bucks This will be an opportunity to feel pride when they exemplify our competencies and lead to schoolwide joy and community.</p> <ul style="list-style-type: none"> Daily whole school and classroom morning pride circles that teach and incorporate core competencies. Weekly Community Meetings led by GLCs on Fridays <ul style="list-style-type: none"> Vision is the whole grade level comes together in a common space (or biggest classroom) to share our homeroom Lion Champions and earnings! Monthly Lion's Paw Parties by lower-El and upper-El to celebrate. <ul style="list-style-type: none"> Once a month, Paw Party in gym Families are invited, sit in back of gym. 	<ul style="list-style-type: none"> We believe all children are capable of academic and lifelong success. We believe in strengthening the direct link between the empowerment of one's identity and one's own academic achievement. We believe our students learn best in a school environment that is driven by data



	<ul style="list-style-type: none"> ○ GL's choose the focus of PAW Party 	
Family and Community Pride Circles	<ul style="list-style-type: none"> • Each morning, there will be a whole school wide morning meeting to build community through anchoring in our core competencies through short bursts of skill-building aligned to competencies through intention or goal setting and celebrating or reinforcing. • Each morning during extended homeroom and breakfast time, there is an opportunity for community building that includes: <ul style="list-style-type: none"> • Individual wellness check ins • Mini circles to support individual and collective goal setting for the day. • Skill-building through SEL curriculum 	<ul style="list-style-type: none"> • We believe in fostering healthy relationships between staff members and students. • We believe a school building is a community center and should serve as an anchor for all members of the surrounding neighborhood. • We believe our students learn best in a school environment that is driven by data. • We believe culturally relevant pedagogy supports students' social-emotional progress. • We believe all students gain a sense of community ownership when civically engaged. • We believe creating safe spaces (psychologically and physically) is the foundation for strong learning 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.

At Purpose Leadership Academy, cultivating a positive, student-centered, and restorative school culture is paramount to realizing our vision of excellence for all members of our community. To achieve this, we have developed a comprehensive plan that begins on the first day of school and extends throughout the academic year:

1. New Student Orientation and Onboarding: We understand the importance of providing a warm welcome to all new students and their families. Therefore, we will host a series of orientation sessions the week before the first day of school, as well as a family welcome night prior to the start of classes. During these sessions, families will have the opportunity to learn about our school's expectations, core competencies, and values. Additionally, they will be invited to make commitments through a student/family contract, fostering a sense of ownership and partnership in our school community. For families who join us later in the year, we will conduct individual orientation sessions and family chats to ensure a smooth transition. Each student will be assigned an advisory teacher who will serve as their point person for supporting their acclimation to school life.
2. Launch of Community: On the first day of school, we will kickstart our school culture initiatives with Community Pride Circles for the whole school and Family Pride Circles within advisories. These circles will provide a space for students, teachers, and parents to come together, share their experiences, and build connections. Additionally, our SEL programming, as discussed in previous sections, will be integrated into the curriculum from day one, promoting social-emotional learning and fostering a sense of belonging and identity within our school community.
3. Ongoing Staff Professional Learning and Data Monitoring: Professional development is essential for equipping our staff with the knowledge and skills to effectively nurture our school culture. Therefore, during our summer professional learning institute, staff will engage in targeted sessions focused on critical school culture elements such as relationship building, SEL curriculum implementation, leading family circles, and addressing behavior. These sessions will ensure alignment with our school vision and provide staff with the tools needed to create a positive and supportive learning environment. Additionally,



we will continuously monitor data related to school culture and student behavior to identify areas for improvement and inform our ongoing professional learning efforts.

For students who enter the school mid-year, we understand the importance of supporting their adaptation to our school culture. Therefore, we will provide individualized orientation sessions and family chats to help them integrate smoothly into our community. Our advisory teachers will offer personalized support and guidance to ensure that these students feel welcomed, supported, and included from their very first day at Purpose Leadership Academy. Through these proactive measures, we are confident in our ability to create a vibrant, inclusive, and nurturing school culture that promotes the academic and personal success of all our students.

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

In Year 1, Purpose Leadership Academy will establish a set of clearly defined school culture goals, presenting well-defined objectives and plans to monitor progress. These goals include:

1. 85% of students achieving a at least a rating of 2 out of 4 points on core leadership competencies.
2. Achieving an overall 80% or above school rating on targeted family questions, encompassing areas such as student growth, safety, communication satisfaction, and inclusivity.
3. Maintaining an overall 80% or above response rate to student target questions, covering aspects like perceived learning opportunities, teacher support, sense of belonging, teamwork, academic awareness, and self-directed learning.

To ensure progress towards these goals, we will conduct walkthroughs during the first 6-8 weeks and beyond, assessing how staff members are implementing our targets for a positive school culture. Any areas requiring improvement will be addressed through individualized coaching and support sessions or professional learning opportunities. Through this proactive approach, we aim to continuously enhance our school culture and ensure that every member of the PLA community feels valued, supported, and empowered.

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

⁴⁷Purpose Leadership Academy prioritizes the integration of SEL instructional strategies embedded throughout the curriculum, ensuring that social-emotional learning is seamlessly woven into every aspect of student learning. Additionally, we offer a dedicated elective/specials class with a specified SEL Curriculum, providing students with focused instruction and practice in developing essential SEL skills. Furthermore, we provide continuing education/professional development opportunities for staff to strengthen their commitment to restorative justice and social-emotional learning, equipping them with the knowledge and tools necessary to effectively support students' social and emotional growth. Through these comprehensive approaches, we cultivate a school culture that values empathy, resilience, and positive relationships, fostering the holistic development of every student. Our commitment to SEL is reinforced by integrating ten core SEL-supportive instructional and disciplinary practices recommended by the CGTL, including balanced instruction, cooperative learning, classroom discussions, academic press, responsibility and choice, competence-building, self-reflection/assessment, student-centered discipline, positive teacher language, and teacher warmth and care.

5) Discuss any required dress code or uniform policy.

PLA's required dress code or uniform policy is as follows:

All students will be issued a Burgundy Blazer & black tie to be accompanied by:

- Tops: Solid white, black, or burgundy polo or button-up shirts
- Pants: Solid black, grey, or khaki
- Shoes: Solid black or brown loafers

⁴⁷ Sugishita, Judy L. "Social-emotional learning (SEL) in a field course: Preservice teachers practice SEL-supportive instructional strategies." *Journal of Inquiry and Action in Education* 10.1 (2019): 2.



We understand that economic barriers may pose challenges for some families in acquiring uniforms. Therefore, PLA is committed to ensuring that all students have access to the required attire. We will work closely with organizations and community partners to obtain sponsorship for uniforms for families who may not be able to afford them. Our aim is to create an inclusive environment where every student can fully participate in the educational experience without facing financial burdens related to dress code requirements.

3.8 STUDENT DISCIPLINE

1) Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4.

Combine answer under question 2.

2) 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.

Purpose Leadership Academy employs a Multi-Tiered Instructional Support Model with a focus on prevention to deter negative student behaviors. If student behavior falls outside school-wide expectations, state-established behavioral guidelines will be used by school administrators to determine appropriate consequences or interventions for student behavioral violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level, and other extenuating circumstances. Whenever possible and appropriate, schools will provide restorative disciplinary practices which include 1) holding a student accountable for his or her behavior; 2) restoration or remedies related to the behavior of the student; 3) relief for any victim of the student; and 4) changing the behavior of the student.

As a part of this system, PLA will take proactive measures to reinforce positive behavior and exhibit core competencies through a PAW Bucks student incentive program where students can earn for making positive choices. This reinforces PAWS values individually and collectively school-wide, incentivizes positive behaviors, and Increases school climate. prioritizes the integration of SEL instructional strategies embedded throughout the curriculum, a dedicated elective/specials class with a specified SEL Curriculum, and continuing education/professional development opportunities for staff to strengthen a commitment to restorative justice and social-emotional learning.

3) 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 to promote the continuation of educational services in the school.

At Purpose Leadership Academy, our foremost commitment is to instruction and learning, which is why we have implemented a restorative discipline plan aimed at ensuring that disciplinary actions do not disproportionately affect specific student groups. Our school-wide Restorative Discipline Plan is designed to maintain a conducive environment for effective instruction and learning. Central to this plan are restorative practices, such as circles, which aim to prevent suspensions and expulsions while fostering positive relationships and accountability within the school community.

All incidents at Purpose Leadership Academy will be documented using the minor behavior log and major behavior referral in Infinite Campus. If a parent or guardian disagrees with the consequence, they have the right to bring the matter to the School Leadership Team for collaborative resolution. However, it is essential for all students to adhere to PLA's policies, rules of conduct, and local, state, and federal laws. Any student who violates these standards is subject to disciplinary action. Whether at school, during travel to and from school, at lunch, or during school-sponsored activities, students are expected to uphold appropriate standards of behavior. Furthermore, students participating in extracurricular activities must comply with the standards set by their sponsors and adhere to the policies and regulations established by PLA, the Nevada Interscholastic Activities Association (NIAA), and any other relevant athletic or activity association.

PREVENTION & INTERVENTION:



There are a few critical actions we will take to cultivate the school that builds skill around student needs and ensures that our response to student behavior considers the unique needs and context of each individual student as we would for making academic needs. Our primary strategy relies on all the work we do proactively to establish a strong tier 1 school culture.

These include the following elements:

New Student Orientation and Onboarding: we will host families and students a series of orientation sessions for all new students the week before the first day of school as well as a family welcome night before the start of school to acclimate families to the school expectations and core competencies and make commitments through a student/family contract. Given we know that some families will join us later in the year, they will also get an orientation and family chat with members of the leadership team and teacher before the start of their first day. Their advisory teacher will serve as the point person for supporting family and student acclimation to school.

Launch of Community (See section on features for details) : Community pride circles (whole school) and Family pride circles (advisory) and SEL programming discussed in previous sections of application form day 1 of school to create strong awareness and knowledge of the vision, core competencies, and build a sense school identity and community.

Ongoing Staff Professional Learning and Data Monitoring: During summer professional learning institute staff will have targeted school culture learning sessions to build vision, alignment, and skill around critical school culture elements including but not limited to relationship building, implementing SEL curriculum, leading family circle, addressing behavior, creating strong habits of learning, etc.

We will have a set of clearly defined school culture goals for Y1. They

- 85% of students 2 out a 4-point scale on core leadership core competencies
- Overall, 80% or above school rating on target family questions that include:
 1. My students are learning and growing here.
 2. My student feels safe, seen, heard, and supported.
 3. I am satisfied with the level of communication with the school.
 4. PLA feels like a welcoming and inclusive family.
 5. Overall, how would you rate this school?
- Overall, 80% or above response to student target questions:
 1. We learn a lot at this school.
 2. My teachers truly believe that every student will grow to reach his or her greatest goals and dreams.
 3. Overall, how much do you feel like you belong at your school?
 4. In school, we are learning to work together as a team.
 5. I know how I am doing academically and what I must do to be successful.
 6. In this school, I feel in charge of my learning.

We will leverage walkthroughs the first 6-8 weeks and beyond to assess progress on how staff are implementing our targets for positive school culture and remediate during individualized coaching and support or professional learning sessions.

SUPPORTS OFFERED

Understanding that all students will not excel equally with the same system of support and services offered in the classroom is central to Purpose Leadership Academy's mission of ensuring transformational academic outcomes for all students. As such, Purpose Leadership Academy provides a wide range of support services within the school, making referrals to outside sources, when necessary, to support students with additional needs.

Individualized Learning: Every student at Purpose Leadership Academy will receive targeted instruction within the classroom in small groups of students with similar levels and abilities. Furthermore, a teacher assistant (TA) and/or Interventionist will focus solely on identifying and pulling small groups of students throughout the school day for individualized learning opportunities.



Response to Intervention (RTI): For students who are struggling in the classroom, academic intervention is provided at increased levels of intensity, with cadence to a schedule, and progress monitoring to accelerate student learning by their Classroom Teachers and Teacher Assistants.

Special Education: Under state and federal law, Purpose Leadership Academy will provide all services required by a student's Individualized Education Plan (IEP) or 504 plan. We will maintain well-trained Special Services staff, responsible for identifying, monitoring, and evaluating students with special needs.

English Language: After identification through the WIDA-ACCESS assessment, Purpose Leadership Academy's English Language Learner team will develop and deliver support to reinforce language acquisition in both speaking and writing for ELL students.

Social Work: Purpose Leadership Academy will employ a full-time Social and Emotional Health Coordinator to support Special Education services and provide counseling and other social work services for all students/families.

Behavioral Supports: Students requiring additional support (Special Education or otherwise) in correcting and self-regulating their daily behavior will receive services in the form of Behavioral Intervention Plans (BIPs), counseling, mentoring, and targeted instruction.

Support for transfer students: All new and transfer students and their families will be required to attend an in-person family orientation to ensure they are acclimated to the school and get clear on how all parties support the student on their new journey. In addition to that, all new families will get a personal reach out from a family liaison representative who will support them in the transition process by answering clarifying questions and inviting them into the engagement offered by the school. New students joining the PLA family, will be assigned a staff and student buddy to support the transition into the learning community for students and families.

4) 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.

When a student commits a serious violation (Level 4) or several, repeated intermediate violations (Level 2-3), they may be recommended for suspension. While Purpose Leadership Academy will first attempt to address behavior violations through restorative interventions and if these prove unsuccessful, the student is unwilling to participate, or they present a danger to themselves or others, removal may be used. If recommended for either in-school or out-of-school suspension, the parent/guardian of the student will receive a phone call and written communication including:

- The type of suspension (i.e. in-school, out-of-school)
- The length of the suspension/return date
- Reason for removal
- Any other interventions requested to address behavior (i.e. parent meeting, civic engagement)

In the event of repeated out-of-school suspensions and/or serious violations (Level 4) that warrant potential expulsion, parents/guardians will be informed within 2 days of the incident of Purpose Leadership Academy's intent. If the school chooses to pursue expulsion, an expulsion meeting will be scheduled, at which the Purpose Leadership Academy will present evidence to support the request for expulsion and the student in question and/or parent/guardian can respond. The student may be suspended while waiting for an expulsion meeting and while awaiting the outcome of said meeting. The results of an expulsion meeting will include:

- The student may be returned to the school with no further consequences.
- Students may be returned to the school on probation with stipulations.
- Students may be offered an alternative placement with a waiver being signed before placement; or
- In extreme cases, the student may not be offered educational options.

Only students who are at least 11 years old may be removed from PLA, suspended, or expelled with the following exceptions: A general education student in possession of a firearm or dangerous weapon (NRS 392.466.3), Under extraordinary circumstances, in which case a school may request an exception to this prohibition from PLA's Board of Directors (NRS 392.466.9, NRS 392.467.1). Accordingly, suspension or expulsion of students in Purpose Leadership Academy will occur only



in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as applicable. When city, state, or federal laws have been violated, a referral will be made to the proper legal authorities.

Additional protections exist for Purpose Leadership Academy students with special needs in the event of a change of placement (extended suspension/expulsion). A change in placement, as the result of a discipline violation, is regarded as more than 10 consecutive days of suspension or more than 10 total days of suspension throughout the school year. A behavior warranting a suspension or expulsion (see Student Code of Conduct) by a student receiving Special Education services will be classified as to whether it manifested because of their disability. If it is determined that the behavior was a manifestation of the disability OR that the school was negligent in providing appropriate services to prevent the behavior, the school will develop an immediate plan to address the behavior/deficiencies. If it is determined that the behavior was not a manifestation of the student's disability, they will be subject to the same consequences as the general population of students.

For additional information, please consult the "Notice of Procedural Safeguards," provided to the parents/guardians of all students receiving Special Education services at the beginning of the school year or contact the Director of Specialized Services.

(See attachment 4 for state mandated expulsions)

Due Process

In the event of possible suspensions and/or expulsions, Purpose Leadership Academy will follow the guidelines established by the Clark County School District Student Code of Conduct. The process to be utilized is as follows:

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that the student stay in school during the appeal of a suspension. A student determined by the Principal or the Social Emotional Health Coordinator to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process.

Appeals are to follow the Procedures for Resolution of Parent/Guardian Concerns.

(See attachment 4 for more information on the process for criminal offenses.)

5) 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 implementation, accurate records maintenance and reporting of PLA's school discipline and culture plan which was adopted from Cactus Park Elementary School plan will be the responsibility:

- Chancellor:
 - Accountable for school-wide implementation of the discipline policy and establishment of school policies, including the student code of conduct.
 - Supervises the creation, implementation, and monitoring of restorative practices.
 - Includes stakeholders such as teachers, administrators, and students.
 - Responsible for implementing and monitoring the efficacy of the restorative practices program.
 - Devises a plan for evaluating the program and provides training and resources to support its implementation.
- Vice-Chancellor/Dean of Culture:
 - Implements PLA's school discipline and culture plan.
 - Works in conjunction with the Director of Operations and the Attendance and Compliance Manager.
 - Responsible for all suspension and expulsion decisions, with oversight of the Chancellor.
 - Trains staff for school-wide implementation of proactive and restorative management practices.
 - Maintains accurate disciplinary records, reports discipline data to relevant stakeholders, and advises the board on disciplinary matters.



- Director of Operations:
 - Works in conjunction with the Vice-Chancellor/Dean of Culture and the Attendance and Compliance Manager.
 - Assists in the implementation of PLA's school discipline and culture plan.
- Attendance and Compliance Manager:
 - Works in conjunction with the Vice-Chancellor/Dean of Culture and the Director of Operations.
 - Assists in the implementation of PLA's school discipline and culture plan.

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

PLA's goal for student behavior is: (1) decrease the number of infractions each year by 10% (2) prevent disparities in discipline practices to ensure that it is equitable among student population and (3) diversify the teaching staff in terms of both teachers' racial/ethnic backgrounds and their training to ensure to is representative of the student population. ⁴⁸Restorative justice programs show promise when they are implemented with fidelity and supplant existing discipline structures and practices. Equity training and self-reflection will be a norm at PLA. These practices can help to proactively reduce disproportionate discipline. Please see the professional development and school culture section on how diversity, equity, and inclusion will be implemented.

To track discipline data, PLA will use a variety of tools such as incident reports, discipline referrals, and disciplinary action logs. We will track the number and types of disciplinary incidents that occur, as well as the actions taken to address them. We will conduct regular surveys and questionnaires to assess students. We will observe, document, and highlight all instances of positive peacemaking, peace building, and peacekeeping. Students will be required to reflect on behaviors in their family pride circles. PLA will use this data to identify patterns and trends in student behavior, and to develop strategies for preventing and addressing negative behaviors. For example, if the data shows that a particular type of behavior is more common in a certain grade or classroom, the school may develop targeted restorative interventions to address that behavior. Additionally, PLA will use discipline data to evaluate the effectiveness of our restorative disciplinary policies and procedures. Analyzing data on disciplinary incidents and actions taken, we can identify areas where their policies and procedures may need to be revised or improved. Overall, by tracking and using discipline data, schools can promote a safe and respectful learning environment for all students and share success stories and best practices among staff.

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 duration of the instructional year, the number of instructional days, and the number of holidays and vacations reflect the needs of our target population and educational model. We will utilize a trimester schedule for a variety of reasons, including extended instructional periods, more time for feedback, and greater alignment with high school. We incorporated community feedback by closely aligning with the Clark County School District's annual calendar so that families with children attending different schools can manage multiple schedules. Per [NAC 387.120- 387.125](#) and the [Guidance Memorandum 24-01](#) Our calendar adheres to the alternative calendar requirements with flexible # days of instruction and required number of minutes per year mandated by state law. PLA will have 165 days of instruction, [Attachment 5](#) contains the annual academic calendar, which will be included in the Student and Family Handbook each year.

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.

⁴⁸ Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325–353. <https://doi.org/10.1080/10474412.2014.929950>



How a school day and week is structured can have a significant impact on the learning experience of students and the success of a school. In this prompt, we will discuss the length of the school day, start and dismissal times, and the number of instructional minutes/hours for core subjects, as well as provide a draft teacher and student schedule for the first year of operation.

Structure of PLA's school day and week: PLA's start time for students on Monday through Thursday is 7:30 am. Breakfast will open at 7:30am and morning circle will begin promptly at 8:00 am. PLA's dismissal time for students on M, T, W, & Th is 4:00 pm. The daily and weekly schedule at Purpose Leadership Academy is designed to include our core components - SEL integrated core academics, enrichment, project-based learning, learning acceleration, and restorative circles/SEL.

PLA Teacher Schedule: Teachers are contracted Monday through Friday from 7:30am to 4:00pm. This time includes 90 minutes of daily prep period. It also includes a 30-minute duty-free lunch. The priority for teacher development and collaboration are core components driving the schedule. PLA was given feedback from multiple Charter School Principals and Teachers about incorporating full PD days in our weekly schedule to take place on Fridays of each week unless it's a 4-day week. On Fridays starting at 8 am, we come together as a whole staff for ongoing professional development, collaboration time, and flex meeting block. On certain Fridays when teachers aren't in their required PD sessions, teachers will have time for an extended lunch, self-care time, and flex time for collaboration and required meetings.

Number of instructional minutes daily and weekly for core subjects, and core model components:

PLA Instructional Minutes		Grades 3-5	
Regular Days		165	
Start time		8:00 AM	
End Time		4:00 PM	
Number of Hours		8	
Total Number of Minutes		480	
Recess Min		30	
Lunch Min		30	
Actual Daily Instructional Min		420	
Number of Days		165	
Total Minutes per year		69,300	

3-5th grade Weekly Schedule			
Daily Instructional Minutes (Mon-Thu)		Weekly Instructional Minutes	
Math	60 minutes	Math	240
ELA	90 minutes	ELA	360
Acceleration/Intervention	30 minutes	Acceleration/Intervention	120
PBL Block Science & Social Studies	60 minutes	PBL Block Science & Social Studies	240
RJ/SEL Spaces	80 minutes	RJ/SEL Spaces	320
Total with Breaks & Transitions	450	Total with Breaks & Transitions	1800
Total without Breaks & Transitions	390 Minutes	Total without Breaks & Transitions	1560



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.

PLA's calendar, daily and weekly schedule was designed to be optimal to support the implementation of our school model and meet the needs of the ELL population, Sped population, FRL population. PLA designed schedules to ensure alignment between teacher and student schedules. PLA's Schedule and Calendar allows for the following:

- Fridays break from our rigorous and engaging daily schedule.
- Students are fed breakfast, lunch, and snack daily to ensure our FRL population is fed 5 days a week.
- A trimester system grading periods and allows time for our project-based learning collaborations to have ample time for a full project cycle.
- SEL integrated academics has incorporated time in ELA and math to allow for whole person checks and tasks that may include an SEL component.
- Project-based learning time in the schedule allows students to focus on science, social studies, and ELA. This will allow a more hands-on and student led approach for our targeted population. Teachers will use arts, SEL, math, social justice, and ELA components during the PBL block.
- Our RJ/SEL circles are crucial to our positive, inclusive, growth mindset school culture. This will help build community address conflicts and behavioral issues in a non-punitive way, promoting accountability and growth.
- Learning acceleration/interventions blended learning approach will student on, above, and below grade level. This will include individualized instruction, small group work, tutoring, and other strategies to support students who may need extra help.
- Full-day weekly professional development for teachers can help ensure that they are equipped with the skills and knowledge needed to effectively teach an underserved population.

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?

School attendance is essential for student achievement. Students who are absent from school are unable to acquire the knowledge and skills essential from SEL integrated academics, and Project-Based learning PLA's goal for student attendance is to achieve an average daily attendance rate of at least 95%. To ensure high rates of student attendance, the school can take the following steps:

A Nevada K-12 school's goal for student attendance could be to achieve an average daily attendance rate of at least 95%. To ensure high rates of student attendance, the school can take the following steps:

- Conduct regular outreach to parents and guardians to communicate the importance of attendance and the negative impact of chronic absenteeism on student achievement.
- Provide incentives for students with good attendance records, such as recognition at school assemblies, certificates, or other rewards.
- Train School Operations support staff to use Infinite campus to track and monitor daily attendance and notify parents of unexcused absences in a timely manner.
- Develop a system for identifying and addressing barriers to attendance, such as transportation issues, health problems, or family emergencies. Families of absent kids will be contacted by daily attendance calls, written notification after three absences, and a conference after five absences.
- Led by the Director of Operations the attendance team will include the leadership team, and Attendance and Compliance Manager will collect and monitor attendance data, identify patterns of truancy and chronic absenteeism, and develop interventions to reduce these rates. We will work with families to increase attendance, as well as collaborating with teachers to ensure chronically absent kids receive help. PLA's school model and structures put in places are designed to increase daily attendance by keeping students engaged and involved.

The responsibility for collecting and monitoring attendance data falls on the attendance team leadership, school office support staff. However, it is important that all teachers take responsibility for monitoring attendance in their classrooms and reporting absences to the appropriate staff member. To reduce truancy and chronic absenteeism, PLA will provide a range of supports, such as:



- Counseling services from our counselor and community partner Solutions of change to address mental health or behavioral issues that may be contributing to absenteeism.
- Collaboration with community organizations and agencies to provide additional and specific resources and supports for families in need.
- Acceleration time in our schedule and Tutoring support will help students catch up on missed work, work on targeted skills, and stay on track with their studies.

PLA's objective for student attendance will be clearly communicated to all stakeholders, accompanied by a comprehensive support system and interventions to ensure students attend school regularly and fulfill their academic potential. Chronic absenteeism, as defined by Nevada state laws, refers to a student missing 10% or more of the school year, irrespective of whether the absences are excused or unexcused. In practical terms, this means that a student who is absent for 16.5 days or more in a 165-day school year is deemed chronically absent.

Excused absences are those that are legitimate and acknowledged by the school, often due to illness, medical appointments, or family emergencies, while unexcused absences are absences without valid justification. Truancy, on the other hand, occurs when a student misses school without a valid excuse, and can lead to legal consequences under Nevada laws. PLA is committed to adhering to due process procedures outlined by the state of Nevada, ensuring that students' rights are protected, and appropriate actions are taken when addressing attendance issues. By identifying the underlying causes of chronic absenteeism and implementing targeted interventions, PLA aims to mitigate barriers to attendance and empower students to achieve academic success.

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. If 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.

PLA's dual credit program will provide highly motivated Nevada high school students who have met or exceeded expectations an opportunity to get a head start on their college education. Through this program they will have an opportunity to:

- Earn dual credit (university and high school credit)
- Enroll in exciting and challenging courses that will count toward a future degree.
- Earn dual credit for high school, upon approval from your high school counselor.
- Understand the expectations of a college student and become better prepared for the transition to college.

Proposed Partner	Proposed Courses & Description
University of Nevada Las Vegas	<ul style="list-style-type: none"> • CED 250 (School-Based Mental Health Careers): Highlights transferable skills needed for proficiency in school social work, school counseling, school psychology, and other fields of human services. • CED 117 (Interpersonal Skills in Human Relationships): Focuses on self-awareness, self-care, recognizing personal bias, and building meaningful relationships with others.



- LDE 201 (Introduction to Leadership): Teaches various leadership styles, negates the perceived ideology that “leaders” must be in a “leadership position,” and encourages students to take action and become leaders in their schools, communities, and clubs/organizations.

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.

Engagement with the UNLV College of Education (UNLV COE) will be robust and dynamic, reflecting a shared commitment to advancing educational opportunities for students in Southern Nevada. PLA will work closely with the Director of Workforce Readiness and Community Initiatives to maintain and grow a fruitful partnership between Purpose Leadership Academy and the UNLV College of Education. The two parties will meet regularly, especially during the beginning phases, to articulate the shared vision of empowering high school students to become college and career-ready through innovative educational programming. PLA and UNLV COE will outline goals for the Early College Program, emphasizing its holistic approach to preparing students for success in higher education and the workforce.

In addition, both parties will work collaboratively to draft a Memorandum of Understanding (MOU) outlining the terms of the partnership. The MOU will define the roles and responsibilities of each party, including the provision of college courses for dual credit, career exploration initiatives, and professional development opportunities for both students and educators. The will document serves as a formal agreement establishing the commitment of both entities working together towards the vision on PLA. To ensure that courses or built or proposed with PLA best interest in mind, there will be opportunity for joint curriculum development efforts and faculty training initiatives. These endeavors aim to ensure alignment between Purpose Leadership Academy's educational offerings and UNLV's academic standards, thereby enhancing the quality of instruction and support provided to students.

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.

UNLV College of Education will be compensated for providing courses and resources to Purpose Leadership Academy (PLA) through a structured fee arrangement that is reflective of the Early-College (Dual Enrollment/Concurrent Enrollment) tuition mandated by the Nevada System of Higher Education. The manner and amount of compensation are outlined as follows:

Tuition Charges:

Courses taught on PLA's campus by a faculty member employed by PLA will incur a tuition charge of \$75 per course for students. This fee reflects the cost associated with delivering the course at the high school campus.

Courses taught at UNLV's campus will range between \$300-\$450 for tuition per course. This fee structure reflects the additional resources and facilities provided by UNLV.

*Students are also charged a one-time \$30 application fee (fee's will be offset by proposed grant funding that the school will apply for)

Compensation for Instructors:

Instructors teaching courses on the high school campus will be compensated by UNLV College of Education. They will be hired as Part-Time Instructors and will receive appropriate compensation for their teaching services.

Grant Collaboration:

As part of the partnership agreement, PLA will be eligible to collaborate with UNLV College of Education on grant proposals aimed at securing funding for programming. This collaborative approach enables both institutions to leverage their resources and expertise to support the educational needs of students. This grant will cover all fees associated with the program to prevent a cost barrier for families and students.



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.

Monitoring students enrolled in a dual enrollment program will fall under the administration of the Director of Curriculum and Instruction and involves several key components to ensure their success and progress. Here's how a school might effectively monitor students in such a program:

1. Course Enrollment:

- **Initial Assessment:** Before enrolling in dual enrollment courses, students may undergo assessments to determine their readiness for college-level coursework. These assessments could include standardized tests, placement exams, or evaluations of prerequisite skills.
- **Advising and Counseling:** Guidance counselors or academic advisors work closely with students to help them select appropriate dual enrollment courses based on their academic interests, career goals, and college readiness. They provide information about course requirements, prerequisites, and transferability of credits.
- **Registration and Enrollment Tracking:** The school's administration or registrar's office manages the enrollment process for dual enrollment courses, ensuring that students are properly registered for their chosen classes and that all necessary paperwork is completed.

2. Attendance:

- **Attendance Monitoring:** Teachers or instructors for dual enrollment courses track students' attendance and participation in class sessions, either through manual record-keeping or electronic systems.
- **Communication with Students:** Instructors communicate attendance expectations to students at the beginning of the semester and follow up with students who are absent or falling behind to provide support and encouragement.

3. Acquisition of College Credits:

- **Grade Reporting:** Instructors submit grades for dual enrollment courses according to the college or university's grading policies and deadlines. These grades are recorded on the students' official transcripts.
- **Transcript Evaluation:** The school's registrar or academic office reviews students' transcripts periodically to ensure that college credits earned through dual enrollment are properly recorded and accounted for.
- **Transfer Credit Evaluation:** For students planning to continue their education at a different institution after high school, the school assists in the process of transferring college credits earned through dual enrollment. This may involve providing transcripts, course descriptions, or other documentation to the receiving institution for credit evaluation.

4. Progress Monitoring and Support:

- **Regular Check-Ins:** Guidance counselors or academic advisors meet with dual enrollment students regularly to discuss their progress, address any challenges they may be facing, and provide academic support or resources as needed.
- **Intervention and Support Services:** If students encounter difficulties in their dual enrollment courses, the school offers intervention and support services such as tutoring, academic counseling, or study skills workshops to help them succeed.
- **Parent/Guardian Communication:** The school communicates regularly with parents or guardians of dual enrollment students to keep them informed of their child's progress and to involve them in the support process.

5. Feedback and Evaluation:

- **Student Feedback:** The school collects feedback from dual enrollment students regarding their experiences in the program, including the quality of instruction, the rigor of coursework, and any challenges or concerns they may have.
- **Program Evaluation:** The school conducts periodic evaluations of the dual enrollment program to assess its effectiveness in meeting student needs, identifying areas for improvement, and ensuring alignment with academic standards and goals.

By implementing a comprehensive monitoring system, the school can track students' enrollment, attendance, and acquisition of college credits in the dual enrollment program, providing support and guidance to ensure their success in both high school and college coursework.



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 SPCSA13F⁴⁹.

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. Not Applicable
- 2) Describe the system of course credits that the school will use. Not Applicable
- 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. Not Applicable
- 4) Explain how the school will ensure students participate in assessments and submit coursework.
- 5) Explain how the school will conduct parent-teacher conferences. Not Applicable
- 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. Not Applicable
- 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. Not Applicable
- 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.

Not Applicable

⁴⁹ [NRS 388.820-388.874](#) and [NAC 388.800-388.860](#)



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.

PLA is governed by a board of directors composed of high-capacity professionals with diverse expertise, ensuring the qualifications for an effective board are met. PLA's board includes at least (5) but no more than (11) members, with the exact number determined by the board through resolutions. The board may decide to appoint additional members after evaluating the board's current needs and available skill sets. The board is responsible for the charter of the school, guaranteeing that PLA fulfills or surpasses its conditions, including adhering to state laws and accomplishing the educational and operational objectives of the school. The board's meetings are conducted according to its bylaws and in compliance with all SPCSA, state, and federal regulations. As mandated by state law, board meetings are publicly accessible.

The board's primary duties include:

- Ensuring leadership accountability: The board appoints, supports, oversees, and assesses the Chancellor.
- Strategic planning: The Chancellor devises a multi-year strategic blueprint. The Chancellor also creates an annual plan to include but is not limited to the following topic areas: Instruction, Talent, Operations, Facility, Finance, Parent and Community Engagement, Student Recruitment, Enrollment, etc. for implementation and monitoring by the board.
- Promoting the organization's profile: Board members act as ambassadors, enhancing PLA's community standing through activities like fundraising, promoting the school, and participating in committees to guide key operational areas.
- Maintaining legal and ethical standards: The board ensures PLA's adherence to all relevant federal, local, state, and SPCSA laws, regulations, and guidelines, maintaining the highest ethical standards.
- Parental appeals: The board hears appeals from parents regarding student expulsions.
- Budget and financial stewardship: The board oversees financial management, including budget approval, fiscal health monitoring, establishing financial controls, and ensuring required financial audits are conducted.
- Board evaluation and growth: The board engages in continuous self-assessment and development.

The board's relationship with the school is mediated through the Chancellor. The board collectively directs the Chancellor through resolutions, acting with a quorum. No single board member has authority over the Chancellor or any school employee outside of quorate board meetings. The board sets organizational goals aligned with PLA's mission and vision, authorizer accountability measures, and state laws; the Chancellor oversees goal implementation. The Chancellor manages daily school operations. The board functions according to its bylaws. Board officers, including the Chair, Vice-Chair, Secretary, and Treasurer, are elected annually, and the committee structure is outlined in the bylaws and below:

- Academic Committee: The Academic Committee of PLA evaluates and revises the curriculum to align with current educational norms, best practices, and student needs, including selection of textbooks, teaching materials, and assessment tools. The committee sets and monitors educational standards, ensuring students receive quality education. It collaborates with educators and other stakeholders in setting benchmarks and goals, oversees assessment systems to gauge student performance, and evaluates curriculum and instructional effectiveness.
- Executive Committee: Chaired by the board's chairperson, PLA's Executive Committee can enact full board authority in alignment with the charter and bylaws. It addresses interim issues and considers policy and program changes.
- Finance Committee: Run by PLA's treasurer, this committee oversees the annual audit, reporting findings for board approval, directs budget development and recommendations, and assesses the school's financial status for board reporting.
- Facilities Committee: PLA's Facilities Committee develops strategies for property identification, acquisition, and renovation, focusing on both current and future facilities.



- 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?**

PLA's Chancellor is obligated to present an annual strategy encompassing objectives and targets for finances, operations, and curricula at the start of every school year. To ensure adherence to PLA's core mission, vision, and educational objectives, the board scrutinizes and ratifies this annual strategy. To articulate all objectives and targets a dashboard will be established for all reporting's periods for the board to access.

Timeline and procedure for board oversight reviews of PLA:

- Annually: the board assists in formulating and ratifies PLA's overarching strategic plan.
- Annually: the board ratifies the Chancellor's yearly plan, which includes financial, operational, and academic objectives; the board assesses the Chancellor's performance based on progress towards the annual plan's objectives.
- Each trimester:
 - The Chancellor reports on academic metrics, including student achievement, retention rates, attendance figures, and other student-focused indicators (such as RTI progress tracking, NWEA MAPS, SBAC, Math and Reading 180, and e-learning analytics).
 - The Chancellor provides updates on parent satisfaction levels and arranges for a teacher, student, and parent/guardian to offer insights to the board.
- Monthly:
 - PLA's external administrative support provider, Charter Impact, delivers monthly financial briefings to the Chancellor and finance committee. These briefings detail PLA's budgetary situation, income, expenditures, and these key financial indicators vital for school operations, including cash flow, projections, and expense statements.
 - The Operations Director presents reports on the school's infrastructure, resources, attendance records, student turnover, disciplinary data, and other operational aspects.

- 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 Purpose Leadership Academy's founding board is a diverse and accomplished group committed to revolutionizing education, particularly for African American and Latino men and youth. Led by a visionary educator Leondrus (Leo) Tramaine Wright, who brings a wealth of experience as a 4th-grade teacher, executive chef, and co-founder of Brothers with Purpose, the board is dedicated to creating a safe learning environment. Leo's commitment is further evidenced by his memberships in organizations uplifting black men.

Joining Leo is Raeshann D. Canady, a highly accomplished professional with a diverse background in law, social work, and leadership. Her commitment to justice and advocacy and her experience in legal representation and policy development bring a crucial element of community service and equity to the Purpose Leadership Academy.

The board is enriched by the inclusion of another invaluable representative, George Anguiano-Perez. George Anguiano-Perez, a seasoned Mortgage Loan Originator with a background in the financial and automotive industries, contributes financial and interpersonal expertise to the board. His proficiency in mortgage lending, money management, and bilingual communication enhances the board's strategic capabilities. George's commitment to customer service aligns seamlessly with the mission to provide a well-rounded and supportive educational experience.

Together, Leo, Tehran Price, Raeshann D. Canady, George Anguiano-Perez, and a few others form a dynamic team. This diverse and accomplished founding board embodies a comprehensive approach to education, emphasizing not only academic excellence but also holistic development, community engagement, and advocacy for underrepresented communities. Their



collective expertise positions Purpose Leadership Academy to make a lasting impact on the educational landscape, aspiring to change the world one student at a time.

Below you will find the entire Committee to form and Proposed Board their current role and community involvement:

Committee to Form	NRS 338A.240 Compliance	Current Job/Committee to Form Affiliate	Qualifications
Raeshann Canady	Lawyer	Attorney, Legal Aid Center of Southern Nevada, Proposed Board Chair	<p>Raeshann D. Canady is a highly accomplished individual with a diverse background in law, social work, and leadership. Holding a Juris Doctor from Marquette University, a Master of Social Work from the University of Michigan, and a Bachelor of Arts from the University of Michigan, Raeshann's educational journey reflects a commitment to justice, social welfare, and advocacy. With extensive professional experience, Raeshann has served as an Attorney at the Legal Aid Center of Southern Nevada, providing legal representation to children involved in minor guardianship proceedings. Additionally, she has held significant roles such as Chief Appeals Referee at the State of Nevada and Director of Nevada Impact at Leadership for Educational Equity, where she worked towards achieving equity for students and families in Nevada through collective action, advocacy, and policy development.</p> <p>Raeshann's career also includes leadership roles in the City of Las Vegas Municipal Court, the Eighth Judicial District Court, and the Wisconsin State Public Defender. Notably, she managed divisions, oversaw federal and state grants, and played a key role in the creation, revision, and implementation of various programs.</p> <p>In addition to her professional achievements, Raeshann is actively involved in community service, volunteering at the LGBTQ Center of Southern Nevada and serving as a Moot Court Judge for the National Black Law Student Association. Her commitment to justice, diversity, and inclusion is further evident through her involvement in the Paralegal Advisory Committee at Milwaukee Area Technical College and as Past-President of the Board of Directors for Wisconsin Community Services, Inc. Raeshann D. Canady is a dedicated professional whose expertise spans law, social work, and community leadership.</p>
Dr. Melvin King	Development	Library Development Manager, City of North Las Vegas Library, Proposed Board Vice-Chair	<p>Dr. Melvin R. King, a resident of North Las Vegas, holds a Ph.D. in Organizational Leadership from Columbia International University. With a diverse background, Dr. King currently serves as the Library Development Manager for the City of North Las Vegas, overseeing planning and operations. His dedication to community service extends to roles such as Volunteer and Event Coordinator at The Public Education Foundation and positions at CORE Powered by The Rogers Foundation, where he excelled as Development and Grant Manager and Program Manager. Dr. King's extensive experience also includes roles as a Learning Specialist, Case Manager, Developmental Advising Specialist, and Health Programs Advisor, showcasing his commitment to education and</p>



			community empowerment. Additionally, he actively contributes to various professional affiliations, serving as the Board Chair of the North Las Vegas Library Board of Trustees and being an active member of the Young Nonprofit Professional Network. Dr. King's multifaceted expertise encompasses program leadership, fiscal budgetary management, strategic planning, and community engagement.
Dr. Andre Ponder	School Administrator	Director, Battle Born Youth ChalleNGe Academy, Proposed Board Member	Dr. Andre' L. Ponder, an accomplished educational leader based in Las Vegas, NV, holds a Doctorate Degree in Organizational Leadership from Grand Canyon University. With a strong focus on transforming organizational learning experiences, Andre' has a proven track record of success in various leadership roles. Currently serving as the Director for the Battle Born Youth ChalleNGe Academy in the Elko County School District, he collaborates with the Nevada National Guard to provide educational opportunities for at-risk youth. Andre' brings a wealth of experience, including superintendent roles at the Mineral County School District in Nevada and the Red Mesa Unified School District in Arizona. His commitment to education and leadership is further evidenced by his diverse roles, including serving as Deputy School Principal in Abu Dhabi, United Arab Emirates, and various positions within the Broward County School Board in Florida. With a robust educational background and extensive professional experience, Andre' is dedicated to fostering academic excellence and creating positive learning environments.
Tehron Price	Parent & Licensed K-12 Teacher	Special Education Teacher & Coach Clark County School District, Proposed Board Member	Tehran Price is a dedicated Special Education Instructor at Sunrise Mountain High School STAR program in Las Vegas, Nevada. With a background in Division, I & II Football and Track & Field from Eastern Washington University & Humboldt State University, Tehran brings a wealth of sports experience to his role. With over 20 years of coaching, he has worked with nationally ranked teams and players, some of whom have gone on to play professionally. Tehran's commitment goes beyond the court, as his main goal is to see student-athletes attend college and make the most of their education. His extensive coaching history spans various schools and programs, showcasing his passion for both education and sports.
Catrina Pelletier	Licensed K-12 Teacher	Teacher, Grade Level Chair, Clark County School District, Proposed Board Member and Academic Oversight Committee Chair	Catrina M. Pelletier is a TEFL certified educator with a master's degree in education in curriculum and instruction. She has a strong commitment to holistic student development. Currently serving as a 4th-grade teacher at Clyde C. Cox Elementary School in Las Vegas, Catrina excels in creating and revising standards-based lessons, interpreting data to ensure equitable education experiences, and maintaining classroom management rooted in respect, responsibility, and kindness. Her teaching journey also extends globally, including



			<p>experiences as an Online ESL Teacher for VIP Kid in Beijing, China, and at CnC Academy in Seoul, South Korea, demonstrating her adaptability and proficiency in tailoring lessons to diverse learning styles. Catrina's leadership and volunteer experiences further highlight her dedication to education, including roles as a Book Club Advisor, Garden Club Advisor, and involvement with Teach for America. With excellent multitasking skills, a positive approach to creating productive spaces, and proficiency in Microsoft Office programs, Catrina Pelletier is poised to contribute significantly to the field of education.</p>
Benjamin Burns	Community Member	Director of Creative Strategy, Quillin Advertising, Public Relation & Social Media, Proposed Board member	<p>Benjamin D. Burns, originally from Missouri, developed a passion for exploration and innovation. He sought opportunities to travel, initially joining the school marching band for the chance to experience new places. After studying and living in various Asian countries, he realized the universal power of storytelling that transcends cultural boundaries. Overcoming a fear of public speaking, he pursued a major in communication, earning numerous awards and delivering a graduation speech.</p>
Kimberly Bredenson	Human Resource	HR Operations Manager, Global Health Labs, LLC, Proposed Board Secretary	<p>Kimberly Bredeson, based in Las Vegas, Nevada, is an accomplished HR professional with over 13 years of progressive experience in HR program design and management. Currently serving as the HR Operations Manager at Global Health Labs, LLC in Seattle, she excels in collaborating with stakeholders to develop policies, manage benefits programs, and lead significant HR initiatives. Kimberly's expertise extends to her role as the Principal Benefits Consultant at Caravel Health Insurance Consulting LLC, where she founded a consulting practice to assist individuals and small businesses in optimizing health benefits. Her extensive background includes serving as a Benefits Analyst at the Bill & Melinda Gates Foundation and a Senior Benefits Specialist at Willis Towers Watson, showcasing her skills in program design, project management, and vendor relations. With a Bachelor of Arts in Politics from the University of California, Santa Cruz, Kimberly Bredeson is a dedicated professional committed to enhancing HR processes and contributing to organizational success.</p>
George Perez	Finance	Mortgage Loan Originator, Luminate Home Mortgage, Proposed Board Treasure	<p>George Anguiano-Perez is a seasoned Mortgage Loan Originator based in Las Vegas, NV, currently contributing his expertise to Luminate Home Loans. With a strong background in the financial industry, he has previously held similar roles at Streamline LLC, Celebrity Home Loans, and Residential Bancorp. George's diverse professional journey also includes experience as a Relationship Manager and Lending Specialist at Bank of America and a Sales Associate at Super Auto Sales, United Nissan, Long Beach Honda, and Tustin Nissan. George is not only adept in the mortgage industry but also brings a wealth of knowledge in automotive sales,</p>



money management, and customer satisfaction. Fluent in both English and Spanish, he is licensed in three states (AZ, CA, NV) and excels in presenting complex ideas clearly. His commitment to interpersonal communication, lending, and loan structuring is complemented by his automotive expertise.

Having pursued Management courses at Santa Ana College after receiving his diploma from Santa Ana High School, George demonstrates continuous dedication to expanding his skill set. With a strong commitment to customer service and a bilingual proficiency, George Anguiano-Perez is a multifaceted professional in the finance and automotive industries. His abilities are attested by references from esteemed colleagues and managers.

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.

PLA aims to sustain a board comprising at least 5 (and no more than 13) active members, representing essential stakeholders and mirroring the community it serves. The Chancellor and initial founding members of PLA collaborate to appoint new board members, with a goal to add at least two new members by August 30, 2025. The growth and evolution of PLA's board will be guided by the school's requirements and objectives, following this process:

Planned Additional Proposed Board Members	
Required Role	Planned onboarding date
Community Organizer	August 2025
Real Estate (Preferably Commercial)	August 2025
Enrolled in College or Recent Graduate	December 2025
A student enrolled at Purpose Leadership Academy	August 2026

- **Assessing PLA's Needs:** The first stage in board expansion and development involves identifying areas lacking expertise or experience and the need for broader perspectives.
- **Strategy Formulation:** In response to PLA's needs, the strategy for board recruitment is incorporated into the school's yearly plan. This includes precise schedules, targeted objectives, and methods for augmenting the board and enhancing its governance capacity.
- **Recruiting New Members:** PLA engages in recruiting new board members through its networks, publicizing vacancies on platforms like LinkedIn, Puentes Las Vegas Newsletter, Teach for America Las Vegas monthly newsletter, and on PLA's social media channels. The recruitment approach is transparent, inclusive, and involves a thorough vetting and selection process for new board members.



- Onboarding and Training New Members: Once new board members are chosen, PLA provides them with an orientation and mandatory SPCAS training to ensure they fully comprehend their duties and responsibilities, as well as PLA's mission, objectives, and core values.

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?

PLA is committed to ensuring that 75% of its board members reflect the demographics of the student body it serves. As the board expands, it will maintain active engagement with both the school community and the broader community. This will be achieved through regular meetings, public forums, and other channels to ensure that the voices and perspectives of the community are effectively represented and heard. Currently, 80% of PLA's board members identify as persons of color, a similar proportion grew up in low-income households, and 71% are first-generation college graduates; additionally, 28% of the board members reside in North Las Vegas. This composition underscores PLA's dedication to mirroring the experiences and backgrounds of its student population.

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.

The PLA Board is set to vote on and adopt the proposed Bylaws, Code of Ethics, and Conflict of Interest Policy within 30 days following authorization. In order to minimize any conflict-of-interest concerns, a recusal procedure is in place. Additionally, all board members will undergo annual training focused on the necessary due diligence for publicly recusing themselves from discussions or decisions that are potentially, perceived, or substantial conflict of interest. These specifics are detailed in Attachment 10 of the proposed policy. This step is vital for maintaining transparency and integrity within the board's operations and decision-making processes.

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.

PLA's current board members have no familial conflicts of interest. To maintain transparency and prevent any potential conflicts, the ongoing process of identifying and appointing board members will strictly adhere to the proposed conflict of interest policy and state legislation. According to state law, no board member is allowed to hold a position within PLA or receive compensation while serving in any capacity as an employee or contractor. This policy is essential for upholding the board's integrity and guaranteeing that all decisions are made with the school and its community's best interests in mind.

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?

At PLA, prospective board members undergo an interview and fill out an information sheet prior to their approval for orientation. This orientation, completed within 30 days of joining the board, is conducted by the Chancellor and covers several crucial areas:

- Introductions to the board and key staff members
- An overview of the school's mission, vision, principles, and objectives
- A review of the board's roles and responsibilities, including legal and fiduciary obligations
- An introduction to the school's budget, financial statements, and other financial details, in collaboration with Charter Impact and the board treasurer
- An overview of board policies and procedures, including bylaws, code of ethics, meeting protocols, and conflict of interest policies
- A review of the school's educational programs, curriculum, and student achievement data
- An introduction to key stakeholders, such as parents, teachers, and community members



- A review of the board's strategic blueprint and targets for the upcoming year

PLA's board members are also engaged in continuous development on key topics:

Quarterly Board Meeting	Topic Covered
1st quarter	Board governance and leadership, emphasizing best practices for efficient board meetings, decision-making, and communication
2nd quarter	Board member self-review and assessment, providing opportunities for feedback and reflection on individual performance
3rd quarter	Legal and regulatory adherence, including updates on changes to state or federal laws affecting the school
4th quarter	Strategic planning and execution, focusing on setting objectives, tracking progress, and assessing results. Financial management, covering budgeting, forecasting, and analysis of financial statements

This ongoing board development occurs during regular training sessions, workshops, and retreats throughout the year, led by SPCSA, Opportunity 180 and various consultants.

PLA's Leadership team, and external training programs or consultants, as allocated in the school budget.

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.

PLA prioritizes efficient communication channels for parents and the community to express concerns and grievances. A grievance should be filed promptly, ideally within 30 days following the discovery of pertinent facts. The Chancellor is the primary recipient of complaints about school operations, available during office hours, scheduled appointments, monthly community events, and through triennial surveys. If a grievance relates to board policy implementation or administrative decisions, parents or students can submit their concerns anonymously to the board chair via a Google form on the school's website. Additionally, families and students could directly address the board during the open comment section of board meetings. For disciplinary action appeals, the board can be asked to reconsider the Chancellor's decision, potentially leading to a special board meeting in compliance with open meeting laws.

If a parent, family, or student has concerns about a governing board policy, administrative procedure, or school practice at PLA, the following steps should be taken:

- **Informal Discussion:** Initially, the concerned party should discuss the issue with the Chancellor to seek a resolution.
- **Formal Complaint:** If unresolved, the parent or student may lodge a formal complaint. The complaint must include in writing to the Chancellor:
 - The involved staff's name or other individual whose action is in question.
 - Specific details of the decision or action being challenged.
 - Any board policy or law believed to have been incorrectly applied, misinterpreted, or violated.
 - The desired resolution. Upon receiving the grievance, the Chancellor will:
 - Organize and conduct a meeting with the student within seven school days of receiving the grievance.
 - Investigate the facts before deciding.
 - Provide a written response to the grievance within ten days of the meeting.
- **Review of Complaint:** The Chancellor reviews all formal complaints, investigates the claims, and may request further information or documentation to substantiate the complaint.
- **Decision-making Process:** PLA's Chancellor decides on the complaint and informs the parent or student in writing, explaining the rationale behind the decision.

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.



- 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.

PLA's Committee for Establishing Collective Competencies for Effective School Design Execution, featuring expertise in areas such as:

- A. PLA's board possesses expertise in school management, operations, and governance as demonstrated through:
- Leadership in a prominent national organization focused on preventing student dropout, holding a role as Program Director.
 - Participation on the school leadership team and acting as the grade level chair responsible for long-term planning, managing the grade level's budget, student-generated funds, and costs associated with field trips.
 - Experience among several board members in founding nonprofits, drafting constitutions and bylaws for organizations, holding board chair positions, and engaging in the recruitment of additional board members.
 - A board member's involvement in a Diversity, Equity, and Inclusion (DEI) team, tasked with ensuring a CEO meets set objectives.
 - Collective management of substantial budgets ranging from \$100,000 to \$2 billion.
 - Representation on the state board for district schools.
 - Serving as an assistant financial secretary within an organization.
 - Involvement of some board members in PLA's organizational team.
- B. PLA's board brings a wealth of knowledge in curriculum, instruction, and assessment through various experiences:
- Collectively, the board members have experience in teaching across grades K–12.
 - They have jointly developed grade-level diagnostic assessments designed to cater to students with disabilities through scaffolding and differentiation.
 - One board member has aided teams in implementing restorative practices school-wide and secured a grant for creating a calming space for both teachers and students.
 - Several members have expertise in long-term curriculum planning, deconstructing educational standards, leveraging data to inform teaching strategies, and crafting assessments.
 - Multiple members have supported teachers in goal setting and utilizing data from interim assessments.
 - Several members have engaged in researching and developing curricula, focusing on data-driven approaches and student needs.
 - Some board members have experience in devising training models, programming, and educational content for technology-based organizations.
- C. PLA's board is well-versed in supporting at-risk students and special populations, as evidenced by their experiences:
- Every member of the board has worked with Title 1 and/or Title 3 schools, which often have high numbers of students in Free or Reduced Lunch (FRL) programs, Special Education (SPED), and English Language Learners (ELL).
 - The board collectively possesses extensive expertise in adapting and scaffolding lessons to meet the diverse needs of all students, including those with Individualized Education Programs (IEPs).
 - A significant portion, 85%, of the board's current professional involvement is directly with at-risk youth.
 - Board members have a broad range of experiences in assisting at-risk youth through various programs and initiatives, including STEM programs, foster care, juvenile sex offender programs, initiatives for homeless youth, sorority youth programs, collaborations with UNLV, special education advocacy within CCSD, dropout prevention organizations, dance nonprofits, and STEM programs for young people.



- The board has been instrumental in forming a team dedicated to integrating and supporting restorative practices in schools, including securing funding for a space dedicated to the wellbeing of teachers and students.

D. PLA's board demonstrates a strong background in performance management through various skills and experiences:

- The board is proficient in recruitment, hiring, onboarding, managing, and evaluating employees, including conducting interviews for teaching positions.
- Many board members are parents themselves, providing a unique perspective on the educational environment and its impact on students.
- Some members have experience in owning and operating businesses, bringing valuable insights into organizational management and leadership.
- Several board members have a background in coaching and managing teams, as well as in analyzing team performance data, skills that are critical for effective team leadership.
- The board includes members with expertise in managing payroll and scheduling, ensuring efficient and effective administrative operations.

E. PLA's board is adept in engaging with parents and the community, as evidenced by their varied experiences:

- Collectively, the board is skilled in working closely with children and families to address their needs. This includes informing them about laws and rights, serving as legal representatives for families, organizing parent resource expos, and spearheading community engagement events.
- Board members have hands-on experience at the classroom level, which involves regular communication with parents through weekly newsletters that provide updates on behavior and academics, implementing school-wide systems, holding conferences, and participating in family-oriented events.

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.

-OR-

If a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and instead provide in Attachment 12 the job description for this role.

Leondrus Wright, the proposed founder, and Chancellor, is an experienced leader and educator with a demonstrated academic and administrative track record see [attachment 12](#) for an updated resume. Leondrus Wright, proposed founder and Chancellor, brings a wealth of experience and expertise to the educational arena, boasting a distinguished career marked by notable achievements. Please refer to Attachment 12 for a comprehensive overview of his qualifications. As a former educator at Ann Lynch Elementary, in Clark County School District located in 89115 zip code. Mr. Wright demonstrated an exceptional ability to cater to the diverse needs of students, including English Language Learners, at-risk students, those with special needs, and those below grade level. Notably, during the 2021-22 academic year, he spearheaded a remarkable 50% increase in student performance in Reading. Additionally, 37% of students displayed growth exceeding or meeting their annual targets on the NWEA MAP assessment in Reading, while an impressive 68% showcased growth in Mathematics, with 45% achieving or surpassing their yearly growth targets.

Transitioning into leadership roles in a high-performing growth school in 2023-24 at Cactus Park Public Charter School and Larchmont Charter School both are high growth schools and have similar demographic as PLA, where he served as interim Assistant Principal and leader in residence, Mr. Wright continued to leave an indelible mark. His pivotal role in establishing and implementing the school's Response to Intervention (RTI) program stands as a testament to his commitment to student success. Under his guidance, students consistently made substantial progress, with an average growth rate of at least 25% during the initial benchmark period, positioning them well to achieve targeted yearly growth overall.

Moreover, Mr. Wright's leadership at Cactus Park Public Charter School and Larchmont Charter School both are high-performing school was instrumental in fostering a culture of inclusivity and academic excellence within the school



community. By nurturing a supportive environment that encouraged student engagement and provided ample opportunities for academic support, he effectively mitigated the achievement gap. As a result, an impressive 40% of students experienced significant growth on benchmark testing, underscoring the transformative impact of Mr. Wright's leadership on student outcomes and the overall school ethos.

- 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.**

PLA leadership team is made up of the Executive Director, Chancellor, Vice Chancellor & Dean of Academics, Vice Chancellor & Dean of Culture, Director of Operations, Director of Development & Marketing, and Director of Special Education see [Attachment 13](#) for job descriptions of each position. This structure will allow for effective management of PLA and the staff and demonstrates appropriate assignment of management roles and distribution of responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, special education and EL programming, legal compliance, state reporting, external relations, add any unique school-specific needs.

- 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.**

PLA's school leader undergoes comprehensive support, development, and evaluation process overseen by the board. The board utilizes [Attachment 14](#), the leadership evaluation tool, to assess the school leader's performance annually. The board chair initiates this evaluation period starting in June of each school year. This tool encompasses various dimensions of leadership effectiveness and guides the evaluation process to ensure alignment with PLA's mission and goals.

Furthermore, the Chancellor receives ongoing support through coaching and mentoring from esteemed organizations such as Opportunity 180's Charter Leader Consortium, Teach For America, National Fellowship For Black and Latino Male Educators, and Attuned Educational Partners. These entities provide invaluable guidance and professional development opportunities tailored to the specific needs of the Chancellor.

The Framework for Leadership serves as a foundational resource for assessing the school leader's performance. It identifies key responsibilities based on empirical studies and theoretical research, outlining the knowledge and skills required for effective leadership. Each of the four domains within the framework is supported by specific components of professional practice, aligned with professional standards. While these components are distinct, they are interrelated, reflecting the multifaceted nature of school leadership. It's important to note that not all components may be applicable in every situation, but they collectively contribute to enhanced professional practice and organizational effectiveness.

The following executive directors and school leaders have agreed to mentor, coach, and support the Chancellor:

- Keith Brooks- CEO -National Fellowship for Black and Latino Male Educators
- Amy Miller- Principal at Ann Lynch Elementary School
- Luis Nobriga- Middle School Principal at KIPP Miami
- Karli Castro- Principal at Cactus Park Elementary
- Debon Lewis- Transformative Growth Partners
- Cece Rice- Former Principal Nevada Rise- Opportunity 180
- Ashia Parks- Coach at Attuned Educational Partners

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.**



PLA's staffing plan aligns with its educational vision, striving for a 4- or 5-star rating by employing educators committed to integrating SEL, project-based learning, and competencies into the curriculum. With a focus on maintaining a low student-teacher ratio and providing comprehensive support services, including counseling and specialized instruction, PLA aims to nurture students' talents, interests, and community impact aspirations within a creative and supportive environment.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director					1	1
Chancellor	1	1	1	1	1	1
Vice-Chancellor & Dean of Academics		1	1	1	1	1
Vice-Chancellor & Dean of Culture			1	1	1	1
Director of Operations	1	1	1	1	1	1
Grade Level Teachers (Core Subjects)	12	16	20	24	28	32
Teachers Specials/Electives Includes PE, Music/Art, Spanish & SEL	4	4	8	8	12	12
Associate Teachers Grade Level		4	5	6	6	6
Director of SPED	1	1	1	1	1	1
SPED Teachers		1	1	2	2	2
ELL/Math/TESOL Coaches		1	2	3	3	3
ELL/Math/TESOL Instructional Assistants	1	2	3	5	5	5
Director of School Culture and Support Services						1
Student Enrollment and Recruitment Manager	1	1	1	1	1	1
Attendance and Compliance Manager		1	1	1	1	1
Director of Development and Marketing				1	1	1
Director of Curriculum and Instructions					1	1
Director of After-School Programming				1	1	1
Facilities Manager		1	1	1	1	1
Health and Human Services Manager				1	1	1
Total FTEs at School	21	35	47	59	69	75

- 2) **Provide the student-teacher ratio as well as the ratio of total adults to students for the school.**
 - 16:1 Student-Teacher Ratio in year 1 and 15:1 at full capacity.
 - 13:1 Adult-Student Ratio
- 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.**

PLA's staffing strategy is tailored to its educational approach, with the overarching aim of achieving a 4- or 5-star rating. PLA hires educators who are open to integrating SEL into their teaching, enhancing student support, and enriching the curriculum with project-based competencies. These educators not only offer guidance and mentorship to students aspiring to impact change in their communities but also nurture the artistic abilities and talents of all students. Additionally, PLA's staffing framework provides extra assistance for teachers, English Language Learners, and Special Education students, along with students who benefit from the services of our on-site counselor; PLA strives for a student-teacher and student-staff ratio of fewer than 24 students per educator. Beyond teaching staff, PLA's staffing plan encompasses various roles designed to support its specific student demographic. This includes Special Education instructors, EL/TESOL educators, a counselor, an instructional coach, a student enrollment and recruitment manager, administrative support, and associate teachers. These roles are instrumental in helping students discover their interests and passions, linking them with the necessary resources for success. The emphasis on SEL-integrated education, combined with competencies, and project-based learning, guided by passionate and skilled teachers, equips students with essential skills for the contemporary world while encouraging their creativity and imagination.

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.**



PLA recognizes that attracting, nurturing, supporting, and keeping top-notch teachers is crucial for the school's success. Ideal candidates are not only aligned with the mission and properly qualified, but they are also driven to progress professionally while believing in the potential of all children to thrive. All classroom teachers at PLA possess at least a bachelor's degree or relevant certification, exhibit proficiency in core academic subjects, and are enthusiastic about arts and student-led learning. PLA also values teachers who are multilingual and those who have the experience and eagerness to work with diverse racial, socioeconomic, and cultural groups. PLA aims to hire qualified educators with varying levels of experience and offers support through professional development, coaching, curriculum resources, and planning frameworks for units and lessons. PLA's founder and Chancellor focus on building connections with and partnering with the following entities:

- UNLV, College of Southern Nevada, and other local universities to establish talent pipelines and advertise open positions.
- Professional networks such as Teach For America (TFA), The New Teacher Project (TNTP), Puentes Las Vegas, as well as job fairs and postings at local universities, to publicize vacancies.
- Platforms like MyED match, Indeed, LinkedIn, various online job boards, social media, and affiliate websites for networking purposes.

PLA also promotes job opportunities on its website and within specific zip codes to attract exceptional local talent. This includes advertising in community centers, churches, businesses, and organizations. The individuals responsible for the recruitment and hiring of teachers at PLA are the Chancellor, Leondrus Wright, with assistance from the director of operations.

Timeline: The Chancellor initiates the hiring process following charter approval, utilizing extensive community networks. This recruitment and hiring phase spans about three to seven months, beginning in October 2024 and concluding in May 2025. The schedule is as follows:

- October-November: Job vacancies will be advertised through various channels ie. LinkedIn, Indeed, etc.
- December-February: Screening of resumes and applications.
- December-May: Conducting interviews, reference checks, background verifications, and finalizing candidate selection.

Criteria Related to PLA's Model: The selection criteria are based on PLA's educational approach, the needs of the target areas, and community input, ensuring alignment with the school's unique ethos and goals.

- Educational and Certification Requirements: Candidates must have a minimum of a bachelor's degree in education or a related field, along with the appropriate certifications for their teaching subjects.
- Teaching Experience: Relevant teaching experience, especially in a comparable educational environment, is preferred.
- Teaching Passion: Candidates should be passionate about teaching and committed to fostering student learning and development.
- Communication and Collaboration Skills: Excellent verbal and written communication skills are essential. Candidates should be quick-thinking, solution-oriented, and capable of thriving in a dynamic environment. They must be adept at collaborative work, and able to engage in team efforts with other educators and staff to establish inclusive systems and challenge those that are not.

Considering PLA's emphasis on SEL integration, project-based learning, and cultural competency, additional preferences include:

- Project-Based Learning Experience: Candidates with a background in student-led, project-based learning are preferred, as PLA places significant emphasis on this approach.
- Bilingual Skills: Special consideration will be given to bilingual candidates, particularly those fluent in Spanish and English, to accommodate the expected number of ELL students.
- Cultural Competency: Candidates must be culturally competent, showing a commitment to and proficiency in addressing the diverse needs of various groups including race, gender, ability, religion, sexual orientation, geography, and these identity-based attributes. They should be prepared to implement culturally responsive teaching, anti-bias education, multicultural and special education practices, and restorative justice approaches.

Candidates should also demonstrate a willingness to develop professionally through constructive feedback and ongoing training; participation in or leading community and school events; building relationships with families and staff; and contributing to a vibrant work environment. While extensive experience in the arts, project-based learning, and restorative



practices is not mandatory, PLA seeks dedicated lifelong learners who embrace the PLA model and are eager to engage in the professional development required for its effective implementation.

Activity	How Long	What Day	Look For	Who?
Candidate Referred		1	Checking credential and qualifications	OPS
Referral Reviewed	10 min	2		Vice-Chancellor
Resume Review	15 min	2		Vice-Chancellor
Candidate contacted for a Phone Interview		2	Passion for teaching, communication skills	OPS
Phone Interview conducted	30 min	4		Vice-Chancellor
Candidate Contacted for School-site interview		4		OPS
Student Data exercise reviewed and evaluated	15 min	4	Achievements in the classroom and culture	Vice-Chancellor
School tour	20 min	7		Vice-Chancellor
Demo lesson completed and evaluated	30 min	7	Student engagement, lesson delivery, classroom management	Leadership Team & Grade Level Teacher
Interview conducted and evaluated	60 min	7	Communication, model familiarity (SEL, PBL, Circles)	Leadership Team & Grade Level Teacher
Candidate is rejected or offered position		8		Chancellor

**Adopted from TNTP Hiring Process and Timeline*

2) Describe your plan to recruit and hire teachers, leadership, and staff who are representative of your student body.

Much of PLA's community feedback emphasized the importance of recruiting and hiring teachers, leaders, and staff who reflect the diversity of the student population in the targeted area. Families were notably pleased to see Mr. Wright leading as the founder and proposed Chancellor. Additionally, research indicates that students reap academic and personal benefits from having teachers who share their racial, socioeconomic, gender, or other backgrounds. Considering the expected demographics of our students, PLA is committed to ensuring staff diversity across various dimensions, including but not limited to race, ethnicity, gender, socioeconomic background, language, and ability. Recruiting and hiring a diverse team of educators and staff members who mirror the student body is essential to fostering an inclusive and equitable educational environment. PLA's comprehensive plan to achieve this objective includes the following initiatives:

- Deviation to diversity and inclusion. This plan will establish concrete objectives for recruiting and retaining a diverse staff. It will also outline our approach to training and professional development to guarantee that all staff members are culturally competent. A key aim is to ensure that all candidate pools for any available position consist of at least 50% individuals of color before starting the recruitment process.
- Advertising Openings in Diverse Networks: PLA ensures its job vacancies reach a broad spectrum of candidates by posting in networks tailored to underrepresented groups. This includes minority-focused job platforms, social media circles, and local community groups.
- Implementing Blind Resume Screening: To reduce unconscious bias in the hiring process, PLA adopts blind resume screening. This technique involves omitting personal details like names, gender, and race from resumes during the initial review stage.
- Conducting Culturally Sensitive Interviews: PLA's interview process includes questions designed to evaluate a candidate's cultural awareness and their ability to engage effectively with diverse student groups. Candidates are asked about their experiences with students from varied backgrounds and how they integrate cultural diversity into their teaching methods.
- Ongoing Training and Professional Development: PLA provides regular training and professional development opportunities (refer to the professional development section for more details).



- **Fostering an Inclusive School Environment:** PLA is dedicated to creating an environment that celebrates diversity and encourages staff members to fully express their identities. This includes organizing cultural events, establishing affinity groups for staff from underrepresented backgrounds, and offering support to staff members facing discrimination or bias.
- **Engaging Families for Staff Recruitment:** PLA maintains communication with families of interested students through email newsletters and information sessions. By analyzing letters of interest, PLA identifies potential staff members among the parents, recognizing that they can be exceptional contributors who bring a deeply personal commitment to student success.

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.

As outlined in the budget and accompanying narrative (attachments 24 and 22 respectively), PLA offers a starting salary for teachers at \$55,000, competitive to the local district's pay scale. Teachers with additional experience and/or master's degrees are eligible for a higher starting salary, potentially up to \$60,000, based on their experience and subject to CSP fund availability. Incentives and extra compensation are available for those with additional certifications or taking on extra responsibilities. Moreover, PLA implements an annual 2-4% salary increase for all employees. From the second year onwards, PLC leaders are compensated additionally for their role in guiding grade-level teams. Budget allocations in the second year and subsequent years also include provisions for staff bonuses. Additional benefits for PLA employees encompass employer-funded contributions to the Public Employee Retirement System (PERS), a health care plan with two tiers of coverage that is comparable or superior to the local district's offering, and employee leave benefits, including sick days and competitive family leave options.

Maintaining a team of high-performing educators is key to PLA's success. This is achieved by offering numerous professional development opportunities. Continuous staff development is vital for equipping teachers to deliver rigorous, high-quality education and fostering a culture of lifelong learning among all staff members. PLA's schedule includes a dedicated full day on Friday for planning, collaboration, and professional development, providing ample time for both grade-level and specialist teachers to work together. Lastly, PLA aligns its winter, spring, and summer breaks with those of the local district.

4) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

PLA's hiring process is structured as follows:

1. **Resume Review:** Initial assessment of applicant resumes. - Director of Operations
2. **Telephone Interview:** Preliminary conversation with candidates. - Director of Operations
3. **Applicant Activity:** This includes an arts integration task, a review of current teaching data and reflections, and a teaching video. - Vice-Chancellor & Director of Academics
4. **Reference Checks:** Verification of candidate references. - Director of Operations
5. **Final Interview:** This comprehensive interview day involves a visit to the school, a teaching demonstration, feedback sessions, a student panel, a teacher panel, and a personal interview. - Leadership Team and a Grade Lead Teacher

Each stage of the interview process is overseen by the PLA executive team to include the Chancellor, both the Vice-Chancellor, and the Director of Operations, and a member of the grade-level teaching staff (if hiring a teacher). The activities and interview days for non-teaching roles are adjusted to suit the specific skills required for those positions. During the recruitment process, interviewers assess each candidate's compatibility with the school's mission, vision, and values, as well as their past achievements and role-specific competencies. All job offers are conditional upon passing a background check. The Chancellor or Director of Operations is responsible for monitoring compliance and ensuring all applicants at this stage are informed about the fingerprinting process. Communication about the termination of school employees is handled by the Chancellor or Vice-Chancellor. Before proceeding with a termination, PLA investigates to understand the reasons behind it and decides on the appropriate course of action. The Chancellor ensures adherence to legal requirements and school protocols, with the authority to terminate an employee due to inadequate performance on school-wide or individual objectives, failure to fulfill job responsibilities or serious or unethical conduct.



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.

PLA focuses on recruiting, hiring, and supporting outstanding teachers, underpinned by a robust performance management system. PLA uses TNTP's teacher evaluation tool as the foundation for this approach. The performance management system and teacher evaluation process at PLA include:

- **Goal Setting:** At the start of the academic year, teachers and their supervisors (Chancellor or Vice-Chancellor) establish goals and objectives related to student achievement, instructional practices, and professional development. Mid-year and end-of-year reviews are conducted to assess progress toward these goals.
- **Classroom Observation:** Supervisors conduct both formal and informal classroom observations throughout the year. The Chancellor and Vice-Chancellor perform daily classroom walk-throughs and more thorough observations. Formal observations involve a pre-observation meeting, and all observations include a post-observation discussion. New teachers undergo three formal observation cycles, while experienced teachers (three or more years) complete two cycles.
- **Student Performance:** Teachers are evaluated based on the academic performance of their students, using test scores, grades, and other relevant academic measures.
- **Self-Reflection:** Teachers are encouraged to self-reflect on their teaching practices and identify areas for improvement as part of the goal setting and observation debrief cycle.
- **Regular Check-Ins:** Bi-weekly meetings are scheduled by the Chancellor and Vice-Chancellor with their assigned teachers for observation, debriefing, and coaching. An instructional coach assists in determining when targeted instructional coaching is needed.
- **Professional Development:** PLA emphasizes ongoing professional development (refer to the Professional Development section).
- **Lesson Plan Review:** Teachers submit weekly lesson plans electronically, shared with colleagues and the Chancellor through Google Drive. This enables mixed group activities, classroom consistency, co-planning, and integration between classroom and specialty instruction. The Chancellor regularly reviews these plans, tailoring the focus and frequency based on student performance data and classroom observations. Feedback is provided via email or one-on-one coaching sessions. Collective lesson plan issues may inform future professional development themes. Lesson plans are shared within grade-level teams and across different grades based on interest areas and expertise.
- **Data Analysis:** The Chancellor tracks student outcomes through state-standardized assessments and the formative assessments outlined in the assessments and intervention section. Analysis of student performance data helps determine the effectiveness of instruction, guiding monitoring, and... (the prompt ends here).
- **Support from the Chancellor:** The Chancellor's support for teachers is informed by trends in student performance data. This data guides the Chancellor in selecting lessons to observe, formulating reflective questions, providing focused feedback, and determining the most appropriate professional development support.
- **Grade Level Evaluations:** Conducted three times a year, grade-level evaluations involve a collaborative effort between the school administration and grade-level faculty. For instance, the Chancellor might team up with a kindergarten teacher and a reading specialist. These evaluations include comprehensive discussions about each student in the teacher's class, providing valuable insights not only into student progress but also into the teacher's growth, the effectiveness of their instruction, and their reflections on meeting student needs effectively.

6) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

PLA addresses teachers' performance in the following ways, with the school leader evaluated by the board as previously mentioned:

- **Regular Evaluations:** PLA conducts formal and informal evaluations of teachers and teacher leaders each trimester to pinpoint strengths and areas for improvement. This also includes self-assessments and peer evaluations.
- **Feedback from Students and Parents:** PLA gathers feedback from students and families through surveys at the beginning, middle, and end of the year, to understand any concerns or issues related to teacher's performance.
- **Professional Development:** PLA offers ongoing professional development opportunities throughout the year to enhance teachers' skills and knowledge. Adequate support ensures that all staff meet or exceed performance expectations.



- **Mentoring and Coaching:** PLA provides mentoring and coaching to aid in the professional development of teachers and teacher leaders. This involves collaboration and partnership with other school leaders in a coaching program.
- **Performance Improvement Plans:** Performance Improvement Plans (PIPs) are instituted for educators and teacher leaders falling short of expectations. These meticulously crafted plans delineate precise objectives, establish timelines, and provide supportive structures aimed at nurturing growth and enhancement. Upon implementation of such plans, if desired outcomes are not realized, further measures will be pursued, in alignment with the overarching commitment to uphold standards of excellence within the educational framework. In cases where improvement is not achieved, teachers will be subject to probationary measures, and if significant progress remains elusive, termination will ensue by the Chancellor.

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.

PLA will engage Charter Impact for assistance with payroll, human resources compliance, and accounting services. The coordination of this partnership with Charter Impact is overseen by the Chancellor, with additional support provided by the Director of Operations.

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?**

PLA projects an initial enrollment of up to 288 students in its opening year, reflecting the demand for its SEL-focused educational model. PLA prioritizes student retention as they advance through grades, filling seats as they become available. The following considerations have been factored into PLA's enrollment projections:

- **Embracing a Gradual Growth Strategy:** Starting with a slow expansion model, PLA aims to cultivate a distinctive community atmosphere and scale up responsibly.
- **Student Recruitment Post-Approval:** Targeting students within a 2-mile radius in all directions who are zone to attend a 1 or 2-star school within the targeted Zip Codes.
- **Staff Recruitment Post-Approval:** Once PLA's application is approved, the recruitment of a Director of Operations and staff dedicated to parent engagement and facility planning will commence, ensuring the school progresses on or ahead of schedule with certainty.

- 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](#)?**

Please see the combined answer in d.

- c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?**

Please see the combined answer in d.

- 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.**

Although most PLA's students are projected to come from the 89030, 89106, 89156, 89115, and 89110 zip codes, any Nevada resident who meets the school's age requirements is welcome to apply. All marketing efforts aimed at residents and students attending local 1 and 2-star schools (including K-8 schools and Community Centers) within a 2-mile radius in all directions of PLA shall be in full compliance with applicable local, state, and federal rules and regulations. PLA has no admissions standards that are discriminatory or that have the effect of discrimination based on a person's race, color, national origin, gender, sexual orientation, disability, age, marital status, religion, political affiliation, or any other legally protected characteristic. In line with



SB208, PLA notifies parents and guardians in the community via website, local press, and notices at local locations in accessible languages when applications open. The following methods of recruitment are examples of some of our main strategies during the incubation year and will be the responsibility of the Student Enrollment and Recruitment Manager:

Recruitment Strategies	
Marketing print and digital- Ongoing throughout the year starting after the Authorization	Upon approval, PLA increases the amount of print marketing- in the form of flyers and one-pagers - social media posts, and website campaigns to increase awareness within the community. All materials are printed/posted in English and Spanish.
Canvassing- Twice a month Fall and Spring	PLA mobilizes a group of volunteers, including board members, to knock on doors in 89030, 89106, 89110, 89115, and 89156 to provide families with information about PLA's application details. Canvassing is conducted safely and in accordance with up-to-date health code information.
Information sessions- Bi-Monthly throughout the year	PLA holds monthly information sessions for parents to hear more about the school, ask questions, and learn about the application process, PLA plans to collaborate with other organizations like area community centers.
Tabling events- Spring and Summer	PLA sets up tables at various locations in the community, attending relevant events to raise awareness and spread information about the school.
Partnerships- Ongoing throughout the year	Members of the founding team-built relationships with local community centers as well as churches and non-profit organizations over the course of developing the charter application. By attending parent meetings at the centers and sharing information with parents whose children attend local community centers, PLA leverages these relationships to draw in prospective parents & families.
Traditional media- Ongoing throughout the year	PLA creates press releases with information about the school and details regarding student enrollment and publishes in newspapers and on the websites of local businesses. The press release is available in multiple languages

PLA's goals regarding community engagement have been to further understand the target population, and the needs of families across Clark County, to test engagement strategies with PLA stakeholders, and to expand the network of individuals and organizations to meet. Additionally, PLA has met with 14 schools serving a student population like PLA. Schools shared guidance, best practices for their launches, and staff resources toward student recruitment. PLA plans to apply for CSP funds and allocate funds to community engagement and student recruitment efforts in the planning year. PLA has also developed relationships with a wide range of community-based organizations and families in North Las Vegas and the City of Las Vegas that can be leveraged to access parent communities. Our key strategies to ensure the success of our student recruitment process during the Incubation year:

- Family meetings and community meetings- PLA began hosting family meetings via Zoom and in person in 2022 to share the plans and model with PLA families. These meetings are small and intimate with up to three families in attendance. PLA continues to organize and host such meetings throughout the spring and into the planning year.
- PLA school tours: When PLA signs a lease we will begin school tours. We believe that showing our model in person and connecting with our future neighbors, fellow parents, and staff in our schools will be a powerful tool to show what is possible.
- Incentives for attendance- PLA has utilized strategies to encourage parent attendance at enrollment events such as launching a communications strategy with announcement activities including a potluck night, raffle prizes, book giveaways, snacks, and arts activities for kids. We plan to use CSP funds to continue our incentive strategies.
- Student recruitment/informational fairs- PLA will participate in the various student recruitment fairs in North Las Vegas and the City of Las Vegas. We will develop strategies to maximize our attendance and presence at these events and will offer marketing and informational materials in multiple languages.
- Neighborhood and door-to-door engagement- the Chancellor monitors the community for new organizations and businesses with which to form relationships and will serve as the lead in conducting initial outreach with new contacts and potential partners. Where appropriate and beneficial to the recruitment efforts, the Chancellor will Conduct door-to-door engagement with families in our target neighborhoods and across the city.



- Diverse student recruitment team- the Chancellor oversees the hiring and management of a temporary recruitment team to work in the period leading up to the enrollment application window. This team consists of people of all backgrounds, including those who speak languages other than English, to remove language barriers for families. This team's role includes canvassing neighborhoods in the target neighborhoods and beyond. PLA will raise money to assist in our diverse recruitment efforts.
- Engagement with community centers, after-school programs, civic groups, and associations- PLA will engage with community centers, after-school programs, and centers in the area. Further engagement with staff and parents at these sites is a priority in the planning year.
- Online, social media, and news alerts promotion- PLA utilizes its website, email newsletter, Facebook, and Instagram to promote key events in the school calendar, including enrollment events. PLA ensures that engagement is inclusive, especially concerning reaching non-English proficient and limited-English-proficient families and students. A key to reaching full enrollment is ensuring that PLA employs a varied approach and does not rely on one strategy such as electronic communications (website, newsletter blasts). Please see [Appendix C](#) for additional detailed strategies.

PLA's objective is to collect 375 intends to apply, or 1.3 intent to apply forms for each of the 288 available seats. Throughout the incubation year, the Chancellor is responsible for monitoring enrollment, overseeing recruitment tasks, and ensuring that documentation is collected and processed. The Chancellor is accountable for action planning to ensure enrollment goals are attained and delegates some responsibilities to the director of operations in the first year of operation.

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.

PLA is open to everyone and does not charge tuition or discriminate against any potential student. The application and enrollment process at PLA is as follows:

Complete the Application Form: PLA adhere to all statutes setting minimum and maximum ages for enrollment in public charter schools. Enrollment is not based on the student's or their parent's or legal guardian's state of residence.

Submit the Enrollment Packet: The PLA enrollment packet includes several documents: student enrollment form, proof of immunization, home language survey, emergency medical information form, proof of meeting minimum age requirements (such as a birth certificate), and a release of records form.

PLA, being a charter school, accepts applications on a rolling basis. Applications submitted after the lottery deadline are processed based on seat availability on a first-come, first-served basis. If PLA reaches full capacity, applicants are placed on a waiting list in the order they were received and will be regularly updated about their position on the list in the event of an open seat becomes available families will be notified of available base on their position on the waitlist and base on weights as listed below. In alignment with [NRS 388A.453](#) and to maintain a minimum application period of 45 days, the annual application period starts on the first business day of January and ends on the first Friday of March. The lottery is scheduled for the following Thursday. The open enrollment period begins after the closure of the application window.

Enrollment and application windows						
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Application Opens	1/1/25	1/1/26	1/1/27	1/3/28	1/3/29	1/2/30
Application Closes	3/7/25	3/7/26	3/5/27	3/3/28	3/2/29	3/7/30
Lottery Date	3/13/25	3/13/26	3/11/27	3/9/27	3/8/29	3/14/30

- b) Describe the school's proposed lottery policy including any proposed preferences and/or weights for certain student groups.

Every year, during the open enrollment period in the spring before the next academic year begins, applications for admission are accepted. Each year once the open enrollment period ends, applications are tallied to determine if those are more



applicants than spots available in any grade. Existing students are assured entrance the following school year, but in this case, PLA holds a public random lottery to determine admission for the affected grade level. The following applicants are granted priority admission in the event of a public lottery:

1. Siblings of current students
2. Locals of targeted ZIP codes
3. Staff children and dependents
4. Those who are not members of the above groups

All employees and board members undergo training on diversity and inclusion practices, including the rights and obligations that come with operating as a publicly funded, tuition-free public school. For teachers, this means providing suitable support for those pupils who require special assistance. Any board member who takes part in recruitment activities receives education on the legal prerequisites for enrollment. The school's Chancellor is responsible for this.

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?

Ensuring compliance with legal enrollment requirements for special populations is essential to providing equitable education. As such, it is imperative to establish effective systems for staff members to acquire in-depth knowledge and expertise in this area. PLA uses the following to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of specific populations of students:

- Regular training sessions- PLA schedules regular training sessions for all staff members, including teachers, administrators, and support staff, to review the legal enrollment requirements and the servicing of PLA's specific populations. These training sessions take place during allotted professional development time. PLA will attend SPCSA training sessions, collaborate with community organizations that serve special populations of students, such as local advocacy groups, immigrant rights organizations, and disability rights organizations, and if needed contract with third parties to provide training.
- Resource guide- PLA shares a staff handbook that includes all the legal enrollment requirements and guidelines for servicing special populations of students. This guide is given to all staff members and updated annually.
- Dedicated staff members- PLA's leadership team, EL/TESOL teacher, and SPED teacher are responsible for ensuring that all legal enrollment requirements are met for special populations of students, such as English Language Learners (ELLs) or students with disabilities.
- Parent involvement- PLA involves parents of students with special needs in the enrollment process and in developing individualized education plans (IEPs) or other support plans. See the Special Populations section.

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?

PLA's goal is to establish such a significant community presence that there is a waiting list of parents and families who are eager for their children to join our program. This will allow us to accomplish our goal. The approach that will be utilized to recruit new personnel during the first year of business and throughout each of the future years will be pretty like the strategy that was employed during the first year of operation. Families will make up the bulk of our target demographic, and we want to communicate with them in a variety of settings, including door-to-door canvassing, information sessions, printed marketing, social media, radio broadcasts, and collaborative efforts with neighborhood community centers. These strategies will help promote backfilling because we will target all necessary age groups. The Chancellor will be accountable for ensuring that the pre-enrollment processes and the recruiting plan are carried out appropriately. It is the responsibility of the Enrollment and Recruitment Manager during all the subsequent years, and it is the Director of Operations job to assist and supervise them. Should it become clear that we are not on pace to meet our enrollment goals, the board will be forced to take action to give further assistance. This will be the case whether the board is aware that we are not meeting our enrollment goals.

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						
1						
2						
3	80	80	80	80	80	80
4	80	80	80	80	80	80
5	80	80	80	80	80	80
6		80	80	80	80	80
7			80	80	80	80
8				80	80	80
9					80	80
10						80
11						
12						
Total	240	320	400	480	560	640

b) Planned Enrollment. Must Correspond to Budget Worksheet Assumptions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3	96	96	96	96	96	96
4	96	96	96	96	96	96
5	96	96	96	96	96	96
6		96	96	96	96	96
7			96	96	96	96
8				96	96	96
9					96	96
10						96
11						
12						
Total	288	384	480	576	672	768

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						
1						
2						
3	100	100	100	100	100	100
4	100	100	100	100	100	100
5	100	100	100	100	100	100
6		100	100	100	100	100
7			100	100	100	100
8				100	100	100
9					100	100
10						100
11						
12						
Total	300	400	500	600	700	800

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.



PLA progressively expands each year, starting with an enrollment of 288 students across 3rd -5th grade. Guidance from school leaders at Battle Born, Futuro Academy, and Nevada Rise informed our decision on the specific grades to start with and how to manage gradual growth. Following the model of Futuro Academy, PLA plans to add one grade level each year.

Our decision to launch 3-5 was a strategic decision meant to create a more high-quality experience for students now in our target demographic but strategically allows us to build an internal pipeline of enrollment and attract families seeking better elementary, middle school, and high school options.

This measured growth model is pivotal for maintaining high-quality education, fostering community, managing resources efficiently, and adapting to fluctuating demands.

- **Quality Control:** Beginning with a smaller student body enables PLA to maintain strict quality control over SEL-integrated academic programs, school culture, student engagement, and teacher effectiveness. As PLA grows, we will continue to uphold these high standards by gradually integrating new resources and staff.
- **Community Building:** A smaller initial enrollment fosters a stronger community feel and a more intimate learning atmosphere. This approach is key to nurturing relationships among students, teachers, and families. As PLA expands, it will maintain this community spirit by establishing smaller learning communities within each grade.
- **Resource Management:** Starting at 44% of our capacity goal allows PLA to effectively manage its resources, directing funds towards crucial areas like hiring skilled staff, acquiring necessary equipment and supplies, and enhancing infrastructure. This approach aids in avoiding financial burdens and assures the provision of top-tier education to our students.

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.

Referencing Attachment 16 for detailed student demand data, PLA has made considerable progress in collecting community feedback, directly conversing with families about their aspirations for their children's education, their opinions on the proposed school model, and gathering intent-to-enroll commitments. As of the application date, there are 105 families with age-eligible children who have expressed their intention to enroll.

During various community engagement events, a total of 187 families demonstrated interest and requested follow-up information regarding PLA's enrollment. This indicates a strong community interest and potential demand for the educational offerings and approach of PLA.

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.

The following are additional strategies PLA will implement to maintain engagement with families that have demonstrated interest through the application window:

- **Event timing-** every effort will be made to maximize attendance at PLA events. This includes scheduling events at times of the day that will allow families with multiple jobs, or those who live in areas with limited public transportation, to attend.
- **Free childcare-** including a free childcare option during informational meetings is critical to engaging with families who may not have the luxury of organizing and paying for their own child care. PLA will prioritize this service in the planning year and beyond.
- **Accessible locations-** PLA will ensure that all locations for recruitment events are as close to public transportation as possible and ADA accessible.
- **In-person translators and translated recruitment materials-** PLA utilizes current volunteer translators for community engagement. PLA will use CSP funds to assist in paying for needed translator services.
- **School tours of PLA facilities-** in the months before each enrollment window, PLA will encourage prospective parents to tour the school building to see the education model and principles in action and to experience the inclusive environment PLA offers. Tours are scheduled to allow for the greatest scope of access for prospective parents without impacting school programming.
- **Coffee with the Chancellor and playdates with the Chancellor:** PLA will establish consistent times to host information and question-and-answer sessions between the Chancellor and school leadership, faculty, and prospective parents. This looks like morning coffee meetings or playdates in the park.



- School-based events- during the school year, existing PLA will regularly hold events early in the morning and after school in which current and potential parents are invited to participate. These events include curriculum nights in which school leadership and staff members host forums regarding elements of the school's program.
- Ongoing reflection cycles- after each recruitment and enrollment cycle, the Chancellor organizes and leads sessions reflecting on the successes and challenges of the process. The Chancellor incorporates the lessons learned into future recruitment cycles.

By integrating these graduate dispositions into their curricula, schools can work towards achieving the SPCSA aims, ensuring that all students succeed and fostering an inclusive, supportive environment that addresses the needs of diverse learners.

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").**

Referring to Attachment 17, in conjunction with the developed plan, PLA coordinates its start-up activities with the SPCSA's pre-opening checklist. This approach is undertaken to guarantee that PLA's preparatory efforts are in alignment with SPCSA's guidelines and expectations. By closely following this checklist, PLA ensures that all necessary steps and criteria are met efficiently and effectively, paving the way for a smooth and successful school opening.

- 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 his incubation year, proposed Chancellor Leondrus Wright will participate in focused training and development programs, drawing from his leadership experiences with O180 Design to EdRupt Fellowship, National Fellowship for Black and Latino male Educators, and North Las Vegas Incubator Fellowship. These programs offer comprehensive leadership development courses and intensive coaching. Throughout the Incubation Year, Mr. Wright plans to spend time in high-performing charter schools and SEL-focused charter Schools in Las Vegas & Los Angeles, CA, enhancing his skills, observing effective practices, and integrating these learnings into the successful launch of PLA.

Mr. Wright will also be actively involved in scheduled professional development activities. This participation is crucial in his preparation to guide and train new staff members effectively. In addition, he is currently engaged in the Propel Incubator Fellow program by Opportunity 180. As part of this fellowship, Mr. Wright is gaining first-hand experience by serving as Assistant Principal at a newly opened school in its second year, and at a well-established charter school that has been open for 20 years. The fellowship provides ongoing support for school leaders, encompassing program research and development, mentorship, a leadership institute, and site visits.

For his annual evaluation, Mr. Wright will present a professional learning plan to the PLA board, following his official authorization and appointment. This plan will outline his continuing education and development as a school leader, ensuring he remains at the forefront of educational leadership and school management.

- 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 everyone's core responsibilities during the incubation year.**

Upon receiving authorization and assuming the successful acquisition of additional funds through the Opportunity 180-Year Zero Grant, which PLA is currently applying for, proposed Chancellor Leondrus Wright will dedicate himself full-time to implementing the incubation year plan (detailed in Attachment 17). A Director of Operations will be recruited, initially starting part-time by January 30, 2025, before transitioning to full-time employment on April 3, 2025.



Should the grant funding not be secured, Chancellor Leondrus Wright is prepared to work nearly full-time on a voluntary basis, while also maintaining his full-time position of employment. Other staff members are slated to commence their roles no earlier than July 1, 2024. The funding for these positions prior to July 1, 2024, will come from the Opportunity 180 grant funding and CSP funds, ensuring that PLA has the necessary resources to effectively prepare for its opening and initial operations.

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.**

PLA's Chancellor and Director of Operations will take charge of identifying vendors and drawing recommendations from established charter schools. Contracts will be made with vendors who have a proven track record and align with the needs of our target demographics. At the start of each trimester, these vendors will undergo an evaluation to confirm they are fulfilling their contractual obligations and continuously addressing our students' needs. Performance metrics for these vendors will be established both quantitatively and qualitatively, reflecting the core responsibilities of each role and encompassing all school and role-specific business services. This meticulous approach ensures that operational requirements are met efficiently and effectively, supporting the overall functioning of PLA. Details regarding supporting operational requirements will be outlined and monitored to maintain high standards of service and support. The approval process for all purchases is as follows:

- Purchases above \$500 can only be made from a member of the Leadership Team but all purchases must have final approval from the Chancellor before an order can be made.
- Purchases under \$500 must be submitted and approved by the Director of Operations and then final approval must be made by the Chancellor before a purchase can be made.

- 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.**

PLA intends to locate our facility in an area easily accessible to all our zip codes. To fulfill the requirements of the academic and demographic needs assessment and to eliminate enrollment or attendance barriers. PLA anticipates providing some student transportation with the acquisition of one bus in Year 1 and two buses in Year 3. The estimated cost per vehicle is \$20,000, plus expenses for maintenance (\$0.50 per mile) and fuel (\$5.00 per gallon). The PLA will provide its own bus services, and we will employ a bus driver. This cost will be offset due to the new transportation grant that PLA will apply for once authorized.

- 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.**

For its breakfast, snack, and lunch offerings, PLA is considering a contract with Revolution Food Services, known for its expertise in providing meals that comply with all federal nutritional standards and other essential criteria, such as temperature control, serving, and storage. To ensure the selection of the most suitable program, PLA will conduct a formal RFP (Request for Proposal) process. This comprehensive evaluation will consider various aspects, including effectiveness, financial commitment, and the range of services each vendor offers.

Additionally, PLA recognizes the importance of clear communication with families, particularly in their native languages, to facilitate the accurate completion of documents required for eligibility in free and reduced lunch programs. The Director of Operations will collaborate with the chosen food service provider to establish and manage the necessary documentation requirements, ensuring that the process is streamlined and accessible to all families. This approach underlines PLA's commitment to meeting the nutritional needs of its students while accommodating the diverse backgrounds of the families it serves.

- c) Facilities maintenance (including janitorial and landscape maintenance)**



PLA will engage a custodial and basic maintenance provider to handle cleaning and routine maintenance tasks within the facility. As tenants, PLA's responsibility does not extend to the long-term maintenance of the overall building. For outdoor upkeep, including lawn care, PLA plans to contract with a local company. This approach ensures that while the school focuses on its primary educational responsibilities, the maintenance, and upkeep of both the indoor and outdoor environments are professionally managed, contributing to a safe, clean, and well-maintained learning environment for students and staff.

d) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.

PLA will establish connections with local healthcare providers for emergency situations and federally mandated health assessments. The operations director will be responsible for maintaining all medical records, adhering strictly to FERPA and other relevant regulations. Access to all records and medications, which are securely stored, will be limited to the Chancellor and director of operations, with clear record-keeping procedures in place.

Throughout the academic year, PLA will contract with service providers, such as a nurse provider, to address health-related needs linked to IEPs and other requirements. Teachers and staff will undergo regular training in first aid and cardiopulmonary resuscitation (CPR), and some staff members will receive specialized training from the Crisis Prevention Institute (CPI).

A First Aid and Safety Assistant (FASA) will be responsible for organizing and conducting state-mandated health examinations. A licensed school nurse will train the FASA in accordance with NRS 392.420. The FASA will conduct auditory and visual screenings in kindergarten, third, and sixth grades; scoliosis screenings in seventh grade; and height and weight assessments in fourth and seventh grades. PLA will ensure parents/guardians are informed in advance about any physical examinations, detailing the procedures and offering the option to exempt their child from all or parts of the evaluation.

The FASA will also manage the communication of screening results to parents and guardians. In compliance with NRS 392.420(9), these results will be provided to the State Health Officer in the specified format. Furthermore, PLA will explore forming partnerships with UNLV to provide additional nursing-related services, broadening the scope and quality of healthcare support available to its students.

e) Safety and security (include any plans for onsite security personnel).

PLA has decided against employing dedicated security personnel. Instead, PLA relies on a comprehensive emergency operations plan, which is mandated by state law. This plan encompasses detailed procedures for various emergency scenarios, including fires, hard and soft lockdowns, and earthquakes. To ensure readiness, students and staff will engage in emergency training exercises at least once a month, in line with NRS 392 requirements.

Regarding visitor management, school personnel will rigorously check visitors' driver licenses or other forms of photo identification before allowing entry into the school. Visitors will be required to wear a visitor's badge throughout their time on campus, ensuring visibility and adherence to safety protocols. This approach balances the need for a secure learning environment with the practicality of managing resources effectively, ensuring the safety and well-being of students, staff, and visitors at PLA.

f) Other services that will be critical to the academics, operations, or financial management of the school.

PLA plans to apply for CSP (Charter School Program) funds specifically earmarked for enhancing arts-related activities and resources. These additional funds will enable PLA to contract with external vendors for the construction of temporary stages and provision of production support. Such arrangements are vital for PLA's emphasis on arts and performance-based education.

Moreover, the acquisition of CSP funds will facilitate the purchase of essential arts-related technology, including sound systems and other equipment necessary to support a robust arts curriculum. This investment in technology and infrastructure is geared towards enriching the artistic experiences of students, ensuring that they have access to the necessary tools and



environments to explore and develop their talents in the arts. The focus on these resources underscores PLA's commitment to providing a well-rounded and comprehensive arts education.

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.

Objective:

To ensure that Purpose Leadership Academy (PLA) has the necessary information technology infrastructure, equipment, software, and policies in place to effectively support the school model and operations.

Steps to Achieve Objective:

1. Consultation with Charter Schools:

- PLA will consult with other charter schools to gather recommendations and best practices regarding technology service vendors to contract with. This will ensure that PLA selects vendors that are reliable, reputable, and aligned with the school's needs and budget.

2. Staff and Student Equipment:

- Each staff member at PLA will be equipped with a laptop to facilitate their work responsibilities.
- Chromebooks will be provided for student use to support their learning activities.

3. 1:1 Technology Device Program:

- By the fourth year of operation, PLA aims to implement a 1:1 technology device program for students. This initiative will ensure that each student has individual access to a technological device, enhancing their learning experience and digital literacy skills.

4. Budget Allocation:

- PLA's budget includes specific allocations for technology-related expenses. This encompasses the purchase of laptops, Chromebooks, establishment of a secure wireless network, acquisition of a phone system for the main office, and internet costs.

5. Responsibility Assignment:

- The Director of Operations will be responsible for overseeing the distribution of technology to all staff members and coordinating the ordering of all technology-related items. This includes ensuring that laptops and Chromebooks are allocated appropriately and efficiently.

6. Technology Support Vendor Management:

- The Director of Operations will manage communications with the technology support vendor for all internet and technology configurations. This involves setting up laptops for staff, configuring printers and copiers, and facilitating the initial setup of student Chromebooks.

Benefits

- With a structured approach to technology infrastructure, PLA ensures that its technological resources are robust, reliable, and effectively meet the educational needs of both students and staff.
- Equipping staff with laptops and providing Chromebooks for students enhances accessibility to technology, fostering digital literacy and supporting innovative teaching and learning practices.
- The implementation of a 1:1 technology device program demonstrates PLA's commitment to providing equitable access to technology for all students, preparing them for success in a digitally driven world.

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.

PLA utilizes Infinite Campus for student information management, aligning with statewide recordkeeping mandates. Infinite Campus offers training to the Chancellor, director of operations, and assistant Chancellor, all of whom have administrative user rights and are responsible for overseeing data management, including student enrollment and disenrollment procedures.

Teachers at PLA employ Infinite Campus for managing daily attendance, academic grades and data, as well as disciplinary referrals. The leadership team routinely monitors this attendance and academic information and manages disciplinary records within Infinite Campus.

The Chancellor maintains communication with the Nevada Department of Education and the SPCSA to ensure compliance with all reporting and regulatory requirements. Access to all school records requires individual permissions and passwords,



tailored to each role and their specific functions. Security is a top priority: electronic personal records are protected with restricted and secure access, and all physical records are stored in a locked and secure location.

During its planning year, PLA will develop an operation manual, which will undergo thorough review by Charter Impact and a legal expert versed in regulations governing protected information. To maintain the highest standards and adapt to evolving needs, PLA will conduct an annual review of all operational processes, making necessary adjustments and updates as required.

Metrics and Processes for Evaluating the Effectiveness of Services

1. Food Service:

- **Nutritional Quality:** Assess the nutritional quality of meals provided to students based on established dietary guidelines and standards.
- **Meal Participation Rates:** Track the percentage of students participating in school meal programs to gauge the accessibility and appeal of food offerings.
- **Customer Satisfaction Surveys:** Administer surveys to students, parents, and staff to gather feedback on the taste, variety, and overall satisfaction with food service.

2. Facilities Management:

- **Maintenance Response Time:** Measure the time taken to address maintenance requests and resolve facility-related issues to ensure a safe and functional learning environment.
- **Facility Condition Index:** Conduct regular assessments of facility conditions to identify areas in need of repair or improvement.
- **Energy Efficiency:** Monitor energy usage and implement measures to improve energy efficiency, such as upgrading lighting systems and HVAC equipment.

3. Nursing Services:

- **Health Outcome Indicators:** Track health outcomes, such as illness rates, immunization compliance, and chronic disease management, to evaluate the effectiveness of nursing services in promoting student health.
- **Student Health Assessments:** Conduct regular health assessments to identify health-related needs and trends among students.
- **Parent Feedback:** Gather feedback from parents on the quality and responsiveness of nursing services through surveys or focus groups.

4. School Safety:

- **Incident Reporting:** Monitor and analyze incident reports related to safety and security incidents to identify trends and areas of concern.
- **Emergency Preparedness Drills:** Conduct regular emergency preparedness drills, such as fire drills and lockdown drills, to assess the effectiveness of safety protocols and procedures.
- **Safety Perception Surveys:** Administer surveys to students, parents, and staff to gauge perceptions of safety and security within the school environment.

Evaluation Process:

1. **Data Collection:** Collect relevant data related to each service area, including performance metrics, incident reports, and stakeholder feedback.

2. **Data Analysis:** Analyze collected data to identify trends, patterns, strengths, and areas for improvement within each service area.

3. **Stakeholder Feedback:** Solicit feedback from stakeholders, including students, parents, staff, and community members, to gather insights and perspectives on service effectiveness.

4. **Evaluation Report:** Compile evaluation findings into a comprehensive report that highlights key metrics, insights, and recommendations for improvement within each service area.



5. Action Planning: Develop action plans based on evaluation findings to address identified areas for improvement and enhance the effectiveness of services.

6. Implementation and Monitoring: Implement action plans and monitor progress over time to ensure that changes lead to positive outcomes and continuous improvement in service delivery.

By implementing these metrics and processes for evaluating the effectiveness of services in areas such as food service, facilities management, nursing, and school safety, the school can make data-informed decisions, enhance service quality, and ultimately improve the overall well-being and experience of students, staff, and the school community.

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.
 - b) The number of general education classrooms required each year.
 - c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.
 - d) Space requirements for administrative functions, food services and physical education.

PLA has been working with Michael Hiltz (Hiltz Commercial Group) to secure a facility. Opportunity 180, Battle Born Academy, and Sage Collegiate all recommended them. PLA has collaborated with Charter Impact to determine lease amounts that are compatible with the budget and to determine space requirements needed to execute the school model. PLA plans for a facility that provides 104 square feet per pupil (SF/P), a lease rate of \$1.60 per square foot with an annual increase of 3% per square foot, and an initial security deposit of \$1.10 per square foot or less. The projected annual requirements are as follows:

Year 1	30,000 SF: 14-16 classrooms averaging 800 SF, 3000 SF multipurpose space, 800 SF Lab space, 1000 SF SpEd/EL class space, 2,000+ SF office and storage space, 800 SF restrooms, 15% corridor and entryway space.
Year 2	30,000 SF: 20-23 classrooms averaging 8,000 SF, 3000 SF multipurpose space, 800 SF Lab space, 1,000 SF SpEd/EL classroom space, 7,000+ SF office and storage space, 800 SF restrooms, 15% corridor and entryway space.
Year 3	30,000 SF: 30 classrooms averaging 8,000 SF, 3,000 SF multipurpose space, 1600 SF Lab space, 2,000 SF SpEd/EL class space, 800+ SF office space and storage, 1,200 SF restrooms, 15% corridor and entryway space.
Year 4	30,000 SF 24-33 classrooms averaging 850 SF, 3,000 SF of multipurpose space, 1600 SF Lab space, 2000 SF of space for SpEd/ELL classes, 800+ SF of office space and storage, 1200n SF of restrooms, 15% corridor and entryway space.

- 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:
 - a) Total project cost
 - b) Financing and financing assumptions
 - c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

-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 school⁵⁰.

PLA intends to lease its facility initially. Any decision to move toward purchasing a property is at the direction of the board and will require extensive strategic planning to ensure debt service, maintenance, and other fees are accounted for. PLA is currently working with Michael Hiltz's team of brokers Hiltz Commercial Group, along with developers like Red Hook Capital Partners and Highmark School Development. Hiltz Commercial Group services as an all-inclusive broker, which provides access to an attorney, architect, furniture retailer, and more, provides additional capacity to our founding team, as they have worked with numerous charter organizations in the community and have led a charter through this process, including GALS, GEMS, BattleBorn Academy, and Coral Academy. Red Hook has a track record of working with LA schools and schools such as Sage Collegiate. PLA is planning for landlord/leaseholders to cover tenant improvements to a minimum of \$19.20/SF, per current market value. This will cover initial updates to the facilities to become a turn-key site for a school, as well as the fees and expenses incurred to obtain a Special Use Permit.

As it stands, Purpose Leadership Academy has accounted for annual leasing fees in the following amounts:

- Year 1 - \$576,000 for lease \$48,000 for security deposit; \$22,500 CAM; \$45,000 Utilities, \$22,500 Maintenance, \$3,200 Insurance, \$22,500 renovations/repairs
- Year 2 - \$593,280; \$22,500 CAM; \$45,000 Utilities; \$22,500 Maintenance, \$3,200 Insurance, \$22,500 renovations/repairs
- Year 3 - \$611,078; \$22,500 CAM; \$45,000 Utilities, \$22,500 Maintenance, \$3,200 Insurance, \$22,500 renovations/repairs
- Year 4 - \$629,411; \$22,500 CAM; \$45,000 Utilities, \$22,500 Maintenance, \$3,200 Insurance, \$22,500 renovations/repairs

PLA does not currently hold a facility or MOU.

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.

PLA, as a single-site startup school, will collaborate closely with the board's facilities committee to oversee all aspects of facility selection, leasing, acquisition, development, renovation, and management. To ensure a comprehensive approach to facility management, PLA has forged partnerships with leading experts in the field, including representatives from Opportunity 180, Hiltz Commercial Group Commercial Advisers, Highmark, and Red Hook. This strategic collaboration leverages a wealth of experience and knowledge in facility acquisition and management, reinforcing PLA's commitment to creating a functional, safe, and conducive learning space tailored to meet the educational needs of its students and staff. Through diligent oversight and effective management of these partnerships, PLA aims to ensure that its facility development initiatives align with its mission and vision, ultimately fostering an environment conducive to academic success and growth.

4) Explain the organization's plan to maintain the facility.

Plan for Facility Maintenance and Safety at Purpose Leadership Academy (PLA)

1. Janitorial and Maintenance Company:

- PLA will hire a reputable janitorial and maintenance company to regularly clean and upkeep its facility.
- The company will be responsible for tasks such as daily cleaning of classrooms, hallways, restrooms, and common areas, as well as periodic deep cleaning and maintenance of facilities.
- Regular inspections will be conducted to ensure that the janitorial company meets established cleanliness standards.

2. Landlord Responsibility:

- Consistent with standard practices for such agreements, the landlord will bear the responsibility for the overall maintenance of the building.

⁵⁰ [NRS 388A.360\(1\)](#)



- This includes repairs to the building structure, HVAC systems, plumbing, electrical systems, and other facility-related infrastructure.
- PLA will maintain open communication with the landlord to address any maintenance issues promptly and ensure a safe and functional learning environment.

3. Safety Inspections and Protocols:

- Regular safety inspections will be conducted to identify potential hazards or safety concerns within the facility.
- Safety protocols and emergency procedures will be established and communicated to all staff members to ensure a prompt and effective response in case of emergencies.
- Fire drills, lockdown drills, and other emergency preparedness exercises will be conducted periodically to familiarize students and staff with safety procedures.

4. Facility Upkeep and Repairs:

- PLA will allocate budgetary resources for ongoing facility upkeep and repairs.
- A designated staff member or committee will be responsible for coordinating and prioritizing facility maintenance and repair projects.
- Work orders will be submitted promptly to address any issues identified, and follow-up inspections will ensure that repairs are completed satisfactorily.

5. Collaboration with Stakeholders:

- PLA will collaborate with parents, students, staff, and community members to maintain a safe and clean learning environment.
- Feedback mechanisms, such as suggestion boxes or surveys, will be implemented to gather input on facility maintenance and safety from stakeholders.
- Open communication channels will be established to address concerns and implement suggestions for improvement.

6. Continuous Improvement:

- PLA will regularly review and evaluate its facility maintenance and safety practices to identify areas for improvement.
- Lessons learned from safety incidents or maintenance issues will be used to refine protocols and procedures.
- The organization will stay informed about best practices in facility management and safety to ensure that its practices remain current and effective.

By implementing this comprehensive plan for facility maintenance and safety, PLA will ensure that its facility provides a safe, clean, and conducive learning environment for students and staff.

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.

PLA has engaged in discussions about facility planning with City Officials and North Las Vegas Mayor Pamela Goynes Brown. Besides collaborating with local government officials, PLA will work with the North Las Vegas Police Department to finalize and approve plans for student arrival, departure, and overall safety, once a facility is secured. PLA will also develop a crisis management plan in coordination with local authorities and in compliance with state law.

Given the research and conversations with facility partners and charter school leaders, PLA understands that securing proper permits for a school facility is a multi-step process taking several months. The planned timeline and steps for this process are:

- Site Identification and Evaluation (April 2024-July 2024): The initial step involves identifying a suitable site, with PLA's facility partners searching for available properties in targeted zip codes. Considerations include location, accessibility, zoning, and building conditions.
- Pre-Application Meeting (August 2024-September 2024): After identifying a site, PLA will arrange a pre-application meeting with the local planning department to discuss the site's proposed use, zoning regulations, and address any potential concerns.
- Site Development Plan (August 2024-October 2024): Based on feedback from the pre-application meeting, a detailed site development plan will be created, including a site map, building plans, and necessary engineering reports, addressing parking, traffic, and pedestrian safety.



- Permit Application and Review (November 2024-January 2025): PLA will submit a permit application, which will be reviewed for compliance with zoning regulations, building codes, and other requirements. PLA will actively engage with the planning department to address any queries or concerns.
- Permit Approval and Construction (November 2024-June 2025): Following permit approval, updates to the school facility will commence, involving additional permits and ensuring compliance with codes and standards.
- Final Inspections and Occupancy (June 2025-July 2025): Post-construction, final inspections will be scheduled to confirm the facility's safety and regulatory compliance. Once inspections are passed, the facility will be ready for occupancy and operations and will be following applicable building codes, health and safety laws, and with the requirements of the ADA. The facility will have been inspected and meet requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation at a min of 30 days before the first day of school.

Throughout this process, PLA will maintain close communication with local planning and traffic departments to ensure all requirements are met, addressing any issues promptly. By adhering to this plan, PLA aims to ensure the timely, safe, and compliant opening of its school facility, providing a quality learning environment for students.

- 6) **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 regulation⁵¹.**

Please see attached insurance coverages in attachment 21

⁵¹ [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.**

Purpose Leadership Academy will use Charter Impact as its Financial Manager for accounting, bookkeeping, payroll, budgeting, buying, financial reporting, forecasting, compliance, and data management. PLA will employ an unbiased school audit company. PLA will select a back-office supplier via a competitive "Request for Proposal" (RFP) and at least three proposals. We'll employ three top institutions' criteria: (a) Proven Track Record: The vendor will operate well. The Chancellor will review, accredit, designate, and award a provider in a detailed track record report. The finance committee and board will vote. (b) Mission Alignment: The vendor will cooperate with charter schools to help at-risk kids and demonstrate industry expertise. The Finance Committee will review the Chancellor's documents, and the board will vote on a vendor's purpose alignment. (c) Competitive pricing: The vendor will rapidly and professionally submit a competitive and transparent price plan that meets RFP scope and restrictions. The Chancellor will research and submit pricing plan documents to the Finance Committee for review and board vote. The Finance Committee will pick all contractors via RFP, and the board will approve. The narrative and line items in the current budget reflect supplier and comparable-sized charter school relationships. Purpose Leadership Academy will construct financial and administrative processes with an outsourced back-office supplier to maintain effective financial controls, notably by clearly distinguishing roles between the Chancellor, director of operations, and board treasurer. This back-office supplier's contractual services will help Purpose Leadership Academy's board establish a financial policy document. The Chancellor and provider shall establish and implement a financial and administrative cycle plan to satisfy Nevada public school reporting standards and furnish the board with timely and accurate information.

- 2) **Public charter schools in Nevada are required to conduct an annual financial audit^{16F52}. 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.**

“(c) If the school is a charter school, the sponsor of the charter school. NAC 387.775(6) Charter School Audit Guide – February 2023 3 105 Background - continued As a special purpose governmental unit, the charter school will follow the requirements of the Governmental Accounting Standards Board (GASB). GASB is the recognized standard-setting body for establishing governmental accounting and financial reporting principles” The Executive Director/ and or Chancellor with the oversight of the board treasurer and chair will be responsible for the yearly audit which will occur following the end of the fiscal year. The annual audit of a public charter school's financial and administrative operations in Nevada is conducted by an independent certified public accountant (CPA) who is licensed to practice in the state. PLA will contract with Charter Impact to ensure compliance with all laws, regulations, and reporting criteria for Nevada's public schools. This will aid PLA in adhering to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in the state. This includes compliance with the State of Nevada's Department of Education (NDE) guidance and regulations, which require maintenance of accurate financial records, submission of financial reports to the NDE on a timely basis, and adherence to Generally Accepted Accounting Principles (GAAP). The yearly audit will be conducted within all applicable timeframes, and a copy of the auditor's findings will be sent to the authorizer and any other required recipients. Purpose Leadership Academy's independent fiscal audit is a matter of public record, and a copy of each year's audit will be kept in the school's office and made available to the public upon request.

PLA's audit process will involve the following steps:

- Engage an independent audit firm: We will hire a qualified and independent audit firm, preferably one with experience in public school audits, to conduct the annual audit.
- Review financial statements: The audit firm will review our financial statements, balance sheets, income statements, and cash flow statements from Charter Impact, to assess the accuracy and completeness of the financial information presented.

⁵² [NAC 387.775](#)



- Evaluate internal controls: The audit will evaluate the PLA's internal financial controls, which are designed to prevent and detect errors, fraud, and mismanagement. This includes reviewing policies and procedures related to budgeting, cash management, procurement, payroll, and financial reporting.
- Test transactions and compliance: The audit firm will select a sample of transactions to test for accuracy and compliance with applicable laws and regulations. This may include verifying supporting documentation, checking mathematical accuracy, and ensuring that funds are spent per the school's approved budget and Nevada state requirements.
- Report findings: Upon completion of the audit, the audit firm will issue a report detailing the findings, including any identified deficiencies in internal controls or instances of noncompliance. The report will also include recommendations for improvement. To ensure adherence to accounting, auditing, and reporting procedures and requirements. The audit is typically conducted per Generally Accepted Auditing Standards (GAAS) and the Government Auditing Standards issued by the Comptroller General of the United States.¹⁵⁵ The audit will be led by the Chancellor and/or Executive Director, Director of Operations, board treasurer, and back-office provider Charter Impact.
- Adopt written policies and procedures: Develop and maintain a comprehensive set of written financial policies and procedures that outline the school's accounting practices, internal controls, and reporting requirements.
- Implement segregation of duties: Establish a clear separation of duties among the audit team for financial tasks to minimize the risk of errors and fraud. This may include separate individuals handling authorization, record-keeping, and custody of assets.
- Conduct regular financial monitoring: Assign responsibility for monitoring financial performance to a designated staff member or committee, who will regularly review financial reports and compare actual results to budgeted projections.
- Maintain accurate and up-to-date records: Ensure the school's financial records are complete, accurate, and maintained promptly, per Nevada state requirements and generally accepted accounting principles (GAAP).¹⁵⁶
- Provide staff training: Offer training programs to staff responsible for financial management, to ensure they are knowledgeable about applicable laws, regulations, and best practices for public school accounting.
- Establish a strong governance structure: Create an effective governance structure, with a board of directors or trustees who have financial expertise and are responsible for overseeing the school's financial management and approving budgets and financial policies. By implementing these financial controls and plans, a public charter school in Nevada can demonstrate its commitment to adhering to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in the state.

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.

PLA's Chancellor/ and or Executive Director will work with the board to plan financial controls for PLA this may include policies and procedures for budgeting, purchasing, payroll, cash management, and financial reporting. These controls should be designed to prevent fraud, waste, and abuse of school funds. The implementation of these controls may involve training staff on proper procedures, establishing internal controls, and regularly reviewing and monitoring financial transactions. PLA will follow the contingency plan below to ensure the school's revenue success:

- Perform a Thorough Financial Analysis: PLA will conduct a thorough financial analysis of the school. This analysis will include a review of the school's revenue streams, expenses, and cash flow. This analysis will provide insights into our school's financial health and identify areas where cost savings can be made.
- Reduce Non-Essential Expenses: Upon the completion of the financial analysis, we will identify non-essential costs that may be lowered or eliminated. This may involve lowering staff hours, extracurricular activities, and the expense of supplies and equipment.
- Increase Income Sources: PLA will seek to increase its revenue streams. This will involve growing enrollment, providing new activities and services, and raising funds. This will include renting our space to community organizations.
- Establish a Reserve Fund: PLA might also establish a reserve fund to prepare for unforeseen financial obstacles. This fund should be used to cover any unforeseen costs or gaps in revenue.
- Create a Financial Advisory Committee: The board will form a financial advisory group of finance and accounting specialists. At times of financial turmoil, this committee can give direction and support.
- Create a Communication Plan: Lastly, PLA will create a communication plan to keep the community informed of the school's financial position and any adjustments taken to address financial issues.



- 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](#) the budget narrative.

- 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)⁵³.

Please see [attachment 24 the financial plan workbook](#).

⁵³ [NAC 388A.730\(2\)](#)



6 ADDENDUM (NOT APPLICABLE)

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 (NOT APPLICABLE)

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 (NOT APPLICABLE)

- 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 (NOT APPLICABLE)

- 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 (NOT APPLICABLE)

- 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 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 (NOT APPLICABLE)

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 CHECKLIST⁵⁴

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: _____

Application submission Date: _____

Grades served year one: _____ Grades served at capacity: _____

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	Yes, for CTF Applicants ONLY	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
1. Application Cover Sheet – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Meeting the Need – all applicable questions completed DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Academic Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Operations Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Financial Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

⁵⁴ [NAC 388A.260\(2\)](#)



Element	Required?	Complete?	SPCSA Comments
6. Addendum – all applicable questions completed	Yes, for CMO applicants and CTF applicants contracting with CMO/EMO	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Did the application pass the plagiarism check?	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Attachments:

Element	Required?	Complete?	Comments
1. Completed, signed, Information sheets and resumes CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS REQUIRED TEMPLATE: Information Sheet for Applicant Team Members	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Resume of application preparer	Yes, if someone other than CTF or CMO prepared application	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
3. Evidence of community partners	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Discipline Policy	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
5. Annual School Calendar	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Teacher Schedule and Student Schedule for grades served in year 1	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. MOU or Agreement for Dual Credit Partnership	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
8. NDE Approvals for Distance Education	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
9. Board Membership Roster REQUIRED TEMPLATE: Board Member Roster Template	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. School Organizational Charts for year 1 & at capacity	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. School Leader Resume OR School Leader Job Description	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	



Element	Required?	Complete?	Comments
13. Other School Leadership Resumes OR Job Descriptions	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. School Leader Evaluation Tool	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Teacher Evaluation Tool	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Evidence of Demand REQUIRED TEMPLATE: Evidence of Demand Templates	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Incubation Year Planning Table REQUIRED TEMPLATE: Incubation Year Planning Table	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Secured Facility Documentation	Yes, if facility has been identified	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
19. Facility Preparation Schedule/Timeline	Yes, if facility has been identified	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
20. Approval from Local Jurisdiction	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
21. List of Insurance Coverage MUST COMPLY WITH NAC 388A.190	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. Budget Narrative	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. Proof of Fundraising Revenue	Yes, if budget incorporates fundraising revenue	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
24. Completed Financial Plan Workbook REQUIRED TEMPLATE: Financial Plan Workbook	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
25. CMO/EMO Data Request REQUIRED TEMPLATE: EMO/CMO Data Template	Yes, if addendum is required	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
26. Past Three Years Academic Reports for All Affiliated Schools MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25	Yes, if addendum is required	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
27. Past Three Years Organizational Reports for All Affiliated Schools MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25	Yes, if addendum is required	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
28. Past Three Years CMO/EMO Audits, 990s	Yes, if addendum is required	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	



Element	Required?	Complete?	Comments
29. Three Years of Audit Reports for All Affiliated Schools MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25	Yes, if addendum is required	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
30. CMO/EMO Greenlighting Tool	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
31. Network Organizational Charts for years 1 and 5	Yes, if addendum is required	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
32. Incubation Year MOU	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
33. CMO/EMO contract	Yes, if addendum is required	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
34. CMO/EMO Nevada Business License	Yes, if addendum is required	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Finding: ☐ Complete ☐ Incomplete

Notes:



Attachment 1: Completed, Signed, Information Sheet and Resume

○ **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 Purpose Leadership Academy
2. Full name Catrina M Pelletier
3. Home Address [REDACTED]
4. Phone Number [REDACTED]
- [REDACTED] mail address [REDACTED]
- [REDACTED] Name Clark County School District
7. Employer Address 5100 West Sahara AVE. Las Vegas, NV 89146
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 is my understanding that the mission of PLA is to service students as whole people. We will focus on not only their academic strengths but their social-emotional well-being. PLA will use Project Based Learning to give all students, with a target audience of Hispanic and African American students, the ability to practice real-life skills and a safe and encouraging environment that way they can use them in their day-to-day lives. We aim to help students discover who they want to be and how they will become those people.

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

We plan on using Project-based learning, social-emotional, Core Competencies, and Restorative practices. As an educator in Las Vegas, I often have noticed students getting labeled as troubled kids or beyond help. These educational programs will allow students to reflect on their actions and make healthier choices. They will get the opportunity to talk out their emotions and troubles, so they can grow from them. Project-based learning and core competency will teach them autonomy in their abilities to show growth. They will be able to portray a mastery of standards based on their learning styles instead of being expected to be "good multiple-choice test takers." Social-emotional learning will be embedded in all that we do, so they will be learning real-life people skills that they can start applying immediately. Instead of punishing or RPCing students who "act up" educators and staff will be asking each other questions to get to the root of the issue. Why is this action happening? What is going on in their personal life? How can we best serve them to help them succeed? They will be fully participating in a plan to help them negate from that negative behavior and create something positive.

- **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 chose to be on this board because I'm passionate about ensuring that every student is set up for success in an equitable way. I noticed a lot of issues in the Clark County public school system that do not allow for students to truly be who they are. They are expected to fit in a box that was not designed for them. Being part of the creation PLA will give students who look like me and my friends the opportunity to thrive in environments that were designed for us. I grew up on an academically privileged, white island that did not give me the opportunity to understand my black culture. I experienced racism and participated in it out of ignorance. Despite the diversity that we have in Vegas, the teachers are still often not a reflection of the student body. I noticed a lot of the ignorance that I experienced arising in my students. At PLA all teachers will be held to a high standard that nurtures students' curiosity. We will ensure students dive into their roots and ask hard questions instead of getting in trouble or being ignored for saying and doing things they do not understand. I am excited to be a change-maker in the Las Vegas education system. I am ready to see the values and practices I use in my classroom amplified in an empowering and inclusive institution.

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 teaching in Clark County since September of 2020. I have also taught in South Korea at a private Kinder in elementary school and worked as a substitute teacher/paraeducator in the Anacortes Public School District. I have dedicated my life to helping students reach their full potential. Before deciding I wanted to be a teacher, I considered going into the medical field, but after I started reflecting on all the time I spent volunteering in classrooms, I realized that teaching was what truly made me happy and that was where I felt like I could make the deepest impact. Becoming a psychiatrist might have been a financially more stable option, but being an educator gives me the opportunity to help significantly more people on a daily basis. I want to serve on this board so I can give my unique perspective and ensure that students who don't always stand out don't fall through the cracks. Throughout my time teaching in Clark County, one of the things I found most fascinating about my job is the curriculum. In my first year, I was online. When I struggled to navigate Curriculum Engine I was often told to Google standards that I didn't understand. There was no standard curriculum offered at my school and my principal was not supportive. Luckily, I had an amazing team of teachers who were willing to help me and share their plans with me. through this experience, I developed a love of creating curricula and revising ready-to-teach lesson plans. I have ADHD and dyslexia, so my plans are reflective of both teachers and staff with learning disabilities and ELL needs. Since my first year, CCSD has implemented curricula such as Amplify Science, enVision's math, 95 Phonics, and HMH Reading. I now teach 4th-grade English and have taken it upon myself to become an expert in the HMH into Reading curriculum. Often, my friends think that it's silly of me to take work home, but ensuring that my lesson plans are student-friendly, engaging, and easy to follow is one of my favorite pastimes. I love to collaborate with other teachers and am very active in online communities that connect educators countrywide. Serving on this board will give me the opportunity to use the expertise that I have gained to help other teachers have an easier time adapting to what can seem like an overwhelming curriculum. I love what I do and I love inspiring other people to embrace the resources they are given to facilitate maximum growth in their students. I am perfect for PLA's school board because I believe that all students are capable of anything that they set their mind to, and all educators deserve a supportive loving, collaborative environment to help those students get there.

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 is to help with the decision making of the school. In the early stages I'll be responsible for helping with fundraising, awareness, community engagement, and collaborating with other members of the board to help have a strong start to year zero. As we continue to work towards the schools opening I will continue with the same goals in mind, while helping with decisions on curriculum, staffing, and setting high expectations for all members involved in the PLA community.

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?

Currently, working on spreading awareness and collecting interest for PLA. Our next step is to complete and submit the application. After that we will prepare for our interview in July.

In year 0 I will continue to support our founder and be available for community events, meetings, and decision making. I will be focused on academics and curriculum. I will help with researching, testing and communicating with different companies to ensure that the curriculum we are using is relatable and engaging for our student while maintaining academic rigor. I will help with staffing and interviewing as well as recruiting high quality teachers that reflect our students.

- ***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: Clark County School District

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?

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 an alumni and rooted fellow of Teach for America.

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?

There are other TFA alumni who have started Charter School, but none in my immediate circles (I would have to do research to figure out who they are). TFA also place their corps members in charter schools throughout Las Vegas.

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, Catrina Pelletier, 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, Purpose Leadership 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.

Name

Proposed Charter School Name

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Catrina M. Pelletier

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Objective

Seeking full time English teaching position in a like minded community. Specializing in not only growing students academically, but also spiritually and mentally to ensure they become positive and productive members of society.

Education and Certification

License for Education	Elementary Education	Las Vegas, Nevada	August 2020 - 2029
University of Nevada LV	Master in Education	Las Vegas, Nevada	May 2023
International TEFL Academy	TEFL/TESOL Certificate	Chicago, Illinois	November 2018
University of Washington	BA in Visual Arts	Seattle, Washington	June 2016

Teaching Experience

4th Grade Teacher	Clyde C. Cox ES	Las Vegas, Nevada	November 2021 - Current
<ul style="list-style-type: none">• Creating, revising and teaching standards based lessons to students aged 9-10• Collecting and interpreting data with formative, summative, and state assessments and readjusting teaching to ensure all students have an equitable education experience• Maintaining classroom management based in respect responsibility and kindness			
Summer and ESY Teacher	CCSD	Las Vegas, Nevada	June –July 2021 - 2023
<ul style="list-style-type: none">• Innovated project and play based lessons for Special Education and General Education ages 4-11• Ensured previous years standards were reinforced• Prepped educational activities like arts and crafts and games for multiple classrooms			
2nd Grade Teacher	Gwendolyn Woolley ES	Las Vegas, Nevada	Sep. 2020 – Nov. 2021
<ul style="list-style-type: none">• Created, revised and taught standards based lessons to students aged 7-8• Managed difficult behaviors with a focus on Social Emotional skills• Regularly spent time in other classrooms grades K through 5th as a guest teacher during prep periods			
Online ESL Teacher	VIP Kid	Beijing, China	March 2020 - Current
<ul style="list-style-type: none">• Teaching prepared English lessons online to Chinese students aged 3-16• Tailoring lessons and encouraging students with a variety of learning styles and needs• Evaluating students and preparing progress reports after each lesson			
K – 6th Grade Teacher	CnC Academy	Seoul, South Korea	March 2019 – July 2020
<ul style="list-style-type: none">• Taught prepared English lessons online to Chinese students aged 3-16• Tailored lessons and encouraging students with a variety of learning styles and needs• Evaluated students and preparing progress reports after each lesson			

Skills

Excellent multitasker

Works well under unpredictable environments

Interpreting and revising premade lesson plans

Family engagement and cooperation

Maintaining a positive and productive space

Proficient with Microsoft Office Program

Thinking outside the box to ensure student engagement

Instilling independent and efficient work ethics

Leadership and Volunteer Experience

- 4th Grade Lead at Clyde C. Cox Elementary School
- Committee to Form Member for Purpose Leadership Academy Charter School
- Transformation Network - EnVisions, HMH, 95Core and Writing Across Curriculum Trainer
- Teach for America 2020 Corps Member and Rooted Fellow in Las Vegas, Nevada
- ClassDojo Mentor
- Student Council Advisor at Clyde C. Cox Elementary School
- Book Club Advisor at Clyde C. Cox Elementary School
- Volunteer with Home 4 Spot Animal Rescue
- Garden Club Advisor at Woolley Elementary School
- Substitute Teacher, Paraeducator, Food Service, and Custodian at Anacortes School District
- AVID Tutor at Anacortes Middle School
- Classroom Assistant at Mattson Middle School
- ESL Student Teacher at Clark College and People-Places-Things
- Assistant Book Arts Teacher at UW Summer Programs Book Arts Class and Eckstein MS
- Art Teacher at Rose of Lima Center for Chronically Homeless Mentally Ill Women
- Camp Counselor at City Kids Camp and Royal Family Kids Camp

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.

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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).

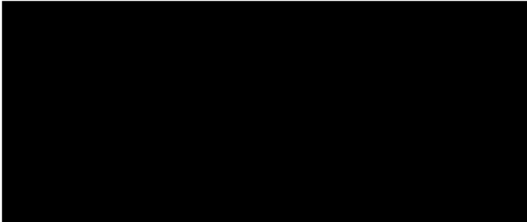
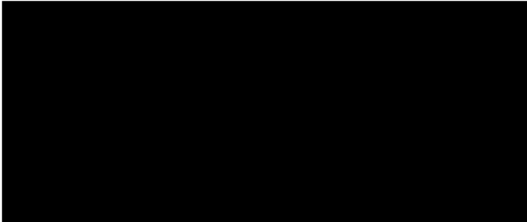
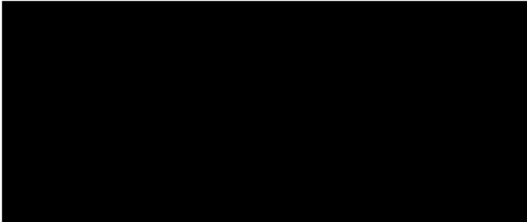
Charter School Board Member Required Training

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 Purpose Leadership Academy
2. Full name Tehran Price
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name CCSD
7. Employer Address 2575 N. Los Feliz St. Las Vegas, NV 89156
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 Purpose Leadership Academy is to foster critical thinking in future leaders that will become change makers. Through our vision of we will elevate, educate, and inspire student leaders to define and reach their full potential.

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

The educational focus will center around curriculum six core competencies: Leadership, Integrity, Identity, Scholarship , Humanities, and Service, instructed through project-based learning.

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 consider it an honor and a call to service to be a part of the Purpose Leadership Academy. This will be another chapter in my educational leadership journey, where I am able to offer my unique perspective to the cause of offering an excellent alternative to the current educational landscape.

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 will put this first, as to underscore its importance. I look like and have lived a similar upbringing to the student we intend to serve. I have been a founding board member for 2 non-profits working in the field of youth and family service, as well as served on several other boards. I have over 25 years of experience in the field of youth and family service, and have been an educator for the last 6 years. Prior to becoming a teacher in 2018, I owned and operated my own business for a decade prior. These experience will bring a specific and relevant voice to aid in decision making.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

To help provide oversight and keep all leadership bodies accountable to the goals, vision, and mission of Purpose Leadership Academy.

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 first step is to stay true to the mission and vision, while putting the best people in place to make those goals come to

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: Clark County School District

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, Tehran Price, 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, Purpose Leadership 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.

Tehran Price

Name

Purpose Leadership Academy

Proposed Charter School Name

4/1/2024

Signature

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Tehran Price



I am a Special Education Instructor for the Sunrise Mountain High School STAR program in Las Vegas, Nevada. I played Division I & II Football and Track & Field for Eastern Washington University & Humboldt State University. I have coached several sports, High School basketball in particular, for over 20 years. My professional experience includes Education, Youth and Family Services, Juvenile Corrections, and Applied Behavior Analysis. I've coached nationally ranked teams, and players. Some have even played professionally, but my main goal is to see student-athletes attend college and take advantage of an education.

Experience:

1999-2002 Head Coach, East High Alternative, Fortuna CA, Basketball, Flag Football Humboldt State Mentorship Program

2001-2002 Head Coach, McKinleyville Middle School, McKinleyville CA. 6th grade Boys Basketball

2001-2002 Head Coach, Winship Middle School, Eureka CA. 6th - 8th-grade Track & Field

2003-2005 Head Coach, Chatsworth High School, Chatsworth CA. Frosh/Soph Boys

2003-2005 Assistant Head Coach, Chatsworth High School, Chatsworth CA. JV/ Varsity Boys Basketball

2005-2007 Head Coach, Sprayberry High School, Marietta GA. 8th grade Boys Basketball (feeder program)

2005-2009 Adidas Phenom Camp, 9th-11th grade & Adidas Jr. Phenom Camp, 4th -8th grade National & Southeast Region Instructor / Coach

2007-2009 Head Coach, Southwest Atlanta Christian Academy, Atlanta GA. 5th-8th Boys Basketball

2018-2021 Assistant Coach, Legacy High School, Las Vegas NV. JV/ Varsity Boys Basketball

2018-2022 Head Coach, Ann T. Lynch Elementary School, Las Vegas NV. Boys & Girls Basketball

2021 - Current Assistant Coach, Sunrise Mountain High School, Las Vegas NV. Varsity Boys Basketball

2022- Current Head Coach, Sunrise Mountain High School, Las Vegas NV. Freshman Boys Basketball

Volunteer Experience:

2003-2005 LA County Parks & Rec Co-Ed Basketball, Los Angeles CA.

2003-2005 CAVS AAU Basketball Program, 6u-17u Boys Basketball Los Angeles CA.

2005-2013 Georgia Thunder AAU, 9u-17u Boys Basketball, Marietta GA.

2018-2021 Northwest Athletics AAU, 13u-17u Boys Basketball, Las Vegas NV.

○ 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

Purpose Leadership Academy

2. Full name

Kimberly Bredeson

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

Global Health Labs, LLC

7. Employer Address

14360 SE Eastgate Way, Bellevue, WA 98007

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).

N/A

- *School Mission and Program*

1. What is your understanding of the proposed charter school's mission and vision?

Purpose Leadership Academy aims to build up student leaders who will be changemakers in their communities. PLA will educate and inspire students to change the world through innovation and inspiration.

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

Purpose Leadership Academy will leverage project-based and social emotional learning (SEL) processes and models to help students thrive. Students will learn effective problem solving, emotion management, and interpersonal skills to improve academic achievement, decrease school drop out rates, set students up for future success in the job market, and produce productive members of the community.

- *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 that education is a human right and that our current public school system can fall short of supporting some students. I believe that charter schools can bridge many of the gaps in our current system by leveraging innovative tools and techniques and offering targeted support for historically underprivileged communities. As a resident of Las Vegas and a parent of a school-aged student, I am motivated to contribute to improvements to our current system, and I believe participating in the board of Purpose Leadership Academy will help me to do that. PLA has a unique perspective on how to support previously unsupported students and to help shape them into future changemakers.

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 experience developing Human Resource (HR) programs and processes in a small nonprofit start-up and believe that experience makes me uniquely qualified to provide HR consulting and support for Purpose Leadership Academy.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

Public charter school board members should help run the charter school by providing oversight and strategic support for the operations, governance, risk management, and finances of the school. The board should be actively engaged in reviewing data, performance, and outcomes to ensure the school is being run properly and be committed to the long-term success of both the students and the school. Public charter school board members are also public officers and subject to all of the rules and regulations regarding public officers in the state of Nevada.

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?

Philosophically, I believe that Purpose Leadership Academy should focus on balancing operational and strategic needs that keep in mind both the minute details of running an effective and compliant school but also the big strategic picture of helping students achieve long-term success.

Practically, I hope that Purpose Leadership Academy is able to successfully source the funds needed to make the school great through innovative development techniques and grit.

● *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: **Global Health Labs, LLC**

Describe any affiliation with any charter schools.

N/A – Global Health Labs, LLC is not affiliated 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?

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).

All time worked for my employer, Global Health Labs, LLC, is donated to the global health non-profit Global Health Labs, Inc. I work as an HR Manager for Global Health Labs, LLC.

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 – this non-profit is not affiliated with any charter schools.

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, Kimberly Bredeson, 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, Purpose Leadership 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.

Kimberly Bredeson

Name

Purpose Leadership Academy

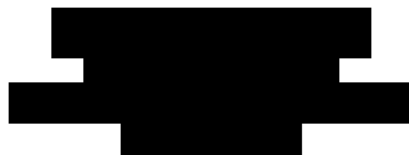
Proposed Charter School Name

Signature

11/09/2023

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.



HR professional with 13 years of progressive HR program design & management experience

- | | | |
|---------------------------|----------------------|--------------------------------|
| · Benefits program design | · Project management | · Employee communications |
| · HRIS management | · Vendor management | · Process design & improvement |

Relevant Experience

HR Operations Manager

March 2021 - Present

Global Health Labs, LLC, Seattle, WA

- Collaborate with internal and external stakeholders to develop and document HR policies and programs
- Design and manage end-to-end benefits plans, policies, and programs
- Program manage important HR initiatives (i.e., new vendor RFPs, intern programs, etc.)
- Identify and implement process improvements across all HR processes and procedures
- Document and maintain the knowledge management system for HR and people-related functions

Principal Benefits Consultant

Aug 2020 - Present

Caravel Health Insurance Consulting LLC, Las Vegas, Nevada

- Founder of consulting practice to help individuals and small businesses maximize their health benefits
- Consult clients on industry best practices for benefits program design and administration
- Research and resolve complex health insurance issues to help my clients save time & money

Benefits Analyst

Jan 2017 - Mar 2020

Bill & Melinda Gates Foundation, Seattle, Washington

- Designed health benefits and leave of absence programs; collected leader and employee feedback, tested design concepts, analyzed financial impact, and gained leadership approval for program updates
- Led cross-functional projects to implement new and/or updated benefits; established and managed project plans, established project teams, and directed the work of internal and external partners
- Successfully administered benefits and leave of absence programs by designing and documenting end-to-end processes, creating formal benefit policies, and training the benefits administration team
- Selected third-party vendors and managed vendor contracts and relationships
- Managed ongoing and annual compliance activities (ACA, 5500, BLS, PFML, year-end notices)

Senior Benefits Specialist

Aug 2010 - Dec 2016

Willis Towers Watson, San Diego, California and Seattle, Washington

- Consulted clients on industry standards and best practices for employee benefits administration
- Supervised team of 10 customer service representatives; oversaw daily work and provided real-time feedback
- Developed standards, created procedure documentation, and trained supervisors in multiple locations

Education

Bachelor of Arts in Politics

June 2010

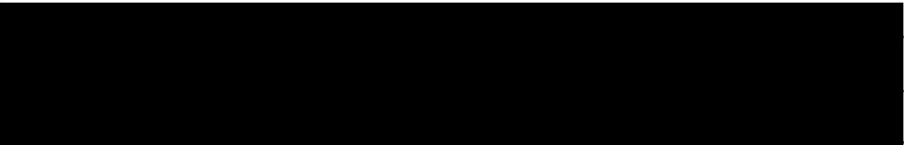
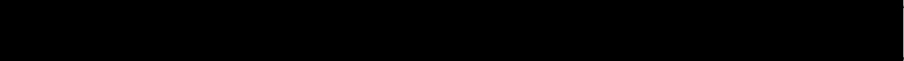
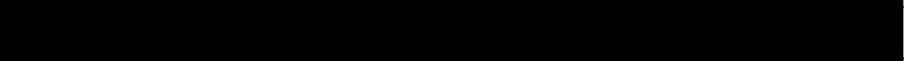
University of California, Santa Cruz

Magna cum Laude

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 Purpose Leadership Academy
2. Full name Raeshann Canady
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name Legal Aid Center of Southern Nevada, Inc.
7. Employer Address 725 E Charleston Blvd. Las Vegas, NV 89104
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?

Mission: Purpose Leadership Academy will elevate, educate, and inspire student leaders to define and reach their full potential.

Vision: Purpose Leadership Academy produces critically conscious changemakers who will lead through service as a guiding purpose to enact and impact change through policy, innovation, and inspiration.

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

Purpose Leadership Academy's curricula for all core content classes will be driven by project-based learning rooted in six core competencies (leadership, integrity, identity, scholarship, humanity, and service) and social-emotional learning.

Project-based learning is an instructional approach that emphasizes active and experiential learning by engaging students in real-world projects.

Social-emotional learning programs aim to enhance students' emotional intelligence, self-awareness, interpersonal skills, and overall well-being.

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 met Leondrus Wright, the proposed founder of Purpose Leadership Academy, in 2021. At that time, I was the Director of Impact with Leadership for Educational Equity (LEE) and, as a Teach for America alumnus, Leondrus was a member of LEE. From the moment I met Leondrus, I was impressed with his passion for working with students and impacting their lives in meaningful ways. When Leondrus shared his vision for Purpose Leadership Academy, I was immediately excited. I want to serve on the board of Purpose Leadership Academy because I believe in Leondrus and I believe Purpose Leadership Academy is needed in our community.

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 a Bachelor's Degree in Sociology, a Bachelor's Degree in Psychology, a Master's Degree in Social Work, and a Juris Doctor in Law. I'm licensed as an Attorney in Wisconsin and Nevada. I have several years of experience advocating for children. I have prior board experience as the past-president of the Board of Directors at Wisconsin Community Services, Inc., a large social services agency in Milwaukee, Wisconsin, and as an ambassador and member of the diversity recruitment committee of the Law Alumni Board of Marquette University Law School. I taught for many years at the university level at Marquette University and the University of Wisconsin-Milwaukee.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The role of a public charter school board member is to serve on a governing body that provides support, oversight, and accountability to the public charter school. It is not the role of the board or any individual board member to run the public charter school. The role of each board member and the board as a whole is to provide expertise and guidance to the person in charge of the school to ensure compliance, smooth operations, and academic success.

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. Understand the rules and regulations related to opening a public charter school.**
- 2. Invest in every aspect of the formation and opening of the public charter school.**
- 3. Provide support, guidance, advice, redirection, and accountability to the public charter school founder.**
- 4. Make sound, evidence-based decisions.**

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: Legal Aid Center of Southern Nevada, Inc. and Administration for Children & Families (annually, on an as-needed basis)

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?

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 currently employed with Legal Aid Center of Southern Nevada, Inc. as an Attorney. To my knowledge, LACSN is not affiliated with any charter schools.

I am currently employed with the Administration for Children & Families as a Grant Reviewer annually, on an as-needed basis. To my knowledge, ACF is not affiliated with any charter schools.

I currently volunteer with The Center in Las Vegas, Nevada as an Information & Referral Desk Specialist. To my knowledge, The Center is not affiliated with any charter schools.

I currently volunteer with the National Black Law Student Association as a moot court judge on an annual, as-needed basis.

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?

I am not aware of any other person employed or affiliated with the above-mentioned nonprofit organizations that is affiliated with Purpose Leadership Academy 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, Raeshann Canady, 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, Purpose Leadership 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.

Raeshann Canady
Name

Purpose Leadership Academy
Proposed Charter School Name

Signature

Date

11/24/23

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

RAESHANN D CANADY

EDUCATION

Juris Doctor May 2004
Marquette University Milwaukee, Wisconsin
Graduate Assistant: Restorative Justice Initiative
Member: Pro Bono Society

Master of Social Work December 1998
University of Michigan Ann Arbor, Michigan
Major: Interpersonal practice with children, youth, and families
Minor: Social policy and evaluation
Certificate: School Social Work

Bachelor of Arts December 1996
University of Michigan Ann Arbor, Michigan
Psychology and Sociology
Certificates: Social Welfare and International Social Change
Graduate: Program on Intergroup Relations
Member: Alpha Kappa Delta, International Sociology Honor Society

PROFESSIONAL DEVELOPMENT

Justice, Equity, Diversity, Anti-Racism, and Inclusion (JEDAI) Certificates
University of Michigan
Addressing White Supremacy Culture in the Workplace March 2023
Apply a Diversity, Equity, Inclusion & Anti-Racism Lens in Your Strategic Planning January 2023

University of South Florida
Ethical and Inclusive Leadership August 2023
Diversity, Equity, and Inclusion in the Workplace May 2021

Justice Coaching Center
Coaching Future Leaders October 2018

Mediation Certificates
Pesi, Inc.
Motivational Interviewing June 2017

University of Nevada Las Vegas
Advanced Mediation Training March 2016
Basic Mediation Essentials Training January 2016

PROFESSIONAL EXPERIENCE

Attorney Legal Aid Center of Southern Nevada
May 2023 – Present Las Vegas, Nevada
Provide legal representation to children involved in minor guardianship proceedings through the Minor Guardianship Advocacy Project.

Grant Reviewer
March 2013 – Present

Administration for Children and Families
Washington, D.C.

Certified as a grant reviewer for the Administration for Children and Families of the United States Department of Health and Human Services. As part of a panel of professionals, review applications submitted by social services agencies from across the country to select the best programs for funding.

Chief Appeals Referee
March 2022 – November 2022

State of Nevada
Las Vegas, Nevada

Served as the Director of the Office of Appeals within the Department of Employment, Training, and Rehabilitation, the largest state agency in Nevada. The Office of Appeals conducts quasi-judicial evidentiary hearings and issues decisions regarding unemployment insurance benefits. Oversaw the processing of thousands of unemployment insurance appeals. Managed a team of 15, including the Senior Appeals Referee, Appeals Referees, and Administrative Assistants. Involved in all aspects of the creation, revision, development, implementation, and evaluation of the Office's policies, procedures, goals, and objectives.

Director of Nevada Impact
July 2021 – February 2022

Leadership for Educational Equity
Las Vegas, Nevada

Leadership for Educational Equity is a fully virtual, national, nonprofit leadership development organization. As the Director, I galvanized the 600 diverse members throughout the state to build an ecosystem, through collective action, elected leadership, advocacy, and policy development, that accelerated changes in laws and policies to achieve equity for students and families in Nevada. Coached the organizing alliance INVEST (Igniting Nevada's Education System Together), worked with state and local elected officials to assist members with political aspirations, and recruited and oversaw policy & advocacy organizations to serve as fellowship hosts.

Division Manager
September 2018 – March 2021

City of Las Vegas Municipal Court
Las Vegas, NV

Started as a member of the Executive Team managing the Criminal Division. In July 2020, I was asked to also manage the Alternative Sentencing and Education Division. The two divisions merged to form the Community Support Services Division, which encompassed six treatment courts, Evaluation Center, Domestic Violence Program, Pretrial Services Unit, Marshal Unit, Compliance Unit (probation), Court Specialist team, and education services. Responsible for obtaining and maintaining state certifications for the Evaluation Center, Domestic Violence Program, and education courses. Directed over 70 staff, contractors, volunteers, and vendors, and served as the Agency Field Instructor to supervise student-interns from UNLV's School of Social Work. Reviewed proposed legislation and drafted position statements. Collaborated with many different organizations and stakeholders on several key initiatives and oversaw multiple federal and state grants. Involved in all aspects of the creation, revision, development, implementation, and evaluation of the Court's programs, budget, policies, procedures, goals, objectives, and strategic planning.

Court Division Administrator
May 2014 – August 2018

Eighth Judicial District Court
Las Vegas, NV

Director of the Family Mediation Center (FMC), one of the largest court-connected mediation programs in the country. FMC provides child interviews, parent-child reunification services, and mandatory mediation to families involved in child custody disputes. Supervised a staff of 17. Oversaw a federally funded grant program as well as the providers of the Seminar for Separating Parents, the Outsource Mediation Committee, and the court-approved forensic services providers. Collaborated with many different organizations and stakeholders within the family and civil legal systems and throughout the community. Involved in all aspects of the creation, revision, development, implementation, and evaluation of the Department's budget, policies, procedures, goals, and objectives.

Adjunct Professor**August 2007 – May 2014**

Taught undergraduate courses in the Department of Social and Cultural Sciences, including Social Welfare Policy and Programs, Social Welfare and the Law, and Advocacy and Social Change.

Marquette University

Milwaukee, Wisconsin

Attorney**June 2005 – July 2013**

January 2012 – July 2013

Wisconsin State Public Defender

Milwaukee, Wisconsin

Regional Attorney Manager, Milwaukee Juvenile and Mental Health Region. Managed a staff of 32, including Local Attorney Managers, Attorneys, Investigators, Secretaries, and a Client Services Specialist and provided legal representation to juveniles involved in serious delinquency proceedings. Collaborated with many different organizations and stakeholders within the civil and criminal legal systems and throughout the community on several key initiatives. Involved in all aspects of the creation, revision, development, implementation, and evaluation of the region's budget, policies, procedures, and objectives.

February 2010 – January 2012

Local Attorney Manager, Milwaukee Trial. Supervised a team of 8 experienced Attorneys, was head of the Domestic Violence Practice Group, and creator of "Raise the Bar." "Raise the Bar" assisted new Attorneys with training, support, and mentorship for professional development. Involved in the creation, revision, development, and implementation of office policies and procedures.

March 2008 – February 2010

Attorney, Milwaukee Trial. Provided legal representation to indigent adults involved in misdemeanor and felony cases and administrative revocation proceedings. Member of the Homicide Practice Group and the Milwaukee County Drug Treatment Court team, the first treatment court in Milwaukee County.

June 2005 – March 2008

Attorney, Ozaukee County. Provided legal representation to children involved in CHIPS proceedings, juveniles involved in delinquency and JIPS proceedings, and indigent adults involved in mental health commitments, misdemeanor and felony cases, and administrative revocation proceedings.

Senior Adjunct Professor**January 2005 – May 2014**

Taught undergraduate and graduate courses in the Helen Bader School of Social Welfare, including Cultural Diversity, Introduction to Social Welfare Policy, and Social Welfare and the Law. Focus was on teaching Title IV-E students who were working in child welfare while earning their master's degrees in social work.

University of Wisconsin-Milwaukee

Milwaukee, Wisconsin

Program Manager**June 2004 – June 2005**

Started as the Volunteer Coordinator and was quickly promoted to Program Manager. Responsible for all aspects of program management, including recruitment, training, supervision, and performance evaluation of over 40 community volunteers who served as advocates for children in foster care through the Milwaukee Court Appointed Special Advocates (CASA) Program. Wrote grant proposals and revised program policies, practices, and internal documents.

Kids Matter, Inc.

Milwaukee, Wisconsin

Forensic Social Worker**May 2001 – February 2004**

Conducted custody and placement evaluations with parents involved with the Milwaukee County Family Court Division. Engaged in mediation and problem-solving sessions and provided recommendations regarding case disposition through forensic reports and in-court testimony.

Legal Aid Society of Milwaukee, Inc.

Milwaukee, Wisconsin

Psychotherapist**January 2001 – March 2001**

Facilitated group and family psychotherapy to male and female youth with behavioral health issues at risk of expulsion from the Milwaukee Public School System.

Childynamics, Inc.

Wauwatosa, Wisconsin

Treatment Director**July 1999 – August 2000**

New Horizon Center, Inc.

Milwaukee, Wisconsin

Performed individual and family psychotherapy, as well as case management services, to abused, neglected, at-risk and adjudicated delinquent male youth aged 12-17 and their families.

Ongoing Case Manager**January 1999 – July 1999**

Innovative Family Partnerships, Inc.

Milwaukee, Wisconsin

Provided case management services for abused and neglected children and their families with a private, non-profit social services agency contracted with the Bureau of Milwaukee Child Welfare.

Treatment Counselor**January 1997 – August 1997**

St. Rose Youth and Family Center, Inc.

Milwaukee, Wisconsin

Supported abused, neglected, and at-risk female youth aged 13-17 through direct supervision to teach daily living skills and address behavioral health issues.

COMMUNITY INVOLVEMENT**Information and Referral Desk Specialist****April 2021 – Present**

LGBTQ Center of Southern Nevada

Las Vegas, Nevada

Volunteer at the front desk, serving as the first point of contact for clients, visitors, callers, and community members. Provide program information and community referrals. Assist with the bi-weekly drive-thru food distribution program.

Moot Court Judge**February 2013 – Present**

National Black Law Student Association

Washington, D.C.

Serve as a judge for the annual Thurgood Marshall Moot Court Competition, an advocacy competition for highly accomplished law school students across the country.

Member, Paralegal Advisory Committee**September 2011 – May 2014**

Milwaukee Area Technical College

Milwaukee, Wisconsin

Played an important role in assuring quality of the Paralegal Certificate and Associate's Degree programs by providing input on curricula, equipment purchases, and student recruitment, placement, and retention.

Director, Law Alumni Board**May 2009 – May 2014**

Marquette University

Milwaukee, Wisconsin

Acted as an official ambassador of the Marquette University Law School. As a member of the Nominations Committee, selected and recruited other community leaders to serve as ambassadors. As a member of the Diversity Recruitment Committee, worked closely with the Director of Recruitment for Admissions to recruit and retain minority and other under-represented students from around the country.

Past-President, Board of Directors**February 2005 – May 2014**

Wisconsin Community Services, Inc.

Milwaukee, Wisconsin

Actively participated in the strategic, financial, and operational planning of a social services agency with an annual budget of over 30 million dollars and over 240 staff members through sound, well-informed and objective decision making. Monitored and evaluated the performance of the Executive Director and 40 different programs in southeastern Wisconsin.

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
Purpose Leadership Academy
2. Full name
Benjamin D. Burns
3. Home Address
[REDACTED]
[REDACTED]
[REDACTED]
6. Employer Name
Quillin Advertising & Public Relations
7. Employer Address
8080 W. Sahara Ave., Suite A, Las Vegas NV 89117
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?

Purpose Leadership Academy (PSA) is a proposed, tuition-free public charter school with a focus on providing a stable and supportive environment, along with extended learning opportunities and a wide range of resources, crucial for empowering students to succeed.

The academy's vision of producing critically conscious changemakers who lead with service as a guiding purpose. By emphasizing the importance of enacting and impacting change through policy, innovation, and inspiration, the academy plans to nurture future leaders who are not only academically proficient but also socially responsible and committed to making a positive difference in their communities and beyond.

Moreover, the mission of Purpose Leadership Academy is to elevate, educate, and inspire student leaders to define and reach their full potential. By providing students with the necessary tools, guidance, and support to discover their strengths, passions, and capabilities, the academy will help students become confident and empowered individuals who are prepared to take on leadership roles and contribute to society and the communities where they will live and work.

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

Purpose Leadership Academy (PSA) proposes to educate, elevate, and inspire students to reach their full potential as defined by them. PSA will achieve these objectives through a holistic approach that is rooted in our six core competencies of Leadership, Identity, Integrity, Scholarship, Humanity, and Service.

PSA believes that every child deserves an educational experience that:

- 1. Builds leadership**
- 2. Empowers their identity**
- 3. Fosters integrity**
- 4. Elevates scholarly achievement**
- 5. Believes in humanity**
- 6. Is rooted in service**

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 am making myself available to serve on PSA's board in order to support a school that has the ability to impact the lives of students who are underserved.

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 currently serve as Board of Trustee and Officer of the Board for Nevada School of the Arts and on the National Board of Governors for the Human Rights (HRC) Campaign.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The board may be responsible for

1. Ensuring the academic program of PSA is successful
2. PSA's program and operation adhere to the terms of its charter
3. PSA is a viable organization
4. Determine/review PSA's mission
5. Select/Work with the CEO
6. Facilitate CEO performance review
7. Ensure effective organizational planning
8. Ensure PSA has adequate resources
9. Effectively manage existing and incoming resources
10. Review, monitor and strengthen PSA programs and initiatives
11. Enhance PSA's Public Standing
12. Ensure legal and ethical integrity, while maintaining accountability
13. Recruit and orient new board members and assess board performance

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. Establish expectations
2. Quarterly/bi-annual/annual objectives
3. Transparency with PSA leadership and board

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 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? **NO**

Employer: **Quillin Advertising & Public Relations**

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?

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).

Our advertising firm is the agency of record for the following non-profit organizations, and I currently serve as the Director of Creative Strategy for Quillin.

- **Las Vegas Metropolitan Police Department Foundation**
- **Nevada Childhood Cancer Foundation**
- **Nevada School of the Arts**

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, Benjamin Burns, 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, Purpose Leadership 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.

Benjamin D. Burns

Name

Signature

Purpose Leadership Academy

Proposed Charter School Name

04.25.24

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

BENJAMIN BURNS

DIRECTOR, CREATIVE STRATEGY

EXPERIENCE

- 2012 – Present

QUILLIN ADVERTISING & PUBLIC RELATIONS
Experienced Director of Creative Strategy with a demonstrated history of working in the marketing and advertising industry. Strong business development professional skilled in Campaign Planning, Advertising, Integrated Marketing and Communications.
- 2010

D. L. MEDIA ADVERTISING
Directed integrated marketing campaigns and the expansion of the agency’s studio and production services.
- 2007

NOBLE COMMUNICATIONS
Directed integrated marketing campaigns and the expansion of the agency’s studio and production services.

EDUCATION

- 2007

BA COMMUNICATIONS
Southwest Baptist University, Bolivar, MO
- MINOR: Intercultural Studies

COMMUNITY INVOLVEMENT

- 2019 – Present

BOARD OF TRUSTEES
Nevada School of the Arts, Las Vegas, NV
- 2023 – Present

NATIONAL BOARD OF GOVERNORS
Human Rights Campaign (HRC), Las Vegas, NV

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 Ethics 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).

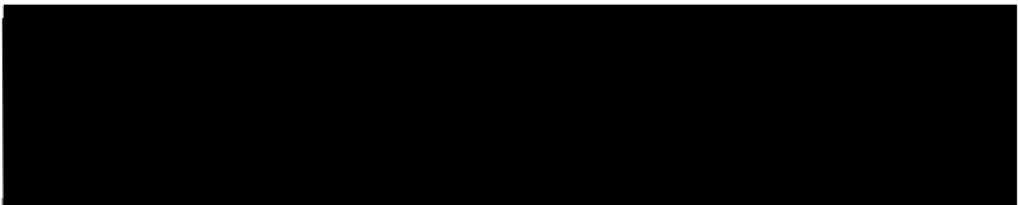
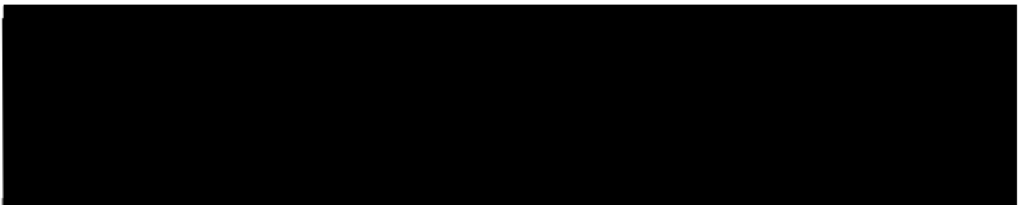
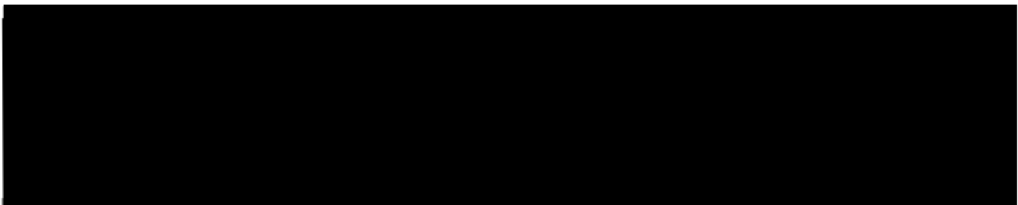
Charter School Board Member Required Training

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 Purpose Leadership Academy
2. Full name George A Anguiano Perez
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name Luminate Home Loans
7. Employer Address 3145 St Rose Pkwy Suite 201 Henderson NV 89052
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).

Luminate Home Loans

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

To elevate, educate and inspire students leaders to reach their full potential as defined by them

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

To produce critically accurate change makers who will lead with service as a guiding purpose to enact and impact change

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?

My mission has always been to be a positive role model in my community and help others achieve their full potential through education and leadership starting with the youth.

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've been involved in multiple community events as related to the community in education and financial literacy. I'm part of NAHREP or the National Association for Hispanic Real Estate Professionals where we are required to plan and schedule different events for our community and other professionals

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My understanding of the role is a combination of the following; Governance and Leadership, Financial Oversight, Legal and Regulatory Compliance, Accountability and Assessment, Community Engagement, Strategic Planning, Fundraising and Resource Development, Advocacy and Public Relations, Ethical and Legal Responsibility, and Emergency Preparedness and Risk Management.

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?

To ensure the success of the proposed charter school, the board should start by defining a clear vision and mission, creating a strong charter application, and assembling an experienced leadership team. Establishing effective governance structures, ensuring financial sustainability, and engaging with the community are crucial steps. The development of a quality curriculum, targeted student recruitment and retention strategies, and securing appropriate facilities and resources further contribute to success. Legal compliance, continuous improvement through ongoing assessment, and proactive risk management complete the essential elements for a thriving charter school. These measures collectively lay the foundation for a sustainable and impactful educational institution.

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:Luminate Home Loans

Describe any affiliation with any charter schools.
None that I am aware of.

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, George A Anguiano Perez, 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, Purpose Leadership 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);
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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.

George A Anguiano Perez

Name

Purpose Leadership Academy

Proposed Charter School Name

Signature

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

George Anguiano-Perez



Employment Experience

- Luminate Home Loans Mortgage Loan Originator Feb 2023 – Current
- Streamline LLC Mortgage Loan Originator Jan 2023 – Feb 2023
- Celebrity Home Loans Mortgage Loan Originator May 2022 – Dec 2022
- Residential Bancorp Loan Originator August 2020 – May 2022
- Bank of America Relationship Manager and Lending Specialist.
April 2019 – July 2020

- Super Auto Sales. March 2019 – May 2019

- United Nissan Sales Assoc. September 2017 – March 2019

- Long Beach Honda Sales Assoc. January 2016 - December 2016

- Tustin Nissan April 2015- 2016
Sales Associate/Porter

- Aldo Shoes September 2013- March 2015
Sales/Stock

- South Pacific Car Wash February 2013- September 2013
Car Detailer
- Perez Transmission and Repair Summer of 2010, 2011, 2012
Mechanical Assistant

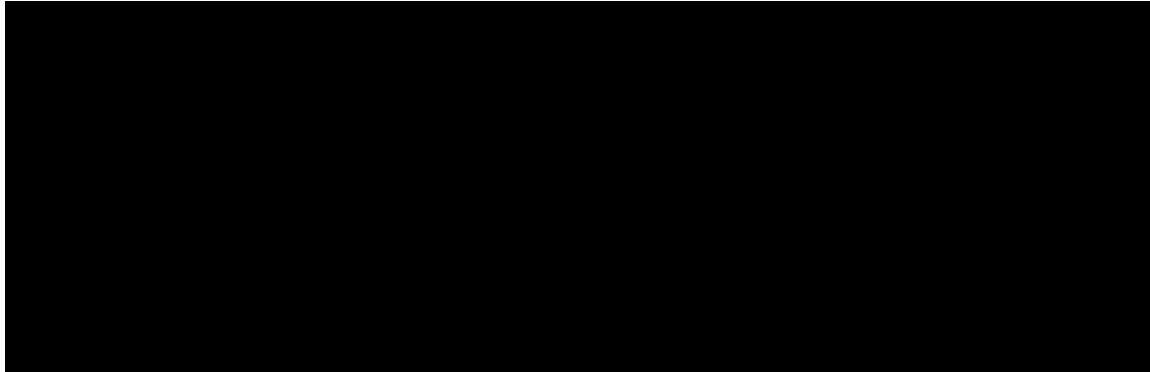
Education

- Santa Ana College Spring 2014- Present
Management 101 course
- Santa Ana High School Diploma Received June 2013

Skills

- Licensed in 3 States AZ,CA,NV
- Bilingual: Spanish-English
- Automotive Knowledge
- Money Management
- Excellent in presenting complex ideas clearly
- Committed to customer satisfaction
- Interpersonal communication skills
- Lending and loan structuring experience.

- References



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

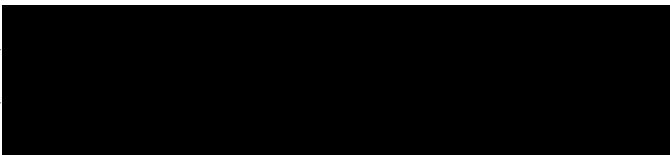
Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

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	Purpose Leadership Academy
2. Full name	Dr. Andre' L. Ponder
3. Home Address	
4. Phone Number	
5. E-mail address	
6. Employer Name	Battle Born Youth ChalleNGe Academy
7. Employer Address	100 University Avenue, Carlin, NV
8. Which of the following best describes you: <input checked="" type="checkbox"/> I am on the Committee to Form <i>and</i> a proposed board member <input type="checkbox"/> I am on the Committee to Form <i>but I am not</i> a proposed board member <input type="checkbox"/> I am part of the Applicant Team listed in <i>Section 1.2: Applicant Team Information</i> (For CMO Applicants) <input type="checkbox"/> I am a member of the governing board of the CMO (For CMO Applicants) <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> 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?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?

Purpose Leadership Academy is a proposed, tuition-free public charter school that offers a stable, supportive environment with extended learning and a wide range of resources to holistically support students.

The vision of Purpose Leadership Academy is to produce critically conscious changemakers who will lead with service as a guiding purpose to enact and impact change through policy, innovation, and inspiration

Purpose Leadership Academy's mission is to elevate, educate, and inspire student leaders to define and reach their full potential.

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

To Educate, Elevate, and Inspire students to reach their full potential as defined by them. We do this through a holistic approach that is rooted in our six core competencies of Leadership, Identity, Integrity, Scholarship, Humanity, and Service.

The Academy believes that every child deserves an educational experience that:

Builds leadership, Empower their identity, Foster integrity, Elevate scholarly achievement, Believe in humanity, Rooted in service

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 be a part of change that impacts the lives of students who are often overlooked

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 not served on a board for a charter school, but I have served as a School District Superintendent in two states.

<p>3. For proposed board members, what is your understanding of the role of a public charter school board member?</p>
<p>To govern policy, budget and expectations of the Chancellor.</p>
<p>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?</p>
<p>Clear expectations, targeted goals, transparency</p>

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.

<p>1. Where are you employed, and are you or your employer affiliated with any charter schools? No</p>
<p>Employer:</p> <p>Describe any affiliation with any charter schools.</p>

2. Are you a current or proposed employee of the proposed charter school? No

☐ 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

☐ 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

X 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.

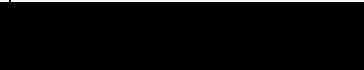
If yes, describe the conflict of interest.

Assurances and Certification

I, Andre' L. Ponder, 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, Purpose Leadership 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.

Andre' L. Ponder		Purpose Leadership Academy
Name		Proposed Charter School Name
		March 26, 2024
Signature		Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

SUMMARY

I possess a strong set of skills including exceptional people, organizational, analytical, and communication abilities. These skills are further complemented by my unwavering work ethic. My primary focus is on transforming organizational learning experiences by enhancing the operational capacity of staff, enabling them to grow and lead at higher levels.

EDUCATIONAL EXPERIENCE

Doctorate Degree (EdD) Organizational Leadership, Grand Canyon Univ. – Phoenix, AZ
Masters of Education (MED) Educational Leadership, Lynn University – Boca Raton, FL
Masters of Business Administration (MBA) Human Resources, Univ. of Phoenix – Plantation, FL
Bachelor's Degree (BIT) Information Technology, American Intercontinental Univ. – Plantation, FL
Associates of Science (AS) Business Administration, Broward Community College - Davie, FL
Basic Standard Correction Academy, Criminal Justice Institute - Davie, FL

PROFESSIONAL EXPERIENCE

Battle Born Youth ChalleNGe Academy, Carlin, NV

2022 - Current

Director – Elko County School District

Partnered with the NV National Guard, Battle Born Youth ChalleNGe Academy (BBYCA) is a federally and state funded program that targets youth who are at the greatest risk for educational deficiencies. The stated mission of the Youth ChalleNGe Program is "to intervene in and reclaim the lives of at-risk youth to produce program graduates with the values, skills, education and self-discipline necessary to succeed as adults."

- Develops, directs, and implements guidelines and policies to ensure compliance with national and local laws, policies, and regulations.
- Monitors the effectiveness of the program and makes recommendations and adjustments as needed. Oversees daily operations and ensures program goals, internal policies are followed for cadets and operational staff.
- Formulates, directs, and control matters relating to the program, i.e., fiscal, personnel training, recruitment, mentoring programs, rules, and regulations.
- Prepare Program/Academy budget; approves expenditures and program purchases and monitors fiscal compliance within the cooperative agreement and state program budget. Reviews agency expenditures, trends, and service needs.
- Develops long and short-term goals and objectives, program standards, policies, and procedures, reviews and approves program service levels, and ensures compliance with state and federal laws; evaluates program effectiveness and approves service delivery changes.
- Attends local, state, and national program meetings; represents the program to media and local community; and participates in civic activity as appropriate to represent the interests of the Battle Born Youth ChalleNGe Academy Program.

Mineral County School District, Hawthorne, NV

2021 - 2022

Superintendent – Mineral County School District

Served as district superintendent of four (4) schools. Providing district leadership to and services to all district employees and responsible for the organizational and instructional leadership of each school.

- Observes and evaluates the school's total educational programs, which include utilizing needs assessments, implementation of each schools' strategic plans for improvement, organizing and coordinating staff development based upon school improvement needs.

Red Mesa Unified School District, Teec Nos Pos, AZ

2018 - 2021

Superintendent & School Principal – Red Mesa Unified School District #27

Served as district superintendent of five (5) schools. Providing district leadership to and services to all district employees and responsible for the organizational and instructional leadership of each school.

- Observes and evaluates the school's total educational programs, which include utilizing needs assessments, implementation of each schools' strategic plans for improvement, organize and coordinate staff development based upon school improvement needs.

Served as school principal of three (3) schools. Providing academic services to all students and responsible for the organizational and instructional leadership of each school.

- Observes and evaluates the school's total educational programs which include utilizing needs assessments, implementation of each schools' strategic plans for improvement, organize and coordinate staff development based upon school improvement needs.
- Focused on leading the improvement in the quality of teaching and learning across the assigned schools that make up the Red Mesa Unified School District.
- Develops effective working partnerships that lead to improved teaching and learning across schools.
- Work with Superintendent to mentor aspiring principals and teacher leaders in order to build capacity as sustainable academic leaders.
- Establishes and maintains effective working relationships with other administrators, employees and community stake holders.
- Establishes a process for shared decision-making at each school site.
- Serves as the Administrative Designee/Acting Superintendent in the absence of the District Superintendent.
- Involved in the recruitment and hiring of staff member to better engage students in learning and orderly operations of the school district.

Abu Dhabi Department of Education and Knowledge/Ministry of Education,

2016 - 2018

Deputy School Principal – Al Quaa Boys School – Grades 6 thru 12

Served as the strategic leader of school that is committed to ongoing development and well-being of its students, teachers and staff; provide strategic and instructional leadership and oversee management of the day to day operations of the school. Ensured a culture where student learning and achievement is the central focus for the school and where students, teachers and staff feel safe, valued and committed to learning.

- Established and monitored the school mission and goals to ensure alignment with ADEK and MOE strategic plan.
- Provided strategic support for preparation of the school's annual operational plan in alignment with the School Improvement Plan.
- Monitored overall performance of the school and addressed specific needs for remedial actions and kept the Cluster Manager informed of progress.
- Coordinated and fostered the development of programs within the school to best meet the needs and interest of the students including establishment, supervision and evaluation of special education program of students.
- Ensured the development of overall school standards and policies including disciplinary policies and the enforcement of those policies.
- Served as Instructional Leader and monitored the implementation of advised instruction models and curricula; audited application and ensure that corrections are made as required to assist teachers to improve their instructional techniques.

- Facilitated the school's interactions with parents and others in the school and wider community, including working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns.
- Managed school operations and facilities in a way that provided a safe, secure and healthy environment.
- Monitored all financial responsibilities of school operations and needs of students and staff.
- Served as senior leader and mentor to two (2) local Arabic Student Services Vice Principals and one (1) Expat Private School Principal/Academic Vice Principal.

Broward County School Board, Plantation, FL

2015 - 2016

Intern Principal, Plantation (International Baccalaureate) Middle School

- Assisted the principal in monitoring the school mission and goals that are aligned to the International Baccalaureate standards. . Recognized and Honored as “Assistant Principal of the Year” Finalist.
- Assisted in providing leadership and direction for all aspects of the school’s operation.
- Principal Internship at ***Royal Palm (STEM) Elementary School*** - Pre-K to 5.

Broward County School Board, Coral Springs, FL

2010 - 2015

Assistant Principal, Forest Glen Middle School

Assisted the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.

- Assisted in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.
- Modeled and maintained high standards of professional conduct.
- Maintained an active involvement in the school improvement planning process.
- Used quality improvement principles and processes in daily administration of school.
- Used collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Assisted in providing leadership and direction for all aspects of the school's operation.

Broward County School Board, Fort Lauderdale, FL

2006 - 2010

Teacher (Behavior Specialist, Computer Applications, Peer Counseling) Arthur Ashe Middle School

Managed and served as liaison for handling student discipline issues as they relate to the policy and procedures established by Broward County School Board. Relied heavily on decision-making skills in order to resolve staff, student, parent and community concerns as they relate to discipline management.

Broward Sheriff’s Office, Fort Lauderdale, FL

Deputy Sheriff, Fort Lauderdale, FL

1997 – 2006

Developed, Planned and Implemented Policies & Procedures, General Orders and Written Directives as they relate to the governing of the Broward Sheriff’s Office Compliance and Accreditation Department.

- Monitored and updated files in compliance with American Correctional Association (ACA).
- Developed and updated Standard Operating Orders (SOP’s).
- Provided staff development of components of accountability using quantitative and qualitative measurements of established indicators.
- Served as liaison for Case Filing with State Attorney’s Office.
- Maintained accurate records and confidential data.
- Worked directly with command staff (i.e. Executive Directors, Majors, Captains and Lieutenants).

United States Army / Florida Army National Guard, Fort Riley, KS

- Knowledge of Government Office Policies and Procedures
- Management / Supervisory experience
- Staff scheduling and accountability
- Casualty records, service awards and decorations
- Benefits Coordinator

UNITED STATES SCHOOL DISTRICT CERTIFICATIONS

Nevada Department of Education – **Standard Professional Superintendent, PreK-12**

Arizona Department of Education – **Standard Professional Superintendent, PreK -12**

Arizona Department of Education – **Standard Professional Principal, PreK -12**

Florida Department of Education – **School Principal / (All Levels)**

Florida Department of Education – **Educational Leadership**

Florida Department of Education – **Exceptional Student Education**

Florida Department of Education – **Reading Endorsement**

PROFESSIONAL ORGANIZATIONS AND STATE COMMITTEES

Office of the Governor, State of Nevada

Commission on Professional Standards in Education (COPS) – Served as member

Office of the Governor, State of Nevada

Department of Health and Human Services

Grants Management Advisory Committee (GMAC) – Served as member

AASA – The School Superintendents Association – Served as

member

UNITED STATES MILITARY SERVICE

Three Years Active Service – United States Army – Fort Riley, KS

Three Years Active Service – Florida Army National Guard – Fort Lauderdale, FL

SOFTWARE SKILLS

MS Office Suite: MS Word • MS Excel • MS PowerPoint • MS Outlook

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 Purpose Leadership Academy
2. Full name Dr. Melvin R. King III
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name City of North Las Vegas
7. Employer Address 2250 N. Las Vegas Blvd. North Las Vegas, NV 89030
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).

Board Member: The Village High School

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

My understanding is that the school's mission and vision focus on the whole individual to be “student leaders” and not just academic-based learning. The approach of producing “critically conscious changemakers who will lead with service as a guiding purpose to enact and impact change through policy, innovation, and inspiration” aligns with the concept of steward and transformational leadership.

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

The Core Competencies that are the foundation of the project-based learning curriculum are Leadership, Identity, Integrity, Scholarship, Humanity, and Service. These Core Competencies align with the leadership paradigm of transformational leadership. The Core Competencies ensure that students are not only compassionate but are capable of effectively leading through individual consideration, inspirational motivation, intellectual stimulation, and idealized influence.

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?

Robert Greenleaf, the creator of the ideology of Servant Leadership, believed one needs to serve to be able to lead. This paradigm is one of the central tenements I subscribe to as a member of society. One of the most significant ways to serve is to be a part of a board of directors.

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 previously served on the North Las Vegas Library Board of Trustees as the Board Chair for two years, and I was a previous board member of the Nevada Youth Network and The Village High School. In these roles, I implemented strategic planning and innovative programming, participated as a volunteer, and reviewed and assessed fiscal year budgets. Additionally, I can foster stakeholder, staff, and moral owner relationships, be a steward leader who believes in accountability grace, and possess optimization knowledge due to my doctorate in Organizational Leadership.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

As a public charter school board member, I must be a thought partner with the CEO/principal of the organization, with a level of accountability needed to provide the best services for the organization. Additionally, the public charter school board member is responsible for maintaining a positive relationship among stakeholders and moral owners, implementing governance through strategy, oversight, and policy, and providing fiduciary and strategic planning implementation.

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?

A successful school is a school that sees not only a student grow in academics but in social and emotional skills as well. They provide a space to grow and learn with accountability and grace as the cornerstones of their development. The school is rooted in the community, with stakeholders and moral owners able to see their concerns and needs met with foresight and action.

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: City of North Las Vegas

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?

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

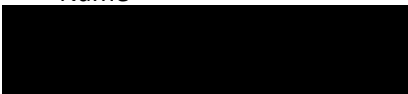
I, Dr. Melvin King, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Purpose Leadership 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.

Dr. Melvin King

Name



Signature

Purpose Leadership Academy

Proposed Charter School Name

11/6/23

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Academic Credentials

DOCTOR OF PHILOSOPHY - ORGANIZATIONAL LEADERSHIP

COLUMBIA INTERNATIONAL UNIVERSITY
Columbia, SC

Conferred 12/2023

MASTER OF SCIENCE DEGREE - FORENSIC SCIENCE

DREXEL UNIVERSITY
Philadelphia, PA

5/2011

BACHELOR OF SCIENCE DEGREE - BIOBEHAVIORAL HEALTH

PENNSYLVANIA STATE UNIVERSITY
University Park, PA

5/2009

Employment

Library Development Manager

City of North Las Vegas

11/2023 to Present
North Las Vegas, NV

- Overall planning and managerial operations of the library's development function, including long-term and short-term operational goals.
- Develop, maintain, and monitor key reporting metrics for desired quality outcomes.
- Solicit various funding sources from private, corporate, foundation, city, state, and federal entities.
- Support the FRIENDS through compliance, donor recognition, media relations, fundraising, analyses, and Board recruitment.
- Oversee library-wide projects, programs, and committees to support and achieve District strategic initiatives and goals.
- Stewardship of relationships with funders and other strategic partners on a private, local, state, and federal level.

Volunteer and Event Coordinator

The Public Education Foundation (nonprofit)

6/2023 to Present
Las Vegas, NV

- Create a volunteer department with standard operating procedures for volunteer recruitment and position succession.
- Create engagement opportunities to steward funders through events, community service, and galas.
- Raise over \$100,000 per gala event toward organization programming and operational costs.
- Coordinate activities and events with other departments, board members, agency representatives, and external stakeholders.
- Establish and maintain positive relationships with donors, sponsors, and key stakeholders, ensuring continuous communication and proper recognition under the direction of the chief development officer.
- Stewardship of relationships with funders and other strategic partners on a private, local, state, and federal level.
- Provide recognition and celebration of volunteers to grow retention and volunteer engagement
- Assist in identifying and contacting individuals and organizations that promote philanthropy and community awareness.

Development and Grant Manager

CORE Powered by The Rogers Foundation (nonprofit)

10/2021 to 6/2023
Las Vegas, NV

- Create reports and submit them on a timely basis with the highest level of accuracy.
- Create a purchasing process so that all expenditures for federal grants are recorded appropriately.
- Review all grant-related reports, work plans, and complete compliance monitoring to ensure grantee progress of program objectives.
- Review grantee budget reports ensuring the integrity of grant funds.
- Prepare and submit payment requests and ensure timely processing of grant repayments.
- Stewardship of relationships with funders and other strategic partners on a private, local, state, and federal level.
- Raise over \$2 million through public-private funding relationships.
- Create and implement a strategic development plan, stewardship duties, and chart of standards for fundraising.

Program Manager

CORE Powered by The Rogers Foundation (nonprofit)

02/2020 to 10/2021
Las Vegas, NV

- Evaluate all staff's skill, experience, and professional development needs and ensure appropriate staffing and restorative practices.
- Instill a sense of accountability among team members by modeling tight oversight of individual and organizational performance standards.
- Works with the Program Director to attract, develop, coach, and retain high- performance team members, empowering them to elevate their level of responsibility, span of control, and performance through transformational, trauma-informed mindfulness leadership.
- Utilize software such as Office 365, Google applications, Outlook, Adobe Acrobat Pro, and Salesforce daily to perform job duties.
- Reviews all staff data entry and ensures all program documentation is completed accurately and timely.

- Ensures programs are being measured with SLOs and data is communicated to assist the Program Director in evaluating the effectiveness of current programming and its impact.
- Creates and communicates budget restrictions and usage to staff based on direction from the Program Director.
- Analyzes program risks and mitigates those risks; relays the information to the Program Director to develop and modify the program as needed.

Learning Specialist

Touro University

06/2019 to 11/2019

Henderson, NV

- Advise students on semester coursework and provide learning, organizational, and time management strategies for Masters and Doctorate programs.
- Document the plan with LearnSpeed, CANVAS, Excel, and Word.
- Assist students on academic probation by providing information on what is needed to prevent suspension, such as tutoring services.
- Utilize software such as Office 365, Google applications, Outlook, and Adobe Acrobat Pro daily to perform job duties.
- Teach Advanced Study Skills class that provides information on how to study, improve study methods, etc.
- Create and present PowerPoints on different ways of studying, how to best organize time, digital citizenship, and student learning objectives (SLOs)
- Supervise work-study students on daily tasks and provide career development tips.
- Assist with projects about graduation, academic and social forums, and diversity initiatives.

Case Manager

Nevada Partners, Inc. (nonprofit)

07/2018 to 06/2019

Las Vegas, NV

- WIOA Title I certified case management that pertains to continual interactions with a 200 adjudicated BIPOC youth caseload that requires documentation of progress while at Spring Mountain Youth Camp and post-release.
- Guide clients to accomplish goals that pertain to completing secondary education, acquiring Hospitality International Training (HIT), ServSafe Certification, GED, or HiSet.
- Create PowerPoint lessons to teach clients about financial and fiscal responsibility, reproduction, life skills, employability, gang intervention, and appropriate interview attire.
- Facilitate workshops that provide knowledge on writing resumes, job search, application completion, and interview preparation.
- Assist the Program Director in budget analysis and creation, management of program projects, course and curriculum creation, department head meeting agendas and attendance, and inter-department meeting facilitation.

Developmental Advising Specialist

West Virginia University

10/2017 to 6/2018

Morgantown, WV

- Advise over 150 multicultural students on semester coursework and explain what is needed to graduate with Bachelor's, Master's, or Doctorate programs.
- Keep track of current student rosters and process changes of significant applications.
- Assist students on academic probation by providing information on what is needed to prevent suspension, such as courses required, tutoring services, etc.
- Utilize software such as Office 365, Google applications, Outlook, and Adobe Acrobat Pro daily to perform job duties.
- Streamline the application process, evaluate applicants, and distribute acceptance letters for students applying to Occupational Therapy Master's program.
- Review and evaluate applications for the Doctorate of Physical Therapy program using PTCAS.
- Recruit high school and college students to the School of Medicine's five professional programs by providing pamphlets, attending recruitment fairs, and scheduling appointments to discuss interests.
- Supervise work-study students on daily tasks and provide career guidance and career development tips.
- Manage projects about graduation, academic and social forums, and diversity and LGBTQ-certified training.

Health Programs Advisor

College of Southern Nevada

5/2014 to 9/2017

Las Vegas, NV

- Advise approximately 220 multicultural students per month who need academic guidance regarding courses and plans of action to complete their higher education degree and career guidance.
- Advise low-income students, first-generation college-bound, disabled, and international students.
- Document the plan with PeopleSoft, CANVAS, Excel, and Word.
- Evaluate transcripts for students unsure which courses could potentially transfer to CSN.
- Prepare student appeal forms for students with financial aid or academic probationary issues.
- Participate in Selection Committees for students applying to Limited-Entry Programs.
- Edit and revise advisement sheets, create PowerPoint and Prezi presentations, and edit the Health Programs website.
- Manage projects implementing new rules and regulations for selecting students in Limited-Entry Programs.
- Teach a semimonthly class that provides in-depth information about the selection process requirements for health programs.
- Attend monthly conferences and meetings to improve performance at the workplace.
- Assist historically black fraternities and sororities with event planning and academic, social, and political forums.

Program Director

Empowering People In the Community (EPIC) (nonprofit)

1/2011 to 6/2013

Philadelphia, PA

- Manage operations, budget, policies, and procedures for the ELEC (Emerging Leaders Empowerment Centers) Program.
- Develop and implement programs that promote academic, social, and professional opportunities within the BIPOC community.
- Supervise, train, evaluate, and direct employees through transformational, trauma-informed mindfulness leadership.
- Build relationships with after-school programs, businesses, and politicians to support and contribute to the program.
- Responsible for strategic planning, community and school district collaborations, reports, program analysis, public relations, development of training materials, and grant proposals.
- Conduct board presentations and community outreach per organizational objectives.
- Acquire Charitable Donations Certification.
- Increase national exposure by implementing a similar program in multiple states.

Professional Skills Profile

- Program leader and program implementer
- Public relations networker and community program promoter
- Develop advertising and marketing plans
- Generative thinker
- Create organizational strategic plans
- Promote a positive environment
- Computer literate
- Develop business partnerships to diversify and increase revenue
- Grant writer
- Hire, train, monitor, and evaluate staff
- Fiscal budgetary management
- Fundraiser planning
- Transformational trauma-informed leader
- Crisis prevention techniques

Professional Affiliations

North Las Vegas Library Board of Trustees

Board Chair: 2022-Present

Active Member: 2021

- Set policies
- Hire and evaluate the director
- Plan for the future of the library
- Submit budgets and monitor finances of over \$6 million
- Monitor and evaluate the overall effectiveness of the library
- Advocate for the library in the community
- Stakeholder participation in strategic plan development
- Build community relationships
- Create library events and market them to increase library engagement

Young Nonprofit Professional Network

Active Member: 2021-2022

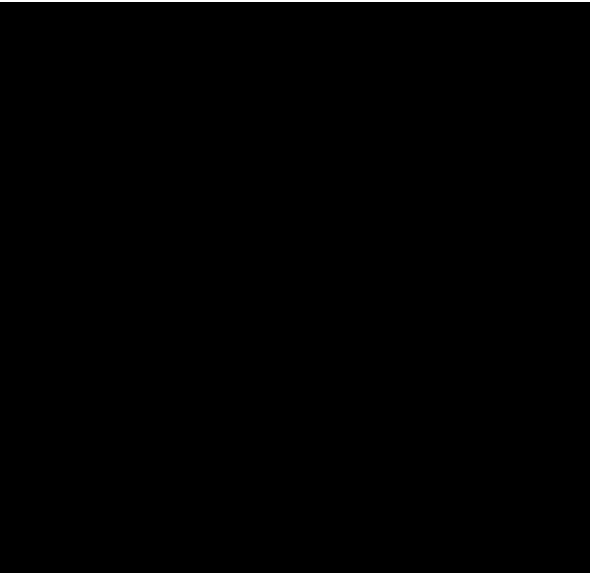
Las Vegas Urban League Young Professionals

Secretary: 2018-2019

Member: 2017-2019

- Recorded meeting minutes
- Managed meeting minute dispersal

References





Attachment 3: Evidence of Community Partners



**TRANSFORMATIVE
GROWTH
PARTNERS**

Purpose Leadership Academy
Leadership Development Coaching Support MOU
SY 25-26

**3428 Woodburn Road, Suite G
Annandale, VA 22003**

**718-877-7227
debon.lewis@gmail.com**

Memorandum of Understanding
Purpose Leadership Academy and Transformative Growth Partners, LLC

In order to mutually assist students and help foster positive behavioral outcomes for students, **Purpose Leadership Academy** and **Radical Elevation, LLC**, a provider of **Mental and Behavioral Services**, enter into this Memorandum of Understanding and agree as follows.

In support of this collaboration, **Purpose Leadership Academy** will provide:

- a. biweekly standing meeting time
- b. information regarding school leaders upon request;
- c. access to student achievement data
- d. access to staff surveys and feedback on school leadership (ESCI 360 Survey, annual reviews, etc.)

In turn, **Transformative Growth Partners, LLC** will provide, as necessary:

- a. Leadership Development Services including biweekly one on one virtual executive coaching sessions for Leondrus Wright
- b. 3 half day site visits with leadership coach at agreed-upon times during the school year.
- c. 3 step back meetings to facilitate reflection and strategy for leadership development throughout the school year.

This Memorandum of Understanding shall become effective on August 1, 2025 and shall remain in effect for a full school year ending June 2026 with adjustments throughout the school year as mutually agreed by the Parties. Notwithstanding any part of the preceding sentence to the contrary, this Memorandum of Understanding may be terminated prior to the expiration of the term hereof as follows:

- a. by mutual agreement of the Parties; or
- b. by either Party, with or without cause, upon thirty (30) days written notice to the other Party.

It is understood and agreed that **Transformative Growth Partners, LLC** is an independent contractor not to be deemed for any purposes as an employee or agent of **Purpose Leadership Academy**. **Transformative Growth Partners** will be responsible for the supervision, daily direction and payment to any employee or agent contracted in support of this engagement with **Purpose Leadership Academy**.

This Memorandum of Understanding shall in all respects be construed according to the laws of the State of Nevada without regard to choice of law principles. Any claim, dispute or other matter in question arising out of or related to this Memorandum of Understanding shall be subject to non-binding mediation as a condition precedent to the institution of legal or equitable proceedings by either party. The parties shall share the mediator's fees equally, and the mediation shall be held in Las Vegas, Nevada. Agreements reached in mediation must be approved by the Board of Trustees and shall thereafter be enforceable as settlement agreements in any court having jurisdiction thereof. Mediation shall be conducted by a mediator selected jointly by Purpose Leadership Academy and Transformative Growth Partners. Except for injunctive relief, neither party may commence litigation relating to any claim arising under this Memorandum of Understanding without first submitting the claim to mediation. The parties specifically agree that (i) neither the execution of this Memorandum of Understanding by Purpose Leadership Academy nor any other conduct, action, or inaction of any representative of the District relating to this Memorandum of Understanding constitutes or is intended to constitute a waiver of Purpose Leadership Academy's immunity to suit, and (ii) Purpose Leadership Academy has not waived its right to seek redress in the courts.

Transformative Growth Partners (company) and Purpose Leadership Academy (client) agree to indemnify and hold harmless and defend the other party's officers and employees from and against all claims and suits by third parties for damages, injuries to persons (including death), property damages, losses, and expenses including court costs and reasonable attorney's fees, arising out of, or resulting from, Company's and Client's performance under this Agreement, including all such causes of action based upon common, constitutional, or statutory law, or based in whole or in part, upon allegations of negligent or intentional acts on the part of the Company and Client, its officers, employees, agents, subcontractors, licensees, or invitees. Parties found liable shall pay their proportionate share of damages as agreed by the parties or as ordered by a court of competent jurisdiction over the case.

Transformative Growth Partners shall own and retain all intellectual property right in, all deliverables which are created for Client and which Client adopts, uses or produces and pays for in accordance with this Agreement (collectively, the "Client Materials"). Notwithstanding anything herein to the contrary, Company shall have the right to use the deliverables following publication of such deliverables by or on behalf of the Client for Company's marketing and self-promotional purposes.

IN WITNESS WHEREOF, Purpose Leadership Academy and Transformative Growth Partners have caused this Memorandum of Understanding to be executed as of the date last written below ("Effective Date").

Purpose Leadership Academy

Transformative Growth Partners, LLC

Leondrus Wright

Debon Lewis – CEO / Founder

Date: _____

Date: _____



TRANSFORMATIVE GROWTH PARTNERS

Appendix A

Transformative Growth Partners is a leadership development consultancy with a focus on emotional intelligence, equity, inclusion, and belonging. We facilitate workshops, support program development, and coach leaders across industries to develop their DE&I lens to drive achievement.

Transformative Growth Partners is delighted to propose executive leadership coaching to support Leondrus Wright and leadership team members at Puprose Leadership Academy as they open. A TGP coach, Debon Lewis, will support school leaders for the year establishing regular systems for on-going dialogue and reflection.

Transformative Coaching Methodology

Transformative Coaching provides a space and tools to focus on development, take risks, explore possibilities, and gain exposure to best practices in leadership. This experience serves as an invitation to leaders to show up fully and recognize their identities (personalities, background, and life experiences) as assets to their professional success. Our goal is to disrupt the isolation felt by so many new principals. Through regular coaching sessions, and open lines of communication PLA leaders will feel seen, develop leadership competencies, and work through challenges in a supportive and rigorous environment.

This approach to coaching and leadership development is holistic and attentive to the identity, lived experiences, and aspirations of leaders. We believe leaders are most effective when they live integrated lives—tending to both the personal and professional goals they set for themselves. When appropriate and invited, we may put on our “consulting hat” to offer specific recommendations—especially during school visits and team meetings.

SAMPLE PROGRAM STRUCTURE, DELIVERABLES AND SUMMARY OF INVESTMENT

Scope of Work <i>TGP will provide biweekly one hour coaching meetings, 3 site visits with instructional walkthroughs and observation debrief, and at least 3 step back check ins (focused conversations with leader and manager/board officer) to ensure alignment between the organization's leadership expectations and criteria for program success.</i>	
Preparation Planning <ul style="list-style-type: none">- Misc. calls and communication with school leadership- Document review; email correspondence- Monthly planning time	
Delivery (20) Executive Coaching Sessions designed to be conducted virtually with a focus on instructional leadership competencies	

<p>(3) Site Visits (half day BOY, MOY, EOY) Whole School Walkthrough; Content/Grade Specific; or other area of focus as determined by school's leadership.</p> <p>(3) Step Back Meetings</p> <ul style="list-style-type: none"> - 1st: BOY Meeting to develop coaching goals/priorities; review development system and management systems - 2nd: MOY Reflection on schoolwide progress and feedback to date. Development of any course corrections for remainder of the school year - 3rd: EOY Check In on progress towards goals and celebrations 	
<p>20 Hours of 1:1 Coaching (\$350/session)</p> <p>3 Half Day Site Visit (\$2000/visit)</p> <p>3 Way Meetings (\$350/meeting)</p> <p>Sample Investment</p>	<p>7000</p> <p>6000</p> <p>1050</p> <p>\$14,050</p>



Attachment 4: Discipline Policy

Purpose Leadership Academy

Restorative Discipline & Culture Plan

INTRODUCTION:

Mission

The mission of Purpose Leadership Academy will elevate, educate, and inspire student leaders to define and reach their full potential through project-based learning, restorative pride circles, and socio-emotional learning.

Vision

Purpose Leadership Academy produces critically conscious changemakers who will lead with service as a guiding purpose to enact and impact change through policy, innovation, and inspiration.

Vision for School Culture

Core Beliefs

PLA has adopted a core set of beliefs that serve as the north star or guiding principles that govern how we have designed our school in service of our mission and vision.

- We believe all children are capable of academic and lifelong success
- We believe in providing a restorative and productive space for children and teachers to discuss issues surrounding the social identities of themselves and of those around them
- We believe in strengthening the direct link between the empowerment of one's identity and one's own academic achievement
- We believe in fostering healthy relationships between staff members and students
- We believe a school building is a community center and should serve as an anchor for all members of the surrounding neighborhood
- We believe our students learn best in a school environment that is driven by data
- We believe culturally-relevant pedagogy supports students' social-emotional progress
- We believe all students gain a sense of community ownership when civically engaged
- We believe generational cycles of poverty are disrupted when families and community stakeholders are engaged in healthy, bridge-building dialogue

Core Competencies

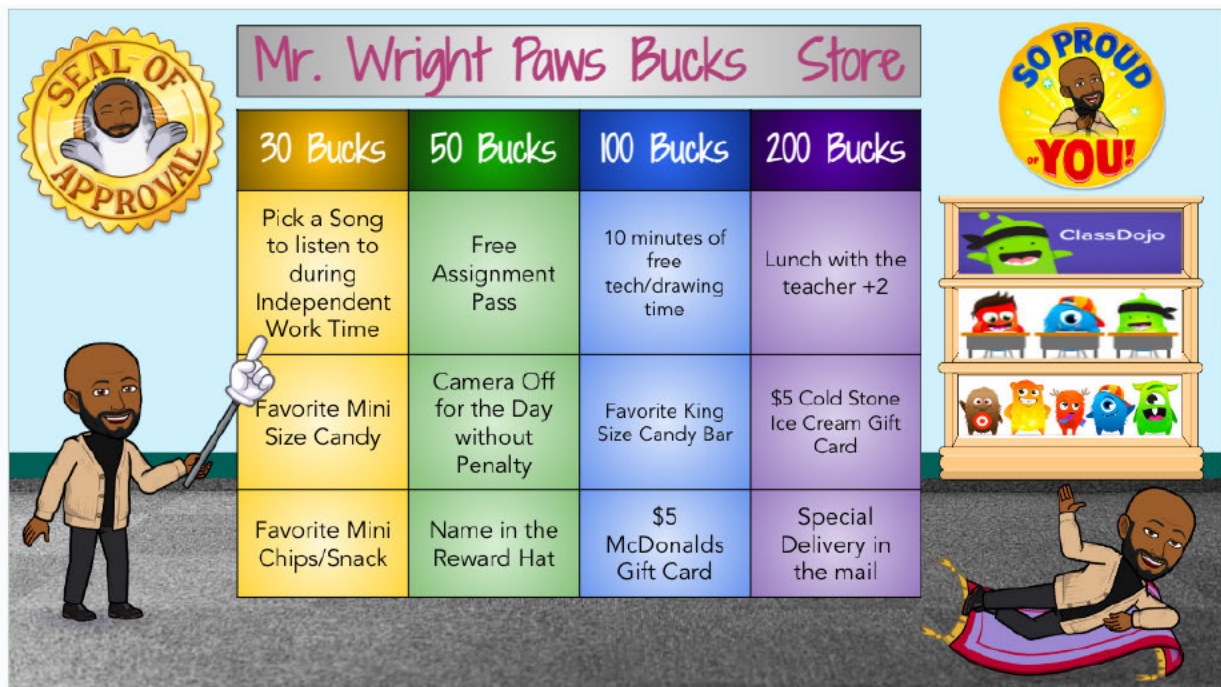
The mission and vision of the Purpose Leadership Academy, are centered around developing student leaders who are equipped to make a meaningful impact on their communities and beyond.

Our primary goal is to cultivate a school community that is continually enhancing these core competencies in all parts of our school day.

Every part of our school day has been intentionally designed to cultivate an environment where students are most importantly part of a community where they experience belief and belonging and to create authentic relationships that allow them to achieve psychological safety and show up as their whole selves to create a safe space for them to grow, take risks, and intentionally develop their ability to develop in our core competencies. These core competencies will work interchangeably with our instructional school model, social-emotional focus, humanizing approach to student feedback through a tier 1 MTSS structure, and restorative practices to create a school that will reinforce student intellectual and social development to create a community where students can grow and thrive.

Purpose Leadership Academy's six core competencies are Leadership, Identity, Integrity, Scholarship, Humanity, and Service. Linked below are the six core competencies, how it is defined, the subskills, and the measurable indicators with embedded common core standards. See more information about core competencies here: [PLA Core Competencies](#)

REINFORCING POSITIVE BEHAVIOR THROUGH LION'S BUCKS



PAWS Bucks Guidelines

Designated staff issued 40 PAWS Bucks per month for student distribution:
10 Bucks per color

P (PINK) = Positive behaviors	A (GREEN) = Accountable for his/her actions	W (YELLOW) = Working hard	S (BLUE) = Safe and kind
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Designated Distribution Staff

Distribution

- Catch students demonstrating our PAWS values and reward with a buck
- Write your name on the back of the buck (do NOT leave it to the student to write the name) - illegible, blank, or bucks with names written by the student are invalid.

Redemption

- Students redeem PAWS Bucks during PAWS-Mart outside during each Recess the First Friday each month
- Prizes will be Fidgets, Stickers, and Hard Candy items

DO NOT

- Administer to a student to “bribe” good behavior
- Lose your bucks – no replacements

WHY?

- Emphasize PAWS values school-wide
- Incentivizes positive behaviors
- Increase school climate

Tracking Trends

- Vice Chancellor & Dean of Culture will tally the totals for each PAWS value earned each month

RESTORATIVE DISCIPLINE PLAN

The school-wide Restorative Discipline Plan creates an environment for effective instruction and learning. Purpose Leadership Academy will document all infractions at school using the minor behavior log and major behavior referral in Infinite Campus. To maintain a productive learning environment for students, disciplinary actions will include increasing interventions. If a parent/guardian disapproves with the consequence they may bring the matter to the School Leadership.

All students must follow Purpose Leadership Academy’s policies and regulations, school rules of conduct, and city, state, and federal law. Students who disregard established policies, rules, regulations, or laws are subject to discipline. All students are expected to adhere to appropriate

standards of conduct while at school, traveling to and from school, during lunch, and while involved in school-sponsored activities. Students representing the school in extracurricular activities must conform to standards established by their sponsors under the policies and regulations established by PLA, the Nevada Interscholastic Activities Association (NIAA), and any other athletic or activity association to which their school belongs.

PREVENTION & INTERVENTION:

There are a few critical actions we will take to cultivate the school that makes our school vision come alive. Our goal is to start the year with excellence for students, teachers, administrators, and parents starting on day one for launch by executing the following actions:

New Student Orientation and Onboarding: we will host families and students a series of orientation sessions for all new students the week before the first day of school as well as a family welcome night before the start of school to acclimate families to the school expectations and core competencies and make commitments through a student/family contract. Given we know that some families will join us later in the year, they will also get an orientation and family chat with members of the leadership team and teacher before the start of their first day. Their advisory teacher will serve as the point person for supporting family and student acclimation to school.

Launch of Community (whole school) and Family pride circles (advisory) and SEL programming discussed in previous sections of the application form day 1 of school to create strong awareness and knowledge of the vision, and core competencies, and build a sense of school identity and community

Ongoing Staff Professional Learning and Data Monitoring: During summer professional learning institute staff will have targeted school culture learning sessions to build vision, alignment, and skill around critical school culture elements including but not limited to relationship building, implementing SEL curriculum, leading family circle, addressing behavior, creating strong habits of learning, etc.

We will have a set of clearly defined school culture goals for Y1. They

- 85% of students 2 out a 4-point scale on core leadership core competencies
- Overall 80% or above school rating on target family questions that include:
 1. My students are learning and growing here.
 2. My student feels safe, seen, heard, and supported
 3. I am satisfied with the level of communication with the school
 4. PLA feels like a welcoming and inclusive family
 5. Overall, how would you rate this school
- Overall 80% or above response to student target questions:
 1. We learn a lot at this school.
 2. My teachers truly believe that every student will grow to reach his or her greatest goals and dreams
 3. Overall, how much do you feel like you belong at your school?

4. In school, we are learning to work together as a team
5. I know how I am doing academically and what I have to do to be successful
6. In this school, I feel in charge of my learning

We will leverage walkthroughs the first 6-8 weeks and beyond to assess progress on how staff are implementing our targets for positive school culture and remediate during individualized coaching and support or professional learning sessions.

Student Misconduct Prevention:

Purpose Leadership Academy Communication Plan:

Students and parents receive information about behavioral expectations and restorative discipline via:

- www.purposeleadershipacademy.org – Posting of Restorative Discipline Plan
- 1:1 conferences with students
- Parent-teacher conferences/Open House events
- Teacher contact with parents - by phone, email, electronic messaging, and in person
- Weekly newsletters
- New Student Orientation events/activities
- Student & family handbook policies
- Messaging via Infinite Campus and Social Media

Supervision:

- Designated staff assignments and times of student supervision during passing
- Surveillance of common areas
- Lunch duty
- School Safety Professional on staff (as applicable/grant-funded)

Interventions/Activities:

- Reflection activities
- Behavior contracts
- Attendance contracts
- Apology
- Restorative circle
- After-school programs, organizations, clubs, and athletics
- Positive Behavior Support Plans as determined in Individualized Educational Plans
- School leadership and school mentoring programs
- Social-Emotional Health Coordinator intervention
- Restorative and relationship-building groups

- Contracts to support behavioral expectations
- Teacher, student, and guardian phone calls to collaboratively discuss problem behavior and identify a solution.
- Classroom observations and support to promote a positive culture
- Referrals to community-based services(Radical Elevations)
- Lunch detentions with reflection activities
- In-school suspensions with reflection activities
- Annual schoolwide awareness/prevention intervention
- Intervention Tracking Forms

MTSS

Purpose Leadership Academy employs a Multi-Tiered Instructional Support Model with a focus on prevention to deter negative student behaviors. If student behavior falls outside school-wide expectations, state-established behavioral guidelines will be used by school administrators to determine appropriate consequences or interventions for student behavioral violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level, and other extenuating circumstances. Whenever possible and appropriate, schools will provide restorative disciplinary practices which include 1) holding a student accountable for his or her behavior; 2) restoration or remedies related to the behavior of the student; 3) relief for any victim of the student; and, 4) changing the behavior of the student.

SEL (SOCIAL AND EMOTIONAL LEARNING)

Purpose Leadership Academy prioritizes the integration of SEL instructional strategies embedded throughout the curriculum, a dedicated elective/specials class with a specified SEL Curriculum, and continuing education/professional development opportunities for staff to strengthen a commitment to restorative justice and social-emotional learning.

SUPPORTS OFFERED

Understanding that all students will not excel equally with the same system of support and services offered in the classroom is central to Purpose Leadership Academy's mission of ensuring transformational academic outcomes for all students. As such, Purpose Leadership Academy provides a wide range of support services within the school, making referrals to outside sources when necessary, to support students with additional needs.

Individualized Learning: Every student at Purpose Leadership Academy will receive targeted instruction within the classroom in small groups of students with similar levels and abilities. Furthermore, a teacher assistant (TA) and/or Interventionist will focus solely on identifying and pulling small groups of students throughout the school day for individualized learning opportunities.

Response to Intervention (RTI): For students who are struggling in the classroom, academic intervention is provided at increased levels of intensity, with cadence to a schedule, and progress monitoring to accelerate student learning by their Classroom Teachers and Teacher Assistants.

Special Education: Under state and federal law, Purpose Leadership Academy will provide all services required by a student's Individualized Education Plan (IEP) or 504 plan. We will maintain well-trained Special Services staff, responsible for identifying, monitoring, and evaluating students with special needs.

English Language: After identification through the WIDA-ACCESS assessment, Purpose Leadership Academy's English Language Learner team will develop and deliver support to reinforce language acquisition in both speaking and writing for ELL students.

Social Work: Purpose Leadership Academy will employ a full-time Social and Emotional Health Coordinator to support Special Education services and provide counseling and other social work services for all students/families.

Behavioral Supports: Students requiring additional support (Special Education or otherwise) in correcting and self-regulating their daily behavior will receive services in the form of Behavioral Intervention Plans (BIPs), counseling, mentoring, and targeted instruction.

Support for transfer students: All new and transfer students and their families will be required to attend an in-person family orientation to ensure they are acclimated to the school and get clear on how all parties support the student on their new journey. In addition to that, all new families will get a personal reach out from a family liaison representative who will support them in the transition process by answering clarifying questions and inviting them into the engagement offered by the school. New students joining the PLA family, will be assigned a staff and student buddy to support the transition into the learning community for students and families.

SUSPENSIONS/EXPULSIONS:

Only students who are at least 11 years old may be removed from PLA, suspended, or expelled with the following exceptions: A general education student in possession of a firearm or dangerous weapon (NRS 392.466.3), Under extraordinary circumstances, in which case a school may request an exception to this prohibition from PLA's Board of Directors (NRS 392.466.9, NRS 392.467.1). Accordingly, suspension or expulsion of students in Purpose Leadership Academy will occur only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as applicable. When city, state, or federal laws have been violated, a referral will be made to the proper legal authorities.

Additional protections exist for Purpose Leadership Academy students with special needs in the event of a change of placement (extended suspension/expulsion). A change in placement, as the result of a discipline violation, is regarded as more than 10 consecutive days of suspension or more than 10 total days of suspension throughout the school year. A behavior warranting a suspension or expulsion (see Student Code of Conduct) by a student receiving Special Education services will be classified as to whether or not it manifested as a result of their disability. If it is determined that the behavior was a manifestation of the disability OR that the school was negligent in providing appropriate services to prevent the behavior, the school will develop an immediate plan to address the behavior/deficiencies. If it is determined that the behavior was not a manifestation of the student's disability, they will be subject to the same consequences as the general population of students.

For additional information, please consult the "Notice of Procedural Safeguards," provided to the parents/guardians of all students receiving Special Education services at the beginning of the school year, or contact the Director of Specialized Services.

STATE-MANDATED EXPULSIONS:

There is certain conduct for which the state mandates expulsion, these are examples, check NRS 392.467 to see additional laws concerning expulsion.

RESTORATIVE JUSTICE PRACTICES:

Creating a highly effective Restorative Justice program will require highly trained staff and buy-in from teachers, parents, and students. At a minimum, the Social Emotional Health Coordinator will be trained to implement restorative practices. In addition, the entire student body will be introduced to Restorative Justice systems through in-class lessons, regular Pride circles, and peer engagement throughout the year. The Social Emotional Health Coordinator will be responsible for implementing the Restorative Justice program throughout the school year with the use of Pride circles, peer jury, and peer mentors (among others) for students, teachers, and parents.

CLASSROOM RESTORATIVE DISCIPLINE:

Purpose Leadership Academy staff will implement the following strategies to help minimize disruption to classrooms as well as provide restorative practice:

- School and class-level communication about restorative plans
- Staff will have one-to-one discussions with students about misconduct
- Staff will engage families in discussions with students about misconduct
- Referrals to the office are to include documentation of classroom interventions based on the school restorative discipline plan.

ADMINISTRATIVE INTERVENTIONS:

Consequences will be determined by the following:

1. Level of discipline progression;
2. Implementation of a plan of action based on restorative justice for the student;
3. Degree of violation; and,
4. NRS. Attempts to support and intervene will be made as appropriate to redirect and educate students to engage in appropriate, student conduct.

RELIEF FOR VICTIMS

1. An individualized Safety Plan will be created for the benefit of the victim, which may or not include which include but is not limited to:

- classroom change
 - additional monitoring
2. Referral for extended services
 3. Peer mentor
 4. The proposed solution is acceptable to the victim
 5. Facilitation of student mediation

STAFF TRAINING:

Purpose Leadership Academy staff will receive training on the following: Restorative Discipline plan and practices, CPI Nonviolent Crisis Intervention training as needed, as well as Social Emotional Learning practices each year. Staff will be trained to identify at-risk students as well as implement various interventions before office referral. Interventions as well as contact with families will be documented.

PLAN FOR TEMPORARY REMOVAL OF A PUPIL FROM THE CLASSROOM under NRS 392.4645:

When a student engages in behavior that seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn, the student may be removed from the classroom under NRS 392.4645. School administration shall explain the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the principal's office shall notify the parent or legal guardian of the student.

The student will be assigned to In-School Suspension (ISS), which is separated, to the extent practicable, from students who are not assigned to a temporary alternative placement for up to three (3) days. The student will study under the supervision of appropriate personnel of the school and will be prohibited from engaging in any extracurricular activity sponsored by the school during the term of placement in the alternative learning environment.

Additional support/services are provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided their procedural safeguards in this disciplinary change of placement as put forth in the IDEA. These rights include manifestation and due process rights as placement in this setting will count as a suspension. Parents are informed within 24 hours of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent/guardian that if the behavior continues upon return to the classroom the Restorative Discipline Committee (hereinafter “Committee”) listed above will be conducting a meeting to review the circumstances of the student’s removal from the classroom and the student’s behavior that caused the removal from the classroom. Based upon its review, the Committee shall make a recommendation to the principal on placement of the student that will benefit the student and the teacher.

Intervention Assistance Team (IAT) Members: Administrator, 1 Teacher, 1 Special Education Teacher, and 1 staff member (Social Worker/School Safety Professional if funded).

Student Code of Conduct (Explanation of Leveled Offenses/Responses) Purpose

Leadership Academy uses corrective responses to address student misbehavior and assign appropriate consequences. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies, and social-emotional learning opportunities. The goals of assigning corrective responses are to maintain a safe environment, maximize all students’ learning, and improve students’ behavior and problem-solving skills. Appropriate interventions and consequences for students emphasize correcting student behavior through classroom and school-based resources with as little student removal from the classroom as possible. All interventions will balance the needs of the student, the needs of those affected by the behavior, and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors will be considered:

- Student’s age, developmental level, and grade;
- Student’s prior behavior patterns and responses to interventions;
- Student’s willingness to acknowledge his/her behavior;
- Student’s willingness to make restitution;
- Impact of the incident on the overall school community;
- Student’s intent and the severity of harm caused; and
- Parent/family’s level of involvement.

Levels of Corrective and Restorative Responses

Level 1: Classroom and Building-Based Corrective Responses Level 1 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low-level intensity, can be passive, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines the consequences.

Level 2: Classroom Teacher Corrective Responses

Level 2 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher, with possible assistance from an administrator or a member of the culture team, if needed for access to support. These infractions will be addressed with corrective responses that will NOT include removal from school but may include time in the reflection room.

Level 3: Intensive Personalized Corrective Responses

Level 3 corrective responses are appropriate for inappropriate behaviors that are chronic, significantly interfere with others' safety or learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school suspension on the first violation if it is a safety-related behavior.

Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for inappropriate behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.

Suspension and Expulsion

If and when a student commits a serious violation (Level 4) or several, repeated intermediate violations (Level 2-3), they may be recommended for suspension. While Purpose Leadership Academy will first attempt to address behavior violations through restorative interventions and if these prove unsuccessful, the student is unwilling to participate, or they present a danger to themselves or others, removal may be used. If recommended for either in-school or out-of-school suspension, the parent/guardian of the student will receive a phone call and written communication including

- The type of suspension (i.e. in-school, out-of-school)
- The length of the suspension/return date
- Reason for removal
- Any other interventions requested to address behavior (i.e. parent meeting, civic engagement)

In the event of repeated out-of-school suspensions and/or serious violations (Level 4) that warrant potential expulsion, parents/guardians will be informed within 2 days of the incident of Purpose Leadership Academy's intent. If the school chooses to pursue expulsion, an expulsion meeting will be scheduled, at which the Purpose Leadership Academy will present evidence to support the request for expulsion and the student in question and/or parent/guardian can respond. The student may be suspended while waiting for an expulsion meeting and while awaiting the outcome of said meeting. The results of an expulsion meeting will include:

- The student may be returned to the school with no further consequences;
- Students may be returned to the school on probation with stipulations;
- Students may be offered an alternative placement with a waiver being signed before placement; or
- In extreme cases, the student may not be offered educational options.

Due Process

In the event of possible suspensions and/or expulsions, Purpose Leadership Academy will follow the guidelines established by the Clark County School District Student Code of Conduct. The process to be utilized is as follows:

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that the student stay in school during the appeal of a suspension. A student determined by the Principal or the Social Emotional Health Coordinator to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process.

Appeals are to follow the Procedures for Resolution of Parent/Guardian Concerns.

CRIMINAL OFFENSES (*As defined in applicable statutes or ordinances*): Violation of local, state, or federal laws is enforced on properties of Purpose Leadership Academy or at activities sponsored by the school. Examples of such laws are indicated below:

Any student who commits the conduct described below may be placed on emergency suspension pending investigation review and determination of final action to be taken in the matter.

Offense	Definition	Response
Alcohol	The possession of, sales, and furnishing of alcoholic beverages.	Referral to local law enforcement; mandatory

		completion of substance abuse curriculum and counseling
Arson	The intentional setting of fire.	Referral to local law enforcement
Assault	Physical or verbal threats with the intent and the ability to carry it out.	Referral to local law enforcement; Time out of the class or educational setting, conference with a guardian, mandatory counseling, and/or completion of program related to the offense.
Battery	An unwanted touching or application of force to another person.	Referral to local law enforcement; Time out of the class or educational setting, conference with a guardian, mandatory counseling, and/or completion of program related to the offense.
Bomb Threat/False:	Willfully conveying by mail, written notes, telephone, telegraph, radio, or any other means of communication, any threats, knowing them to be false.	Referral to local law enforcement;
Burglary	Illegal entry with the intent to commit a crime.	Referral to local law enforcement
Destruction of Property	Willfully and maliciously destroying or injuring real or personal property.	Referral to local law enforcement; Time out of the class or educational setting, conference with a guardian, mandatory counseling, and/or completion of

		program related to the offense.
Disturbing the Peace	Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.	Referral to local law enforcement (dependent on severity)
Explosive Devices	The possession of explosive or incendiary devices.	Referral to local law enforcement
False Fire Alarms	False reporting of, or transmission of signal, knowing the same to be false.	Referral to local law enforcement
Fireworks	The possession of, sale, furnishing, use, or discharge of the same.	Referral to local law enforcement with a guardian, community service.
Indecent Exposure	Exposing one's self to another.	Referral to local law enforcement
Larceny	Stealing, taking, carrying away the property of another.	Referral to local law enforcement
Libel	A malicious defamation expressed to impeach a person's honesty, integrity, virtue, or reputation.	
Marijuana	The possession of, sale, or furnishing of marijuana. Narcotics: The possession of, sale, or furnishing of a controlled substance	Referral to local law enforcement; mandatory completion of substance abuse curriculum and counseling
Narcotics Paraphernalia	The possession of, sales, furnishing, or use of controlled substance paraphernalia.	Referral to local law enforcement; mandatory completion of community service.

Profanity	Use of vile or indecent language.	Refocus/reflection, Time out of class or educational setting, conference with guardian.
Robbery	The unlawful taking of personal property from the person of another or in his presence, against his will, through force or violence or fear of injury.	Referral to local law enforcement
Stolen Property	Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.	Referral to local law enforcement
Tampering With Motor Vehicles	Willfully breaking, injuring, tampering, removing parts, defacing a vehicle; without consent of the owner, climbing into or upon a vehicle with intent to injure; to manipulate any levers while the vehicle is at rest or unattended or to set the vehicle in motion.	Referral to local law enforcement
Trespass	To be upon the property of another without permission of the owner and to stay upon it after warning. To be on school property or at a school function while under suspension from school.	Referral to local law enforcement
Weapons	a) Brandishing any knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver, or other firearm or	Referral to local law enforcement; Time out of the class or educational setting, or conference with a guardian.

	<p>other deadly weapon in a rude, angry, or threatening manner or to use same in any fight or quarrel.</p> <p>b) Concealed - It is unlawful for any person to carry any concealed weapon commonly known as a knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver or other firearm, or other dangerous weapon.</p> <p>c) Possession - It is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver, or other firearms, or other dangerous weapon, or to possess any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause bodily injury to a person.</p> <p>d) For the purpose of this regulation, and consistent with both NRS 202.265 and 202.253 "firearm" means: Any device from which a metallic projective, including any ball bearing or pellet, may be expelled by means of spring, gas, air, or other forces, or any device designed to be used as a weapon from which a projectile may be expelled through a barrel by the force of any explosion or other</p>	
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	form of combustion.	
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Attachment 5: Annual School Calendar



Purpose Leadership Academy

2025-2026 CALENDAR (V1)

- 4 Fourth of July
- 7-11 New Teacher Onboarding
- 14-31 Staff Institute

JULY 2025						
SU	MO	TU	WE	TH	FR	SA
		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 2026						
SU	MO	TU	WE	TH	FR	SA
				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

- 1-2 Winter Break
- 5 Students Return from Break
- 9 End of Semester (9th-12th)
- 19 Martin Luther King Jr Day
- 16 Parent Conferences
- 9,30 Staff Development Day
(No School for Students)

AUGUST 2025						
SU	MO	TU	WE	TH	FR	SA
					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 2026						
SU	MO	TU	WE	TH	FR	SA
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

- 16 Presidents' Day
- 6,13,27 Staff Development

SEPTEMBER 2025						
SU	MO	TU	WE	TH	FR	SA
	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				

MARCH 2026						
SU	MO	TU	WE	TH	FR	SA
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				

- 6,13 Staff Development Day
(No School for Students)
- 20 End of 3rd Quarter
- 23-31 Spring Break

OCTOBER 2025						
SU	MO	TU	WE	TH	FR	SA
			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 2026						
SU	MO	TU	WE	TH	FR	SA
			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		

- 1-3 Spring Break
- 10 Parent Conferences
- 17,24 Staff Development

NOVEMBER 2025						
SU	MO	TU	WE	TH	FR	SA
						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 2026						
SU	MO	TU	WE	TH	FR	SA
					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						

- 25 Memorial Day (No School)
- 1,8,15,22 Staff Development

DECEMBER 2025						
SU	MO	TU	WE	TH	FR	SA
	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 2026						
SU	MO	TU	WE	TH	FR	SA
	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				

- 18 Last Day of Instruction
- 5, 12 Staff Development
- 19 Juneteenth

- 1 Staff Institute
- 4 First Day of Instruction
- 8,15,22,29 Professional Development

- 1 Labor Day (No School)
- 12,19,26 Professional Development

- 3,10,17,24 Professional Development
- 3 End of 1st Quarter
- 10 Parent Conference
- 31 Nevada Day

- 7, 28 Staff Development Day
(No School for Students)
- 11 Veterans's Day (No School)
- 24-28 Thanksgiving Break

- 19 End of Semester and
2nd Quarter
- 22-31 Winter Break
- 5, 12,19 Staff Development

- Wellness Day
- Staff Development Day/No Students
- Non-School Day
- Holiday/No school
- New Teacher Onboarding
- First/Last Days of Instruction
- End of 1st Quarter
- End of 3rd Quarter
- Parent Conferences
- End of 2nd Quarter and 1st Semester
- End of 4th quarter and 2nd Semester



Purpose Leadership Academy

2025-2026 OPERATIONAL CALENDAR (V1)

Month / Day	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	Regular Days	Staff Development/Parent Conference/Innovation Days	Total Week Days			
JUL		1	2	3	4	7	8	9	10	11	SD	SD	SD	SD	SD	SD	SD	SD	SD	SD	SD	SD	SD	SD		0	14	0	14		
AUG					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	16	4	16	20		
SEP	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				18	3	18	21		
OCT				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	18	3	18	21	
NOV	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						12	1	12	13		
DEC	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		12	3	12	15			
JAN				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	16	2	16	18		
FEB	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	28				17	2	17	19			
MAR	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			12	3	12	15			
APR			1	2	3	6	7	8	9	10	13	12	15	16	17	20	21	22	23	24	27	28	29	30	16	2	16	18			
MAY					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	16	3	16	19		
JUN	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			12	2	12	14			
TOTAL DAYS:																												165	28	165	199

TOTAL DAYS: 165 28 165 193

REPORTING DAYS

TK-4 - Trimesters

Period	Dates	Days
T1	8/14-11/12	60
T2	11/13-3/3	61
T3	3/4 - 6/10	57

5-8 - Quarter/Semesters

Quarter	Dates	Days	Semester
Q1	8/14 - 10/15	42	Semester 1
Q2	10/16 - 12/20	41	83 days
Q3	1/6 - 3/19	47	Semester 2
Q4	3/20 - 6/10	48	95 days

9 - 12 Quarter/Semesters

Quarter	Dates	Days	Semester
Q1	8/14 - 10/15	42	Semester 1
Q2	10/16 - 1/15	49	91 days
Q3	1/16 - 3/19	41	Semester 2
Q4	3/20 - 6/10	46	87 days

DATES

07/07 - 07/11/25	New Teacher Onboarding
07/14 - 08/01/25	Staff Institute
08/08,15,22/25	Staff Development Day
08/04/25	1st Day of Instruction
09/01/25	Labor Day
09/12,19,26/25	Staff Development Day
11/07/25	Staff Development Day
11/11/24	Veterans' Day
11/21 - 11/28/25	Thanksgiving Break
12/23/23 - 01/03/24	Winter Break
01/06/25	School Resumes for Students

01/20/25	MLK Jr. Day
01/29/25	Staff Development Day
02/17/25	Presidents' Day
03/12/25	Staff Development Day
03/31/25	Cesar Chavez Day
04/07 - 04/18/25	Spring Break
04/24/25	Armenian Genocide Remembrance D
05/26/25	Memorial Day
06/10/25	Last Day of Instruction
06/11/25	Pupil Free Day
06/19/25	Juneteenth

**School is Not in session on Staff Development Days

LEGEND

WD	Wellness Day
	First/Last Day of Instruction
	Non-School Day
H	Holiday
SD	Staff Development Day**
NT	New Teacher Onboarding
x	Regular Instructional Day
S	Early Release Day
M	Parent Conference Week
	End of Quarter (5-12)
	End of Trimester (TK-4)
	End of Semester (5-8)
	End of Semester (9-12)



Attachment 6: Teacher Schedule and Student Schedule for grades served in year 1



Daily 3rd-5th grade Student Schedule (2025/26 S

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30am- 8:00am	Breakfast(PRIDE Circle)	Breakfast (PRIDE Circle)	Breakfast (PRIDE Circle)	Breakfast (PRIDE Circle)	
8:00am- 8:30am	Mini PRIDE Circle(Set Attentions, Advising, Mentoring)	Mini PRIDE Circle(Set Attentions, Advising, Mentoring)	Mini PRIDE Circle(Set Attentions, Advising, Mentoring)	Mini PRIDE Circle(Set Attentions, Advising, Mentoring)	
8:35am- 10:15am	ELA/Writing	ELA/Writing	ELA/Writing	ELA/Writing	
10:20 am- 11:20 am	Math	Math	Math	Math	
11:25 am- 11:55 am	Lunch	Lunch	Lunch	Lunch	
11:55 am- 12:15 pm	Recess	Recess	Recess	Recess	
12:20 pm- 1:20 pm	Specials	Specials	Specials	Specials	
1:25 pm- 2:45 pm	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	
2:50 pm- 3:00 pm	Snack	Snack	Snack	Snack	
3:05 pm- 3:40 pm	Acceleration/ Intervention (Tech Blended Learning)	Acceleration/ Intervention (Tech Blended Learning)	Acceleration/ Intervention (Tech Blended Learning)	Acceleration/ Intervention (Tech Blended Learning)	
3:40 pm- 4:00 pm	Closing Circle (Self-reflection, RJ, Self evaluation, SEL)	Closing Circle (Self-reflection, RJ, Self evaluation, SEL)	Closing Circle (Self-reflection, RJ, Self evaluation, SEL)	Closing Circle (Self-reflection, RJ, Self evaluation, SEL)	



Daily 3rd-5th grade Teacher Schedule(2025/26 Sample)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 am- 8:00 am	Arrival (30 min Prep)	Arrival (30 min Prep)	Arrival (30 min Prep)	Arrival (30 min Prep)	
8:00 am- 8:30 am	Morning Circle (RJ/SEL)	Morning Circle (RJ/SEL)	Morning Circle (RJ/SEL)	Morning Circle (RJ/SEL)	
8:30am- 10:15am	ELA/Writing /Phonics	ELA/Writing /Phonics	ELA/Writing /Phonics	ELA/Writing /Phonics	
10:20am-11:20am	Math	Math	Math	Math	
11:25 am-11:55 am	(30 min) Duty-Free Lunch	(30 min) Duty-Free Lunch	(30 min) Duty-Free Lunch	(30 min) Duty-Free Lunch	
11:55 am-12:15pm	Lunch or Recess Duty	Lunch or Recess Duty	Lunch or Recess Duty	Lunch or Recess Duty	
12:20 pm- 1:20 pm	(60 min) Prep	(60 min) Prep	(60 min) Prep	(60 min) Prep	
1:25 pm- 2:45 pm	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	
2:50 pm- 3:00 pm	Snack	Snack	Snack	Snack	
3:05 pm- 3:40 pm	Acceleration/ Intervention	Acceleration/ Intervention	Acceleration/ Intervention	Acceleration/ Intervention	
3:40 pm- 4:00 pm	Closing Circle (Self-reflection, RJ, Self evaluation, SEL)	Closing Circle (Self-reflection, RJ, Self evaluation, SEL)	Closing Circle (Self-reflection, RJ, Self evaluation, SEL)	Closing Circle (Self-reflection, RJ, Self evaluation, SE)	Professional Development



Daily 6th -8th grade Schedule(2025/26 Sample)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 am-8:00 am	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	
8:00 am-8:30 am	Mini PRIDE Circle(Set Attentions, Advising, Mentoring)	Mini PRIDE Circle(Set Attentions, Advising, Mentoring)	Mini PRIDE Circle(Set Attentions, Advising, Mentoring)	Mini PRIDE Circle(Set Attentions, Advising, Mentoring)	
8:30 am-9:45 am	ELA/Writing	ELA/Writing	ELA/Writing	ELA/Writing	
9:50 am- 10:55 am	Math	Math	Math	Math	
11:00 am- 11:55 am	Electives	Electives	Electives	Electives	
12:00 pm-12:50 pm	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	
12:55 pm-1:30 pm	Acceleration/Intervention	Acceleration/Intervention	Acceleration/Intervention	Acceleration/Intervention	
1:35 pm-3:05 pm	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	Science & Social Studies/ Project-Based Learning	
3:10 pm- 3:20pm	Snack	Snack	Snack	Snack	
3:25 pm- 4:00 pm	Homeroom: Closing Mini PRIDE Circle (Self-reflection, RJ, Self evaluation, SEL)	Homeroom: Closing Mini PRIDE Circle (Self-reflection, RJ, Self evaluation, SEL)	Homeroom: Closing Mini PRIDE Circle (Self-reflection, RJ, Self evaluation, SEL)	Homeroom: Closing Mini PRIDE Circle (Self-reflection, RJ, Self evaluation, SEL)	



Daily 9th -12th grade Schedule(2025/26 Sample) 9th Grade

Time	Monday A-Day	Tuesday B-Day	Wednesday A-Day	Thursday B-Day	Friday
7:15 am-7:45 am	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	
7:50 am-8:20 am	Block 1-Biology	Block 5(ELA 1)	Block 1-Biology	Block 5(ELA 1)	
8:25 am-9:50 am	Block 2(Spanish 1)	Block 6(Geography)	Block 2(Spanish 1)	Block 6(Geography)	
9:55 am- 11:20 am	SEL/Homeroom/Electives	SEL/Homeroom/Electives	SEL/Homeroom/Electives	SEL/Homeroom/Electives	
11:25 am- 12:50 pm	Lunch	Lunch	Lunch	Lunch	
12:55 pm-2:20 pm	Block 3(Algebra 1)	Block 7(Physical Education)	Block 3(Algebra 1)	Block 7(Physical Education)	
2:25 pm-3:30 pm	Block 4 (Chorus)	Block 8(Block 4 (Chorus)	Block 8(

Daily 9th -12th grade Schedule(2025/26 Sample) 11th w/Credit Recc

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 am-7:45 am	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	Breakfast(PRIDE Circle)	
7:50 am-8:20 am	Block 1-Chemistry	Block 5(ELA 3)	Block 1-Biology	Block 5(ELA 1)	
8:25 am-9:50 am	Block 2-Computer Science	Block 6(US History)	Block 2(Spanish 1)	Block 6(Geography)	
9:55 am- 11:20 am	SEL/Homeroom/Electives	SEL/Homeroom/Electives	SEL/Homeroom/Electives	SEL/Homeroom/Electives	
11:25 am- 12:50 pm	Lunch	Lunch	Lunch	Lunch	
12:55 pm-2:20 pm	Block 3(Algebra 2)	Block 7(Ementum)	Block 3(Algebra 1)	Block 7(Physical Education)	
2:25 pm-3:30 pm	Block 4 (Chorus)	Block 8(Ementum)	Block 4 (Chorus)	Block 8(



Attachment 7: Agreement for Dual Credit Partnership

UNIVERSITY OF NEVADA, LAS VEGAS

To the State Public Charter School Authority

I am writing to express our enthusiastic support for Purpose Leadership Academy's (PLA) application to become a new charter school in Nevada. Our partnership with PLA signifies a significant step forward in advancing educational opportunities for students in Southern Nevada, and we are committed to providing robust support to ensure the success of this endeavor. At the UNLV College of Education (UNLV COE), we are dedicated to preparing students for success in both higher education and the workforce. Through our collaboration with PLA, we aim to empower high school students to become college and career-ready by offering innovative educational programming and opportunities for personal and professional growth.

As outlined in our partnership agreement, PLA students will have access to a selection of college courses through our dual enrollment program. These courses, including CED 250 (School-Based Mental Health Careers), CED 117 (Interpersonal Skills in Human Relationships), and LDE 201 (Introduction to Leadership), are carefully designed to equip students with transferable skills, promote self-awareness and personal growth, and cultivate leadership abilities essential for success in today's society.

Our engagement with PLA will be dynamic and collaborative, with regular meetings between our respective teams to articulate a shared vision and goals for the Early College Program. Together, we will develop a Memorandum of Understanding (MOU) that outlines the terms of our partnership, including roles and responsibilities, course offerings, and professional development opportunities for both students and educators.

To ensure the highest quality of instruction and support for PLA students, we will engage in joint curriculum development efforts and faculty training initiatives. Additionally, PLA will compensate UNLV COE for providing courses and resources through a structured fee arrangement reflective of the Early-College tuition mandated by the Nevada System of Higher Education. Furthermore, our partnership extends beyond the classroom, as PLA will be eligible to collaborate with UNLV COE on grant proposals aimed at securing funding for programming. This collaborative approach allows us to leverage our resources and expertise to better meet the educational needs of students in our community.

In conclusion, we are excited about the opportunity to support Purpose Leadership Academy in its mission to provide high-quality education and prepare students for success. We believe that our partnership will not only benefit the students of PLA but also contribute to the overall advancement of education in Nevada.

Thank you for considering our support for PLA's charter application. We look forward to the opportunity to work together and make a positive impact on the lives of students in Southern Nevada.

Sebern Coleman, Ph.D
Director of Workforce Readiness and Community Initiatives
UNLV College of Education
sebern.coleman@unlv.edu



Attachment 9: Board Member Roster

ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

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)) Te ac h er or lic e ns e d p er so n n el	(b) teach er, licens ed perso nnel, or admi nistra tor	(c)) P a r e n t o r g u a r i a n	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	
Dr. Andre Ponder	Member	Director, Battle Born Youth ChalleNGe Academy		X			
Raeshann Canady	Chair	Attorney, Legal Aid Center of Southern Nevada				X	
Tehran Price	Member	Teacher, Clark County School District		X	X		
Dr. Melvin King	Vice-Chair	Library Development Manager for the City of North Las Vegas					
Kimberly Bredeson	Secretary	HR Operations Manager, Global Health Labs, LLC				X	
George Perez	Treasure	Mortgage Loan Originator, Luminate Home Mortgage				X	
Catrina Pelletier	Member	Teacher, Clark County School District	X				

Benjamin Burns	Member	Director, Creative Strategy Quillin Advertising, Public Relations & Social Media					
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Attachment 10: Bylaws, Code of Ethics, and Conflict of Interest Policy

NON-PROFIT BYLAWS OF PURPOSE LEADERSHIP ACADEMY

PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of Nevada and the Articles of Incorporation of Purpose Leadership Academy. In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of Nevada, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of Corporation/Organization, it shall then be these Bylaws which shall be controlling.

ARTICLE 1 - NAME

The legal name of the Non-Profit Corporation/Organization shall be known as Purpose Leadership Academy, and shall herein be referred to as the "Corporation/Organization."

ARTICLE 2 - PURPOSE

The general purposes for which this Corporation/Organization has been established are as follows:

The purpose for which the Non-Profit Corporation/Organization is formed is set forth in the attached Articles of Incorporation.

The Corporation/Organization is established within the meaning of IRS Publication 557 Section 501(c)(3) Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code. The Corporation/Organization shall be operated exclusively for/to purpose leadership academy to elevate, educate, and inspire students leaders to reach their full potential as defined .

In addition, this Corporation/Organization has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation/Organization shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

The Corporation/Organization shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of Nevada and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation/Organization. At no time and in no event shall the Corporation/Organization

participate in any activities which have not been permitted to be carried out by a Corporation/Organization exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code"), such as certain political and legislative activities.

ARTICLE 3 - OFFICES

The principal office of the Corporation/Organization shall be located at , Las Vegas, Nevada .

The Corporation/Organization may have other such offices as the Board of Directors may determine or deem necessary, or as the affairs of the Corporation/Organization may find a need for from time to time, provided that any permanent change of address for the principal office is properly reported as required by law.

ARTICLE 4 - DEDICATION OF ASSETS

The properties and assets of the Corporation/Organization are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation/Organization, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this Corporation/Organization. On liquidation or dissolution, all remaining properties and assets of the Corporation/Organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 - BOARD OF DIRECTORS

General Powers and Responsibilities

The Corporation/Organization shall be governed by a Board of Directors (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of Nevada. The Board shall establish policies and directives governing business and programs of the Corporation/Organization and shall delegate to the Executive Director and Corporation/Organization staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

Number and Qualifications

The Board shall have up to 13 members, but no fewer than one (1) Board members. The number of Board members may be increased beyond 13 members by the affirmative vote of a simple majority of the then-serving Board of Directors. A Board member need not be a resident of the State of Nevada.

In addition to the regular membership of the Board, representatives of such other organizations or individuals as the Board may deem advisable to elect shall be *Ex-Officio Board Members*, which will have the same rights and obligations, including voting power, as the other directors.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses. However, provided the compensation structure complies with Sections relating to "Contracts Involving Board Members and/or Officers" as stipulated under these Bylaws, nothing in these Bylaws

shall be construed to preclude any Board member from serving the Corporation/Organization in any other capacity and receiving compensation for services rendered.

Board Elections

The Governance Committee, if created, shall present nomination for new and renewing Board members board meeting immediately preceding the beginning of the next fiscal year.. Recommendations from the Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by simple majority of those Board members at a Board meeting at which a quorum is present. If no Governance Committee is created, then this duty shall fall upon another committee created for that purpose or upon the Board of Directors.

Term of Board

All appointments to the Board shall be for a term of 2 year(s). No person shall serve more than 3 consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to 2 additional year(s). No person shall serve more than 6 consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after 1 years have passed since the conclusion of such Board member's service.

Vacancies

A vacancy on the Board of Directors may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any director;
- b) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed 3 consecutive meetings of the Board of Directors, or a total of 4 meetings of the Board during any one calendar year;
- c) An increase in the authorized number of directors; or
- d) The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Directors, by way of affirmative vote of a majority of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that the director to be removed has been notified in writing in the manner set forth in Article 5 – Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board, the president of Corporation/Organization, the secretary of Corporation/Organization, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Attorney

General of Nevada is first notified, no director may resign when the Corporation/Organization would then be left without a duly elected director in charge of its affairs.

Any vacancy on the Board may be filled by simple majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Director. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative vote of a simple majority of then-serving Board members.

Meetings

The Board's regular meetings may be held at such time and place as shall be determined by the Board. The Chair of the Board or any 8 regular Board members may call a special meeting of the Board with 1 days' written notice provided to each member of the Board. The notice shall be served upon each Board member via hand delivery, regular mail, email, or fax. The person(s) authorized to call such special meetings of the Board may also establish the place the meeting is to be conducted, so long as it is a reasonable place to hold any special meeting of the Board.

Minutes

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation/Organization to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within 3 business days after the close of each Board meeting.

Action by Written Consent

Any action required by law to be taken at a meeting of the Board, or any action that may be taken at a meeting of the Board, may be taken without a meeting if consent in writing setting forth the action so taken shall be signed by all Board members. The number of directors in office must constitute a quorum for an action taken by written consent. Such consent shall be placed in the minute book of the Corporation/Organization and shall have the same force and effect as a vote of the Board taken at an actual meeting. The Board members' written consent

may be executed in multiple counterparts or copies, each of which shall be deemed an original for all purposes. In addition, facsimile signatures and electronic signatures or other electronic "consent click" acknowledgments shall be effective as original signatures.

Quorum

At each meeting of the Board of Directors or Board Committees, the presence of 8 persons shall constitute a quorum for the transaction of business. If at any time the Board consists of an even number of members and a vote results in a tie, then the vote of the Chair of the Board shall be the deciding vote. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided by the Articles of Incorporation, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting from time to time without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing with the other Board members participating in the meeting.

Voting

Each Board member shall only have one vote.

Proxy

Members of the Board shall be allowed to vote by written proxy.

Board Member Attendance

An elected Board Member who is absent from 3 consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the Corporation/Organization. The Board may deem a Board member who has missed 3 consecutive meetings without such a reevaluation with the Chair, to have resigned from the Board.

ARTICLE 6 - OFFICERS

Officers and Duties

The Board shall elect officers of the Corporation/Organization which shall include a Chair of the Board (Chief Executive Officer) or a President (Executive Director), a Secretary, and a Treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. The same person may hold any number of offices. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and they shall perform any other such additional duties which the Board of Directors may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with or without cause by the Board. All officers have the right to resign at any time by providing notice in writing to the

Chair of the Board, President, and/or Secretary of the Corporation/Organization, without bias or predisposition to all rights, if any, of the Corporation/Organization under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance with the herein prescribed Bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Chair of the Board (Chief Executive Officer)

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Directors and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation/Organization, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation/Organization, except when required by law that the President's signature must be provided.

Vice Chair of the Board

In the absence of the Chair of the Board, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice Chair of the Board to perform all the duties of the Chair of the Board, and in doing so, he/she shall have all authority and powers of and shall be subject to all of the restrictions on the Chair of the Board.

President (Executive Director)

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Corporation/Organization, subject to the control, advice and consent of the Board of Directors. The President shall keep the Board of Directors completely informed, shall freely consult with them in relation to all activities of the Corporation/Organization, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Board of Directors may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Corporation/Organization between meetings of the Board. The President shall be responsible for the hiring and firing of all personnel and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Corporation/Organization, to execute in the name of the Corporation/Organization all contracts and other documents authorized either generally or specifically by the Board to be executed by the Corporation/Organization, and to negotiate any and all material business transactions of the Corporation/Organization.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the Corporation/Organization, which are required to be kept at the principal office of the Corporation/Organization, and shall act as secretary at all meetings of the Board of Directors,

and shall keep the minutes of all such meetings on file in hard copy or electronic format. S/he shall attend to the giving and serving of all notices of the Corporation/Organization and shall see that the seal of the Corporation/Organization, if any, is affixed to all documents, the execution of which on behalf of the Corporation/Organization under its seal is duly authorized in accordance with the provisions of these bylaws.

Treasurer (Chief Financial Officer)

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, adequate and accurate accounts of all the properties and business transactions of the Corporation/Organization, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Board of Directors. Furthermore, the Treasurer shall disburse, or cause to be disbursed, the funds of the Corporation/Organization, as may be ordered by the Board of Directors, and shall render to the Chair of the Board, President, and directors, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the Corporation/Organization.

The Treasurer shall give the Corporation/Organization a bond, if so requested and required by the Board of Directors, in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the Treasurer's office and for restoration to the Corporation/Organization of all its books, papers, vouchers, money and other property of every kind in the Treasurer's possession or under the Treasurer's control upon the Treasurer's death, resignation, retirement, or removal from office. The Corporation/Organization shall pay the cost of such a bond.

ARTICLE 7 - COMMITTEES

Committees of Directors

The Board of Directors may, from time to time, and by resolution adopted by a majority of the directors then in office provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these Bylaws. Each such committee shall consist of at least one (1) director or non-director member, and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. However, committees exercising any authority of the Board of Directors may not have any non-director members. The Board may designate one or more alternative members of any committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.

- b) Fill vacancies on, or remove the members of, the Board of Directors or any committee that has the authority of the Board.
- c) Fix compensation of the directors serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or Bylaws or adopt new bylaws.
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.
- f) Appoint any other committees of the Board of Directors or their members.
- g) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation/Organization otherwise than in the usual and regular course of its business; or revoke any such plan.
- h) Approve any self-dealing transaction, except as provided pursuant to Law.

Unless otherwise authorized by the Board of Directors, no committee shall bind the Corporation/Organization in a contract or agreement or expend Corporation/Organization funds.

Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 7 - Committees of these Bylaws, concerning meetings and actions of the directors with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept for each meeting of any committee and shall be filed with the Corporation/Organization records. The Board of Directors may adopt rules not consistent with the provisions of these Bylaws for the governance of any committee.

If a director relies on information prepared by a committee of the Board on which the director does not serve, the committee must be composed exclusively of any or any combination of (a) directors, (b) directors or employees of the Corporation/Organization whom the director believes to be reliable and competent in the matters presented, or (c) counsel, independent accountants, or other persons as to matters which the director believes to be within that person's professional or expert competence.

Executive Committee

Pursuant to Article 7 - Committees, the Board may appoint an Executive Committee composed of a minimum of one (1) director or non-director member, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the

Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation/Organization between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Directors. The Secretary of the Corporation/Organization shall send to each director a summary report of the business conducted in any meeting of the Executive Committee.

Finance Committee

The Finance Committee, if created, shall be responsible for making sure the Company/Organization's financial reports are accurate. It shall also oversee the budget and perform other duties like establishing reserve funds, lines of credit and investments. In the event that the Board should create a Finance Committee, the members of said Finance Committee must comprise less than one-half (1/2) of the membership of the Audit Committee, and the Chair of the Finance Committee shall not serve on the Audit Committee.

Governance Committee

The Governance Committee, if created, shall be responsible for the health and functioning of the Board. It shall be in charge of recruiting new members, conducting orientations, producing board materials, and evaluating the performance of the Board itself. The Governance Committee shall also be responsible for ensuring the effectiveness of the current Board, establishing priorities for Board composition, plan for Board of Director recruitment and succession, oversee Board development and take the lead in performing Board evaluations.

Communications and Public Relations Committee

If created, a Communications Committee shall handle all matters that relate to communicating with donors, stakeholders and others. This Committee shall also oversee all newsletters, official communications, social media platforms, online presence and contacts with the media.

Fundraising Committee

The Board, at its sole discretion, may create a Fundraising Committee which shall ensure and contribute well-planned fundraising initiatives for the Company/Organization. In addition this Committee shall identify potential sources of funds, take an active role in enhancing the Board's awareness of fundraising opportunities, explore opportunities for enhanced public relations and fundraising, and provide an annual review of the performance of the Organization's fundraising plan.

ARTICLE 8 - STANDARD OF CARE

General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;
- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

Loans

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Nevada Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise 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 interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Directors

Not more than 0% (percent) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

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 who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Addressing a Conflict of Interest

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.
- b) The Chair of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/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 Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

Violations of Conflict of Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Procedures and Records

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all 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 Board's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

Acknowledgement of Conflict of Interest Policy

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;
- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/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.

Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said Interested Director(s));
- b) All material facts are fully disclosed to or otherwise known by the Board of Directors or committee, and the Board of Directors or committee authorizes, approves, or ratifies the self-dealing contract in good faith—without counting the vote of the Interested Director(s)—and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or
- c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the

contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

Indemnification

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation/Organization of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation/Organization for those expenses.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 9 - EXECUTION OF CORPORATE INSTRUMENTS

Execution of Corporate Instruments

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the Chair, Vice-Chair, Executive Director.

All checks and drafts drawn on banks or other depositories on funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

ARTICLE 10 - RECORDS AND REPORTS

Maintenance and Inspection of Articles and Bylaws

The Corporation/Organization shall keep at its principal office the original or a copy of its Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation/Organization shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Maintenance and Inspection of Other Corporate Records

The Corporation/Organization shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at a place or places as designated by the Board and committees of the Board, or in the absence of such designation, at the principal office of the Corporation/Organization. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the Corporation/Organization shall turn over to his or her successor or the Chair of the Board or President, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation/Organization as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation/Organization and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Preparation of Annual Financial Statements

The Corporation/Organization shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation/Organization shall make these financial statements available to the Nevada Attorney General and members of the public for inspection no later than 7 days after the close of the fiscal year to which the statements relate.

Reports

The Board shall ensure an annual report is sent to all directors within 7 days after the end of the fiscal year of the Corporation/Organization, which shall contain the following information:

- a) The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- c) The expenses or disbursements of the Corporation/Organization for both general and restricted purposes during the fiscal year.
- d) The information required by the Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000.00 or indemnifications involving more than \$10,000.00 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation/Organization that such statements were prepared without audit from the books and records of the Corporation/Organization.

ARTICLE 11 - FISCAL YEAR

The fiscal year for this Corporation/Organization shall end on July 30.

ARTICLE 12 - AMENDMENTS AND REVISIONS

These Bylaws may be adopted, amended, or repealed by a simple majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these Bylaws. If any provision of these Bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

ARTICLE 13 - CORPORATE/ORGANIZATION SEAL

The Board of Directors may adopt, use, and alter a corporate/organization seal. The seal shall be kept at the principal office of the Corporation/Organization. Failure to affix the seal to any corporate/organization instrument, however, shall not affect the validity of that instrument.

ARTICLE 14 - CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural

and the plural number includes the singular, and the term "person" includes a Corporation/ Organization as well as a natural person. If any competent court of law shall deem any portion of these Bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these Bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, , certify that I am the current elected and acting Secretary of the Corporation/Organization, and the above Bylaws are the bylaws of this Corporation/Organization as adopted by the Board of Directors on , and that they have not been amended or modified since the date above.

EXECUTED on this _____ day of _____, in the County of Clark in the State of Nevada.

(Duly Elected Secretary)



Attachment 11: School Organizational Charts for year 1 & at capacity



Purpose Leadership
Academy
Board of Directors

Chancellor/Executive
Director

Vice Chancellor &
Dean of Academics

Director of
Operations

Student Enrollment
and Recruitment
Manager

Grade Level Teachers

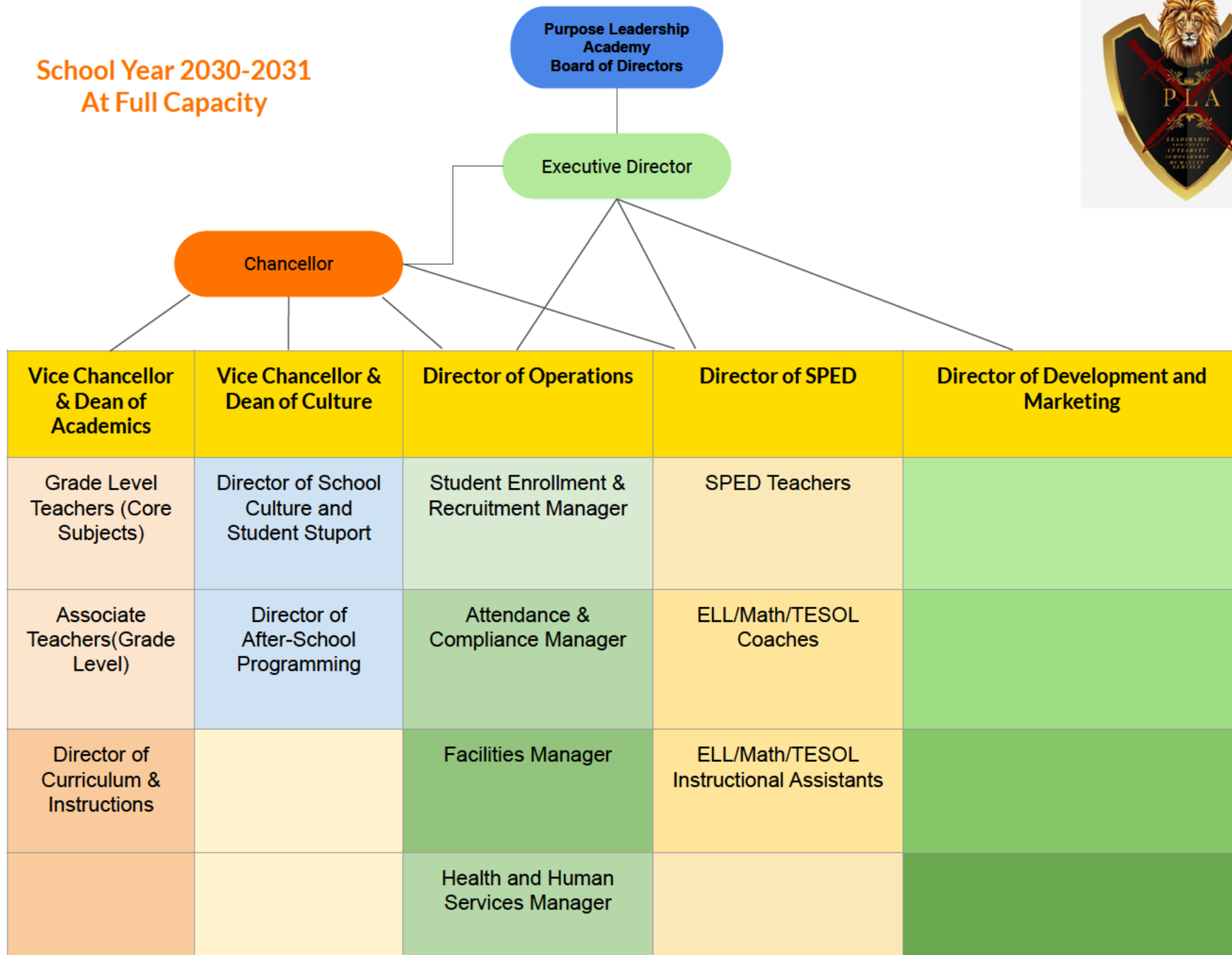
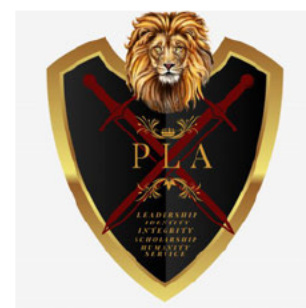
Director of SPED

Specialist/Elective
Teachers

ELL/Math/TESOL
Instructional
Assistant

YR 1
School Year 2025-2026

**School Year 2030-2031
At Full Capacity**





Attachment 12: School Leader Resume



Leondrus Wright

EDUCATOR

Details

Profile

Qualified ambitious individual seeking a position in at a educational institution to use his experience, leadership skills, professional development and knowledge to create a engaging, enrich, and informative learning environment for students, educators, and professional staff.

Employment History

Propel to Launch School Fellow, Interm Assistant Principal, Las Vegas

July 2023- Present

- Lead the design and launch of a high-quality public charter school in Nevada, focusing on innovative models addressing community needs.
- Immerse and lead in a high-performing public charter school for up to one year, gaining insights into effective instructional programs and behavior management systems.
- Conduct extensive research on instructional programs, behavior management, and leadership roles to inform the creation of a strong school model.
- Receive professional learning support and experiences to inspire and develop leadership skills during the fellowship.
- Build partnerships and alliances with families, community leaders, and organizations in Nevada, fostering a coalition committed to transformational outcomes for children.
- Mobilize the coalition to advocate for expanded high-quality public school options and secure authorization for opening a new public charter school through a rigorous application process.
- Recruit and onboard a founding board, families, and teammates aligned with the mission and values of the new public charter school.
- Collaborate on student achievement, student culture, teacher development, parent engagement, and overall school leadership at the incubation site.
- Operate as a self-driven leader, engaging in continuous cycles of feedback and improvement, and advocating for necessary support.
- Demonstrate a commitment to diversity, equity, and inclusion, collaborating with communities and understanding the political landscape for the benefit of students and families.

Teacher, Clark County School District , Las Vegas

AUGUST 2020 — July 2023

- Promoted critical thinking skills by implementing strengthening exercises where appropriate.
- Worked one-on-one with students to address their specific needs.
- Provided optimal instruction and academic support to students.
- Created and implemented lesson plans based on child-led interests and curiosities.
- Created and fostered positive relationships with parents and family members of students.
- Encouraged student engagement and meaningful class discussions. Encouraged social and emotional growth in students.
- Brought forth an in-depth understanding of helpful teaching techniques and philosophies.

Co-Founder and Executive Director , Brothers with Purpose, Las Vegas

DECEMBER 2021 — PRESENT

- Oversaw financial and budgeting activities.
- Reported program results and issues to the Board of Directors(BOD)
- Assisted the BOD with program developments and launch.
- Scheduled vendor appointments, handled follow-ups, picked up items, and coordinated with other professionals to guarantee a seamless fundraising event day.
- Carefully managed budgets and schedules.
- Worked to understand BOD visions and find services and programs that supported those visions.
- Remained up-to-date on the latest industry news and trends.

Lead Caterer, Waiters Choice Caters and Events, Charlotte

SEPTEMBER 2017 — JANUARY 2020

- Assist in managing the operations & staff of assigned events.
- Schedules and assigns daily work assignments within the operation.
- Trains and guides staff on job duties, proper food safety and sanitation, customer service, etc.
- Sets up work areas according to guest/client requests, banquet event orders, vendor standards, etc.
- Ensures service areas are maintained including replenishment of product, cleanliness, etc.

Education

Masters in Education in Curriculum & Instruction , University of Nevada, Las Vegas, Las Vegas

AUGUST 2020 — DECEMBER 2022

Masters in Public Administration , Bowling Green State University, Bowling Green

AUGUST 2004 — MAY 2006

Bachelors of Arts in Political Science , Morris College, Sumter

JANUARY 2001 — MAY 2004

Graduated with Honors

Associates in Applied Science in Culinary Arts, The Art Institutes, Charlotte

JANUARY 2011 — SEPTEMBER 2013

Professional Development Fellowships

National Fellowship of Black and Latino Male Educators, Las Vegas

AUGUST 2021 — MAY 2022

This is our one year program for entry level leadership roles in both school and non-school based positions. This program prepares future deans, AP's, ops. network staff for the seat before entering the seat. We focus on both the foundational adaptive and technical leadership skills that leaders need in order to succeed in their current and future roles. Additionally, we support leaders as they begin to develop their leadership identity, voice, and Story through executive and career coaching, community, and brotherhood.

Teach For America Las Vegas , Las Vegas

DECEMBER 2019 — MAY 2022

A 2-year program that prepare individuals with teaching certification and professional development to advance and becoming a critically conscious educator.

Teach For America Las Vegas RootED Fellow, Las Vegas

AUGUST 2021 — MAY 2023

A extend year professional development program that help teachers in the Las Vegas area become rooted in the Las Vegas Community through historical and community focus engagement.

Opportunity 180 Design to EDrupt, Las Vegas

JANUARY 2023 — December 2023

Opportunity 180's Design to Edrupt School and Education Program Launch Fellowship seeks to support an exceptional, diverse set of leaders who want to explore the idea of designing and starting a school or learning environment of tomorrow. I am happy and proud to be a part of this fellowship and beginning the stages of launching my own school called **Purpose Leadership Academy**, a public boarding charter school that aims to disrupt the school-to-prison pipeline for Black and brown young men.

Nevada Future of Learning Competency Fellow, Las Vegas

MARCH 2023 — JUNE 2023

Working with a group of educators to design and develop the Portrait of a Nevada Learner. Together we are putting the students at the center of teaching and learning to advance the efforts of Nevada to accelerate personalized competency-based learning.

The Public Education Foundation, Teacher Pathway Mentor, Las Vegas

FEBRUARY 2023 — Present

Mentor current Substitute and Paraprofessional as they embark on the journey of becoming a Lincense Teacher in Clark County.

References

References available upon request



Attachment 13: Other School Leadership Job Descriptions

Job Title: Chancellor

Location: Purpose Leadership Academy, Las Vegas, NV

Position Type: Full-time

About Purpose Leadership Academy (PLA):

Purpose Leadership Academy is a 3rd-12th grade Public Charter School located in Las Vegas, NV. Our mission is to provide a transformative educational experience that empowers students of color to excel academically, socially, and emotionally. We are committed to implementing innovative academic models such as Project-Based Learning, Social-Emotional Learning (SEL), Competencies, and restorative practices, including circles, to foster holistic student development.

Position Summary:

The Chancellor of Purpose Leadership Academy is a visionary leader responsible for driving the school's strategic direction, ensuring academic excellence, and fostering a positive school culture. The Chancellor will lead with a focus on equity, diversity, and inclusion, ensuring that all students have access to high-quality education and support services.

Key Responsibilities:

1. Strategic Leadership: Develop and implement a strategic plan aligned with PLA's mission, vision, and values. Lead initiatives to promote academic achievement, student engagement, and holistic development.
2. Academic Excellence: Oversee the implementation of innovative academic models, including Project-Based Learning, SEL, Competencies, and restorative practices. Collaborate with instructional leaders to ensure curriculum alignment, instructional quality, and assessment effectiveness.
3. School Culture: Foster a positive, inclusive, and culturally responsive school culture that prioritizes the well-being and success of every student. Implement restorative practices, including circles, to promote conflict resolution, empathy, and community-building.
4. Community Engagement: Build strong partnerships with families, community organizations, and stakeholders to support student success and address the needs of the school community. Represent PLA in local, state, and national education forums.
5. Staff Leadership: Recruit, develop, and retain a diverse team of educators and staff committed to PLA's mission and values. Provide leadership, support, and professional development opportunities to empower staff to excel in their roles.

6. Financial Management: Oversee the budgeting process, financial planning, and resource allocation to ensure fiscal sustainability and accountability. Monitor financial performance and compliance with regulatory requirements.

Qualifications:

- Master's degree in Education, Educational Leadership, or a related field (Doctorate preferred)
- Minimum of 5 years of experience in educational leadership, preferably in a diverse and urban school setting
- Demonstrated knowledge of Project-Based Learning, SEL, Competencies, and restorative practices
- Strong commitment to equity, social justice, and culturally responsive pedagogy
- Excellent communication, interpersonal, and relationship-building skills
- Ability to lead and inspire a diverse team towards a shared vision of excellence
- Experience working with students of color and historically underserved communities

Application Process:

Interested candidates should submit a resume, cover letter, and three professional references to purposeleadershipacademy@gmail.com. Applications will be reviewed on a rolling basis until the position is filled. Purpose Leadership Academy is an equal-opportunity employer and welcomes candidates from diverse backgrounds to apply.

Job Title: Director of Operations

Location: Purpose Leadership Academy, Las Vegas, NV

Position Type: Full-time, Exempt

Reports To: Chancellor/Executive Director

Summary:

The Director of Operations plays a pivotal role in overseeing the non-instructional functions and day-to-day operations of Purpose Leadership Academy, a 3rd-12th grade public charter school. Reporting directly to the Chancellor/Executive Director, the Director of Operations ensures the smooth and efficient functioning of the school's facilities, finance, human resources, technology, safety, and administrative processes. This position requires a detail-oriented leader with strong organizational, managerial, and problem-solving skills to support the overall success of the school.

Responsibilities:

1. Facilities Management: Oversee the maintenance, cleanliness, and safety of school facilities, including buildings, grounds, equipment, and transportation services.
2. Financial Management: Develop and manage the school budget, monitor expenditures, prepare financial reports, and ensure compliance with fiscal policies, procedures, and regulations.
3. Human Resources: Coordinate personnel recruitment, hiring, onboarding, professional development, performance evaluation, and employee relations processes in collaboration with school leadership and HR staff.
4. Technology Integration: Manage the procurement, implementation, and maintenance of technology systems, software, and hardware to support instructional and administrative needs.
5. Safety and Security: Develop and implement safety protocols, emergency preparedness plans, and security measures to ensure the well-being of students, staff, and visitors.
6. Administrative Operations: Oversee administrative functions, such as student enrollment, attendance, records management, scheduling, transportation, and communications.
7. Compliance and Risk Management: Ensure compliance with federal, state, and local laws, regulations, and charter school policies related to operations, governance, and reporting.
8. Vendor and Contract Management: Negotiate contracts, procure goods and services, and manage vendor relationships to optimize cost-effectiveness and quality.
9. Community Engagement: Collaborate with families, community partners, and stakeholders to foster positive relationships, address concerns, and enhance the school's reputation and community support.
10. Strategic Planning and Continuous Improvement: Contribute to strategic planning efforts, assess operational effectiveness, identify areas for improvement, and implement initiatives to enhance efficiency and effectiveness.

Qualifications:

- Bachelor's degree in Business Administration, Public Administration, Education Administration, or a related field (Master's degree preferred)
- Minimum of 3-5 years of experience in operations management, preferably in an educational or nonprofit setting
- Demonstrated leadership and managerial skills, with the ability to lead teams, prioritize tasks, and manage multiple projects simultaneously
- Knowledge of financial management principles, budgeting processes, and accounting practices
- Strong communication, interpersonal, and problem-solving skills
- Proficiency in technology systems and software applications relevant to school operations
- Commitment to equity, diversity, inclusion, and social justice in education
- Ability to work collaboratively with diverse stakeholders and build positive relationships

Application Process:

Interested candidates should submit a resume, cover letter, and three professional references to purposeleadershipacademy@gmail.com. Applications will be reviewed on a rolling basis until the position is filled. Purpose Leadership Academy is an equal-opportunity employer and welcomes candidates from diverse backgrounds to apply.

Job Title: Executive Director

Purpose Leadership Academy

Location: Las Vegas, NV

Position Overview:

The Executive Director at Purpose Leadership Academy (PLA) is a dynamic and visionary leader responsible for providing strategic direction, operational oversight, and educational leadership to ensure the success and sustainability of the school. PLA is a 3rd-12th grade Public Charter School located in Las Vegas, NV, targeting students of color and utilizing an academic model that focuses on Project-Based Learning (PBL), Social-Emotional Learning (SEL), Competencies, and restorative practices, especially circles. The Executive Director plays a pivotal role in driving academic excellence, fostering a positive school culture, and advancing equity and inclusion.

Key Responsibilities:

1. **Strategic Leadership:** Develop and articulate a compelling vision and strategic plan for PLA that aligns with the school's mission, values, and academic model, and ensures the achievement of ambitious academic and organizational goals.
2. **Operational Management:** Provide overall leadership and management of PLA's day-to-day operations, including budgeting, finance, human resources, facilities, and compliance with all applicable laws, regulations, and charter agreements.
3. **Academic Excellence:** Oversee the development, implementation, and continuous improvement of PLA's academic programs and instructional practices, with a focus on promoting student engagement, critical thinking, and mastery of core competencies.
4. **Equity and Inclusion:** Champion equity and inclusion as core principles of PLA's culture and educational approach, and work to eliminate disparities in student outcomes and experiences.
5. **Community Engagement:** Build strong partnerships with families, community organizations, government agencies, and other stakeholders to support student success, enhance school resources, and foster a sense of belonging and community.
6. **Staff Development:** Recruit, hire, retain, and develop a diverse and talented team of educators and staff, and provide ongoing coaching, support, and professional development opportunities to ensure high levels of performance and job satisfaction.
7. **School Culture:** Create and sustain a positive, inclusive, and culturally responsive school culture that prioritizes the social-emotional well-being and academic success of all students, staff, and stakeholders.
8. **Board Relations:** Collaborate closely with the PLA Board of Directors to provide regular updates on school operations and performance, seek input and guidance on key decisions, and ensure alignment with the board's vision and policies.
9. **External Relations:** Serve as the primary spokesperson and ambassador for PLA in the community, advocating for the school's mission, values, and needs, and representing PLA's interests in external forums and partnerships.

10. Continuous Improvement: Lead ongoing efforts to assess, monitor, and improve PLA's performance, using data-driven decision-making and feedback from stakeholders to drive continuous improvement in all aspects of the school's operations and outcomes.

Qualifications:

- Master's degree in Education, Educational Leadership, Public Administration, or a related field (Doctorate preferred).
- Minimum of 5 years of experience in educational leadership, with a proven track record of success in leading schools or educational organizations.
- Deep understanding of Project-Based Learning (PBL), Social-Emotional Learning (SEL), Competencies, and restorative practices, with experience in implementing these approaches in diverse educational settings.
- Strong commitment to equity, diversity, and inclusion, and demonstrated experience in advancing equity and eliminating disparities in student outcomes.
- Excellent leadership, communication, and interpersonal skills, with the ability to build relationships, inspire trust, and collaborate effectively with diverse stakeholders.
- Strategic thinking and planning abilities, with the capacity to develop and execute long-term goals and objectives while managing day-to-day operations.
- Experience working with charter schools, knowledge of charter school laws and regulations, and familiarity with the local educational landscape in Las Vegas, NV, are highly desirable.

Application Instructions:

To apply for the position of Executive Director at Purpose Leadership Academy, please submit a resume, cover letter, and contact information for three professional references to purposeleadershipacademy@gmail.com. Applications will be reviewed on a rolling basis until the position is filled. Purpose Leadership Academy is an equal-opportunity employer and actively encourages applications from candidates of all backgrounds.

Job Title: Vice Chancellor/Dean of Academics

Location: Purpose Leadership Academy, Las Vegas, NV

Position Type: Full-time, Exempt

Reports To: Chancellor/Executive Director

Summary:

The Vice-Chancellor/Dean of Academics at Purpose Leadership Academy (PLA) plays a pivotal role in leading and advancing the academic vision and instructional practices that promote the success of students of color in grades 3-12. Reporting directly to the Chancellor/Executive Director, the Vice Chancellor/Dean of Academics oversees the design, implementation, and evaluation of a rigorous and culturally responsive curriculum, with a focus on project-based learning (PBL), social-emotional learning (SEL), competencies, and restorative practices, including restorative circles. This position requires a visionary leader with a deep commitment to equity, diversity, inclusion, and academic excellence in education.

Responsibilities:

1. Curriculum Development: Lead the development, implementation, and evaluation of a culturally responsive and standards-aligned curriculum that integrates project-based learning (PBL), social-emotional learning (SEL), competencies, and restorative practices to meet the diverse needs of students of color.
2. Instructional Leadership: Provide strategic direction and support to teachers in implementing effective instructional practices grounded in PBL, SEL, competencies, and restorative practices, fostering critical thinking, collaboration, creativity, and communication skills among students of color.
3. Professional Development: Design and facilitate ongoing professional development opportunities for teachers and instructional staff to enhance their pedagogical skills, content knowledge, cultural competence, and proficiency in PBL, SEL, competencies, and restorative practices.
4. Assessment and Data Analysis: Coordinate the administration and analysis of assessments, formative assessments, and other measures of student progress to inform instructional decision-making, drive continuous improvement efforts, and ensure equitable outcomes for students of color.
5. Academic Support Services: Oversee the provision of academic support services, intervention programs, and enrichment opportunities to meet the diverse learning needs of students of color and ensure equitable access to educational opportunities.
6. Special Education and ELL Services: Collaborate with special education coordinators and English language learner (ELL) specialists to ensure the provision of high-quality services and accommodations for students of color with diverse learning needs.
7. Family and Community Engagement: Foster positive relationships with families, community partners, and stakeholders to promote collaborative partnerships in support of student success, academic achievement, and well-being.

8. Equity and Inclusion: Champion equity, diversity, and inclusion initiatives that address systemic barriers, biases, and inequities in education, ensuring that all students of color have access to high-quality learning experiences, resources, and support services.
9. Data-driven decision-making: Utilize data analysis and assessment tools to monitor student outcomes, identify areas for improvement, and inform decision-making processes aimed at advancing equity, excellence, and success for students of color.
10. Collaborative Leadership: Collaborate with school leadership, administrators, teachers, and staff to ensure alignment between academic, cultural, and operational priorities and to foster a shared commitment to PLA's mission, vision, and values.

Qualifications:

- Master's degree in Education, Educational Leadership, or a related field (Doctorate preferred)
- Valid administrative credential or certification preferred (e.g., Principal, Administrator)
- Minimum of 5 years of experience in educational leadership roles, preferably in culturally responsive schools or settings serving students of color
- Demonstrated expertise in curriculum development, instructional leadership, project-based learning (PBL), social-emotional learning (SEL), competencies, and restorative practices
- Strong commitment to equity, diversity, inclusion, and social justice in education
- Excellent communication, interpersonal, and collaboration skills
- Ability to build relationships, lead change, and inspire innovation in a diverse and multicultural school community

Application Process:

Interested candidates should submit a resume, cover letter, and three professional references to purposeleadershipacademy@gmail.com. Applications will be reviewed on a rolling basis until the position is filled. Purpose Leadership Academy is an equal-opportunity employer and welcomes candidates from diverse backgrounds to apply.

Job Title: Vice Chancellor/Dean of Culture

Location: Purpose Leadership Academy, Las Vegas, NV

Position Type: Full-time, Exempt

Reports To: Chancellor/Executive Director

Summary:

The Vice-Chancellor/Dean of Culture at Purpose Leadership Academy (PLA) plays a pivotal role in fostering a positive and inclusive school culture that supports the academic, social-emotional, and cultural development of students of color in grades 3-12. Reporting directly to the Chancellor/Executive Director, the Vice Chancellor/Dean of Culture leads the implementation of restorative practices, including restorative circles, as well as social-emotional learning (SEL) initiatives, competency-based education, and project-based learning (PBL) strategies. This position requires a visionary leader with a deep commitment to equity, diversity, inclusion, and social justice in education.

Responsibilities:

1. **Cultural Leadership:** Provide visionary leadership in creating and sustaining a positive and inclusive school culture that celebrates the identities, backgrounds, and experiences of students of color.
2. **Restorative Practices:** Lead the implementation of restorative justice practices, including restorative circles, to build community, resolve conflicts, and foster accountability, empathy, and healing among students, staff, and families.
3. **Social-Emotional Learning (SEL) Initiatives:** Develop and implement comprehensive SEL initiatives, programs, and curricula to support the social, emotional, and mental well-being of students of color, promoting self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
4. **Competency-Based Education:** Promote competency-based education practices that empower students of color to develop critical thinking, problem-solving, collaboration, communication, and leadership skills through authentic, real-world projects and experiences.
5. **Project-Based Learning (PBL):** Support the integration of project-based learning (PBL) strategies and methodologies into the curriculum, providing students of color with opportunities to engage in inquiry, exploration, creativity, and innovation to deepen their understanding of academic content and apply their learning in meaningful ways.
6. **Family and Community Engagement:** Collaborate with families, community partners, and stakeholders to create authentic opportunities for involvement, partnership, and shared decision-making in support of student success and well-being.
7. **Equity and Inclusion:** Champion equity, diversity, and inclusion initiatives that address systemic barriers, biases, and inequities in education, ensuring that all students of color have access to high-quality learning experiences, resources, and support services.

8. Professional Development: Provide ongoing professional development and training for staff on topics related to cultural competency, restorative practices, SEL, PBL, and equity-centered pedagogy to enhance their capacity to support the needs of students of color.

9. Data Analysis and Continuous Improvement: Utilize data analysis and assessment tools to monitor student outcomes, identify areas for improvement, and inform decision-making processes aimed at advancing equity, excellence, and success for students of color.

10. Collaborative Leadership: Collaborate with school leadership, administrators, teachers, and staff to ensure alignment between cultural, academic, and operational priorities and to foster a shared commitment to PLA's mission, vision, and values.

Qualifications:

- Master's degree in Education, Counseling, Social Work, Psychology, or a related field (Doctorate preferred)
- Valid administrative credential or certification (e.g., Principal, Administrator)
- Minimum of 5 years of experience in educational leadership roles, preferably in culturally responsive schools or settings serving students of color
- Demonstrated expertise in restorative practices, social-emotional learning (SEL), competency-based education, and project-based learning (PBL)
- Strong commitment to equity, diversity, inclusion, and social justice in education
- Excellent communication, interpersonal, and collaboration skills
- Ability to build relationships, lead change, and inspire innovation in a diverse and multicultural school community

Application Process:

Interested candidates should submit a resume, cover letter, and three professional references to purposeleadershipacademy@gmail.com. Applications will be reviewed on a rolling basis until the position is filled. Purpose Leadership Academy is an equal-opportunity employer and welcomes candidates from diverse backgrounds to apply.

Job Title: Director of Special Education

Location: Purpose Leadership Academy, Las Vegas, NV

Position Type: Full-time

About Purpose Leadership Academy (PLA):

Purpose Leadership Academy is a 3rd-12th grade Public Charter School located in Las Vegas, NV. Our mission is to provide a transformative educational experience that empowers students of color to excel academically, socially, and emotionally. We are committed to implementing innovative academic models such as Project-Based Learning, Social-Emotional Learning (SEL), Competencies, and restorative practices, including circles, to foster holistic student development.

Position Summary:

The Director of Special Education at Purpose Leadership Academy is a key leadership role responsible for overseeing the provision of special education services to students with diverse learning needs. The Director will lead the development, implementation, and evaluation of programs and supports to ensure equitable access and success for all students.

Key Responsibilities:

1. Program Development: Collaborate with school leadership and instructional staff to design and implement a comprehensive special education program that meets the unique needs of students with disabilities, including those with mild, moderate, and severe disabilities.
2. IEP Process: Ensure compliance with federal and state regulations governing the identification, evaluation, and placement of students with disabilities. Lead the Individualized Education Program (IEP) team meetings and facilitate the development of appropriate IEPs for each eligible student.
3. Instructional Support: Provide guidance, training, and support to teachers and staff to effectively implement evidence-based instructional practices and accommodations for students with disabilities. Monitor student progress and adjust interventions as needed to ensure academic growth.
4. ELL Programming: Provide guidance, training, and support to teachers and staff to ensure compliance with federal and state regulations governing the identification, evaluation, and support of students identified as ELL.
5. Collaboration: Foster positive relationships with families, community agencies, and stakeholders to support students with disabilities. Collaborate with general education teachers, counselors, and support staff to promote inclusive practices and create a supportive learning environment.

6. Professional Development: Develop and deliver professional development opportunities for staff on topics related to special education, differentiated instruction, behavior management, and other relevant areas. Stay current on best practices and research in the field of special education.

7. Data Analysis: Collect, analyze, and use data to inform decision-making and improve outcomes for students with disabilities. Monitor and report on student progress, program effectiveness, and compliance with special education laws and regulations.

Qualifications:

- Master's degree in Special Education, Educational Leadership, or a related field
- Valid special education teaching license or administrative certification
- Minimum of 3-5 years of experience in special education leadership or related role
- In-depth knowledge of federal and state special education laws and regulations
- Strong understanding of evidence-based practices for supporting students with diverse learning needs
- Excellent communication, interpersonal, and organizational skills
- Ability to lead and motivate a team towards a shared vision of inclusive excellence
- Experience working with students of color and historically underserved communities preferred

Application Process:

Interested candidates should submit a resume, cover letter, and three professional references to purposeleadershipacademy@gmail.com. Applications will be reviewed on a rolling basis until the position is filled. Purpose Leadership Academy is an equal-opportunity employer and welcomes candidates from diverse backgrounds to apply.

Job Title: Director of Development & Marketing

Purpose Leadership Academy

Location: Las Vegas, NV

Position Overview:

The Director of Development & Marketing at Purpose Leadership Academy (PLA) is a key leadership position responsible for leading and implementing strategic initiatives to advance the school's fundraising, donor relations, and marketing efforts. PLA is a 3rd-12th grade Public Charter School located in Las Vegas, NV, targeting students of color and utilizing an academic model that focuses on Project-Based Learning (PBL), Social-Emotional Learning (SEL), Competencies, and restorative practices, especially circles. The Director of Development & Marketing plays a critical role in securing financial resources, building relationships with donors and supporters, and promoting the PLA's mission and impact to internal and external stakeholders.

Key Responsibilities:

1. Fundraising Strategy: Develop and implement a comprehensive fundraising strategy to secure financial support from individuals, corporations, foundations, and government agencies, aligned with PLA's funding needs and priorities.
2. Donor Cultivation: Cultivate and steward relationships with existing and prospective donors, including alumni, parents, community members, and other stakeholders, to deepen their engagement and support for PLA's mission and programs.
3. Grant Writing: Research, identify, and pursue grant opportunities from public and private sources, and develop compelling grant proposals and applications that effectively communicate PLA's impact and funding needs.
4. Campaign Management: Lead fundraising campaigns and initiatives, including annual giving campaigns, capital campaigns, and special events, and collaborate with the PLA leadership team, board members, and volunteers to achieve fundraising goals.
5. Marketing & Communications: Develop and implement marketing and communications strategies to raise awareness of PLA's programs, achievements, and impact, and engage internal and external stakeholders through digital media, print materials, events, and other channels.
6. Brand Management: Ensure consistency and alignment in PLA's brand identity, messaging, and visual identity across all communications and marketing materials, and uphold the school's reputation and values in all interactions.

7. Community Engagement: Represent PLA at community events, meetings, and forums to build relationships, raise awareness, and promote collaboration with community partners, organizations, and businesses.
8. Data & Analytics: Track and analyze data related to fundraising, donor relations, marketing, and communications activities, and use insights to inform decision-making, evaluate performance, and optimize strategies and tactics.
9. Team Leadership: Supervise and mentor staff members and volunteers involved in development, marketing, and communications activities, and foster a collaborative and results-oriented team culture.

Qualifications:

- Bachelor's degree in Marketing, Communications, Business Administration, Nonprofit Management, or a related field (Master's degree preferred).
- Minimum of 5 years of experience in fundraising, development, marketing, or related fields, with a proven track record of success in securing financial support, building donor relationships, and implementing marketing strategies.
- Strong understanding of and experience in the education sector, particularly in the context of charter schools or nonprofit organizations serving students of color and underserved communities.
- Excellent communication, writing, and presentation skills, with the ability to articulate PLA's mission and impact to diverse audiences and stakeholders.
- Strategic thinking and planning abilities, with the capacity to develop and execute fundraising, marketing, and communications strategies that advance organizational goals and objectives.
- Proficiency in fundraising software, donor databases, and digital marketing tools, and familiarity with data analysis and reporting techniques.
- Commitment to equity, diversity, and inclusion, and alignment with PLA's mission, values, and academic model.

Application Instructions:

To apply for the position of Director of Development & Marketing at Purpose Leadership Academy, please submit a resume, cover letter, and contact information for three professional references to purposeleadershipacadmey@gmail.com. Applications will be reviewed on a rolling basis until the position is filled. Purpose Leadership Academy is an equal-opportunity employer and actively encourages applications from candidates of all backgrounds.



Attachment 14: School Leader Evaluation Tool

Educator Effectiveness Observation & Practice



FRAMEWORK FOR EVALUATION:

Principal

Assistant Principal

Vice Principal

Director of CTE

Supervisor of Special Education

also for the evaluation of
Non-Teaching Professional Supervisors



Revised June 2021

EDUCATOR EFFECTIVENESS OBSERVATION & PRACTICE: Framework for Evaluation: Principal

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I'm completing an:

☐ Evaluatee Self-Assessment

☐ Evaluator Assessment

Today's Date:

____ / ____ / ____



Introduction

The Framework for Leadership identifies those aspects of a school leader's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what school leaders should know and be able to do in the exercise of their profession.

In the framework presented, each of the four domains is supported by specific components of professional practice and aligned to professional standards. Although the components are distinct, they are related to one another. School leaders should note that not all components are necessarily applicable to every situation. The evaluator and the school leader jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

i NOTE: Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice for Principals



DOMAIN 1:

Strategic/Cultural Leadership

School leaders/supervisors systematically and collaboratively develop a positive, equitable, and inclusive culture to promote continuous student growth and staff development. They articulate and model a clear vision for the school that meaningfully engages all students, communities, and staff.

[Components of Practice](#) ►

[Domain Rating Rubric](#) ►

[Standards Alignment](#) ►



DOMAIN 2:

Systems Leadership

School leaders/supervisors ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that result in organizing the work routines. They must manage efficiently, effectively, and safely to foster student achievement in a positive, equitable, inclusive environment.

[Components of Practice](#) ►

[Domain Rating Rubric](#) ►

[Standards Alignment](#) ►



DOMAIN 3:

Leadership for Learning

School leaders/supervisors ensure that a standards-aligned system is in place to address, in a positive, equitable, and inclusive manner, the linkage of curriculum, instruction, assessment; data on student learning; and educator effectiveness based on research and emerging, evidence-based best practices.

[Components of Practice](#) ►

[Domain Rating Rubric](#) ►

[Standards Alignment](#) ►



DOMAIN 4:

Professional and Community Leadership

School leaders/supervisors promote the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

[Components of Practice](#) ►

[Domain Rating Rubric](#) ►

[Standards Alignment](#) ►



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1A:

Creates an Organizational Vision, Mission, and Strategic Goals

The school leader/supervisor plans strategically and creates an organizational vision, mission, and goals around individualized student success aligned to system-wide goals.

Distinguished

- Designs and initiates a process that includes stakeholders for developing a shared vision and strategic goals for student growth and achievement that result in rigor and relevance for all students.
- Implements systemic, sustainable goals that promote success for all students.
- Ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.
- Implements systems for on-going, collaborative data review to ensure that the school's vision, mission, values, beliefs, and goals drive decisions that positively influence the culture of the school.

Proficient

- Implements a process that includes stakeholders for developing a shared vision and strategic goals for student growth and achievement.
- Develops goals that promote equitable and inclusive access to social-emotional wellness and college, career, and community readiness as components of student success.
- Shares and maintains a focus on the vision and strategic goals throughout the school year.
- Collects and analyzes data for the periodic assessment and review of progress toward the school's vision, mission, and strategic goals.

Needs Improvement

- Develops school-wide vision, mission, and strategic goals based on individual beliefs.
- Plans with limited evidence of stakeholder involvement.
- Infrequently reviews data and stakeholder feedback to assess progress or revise goals to ensure student performance.

Failing

- Fails to develop a school-wide vision, mission, or strategic goals.
- Fails to demonstrate the involvement of stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.
- Fails to use data to assess or revise goals based on student performance.

Not Observed

Discussion Prompts:



- *How do you articulate the vision and mission of your organization so that it is understood?*
- *What is the goal setting process in your school?*
- *How has your school community helped you to determine these goals?*
- *How are your school's goals related to the district goals and the goals for continuous improvement?*

Evidence of Practice:

- Program agendas and minutes, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding organizational vision, mission, and strategic goals
- District Comprehensive Plan documents
- Professional Development plans
- Building Improvement Plan that is aligned to the organization's Comprehensive Plan
- Documentation of organizational planning, administrative teaming, and personal reflection
- Policies and procedures that promote anti-bullying, equity, and social-emotional wellness
- Policies and procedures that promote college, career, and community readiness and participation in CTE or work-based learning experiences



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1B:

Uses Data for Informed Decision Making

The school leader/supervisor analyzes and uses multiple data sources to drive effective, equity-based decision-making.

Distinguished

- Systematically collects, analyzes, monitors, and uses data to develop and drive the equity-based decision-making capacity of staff and other stakeholders.
- Activates and sustains a school-wide system for monitoring and evaluating progress toward achieving school goals and student outcomes.
- Listens, evaluates, and considers staff and other stakeholder input regarding recommended activities and initiatives.

Proficient

- Collects, analyzes, monitors, and uses data in driving informed decision-making for the attainment of strategic goals and objectives.
- Develops the capacity of staff and other stakeholders to use data for decision-making through multiple lenses.

Needs Improvement

- Infrequently uses data to monitor progress or to drive effective decision-making.
- Exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.

Failing

- Fails to demonstrate the ability to analyze or use data to drive effective decision-making.

Not Observed

Discussion Prompts:



- *How have you used the data from multiple measures to inform your decision making?*
- *How are you using student/staff data to determine organizational change or program change needs?*
- *How are you using student/staff data to provide targeted professional development to staff?*
- *How can the organization's data management be improved to encourage strategic decision-making?*

Evidence of Practice:

- Utilization of formative and summative assessments
- Examples of utilization of student and school data for instructional planning and decision making:
 - Attendance/Graduation Rates
 - Discipline/incident data
 - School Safety reports
 - Special Education referrals
 - Local assessments
 - School climate and/or student behavior surveys
 - Placement data
 - Progress monitoring
 - Enrollments and program offerings
 - Courses of rigor/Work-based learning
 - Industry certifications
 - Transition planning
- Documentation of professional development for staff on assessment tools, data analysis techniques, and utilization of data to drive student achievement



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1C:

Builds a Collaborative and Empowering Work Environment

The school leader/supervisor develops a culture of equity, collaboration, distributive leadership, and continuous growth by empowering staff in the development and successful implementation of initiatives that positively impact the school and the community.

Distinguished

- Empowers staff and stakeholders to assume responsibility for making decisions that foster an equitable school culture and student achievement.
- Establishes an environment where staff and other stakeholders:
 - Select and implement effective, equitable strategies for school and student growth.
 - Assess and monitor progress towards achieving the vision, mission, and strategic goals.
 - Lead planning and monitoring efforts.

Proficient

- Creates a collaborative work environment predicated upon cooperation between and among staff and stakeholders.
- Actively models behaviors that promote a sense of empowerment among staff and stakeholders.
- Fosters a school culture that values equity among staff and building professional relationships.
- Consistently engages in shared decision-making and distributive leadership.

Needs Improvement

- Inconsistently includes staff and stakeholders in the decision-making processes.
- Articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment skills among staff.

Failing

- Fails to involve staff and stakeholders in discussions and decisions regarding school issues.

Not Observed

Discussion Prompts:

1

- *How do your teachers/staff have a voice in decisions?*
- *What do you do to nurture a climate of trust and continuous improvement?*
- *How are your teachers/staff involved in the planning and assessment of your school's goals?*
- *What opportunities have you used to engage your teachers/staff in building a collaborative and empowering work environment?*
- *How do you foster involvement of families/caregivers, business, and community organizations in your decision-making?*

Evidence of Practice:

- Documentation of efforts to establish and promote collaborative workgroups or PLCs for staff
- Schedules demonstrating shared planning time or organization of content/grade-level teams
- Documentation of effective and equitable practices for recruiting, hiring, and retaining staff
- Documentation of student and family/caregiver involvement on school-wide committees
- Documentation of efforts to establish and promote collaborative workgroups for staff
- Attempts to promote and grow a positive culture and school pride among students, staff, and community



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1D:

Leads Change Efforts for Continuous Improvement

The school leader/supervisor systematically guides staff through the change process to positively impact the culture and performance of the school.

Distinguished

- Demonstrates a change process that is transformative towards culture and growth in the performance of the school.
- Establishes processes to continually evaluate and adapt for equitable and inclusive practices to promote growth for all students.
- Drives major initiatives that result in college, career, and community ready students.

Proficient

- Implements a change process to ensure continuous growth in the culture and performance of the school.
- Implements innovative learning options for students.
- Plans for and provides professional development in preparation for an evolving educational landscape.

Needs Improvement

- Articulates the importance of the change process; however, when change occurs, it is only through random processes.

Failing

- Fails to identify the importance of the change process with no provision for positively impacting school culture and student growth.

Not Observed

Discussion Prompts:

1

- *What strategic framework guides your thinking and planning?*
- *How have you helped your teachers/staff to become more effective in delivering instruction/services and administering assessments?*
- *What safety nets do you have in place to support staff/students?*
- *What have you done this year to stay current on educational research that relates to school performance and culture?*
- *How do you reflect on organizational structures to identify areas for improvement in the future?*

Evidence of Practice:

- A plan and timeline for monitoring the progress of LEA changes
- Examples of documentation of activities that support the implementation of key elements of a change process:
 - Curriculum reviews
 - Act 13 documents
 - Comprehensive Planning
 - Chapter 339/SOAR
 - Special Education Plan revisions
 - Transition planning
 - Professional development
 - Opportunities for blended or remote learning and/or flexible instructional days
 - Scheduling
 - Scaffolded student supports and acceleration (e.g., meeting minutes, agendas, and rosters)



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1E:

Celebrates Accomplishments and Acknowledges Failures

The school leader/supervisor utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.

Distinguished

- Empowers staff and stakeholders to recognize individual and collective contributions in a systematic manner toward attainment of strategic goals.
- Utilizes recognition, reward, and advancement to promote the accomplishments of the school.

Proficient

- Consistently recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.
- Utilizes accomplishments and failure as an opportunity to improve school culture and student growth.

Needs Improvement

- Inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.

Failing

- Fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.

Not Observed

Discussion Prompts:

1

- *Describe some ways you celebrate achievements in your school. What was your role in promoting the achievement?*
- *Describe an initiative that was not successful. How did you redirect your efforts?*
- *How do you share your successes with staff/teachers, students, families/caregivers, and community?*

Evidence of Practice:

- Evidence of school and student recognition programs:
 - Award ceremonies
 - Certificates of Achievement and Appreciation
 - Student of the Month programs
 - Honor Roll
 - Teacher of the Year
 - Student organizations and activities
 - Extra-curricular activities
 - Graduation or promotion ceremonies
 - Student assemblies or performances
- Examples of communications to stakeholders that celebrate accomplishments and/or acknowledge shortcomings:
 - Newsletters
 - Email communications
 - Social media
 - School website
 - Mailings
 - Flyers
 - Board presentations
 - Community group presentations



DOMAIN 2: Systems Leadership

COMPONENT 2A:

Leverages Human and Financial Resources

The school leader/supervisor establishes equitable systems for managing all available resources to better serve students, staff, and the school.

Distinguished

- Designs transparent systems to ensure the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.
- Integrates school, LEA, and community resources to maximize the efficiency of school operations.
- Uses data and feedback to assess the success of funding and program decisions.

Proficient

- Designs transparent systems to equitably manage human and financial resources.
- Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.

Needs Improvement

- Utilizes systems for allocating human and financial resources that are not transparent or equitable.

Failing

- Fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.

Not Observed

Discussion Prompts:

1

- *What is your process for determining equitable allocation of human, financial, and physical resources in your school?*
- *How do you prioritize requests from your teachers/staff?*
- *Describe some examples of effective use of technology in your building.*
- *How do you research and utilize community resources in your school?*

Evidence of Practice:

- School budget; teacher/program budgets; and related reports, agendas, or presentations
- Staffing and substitute coverage plans
- Effectiveness of school partnerships with other agencies/organizations
- List of available resources assigned to strategic goals
- Analyzing program needs with Occupational Advisory Committee input
- Listing of alternative revenue streams, (e.g., fundraising, federal and state grants, and capital campaigns)
- Joint Operating Committee (JOC) meeting agenda(s) focused on staffing and resource allocation
- Cost comparison of use of internal and external resources including those available through Intermediate Units and PaTTAN
- Targeted professional development
- Effective scheduling and appropriate class sizes



DOMAIN 2: Systems Leadership

COMPONENT 2B:

Ensures a High Quality, High Performing Staff

The school leader/supervisor establishes, supports, and effectively and equitably manages processes and systems, which ensure a high quality, high performing staff.

Distinguished

- Supervises and evaluates all staff in a fair and equitable manner and maintains a high performing staff, which is focused on improving student achievement.
- Proactively recognizes quality teaching and establishes it as an example of expected performance.
- Proactively creates additional induction opportunities and peer mentoring to support all new personnel.
- Proactively recommends decisions regarding hiring, transfers, retention, and dismissal.
- Proactively recruits a diverse, highly qualified pool of candidates.

Proficient

- Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance.
- Maintains a high performing staff, which is focused on improving student growth and achievement.
- Provides induction processes to support all new personnel.
- Participates with appropriate personnel to recruit and retain high quality staff that meets the diverse needs of students.
- Prioritizes equity and diversity in recruitment and hiring practices.

Needs Improvement

- Inconsistently supervises and evaluates staff.
- Inconsistently delivers on-going, systematic professional development in support of quality staff performance.
- Provides limited support to all new personnel.
- Inconsistently selects and retains highly qualified personnel.

Failing

- Fails to maintain a high performing staff, which is focused on improving student achievement.
- Fails to address ineffective teaching and staff performance.
- Fails to provide induction support to all new personnel.
- Fails to select and retain highly qualified personnel.

Not Observed

Discussion Prompts:



- *How do you support novice teachers/ staff who are hired to work in your school?*
- *What do you see as your role in the hiring, transfer, retention, and dismissal of staff in your school?*
- *How do you use data from multiple measures to ensure you have a high quality, high performing staff?*

Evidence of Practice:

- Documentation that staff observations/evaluations were completed with fidelity
- Utilization of multiple sources of data for instructional planning and decision making
- Documentation of a process to identify instructional needs and development of professional plans for teachers
- Staff turnover, retention, and recruitment data
- Feedback from staff (professional/ support) on quality of induction and professional development activities
- Evidence of involvement in screening, interviewing, and recommending staff members for employment
- Induction and mentoring plans for staff
- Evidence of providing principals and staff with research and other publications to support and advance professional practice
- Evidence of collaboration with building administrators in the development of building schedules and teacher assignments



DOMAIN 2: Systems Leadership

COMPONENT 2C:

Complies with Federal, State, and Local/LEA Mandates

The school leader/supervisor designs protocols and processes to comply with federal, state, and local/LEA mandates.

Distinguished

- Consistently complies with federal, state, and local/LEA mandates and presents each so that they are viewed as an opportunity for growth within the school.
- Implements programs that are both compliant to regulations and supported by the school community.
- Develops opportunities to grow innovative programs derived from the mandates.
- Proactively assumes a leadership role in directing LEA and state policy.

Proficient

- Consistently complies with federal, state, and local/LEA mandates and all contractual agreements in a timely and complete manner.
- Designs protocols and processes to comply with federal, state, and local/LEA mandates.
- Identifies opportunities to grow programs derived from the mandates.
- Participates in directing policy for LEA and state initiatives.

Needs Improvement

- Inconsistently complies with federal, state, and local/LEA mandates and all contractual agreements in a timely and/or complete manner.

Failing

- Fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner.

Not Observed

Discussion Prompts:

1

- *With consideration for current initiatives, what professional development would you recommend to support compliance?*
- *How do you learn about initiatives and program mandates?*
- *How do you ensure that staff follow state and federal regulations?*
- *What influence do state and federal mandates have as you plan for programming?*
- *Are we in compliance with grants/funding that we use to support our efforts?*

Evidence of Practice:

- Examples of documentation of timely compliance with federal, state, and local/LEA mandates:
 - Chapter 4
 - Chapter 339
 - Perkins regulations
 - 504 compliance
 - Informal/formal observations
 - Chapters 14, 15, and 16
 - State/Federal reporting
 - Completion of Annual Financial Report (AFR)
 - Addressing incidents that fall under the Office of Civil Rights (OCR)
 - Safe Schools reporting
 - Environmental Protection Agency (EPA) regulations
 - Audit reports
 - Mandated reporting regulations
 - District administrative regulations



DOMAIN 2: Systems Leadership

COMPONENT 2D:

Establishes and Implements Expectations for Students and Staff

The school leader/supervisor establishes and implements clear expectations, structures, rules, and procedures for students and staff, resulting in a safe and equitable school culture.

Distinguished

- Empowers staff to monitor their own performance and exceed school-wide expectations.
- Encourages students to monitor their performance and strive to exceed expectations set by their teachers, families/caregivers, and themselves.
- Engages students and staff members in developing expectations for student learning and social-emotional wellness and developing a safe, equitable school culture.

Proficient

- Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.
- Creates and revises rules and procedures to maintain a safe and equitable school culture conducive to student learning and social-emotional wellness.

Needs Improvement

- Inconsistently communicates and enforces expectations, rules, and procedures for students and staff.
- Utilizes only school rules and procedures required by LEA administration and/or policy.

Failing

- Fails to establish clear expectations, structures, rules, and procedures for students and staff.

Not Observed

Discussion Prompts:

1

- *What safety nets do you have for struggling students/staff?*
- *What innovative approaches have you used this year to increase student achievement?*
- *What processes are in place to study data and define service gaps to assist all students?*
- *How are you helping struggling staff members improve their skills?*

Evidence of Practice:

- Signatures from parents/guardians and faculty indicating understanding and acceptance of student/faculty handbooks
- Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding expectations for students and staff
- Communications to families/caregivers, staff, students, and/or community members regarding expectations for students and staff
- Implementation of school-wide programs that promote high quality expectations for students and staff through structured systems of support
- Formal and informal staff observations
- Procedures for online learning



DOMAIN 2: Systems Leadership

COMPONENT 2E:

Communicates Effectively and Strategically

The school leader/supervisor strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders.

Distinguished

- Provides information in various formats in multiple ways through different media to ensure communication with staff and stakeholders.
- Ensures that staff and stakeholders are aware of school goals and demonstrate progress toward meeting the goals.

Proficient

- Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.
- Ensures that staff and stakeholders are aware of school goals.

Needs Improvement

- Establishes a communications plan for staff and stakeholders that lacks purpose, clarity, consistency, or regularity.

Failing

- Fails to develop a coherent plan to effectively communicate with all staff and stakeholders.

Not Observed

Discussion Prompts:

1

- *What efforts do you make to ensure that your teachers know and can articulate the school's vision, mission, and goals?*
- *How do you foster and facilitate open communication with all stakeholders?*
- *What organizational systems do you have in place to provide and document effective communications with internal and external stakeholders?*

Evidence of Practice:

- Examples of documentation of internal/external communication with stakeholders using various media:
 - Newsletters and updates to stakeholders
 - Utilization of social media/websites
 - Acceptable Use Policy (AUP)
 - Customer, co-op employer, and/or student surveys
 - Parent Advisory Committee (PAC) and Occupational Advisory Committee (OAC) meeting agendas and minutes
 - Services for bilingual stakeholders
 - Communication logs and emails



DOMAIN 2: Systems Leadership

COMPONENT 2F:

Manages Conflict Constructively

The school leader/supervisor effectively, efficiently, and equitably manages the complexity of human interactions and relationships, including those among and between families/caregivers, students, and staff.

Distinguished

- Empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school culture.
- Proactively encourages staff and students to accept responsibility for their own actions by adhering to operational norms.
- Provides conflict management and relationship building training for students, staff, and other stakeholders.

Proficient

- Consistently resolves school-based problems/conflicts in a fair, democratic way.
- Provides opportunities for affected stakeholders (students, staff, and families/caregivers) to express opinions and discusses options to address discordant issues.
- Implements and reviews solutions that address discordant issues.

Needs Improvement

- Inconsistently implements processes to resolve problems and/or areas of conflict within the school.
- Interacts with students, staff, and other stakeholders primarily on an as needed basis to defuse potentially stressful situations.

Failing

- Fails to develop and implement conflict management processes to manage the complexity of human interactions and relationships.

Not Observed

Discussion Prompts:



- *What procedures are in place to guarantee that consequences for inappropriate behavior are equitable and consistent in your school?*
- *How do you ensure that your teachers/staff have been prepared with the skills to manage and resolve conflict?*
- *How do you engage a challenging staff or community member directly, honestly, and with respect in difficult situations?*
- *How do you reflect on your strengths and weaknesses as a manager of conflict?*
- *What restorative systems do you have in place?*

Evidence of Practice:

- Establishment and enforcement of processes that address conflict and appeals
- Establishment, publication, and enforcement of anti-bullying policies
- Professional development for staff to effectively address conflict
- School climate surveys
- Board or other public meeting agendas, minutes, and presentations
- Leadership or team meeting agendas and minutes
- Discipline/incident reports



DOMAIN 2: Systems Leadership

COMPONENT 2G:

Ensures School Safety

The school leader/supervisor ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.

Distinguished

- Incorporates active involvement of various agencies in the development, implementation, and evaluation of the safe schools plan.
- Creates and maintains open communication processes that allow for proactive identification and intervention of potential incidents.

Proficient

- Consistently reviews, analyzes, and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.
- Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.

Needs Improvement

- Inconsistently administers a process for reviewing/revising the school safety plan.
- Lacks a process to collect data on the effectiveness of the school safety plan that includes prevention, intervention, crisis response, and recovery.

Failing

- Fails to develop and implement a comprehensive school safety plan that includes prevention, intervention, crisis response, and recovery.

Not Observed

Discussion Prompts:

1

- *Are there safety procedures in place that are practiced routinely?*
- *Explain how your entire staff is aware of their responsibilities in emergency situations?*
- *What are you doing to make your building secure?*
- *Is there anything that you would suggest to improve our district safety?*
- *To what extent have you participated in reviewing and updating your school/district safety plan? Describe your process.*
- *How do you support teachers in safely organizing their physical space?*
- *In what ways does the curriculum in areas such as health and wellness, family/consumer science, and science incorporate safety instruction?*
- *How do you ensure that nurses, administrators, and other personnel are trained according to Board policy and state/federal regulations?*

Evidence of Practice:

- Examples of documentation of the implementation of school behavioral and safety policies/procedures:
 - Safety drills and reports
 - Professional development dealing with safety issues
 - School safety and behavioral policies
 - Memorandum of Understanding (MOU) with local law enforcement
 - Relationships with county and local support agencies
 - Use of safety data by school stakeholder groups
 - Completed safety inspections for equipment, rooms, and facilities
 - Proper signage across building and grounds
 - Active safety committees
 - Inclusion of local emergency responders in planning and preparation activities
 - Passive restraint training
 - Development and implementation of building and student crisis plans
 - Classroom design and layout
 - Evidence of crisis team meetings



DOMAIN 3: Leadership for Learning

COMPONENT 3A:

Leads School Improvement Initiatives

The school leader/supervisor develops, implements, monitors, and evaluates a plan for school improvement and equitable student growth that provides the structure for the vision, goals, and changes necessary for improved student achievement.

Distinguished

- Incorporates principles of continuous analysis and refinement into a plan for school improvement and student growth; positively impacts the school's culture and exceeds expectations of student achievement toward college, career, and community readiness.
- Develops a system to integrate continuous planning that sustains on-going improvement and equitable student growth.

Proficient

- Develops a plan for school improvement and student growth, as well as establishing clear and consistent processes and systems to:
 - Implement the plan.
 - Monitor and evaluate progress toward achieving school goals and equitable student outcomes.
 - Revise school goals and student outcomes based on data analysis.

Needs Improvement

- Develops a plan for school improvement and student growth; however, the plan lacks clear and consistent processes and systems to improve student achievement.

Failing

- Fails to develop a plan for school improvement and student growth that provides the structure for the vision, goals, and changes necessary for improved student achievement.

Not Observed

Discussion Prompts:



- *What goals and priority initiatives have you identified for your school this year and how did you determine needs?*
- *What are your specific goals related to instruction and student achievement?*
- *What are the strategies you will use to assess progress toward the goals?*
- *In what ways do you collaborate with others at various levels of the organization to set and achieve your goals?*
- *How do you communicate your goals and progress toward achievement to various stakeholders? How do you solicit feedback from stakeholders on progress toward goal achievement?*
- *How do you ensure that staff members have the awareness and resources to achieve these goals?*

Evidence of Practice:

- Communications to families/caregivers, staff, students, and/or community members regarding school improvement initiatives
- Program agendas and minutes, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school improvement initiatives
- Strategic planning based on school and student data
- Feedback from stakeholders
- Progress on school performance initiatives



DOMAIN 3: Leadership for Learning

COMPONENT 3B:

Aligns Curricula, Instruction, and Assessments

The school leader/supervisor ensures that the adopted curricula, instructional practices, and associated assessments are diverse and implemented within a Standards Aligned System and data are used to drive refinements to the system.

Distinguished

- Consistently ensures that the LEA's standards-based curricula, aligned with assessments, instruction, and materials, are implemented with fidelity throughout the school.
- Reports data and recommendations to curriculum committee for refinement of the LEA's curricula.
- Empowers staff to integrate and enrich PA Academic and Career Education and Work standards throughout the curricula.
- Empowers staff to integrate and enrich a diverse, rigorous, standards-based curricula.

Proficient

- Consistently ensures that the LEA's standards-based curricula are implemented with fidelity throughout the school.
- Consistently engages necessary stakeholders in curricula planning and instruction.
- Ensures that assessments, instruction, and diverse materials align to curricula.
- Creates opportunities to collaboratively use assessments and other data to drive instructional decisions and practices.
- Encourages staff to integrate and enhance curricula and lessons that reflect cultural diversity.

Needs Improvement

- Inconsistently monitors the fidelity of implementation of the LEA's standards-based curricula.
- Inconsistently engages necessary stakeholders in curricula planning and instruction.

Failing

- Fails to monitor the fidelity of implementation of the LEA's standards-based curricula.
- Fails to engage necessary stakeholders in curricula planning and instruction.

Not Observed

Discussion Prompts:



- *How have you informed your teachers of the importance of alignment of curricula, instruction, and assessments to ensure student achievement?*
- *What processes are in place to ensure that your curriculum is vertically aligned, rigorous, and coherent at each grade level?*
- *How do you support your teachers in being designers, revisers, and refiners of effective instruction?*
- *How do you incorporate appropriate resources such as the PDE SAS portal to support and motivate effective instruction?*
- *In what ways are you ensuring K-12 alignment to and vertical articulation with the PA Academic Standards?*
- *What system do you have to ensure the fidelity of the delivered curriculum to the written curriculum?*
- *What system do you have in place for mapping curriculum?*
- *How accessible is the written curriculum to teachers, principals, students, and families/caregivers?*

Evidence of Practice:

- Communications to families/caregivers, staff, students, and/or community members regarding alignment of curricula, instruction, and assessments
- Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding alignment of curricula, instruction, and assessments
- Documentation of resources, tools, and/or strategies that address alignment of curricula established within the LEA with instructional and assessment practices within the school
- Implementation of a school-wide curricula model
- Quality review documentation, fidelity checks, other means by which organization administrators ensure the delivery of a guaranteed and viable curriculum utilizing research and evidence-based instructional practices



DOMAIN 3: Leadership for Learning

COMPONENT 3C:

Implements High Quality Instruction

The school leader/supervisor monitors progress of teachers and staff and conducts formative and summative assessments in measuring teacher effectiveness to ensure rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.

Distinguished

- Employs a variety of assessments to monitor the effectiveness of professional staff; guides improvement of practice, emphasizing rigorous, relevant, and appropriate instruction and equitable learning experiences.
- Utilizes skills and experiences as an instructional leader to identify individual staff and/or building-wide needs.
- Plans short- and long-term recurring professional development activities to address identified needs based upon observation data.

Proficient

- Consistently monitors the effectiveness of, and provides timely feedback to, professional staff on improvement of practice.
- Participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.
- Monitors performance following professional development to ensure the application of lessons learned.

Needs Improvement

- Inconsistently monitors the effectiveness of, and provides feedback to, professional staff.
- Inconsistently participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.

Failing

- Fails to monitor the effectiveness of professional staff.
- Fails to participate in professional development related to monitoring and coaching staff in effective practices.

Not Observed

Discussion Prompts:



- *In what ways do you monitor teacher performance and provide ongoing feedback on their effectiveness and opportunities for growth?*
- *How do you leverage the following resources/processes?*
 - Instructional coaches/department leaders
 - Formal and informal observations
 - Professional development resources
 - SAS Portal/CDTs/technological resources
- *How do you use building observation results/data to plan professional development for principals and teachers to improve the quality of instruction?*
- *What formative and summative assessment strategies are your teachers using to determine the needs of students?*
- *What strategies do teachers use to focus instruction to ensure student success?*
- *How do you improve instruction that is not effective?*

Evidence of Practice:

- Results of formative assessments and summative evaluations to determine trends/patterns in instruction
- Curricular resources available to stakeholders through various methods, including online
- Evidence of individualized or differentiated curriculum and instructional approaches based on student need
- Evidence of content specific professional development that promotes high-quality instructional strategies
- Differentiated supervision models
- Promotion of culturally responsive, equitable access to work-based learning, courses of advanced rigor, STEM, and other activities based on the needs of each student



DOMAIN 3: Leadership for Learning

COMPONENT 3D:

Sets High Expectations for All Students

The school leader/supervisor holds all staff accountable for setting and achieving rigorous performance goals for *all* students.

Distinguished

- Creates a culture in which staff members assume responsibility for all students achieving the rigorous established outcomes in an equitable manner.
- Leads school planning centered around individualized success for all students.
- Models high expectations for staff by engaging stakeholders to help set rigorous performance goals.

Proficient

- Consistently holds staff members accountable for ensuring all students achieve the rigorous established outcomes in an equitable manner.
- Leads school planning efforts to set and monitor learning goals and establishes scaffolding and tiered supports for all students.

Needs Improvement

- Inconsistently holds staff members accountable for setting and achieving rigorous performance goals for all students.

Failing

- Fails to hold staff members accountable for setting and achieving rigorous performance goals for all students.

Not Observed

Discussion Prompts:



- *What options do you offer for struggling students? For gifted or accelerated students?*
- *In what ways do you support:*
 - *Student-centered schools?*
 - *Flexible student grouping?*
 - *The student referral process?*
- *How do you provide equitable educational opportunities for all students?*

Evidence of Practice:

- Examples of evidence of collaboration between school leadership reflective of high expectations and adequate support for all students:
 - Systematic use of data for instructional planning and decision making
 - Implementation of innovative, tiered student supports
 - Utilization of Student Assistance Programs (SAP) and Child Study Teams (CST)
 - Active involvement in IEP, GIEP, 504, and transition meetings
 - Virtual instructional models
 - Student access to dual-enrollment, concurrent enrollment, or college credit



DOMAIN 3: Leadership for Learning

COMPONENT 3E:

Maximizes Instructional Time

The school leader/supervisor creates a systemic environment which emphasizes instructional time and meaningful student engagement.

Distinguished

- Implements innovative systems for time management and staff collaboration to promote meaningful student engagement through differentiated instructional practices and delivery modes.
- Develops processes and procedures to easily transition to distance learning to ensure continuity in instructional time.
- Systematically monitors the effect of the master schedule on staff planning and instruction.

Proficient

- Consistently implements a systemic environment which emphasizes instructional time and meaningful student engagement.
- Creates and integrates distance learning components to provide expanded, flexible educational opportunities.

Needs Improvement

- Inconsistently creates a systemic environment which emphasizes instructional time and student engagement.
- Inconsistently creates opportunities for distance education or innovative instructional deliveries.

Failing

- Fails to create a systemic environment which emphasizes instructional time and student engagement.
- Fails to create opportunities for distance education or innovative instructional deliveries.

Not Observed

Discussion Prompts:



- *In developing schedules, how are your classrooms and school organized for minimal interruptions and transitions?*
- *How do you plan meaningful meetings that impact both instructional goals and management goals?*
- *What techniques do you use to guarantee that cooperative planning sessions are structured for effective use of time?*
- *How do you foster a healthy sense of urgency while managing class time?*
- *How do professional development opportunities help staff to understand and implement effective instructional time?*

Evidence of Practice:

- Examples of documentation of processes that maximize instructional time:
 - Institution of co-teaching practices
 - Flexible Instructional Days (FIDs)
 - Procedures for distance learning
 - Flexible student grouping
 - Remote learning technology
 - Departmentalized or grade-level planning time
 - Virtual professional development sessions
 - Master schedule



DOMAIN 4: Professional and Community Leadership

COMPONENT 4A:

Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement

The school leader/supervisor designs inclusive structures and processes, creating a culture that results in family/caregiver involvement and community engagement as well as support and ownership for the school.

Distinguished

- Proactively expands relationships with families/caregivers and the community to develop buy-in and garner fiscal, intellectual, and human resources in support of the school.

Proficient

- Collaboratively works to establish a culture that respects and welcomes families/caregivers and community members and seeks ways in which to engage them in student learning and school success reflecting the community's vision of the school.

Needs Improvement

- Inconsistently designs structures and processes that result in limited involvement of families/caregivers and other stakeholders.

Failing

- Fails to design structures and processes, which result in a lack of family/caregiver and community engagement, support, and ownership for the school.

Not Observed

Discussion Prompts:

1

- *How do you ensure that there is representation or a voice for stakeholders who represent your school community?*
- *How do you network with organizations, local businesses, and individuals outside the school to build partnerships to help meet your school and student goals?*
- *What communication strategies do you use to inform and/or engage families/caregivers and community members?*

Evidence of Practice:

- Examples of documentation of processes that maximize family/caregiver and community engagement:
 - Back to school nights/open houses/parent-teacher conferences
 - Business/industry advisory groups
 - Civic organizations
 - Comprehensive Planning committees
 - Grant-writing partnerships
 - IU role-alike workgroups
 - Multilingual/ADA compliant communications
 - Parent advisory groups
 - Parent/student/teacher portals
 - School Board presentations
 - Website/newsletters/social media



DOMAIN 4: Professional and Community Leadership

COMPONENT 4B:

Shows Professionalism

The school leader/supervisor operates in a fair and equitable manner with personal and professional integrity.

Distinguished

- Establishes a culture that encourages advocating for fairness, equity, and integrity throughout the school and community.
- Proactively serves students, seeking out resources when needed.
- Challenges negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are treated equitably and inclusively.

Proficient

- Consistently operates in a fair and equitable manner with personal and professional integrity.
- Articulates and demonstrates a personal and professional code of ethics as defined by state and national professional organizations.

Needs Improvement

- Inconsistently operates in a fair and equitable manner with personal and professional integrity.

Failing

- Fails to operate in a fair and equitable manner with personal and professional integrity.

Not Observed

Discussion Prompts:

1

- *What are the qualities that define you as an administrator? How do these qualities impact your school?*
- *How do you communicate your professional beliefs and values to your staff, students, and the community at large?*
- *How do you encourage professionalism and respect in your communications with your staff and stakeholders?*

Evidence of Practice:

- Documentation through school/LEA policies and student/faculty handbooks that includes equitable, consistent actions to proactively serve the needs of all students, staff, and community members
- Meeting guidelines and expectations for professional conduct/responsibilities as defined by the LEA and school community
- Program agendas, minutes, and/or rosters regarding professionalism and the code of conduct for school behavior



DOMAIN 4: Professional and Community Leadership

COMPONENT 4C:

Supports Professional Growth

The school leader/supervisor supports continuous professional growth of self and others through practice, inquiry, and reflection.

Distinguished

- Ensures that professional development within the school is aligned to best practices and the goals and needs of the school, while recognizing the unique needs of individual staff members and self.
- Establishes systematic reflective practices that are ingrained in the culture of the school.

Proficient

- Consistently implements and supports professional development which would positively impact the culture and performance of the school.
- Plans, designs, and routinely participates in professional development focused on the goals and needs of the school.
- Targets professional development toward best practices for self and others, using a variety of innovative learning experiences.
- Shows evidence of consistent reflective practice in the professional growth of self and others.

Needs Improvement

- Inconsistently implements and supports professional development which would positively impact the culture and performance of the school.
- Endorses professional development that may be misaligned with the goals and needs of the school.
- Shows evidence of inconsistent reflective practice in the professional growth of self and others.

Failing

- Fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.
- Fails to show evidence of reflective practice in the professional growth of self and others.

Not Observed

Discussion Prompts:

1

- *How do you systemically engage staff in discussions about current practices, research, and theory?*
- *How do you assess your school's needs for professional development?*
- *What orientation and mentoring opportunities do you provide for new teachers?*
- *What professional development have you engaged in personally this year and why?*
- *What are your steps toward matching your goals with a plan for your professional development?*

Evidence of Practice:

- Business and industry related credentials for both programs and professional staff
- In-house, IU, and other consortia-provided professional development activity evaluations and outcomes
- Involvement in Act 45/48 and staff induction programs
- Maintenance of records regarding paraprofessional/support staff required annual trainings
- Participation in mentoring, Professional Learning Communities (PLCs), reflective journaling, and/or other metacognitive professional development
- Agendas, rosters, minutes, and/or other meeting materials regarding professional development activities aligned with the needs of the LEA/school
- Record of staff involvement (including administrator) in professional organizations and activities
- Results of formative assessments to determine trends/patterns in staff development to inform professional growth opportunities

Ratings By Domain

DOMAIN 1: Strategic/Cultural Leadership

School leaders/supervisors systematically and collaboratively develop a positive, equitable, and inclusive culture to promote continuous student growth and staff development. They articulate and model a clear vision for the school that meaningfully engages all students, communities, and staff.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>The school leader/supervisor provides little or no strategic direction with most work being done by staff in isolation.</p> <p>Decisions are not student-focused and reflect opinion with little use of data. Fails to recognize the need for change.</p>	<p>The school leader/supervisor provides some strategic direction with a few collaborative processes in place.</p> <p>Data are used sparingly to make decisions with some focus on improvement. The culture is moderately student-centered.</p> <p>Change occurs only when required to meet the expectations of others.</p>	<p>The school leader/supervisor utilizes a data-based vision that is student-centered.</p> <p>The culture is collaborative with a focus on continuous improvement. The staff is held accountable for student success.</p> <p>Change is evidence based.</p>	<p>The school leader/supervisor establishes a future-focused, data-based vision around individual student success.</p> <p>The culture is highly collaborative with staff accepting responsibility for the achievement of each student.</p> <p>Change for continuous improvement is embraced.</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 2: Systems Leadership

School leaders/supervisors ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that result in organizing the work routines. They must manage efficiently, effectively, and safely to foster student achievement in a positive, equitable, inclusive environment.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>The school leader/supervisor establishes an educational environment that is characterized by disorder and conflict with no plan evident for school safety.</p> <p>Resources are allocated with little or no focus on the needs of students.</p> <p>Staff is low performing with no system designed to improve.</p>	<p>The school leader/supervisor establishes an educational environment in which rules and regulations partially support orderly conduct and school safety.</p> <p>Educator evaluations are completed as an administrative process only.</p> <p>Resources are not allocated equitably to meet the needs of all students.</p>	<p>The school leader/supervisor establishes and communicates a clear plan for school safety.</p> <p>An effective educator evaluation system is used to improve instruction.</p> <p>Time schedules, student scheduling, and other resources are structured to meet the needs of all students.</p>	<p>The school leader/supervisor clearly involves all staff in the development and implementation of a safe school plan.</p> <p>Evidence-based research and strategies are mainstays of a plan for improvement of instruction.</p> <p>Staff and students maintain a respectful environment and celebrate differences.</p> <p>Resources are equitably allocated based upon student need and are aligned with a clearly stated vision.</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 3: Leadership for Learning

School leaders/supervisors ensure that a standards-aligned system is in place to address, in a positive, equitable, and inclusive manner, the linkage of curriculum, instruction, assessment; data on student learning; and educator effectiveness based on research and emerging, evidence-based best practices.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>The school leader/supervisor establishes an educational environment that is characterized by low expectations for both students and staff.</p> <p>Curriculum, instruction, and assessment are viewed as independent entities.</p> <p>No plan for improvement exists.</p> <p>Significant interruptions to instructional time frequently occur.</p>	<p>The school leader/supervisor establishes an educational environment that is characterized by inconsistent expectations.</p> <p>Effort is being made to align curriculum, instruction, and assessment.</p> <p>School improvement efforts are sporadic.</p> <p>The quality of instruction is inconsistent.</p> <p>A moderate number of interruptions occur.</p>	<p>The school leader/supervisor regularly and consistently communicates high expectations to staff, students, and community.</p> <p>Curriculum, instruction, and assessment are aligned.</p> <p>The school leader/supervisor is at the forefront of improvement efforts and assures high quality instruction is delivered to all students.</p> <p>Instructional time is maximized with few or no interruptions.</p>	<p>The school leader/supervisor ensures students and staff support and maintain high expectations.</p> <p>The school leader/supervisor and staff collaborate on a consistent basis to assess and align curriculum, instruction, and assessment.</p> <p>School improvement efforts are jointly developed by the school leader/supervisor and staff.</p> <p>Instructional time is highly valued and maximized without unnecessary interruptions.</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 4: Professional and Community Leadership

School leaders/supervisors promote the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>The school leader/supervisor establishes little or no communication among school and the community.</p> <p>Staff members exhibit low levels of professionalism.</p> <p>Little or no professional development exists.</p>	<p>The school leader/supervisor establishes minimal levels of communication among school and the community.</p> <p>Staff members exhibit moderate levels of professionalism.</p> <p>Isolated professional development activities exist.</p>	<p>The school leader/supervisor ensures that there is regular, consistent communication among school and community.</p> <p>Community members are partners in the educational program.</p> <p>Staff members exhibit high levels of professionalism.</p> <p>Professional development is based upon identified needs and is aligned with instructional priorities.</p>	<p>The school leader/supervisor ensures that high levels of two-way communication exist among school and community.</p> <p>Staff members are involved beyond the school day to support students’ academic and social-emotional needs.</p> <p>Staff is highly involved in planning, implementing, and participating in professional development aligned with instructional priorities.</p>

DOMAIN RATING: _____

COMMENTS:

ADDITIONAL COMMENTS:

Alignment to Legislative Categories/PIL/PSEL

DOMAIN 1: Strategic/Cultural Leadership

1A: Creates an Organizational Vision, Mission, and Strategic Goals	<p>LEGISLATIVE CATEGORIES: Planning and Preparation</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 1, 3; Corollary Standard 3</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <ul style="list-style-type: none"> 1a) Develop an educational mission for the school to promote the academic success and well-being of each student. 1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. 1d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. 1e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. 1f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. 1g) Model and pursue the school's mission, vision, and core values in all aspects of leadership. 9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
1B: Uses Data for Informed Decision Making	<p>LEGISLATIVE CATEGORIES: Planning and Preparation</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standard 3, 6</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <ul style="list-style-type: none"> 4f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 4g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. 9g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
1C: Builds a Collaborative and Empowering Work Environment	<p>LEGISLATIVE CATEGORIES: School Environment, Delivery of Service</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 3, 6</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <ul style="list-style-type: none"> 2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. 5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
1D: Leads Change Efforts for Continuous Improvement	<p>LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 1; Corollary Standards 1, 2</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <ul style="list-style-type: none"> 1e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. 10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. 10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. 10e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. 10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. 10h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. 10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. 10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

DOMAIN 1: Strategic/Cultural Leadership

1E: Celebrates Accomplishments and Acknowledges Failures

LEGISLATIVE CATEGORIES: School Environment, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standard 1

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- 10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- 10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- 10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

DOMAIN 2: Systems Leadership

2A: Leverages Human and Financial Resources

LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- 5c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- 5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 8g) Develop and provide the school as a resource for families and the community.
- 9b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 9d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 9e) Protect teachers' and other staff members' work and learning from disruption.
- 9f) Employ technology to improve the quality and efficiency of operations and management.
- 9i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- 9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

2B: Ensures a High Quality, High Performing Staff

LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 6a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- 6b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- 6g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- 6i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

DOMAIN 2: Systems Leadership

2B:
Ensures a High Quality, High Performing Staff

(continued)

- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- 7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7h) Encourage faculty-initiated improvement of programs and practices.

2C:
Complies with Federal, State, and Local/LEA Mandates

LEGISLATIVE CATEGORIES: Planning and Preparation

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standard 2

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 9h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- 9l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

2D:
Establishes and Implements Expectations for Students and Staff

LEGISLATIVE CATEGORIES: School Environment

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standard 3

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- 2a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- 2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- 2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
- 3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- 3b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- 5b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

2E:
Communicates Effectively and Strategically

LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 1; Corollary Standard 3

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- 1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

DOMAIN 2: Systems Leadership

<p>2E: <i>Communicates Effectively and Strategically</i></p> <p>(continued)</p>	<p>2e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.</p> <p>8a) Are approachable, accessible, and welcoming to families and members of the community.</p> <p>8b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p> <p>8c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p> <p>8j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.</p> <p>9g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p> <p>9i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p> <p>9j) Develop and manage productive relationships with the central office and school board.</p>
<p>2F: Manages Conflict Constructively</p>	<p>LEGISLATIVE CATEGORIES: School Environment</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>2a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.</p> <p>2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.</p> <p>2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.</p> <p>3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.</p> <p>3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.</p> <p>5e) Cultivate and reinforce student engagement in school and positive student conduct.</p> <p>9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</p>
<p>2G: Ensures School Safety</p>	<p>LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment, Delivery of Service</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standards 2, 3</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.</p> <p>5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.</p> <p>9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</p>

DOMAIN 3: Leadership for Learning

<p>1A: Leads School Improvement Initiatives</p>	<p>LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service, Professional Development</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 1; Corollary Standard 1, 2, 3, 4</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.</p> <p>1d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.</p> <p>1e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.</p> <p>4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p> <p>9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.</p> <p>10a) Seek to make school more effective for each student, teachers and staff, families, and the community.</p> <p>10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.</p> <p>10c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.</p> <p>10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.</p>
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DOMAIN 3: Leadership for Learning

1A: Leads School Improvement Initiatives

(continued)

- 10e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- 10h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- 10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

3B: Aligns Curricula, Instruction, and Assessments

LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 2, 3; Corollary Standard 1, 3

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- 4c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- 4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- 4f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- 4g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
- 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

3C: Implements High Quality Instruction

LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service, Professional Development

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standards 1, 3, 6

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- 4c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- 4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- 4e) Promote the effective use of technology in the service of teaching and learning.
- 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- 7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

DOMAIN 3: Leadership for Learning

3C: Implements High Quality Instruction (continued)

- 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7h) Encourage faculty-initiated improvement of programs and practices.

LEGISLATIVE CATEGORIES: School Environment, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 1, 2, 3; Corollary Standards 1, 3

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- 2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- 2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- 2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
- 3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- 3b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning
- 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized
- 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.

**3D:
Sets High
Expectations for
All Students**

**3E:
Maximizes
Instructional
Time**

LEGISLATIVE CATEGORIES: Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standards 1, 2, 3

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9e) Protect teachers' and other staff members' work and learning from disruption.
- 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.

DOMAIN 4: Professional and Community Leadership

**4A:
Maximizes
Professional
Responsibilities
Through Family/
Caregiver
Involvement
and Community
Engagement**

LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4, 5

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

DOMAIN 4: Professional and Community Leadership

4A:
Maximizes
Professional
Responsibilities
Through Family/
Caregiver
Involvement
and Community
Engagement

(continued)

- 5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 5f) Infuse the school's learning environment with the cultures and languages of the school's community.
- 8a) Are approachable, accessible, and welcoming to families and members of the community.
- 8b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8e) Create means for the school community to partner with families to support student learning in and out of school.
- 8f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- 8g) Develop and provide the school as a resource for families and the community.
- 8h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- 8i) Advocate publicly for the needs and priorities of students, families, and the community.
- 8j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
- 9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- 10c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

LEGISLATIVE CATEGORIES: School Environment

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 4, 5

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 2a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- 2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- 2e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- 2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
- 3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- 3b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- 3f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- 3g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- 3h) Address matters of equity and cultural responsiveness in all aspects of leadership.
- 5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- 5b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

4B:
Shows
Professionalism

DOMAIN 4: Professional and Community Leadership

4B:
Shows
Professionalism

(continued)

- 7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 9d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

LEGISLATIVE CATEGORIES: School Environment, Delivery of Service, Professional Development

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 2; Corollary Standard 6

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 6b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- 6g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7h) Encourage faculty-initiated improvement of programs and practices.
- 9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- 7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7h) Encourage faculty-initiated improvement of programs and practices.

4C:
Supports
Professional
Growth



Referenced Work

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A PUBLICATION OF



Educator Effectiveness Observation & Practice

For further guidance and resources, visit:
www.education.pa.gov



Attachment 15: Teacher Evaluation Tool

TNTP CORE TEACHING RUBRIC

A TOOL FOR CONDUCTING COMMON CORE-ALIGNED CLASSROOM OBSERVATIONS

Thank you for your interest in the TNTP Core Teaching Rubric! TNTP Core describes excellent instruction aligned to the Common Core, and provides a common language to articulate what it looks like in practice. Even in schools and districts not adopting Common Core standards, this short but comprehensive tool can train focus on the essential components of instruction that can be identified in a classroom observation. By rating only four performance areas, TNTP Core allows observers and teachers to [focus on feedback and development](#). It is not a comprehensive evaluation system, but should be one of [multiple measures of performance](#).

Schools are encouraged to pilot this rubric and customize the language to fit local context. Consider the following guidance:

- To maintain focus, we don't recommend adding more than one additional performance area.
- The current selection of Core Teacher Skills was developed based on TNTP's experience training and developing teachers. Be flexible in adding and adjusting the Core Teacher Skills, and encourage observers and teachers to create their own additions in the field. After observers and teachers agree on a Core Teacher Skill to focus on, they should then discuss and agree on the specific and bite-sized action that the teacher will take within the next week.

Even the best rubric will fail to help teachers develop if it is not implemented with care. Thoughtful introduction and deliberate training with ongoing practice will ensure that all stakeholders share an understanding of the rubric's meaning and use. Principals, coaches and teachers should all be well trained on the rubric and its use, and have opportunities to practice observing instruction together to ensure consistent, accurate ratings.

Take what you learn from a pilot to inform ongoing training and norming. And please tell us what you learn, at info@tntp.org.

If your school or district needs support or advice in training or norming, please feel free to contact us at info@tntp.org.

The TNTP Core Teaching Rubric is used to describe and assess teacher performance across four performance areas:

- **STUDENT ENGAGEMENT:** Are all students engaged in the work of the lesson from start to finish?
- **ESSENTIAL CONTENT:** Are all students working with content aligned to the appropriate standards for their subject and grade?
- **ACADEMIC OWNERSHIP:** Are all students responsible for doing the thinking in this classroom?
- **DEMONSTRATION OF LEARNING:** Do all students demonstrate that they are learning?

Each performance area has three components:

- **Essential Question:** The core question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes."
- **Descriptor Language:** Descriptions of the essence of each performance area, used to differentiate four levels of performance: Effective, Developing, Minimally Effective, and Ineffective. The TNTP Core Teaching Rubric uses descriptors that focus primarily on student actions and responses.
- **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each performance area. After observing and rating a lesson, we recommend that you select or identify one or two Core Teacher Skills to prioritize for the next development cycle.

When observers use the TNTP Core Teaching Rubric, they select the rating where the combination of descriptors most closely describes the observed performance, using a preponderance of evidence for each performance area. Observers do not rate the teacher on Core Teacher Skills; those are included only for coaching and development purposes. The Core Teacher Skills can help an observer narrow in on development areas based on ratings in performance areas, and guide conversations about specific strategies teachers can use to develop and grow.



The TNTP Core Teaching Rubric and all associated materials for download are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). Under the terms of this Creative Commons license, you are free to use and modify the TNTP Core Teaching Rubric and associated materials at no cost. Modified works must be attributed to TNTP; for example, "This rubric was adapted from the TNTP Core Teaching Rubric (CC BY-NC 4.0)."

STUDENT ENGAGEMENT | Are all students engaged in the work of the lesson from start to finish?

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	EFFECTIVE
<p>Engagement: Very few or no* students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Expectations: Very few or no students demonstrate a clear understanding of behavioral expectations and directions through their actions.</p> <p>Procedures: Students do not execute transitions, routines and procedures in an orderly manner. Students are left without work to do for a significant portion of the class period.</p>	<p>Engagement: Some** students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Expectations: Some students demonstrate a clear understanding of behavioral expectations and directions.</p> <p>Procedures: Students sometimes execute transitions, routines and procedures in an orderly and efficient manner and/or require substantial direction or narration. Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Engagement: Most*** students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Expectations: Most students demonstrate a clear understanding of behavioral expectations and directions.</p> <p>Procedures: Students mostly execute transitions, routines and procedures in an orderly and efficient manner, though they may require some direction or narration. Students are only idle for short periods of time (less than one minute at a time).</p>	<p>Engagement: All or almost all**** students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Expectations: All or almost all students are self-directed to follow behavioral expectations and directions.</p> <p>Procedures: Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>

* Very few/no: 0-25%

**Some: 25-60%

***Most: 60-85%

****All/almost all: 85-100%

ESSENTIAL CONTENT | Are all students working with content aligned to the appropriate standards for their subject and grade?

Note to observers: When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	EFFECTIVE
<p>Content: The lesson does not* focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Lesson Activities: Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Sequence: Most activities students engage in are disconnected from one another and/or do not move students toward mastery of the standard(s).</p> <p>Materials: Instructional materials students use are not appropriately demanding for the grade/course and time in the school-year, based on the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>Content: The lesson partially** focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Lesson Activities: Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Sequence: Some activities students engage in are disconnected from one another and/or do not move students toward mastery of the standard(s).</p> <p>Materials: Some instructional materials students use are not appropriately demanding for the grade/course and time in the school-year, based on the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>Content: The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Lesson Activities: Most*** activities students engage in are aligned to the stated or implied learning goal(s) and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Sequence: Most activities students engage in are generally connected to one another and move students toward mastery of the standard(s).</p> <p>Materials: Most instructional materials students use are appropriately demanding for the grade/course and time in the school-year, based on the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>Content: The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals and aligns to the big ideas of the unit.</p> <p>Lesson Activities: All**** activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>Sequence: All activities students engage in are well-sequenced and build on each other to move students toward mastery of the standard(s).</p> <p>Materials: All instructional materials students use are high-quality and appropriately demanding for the grade/course and time in the school-year, based on the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> <p>Connections: Students have the opportunity to make connections between what they are learning and content within/across disciplines.</p>

* Do(es) not/are not: 0-25%

**Partially/some: 25-60%


***Most: 60-85%

****All/ almost all: 85-100%

ACADEMIC OWNERSHIP | Are all students responsible for doing the thinking in this classroom?

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	EFFECTIVE
<p>Evidence: Very few or no* students provide meaningful oral or written evidence to support their thinking.</p> <p>Cognitive Work: Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work.</p> <p>Discourse: Very few or no students respond to their peers' thinking, ideas, or answers.</p> <p>Perseverance: No students or very few students try hard to complete academic work or answer questions.</p>	<p>Evidence: Very few or no* students provide meaningful oral or written evidence to support their thinking.</p> <p>Cognitive Work: Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</p> <p>Discourse: Some students respond to their peers' thinking, ideas or answers and/or provide feedback to their classmates.</p> <p>Perseverance: Some students try hard to complete challenging academic work and answer questions.</p>	<p>Evidence: Most*** students provide meaningful oral or written evidence to support their thinking.</p> <p>Cognitive Work: Students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson, and most of the students complete the cognitive work.</p> <p>Discourse: Most students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</p> <p>Perseverance: Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>Evidence: All or almost all**** students provide meaningful oral or written evidence to support their thinking.</p> <p>Cognitive Work: Students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson, and all or almost all of the students complete the cognitive work.</p> <p>Discourse: All or almost all students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with their peers' thinking, ideas or answers.</p> <p>Perseverance: All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>
*Very few/no: 0-25%	**Some: 25-60%	***Most: 60-85%	****All/almost all: 85-100%

DEMONSTRATION OF LEARNING | Do all students demonstrate that they are learning?

 INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	EFFECTIVE
<p>Checks for Understanding: Questions, tasks or assessments do not* yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Opportunity: Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Student Understanding: Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Practice: Student responses, work and interactions demonstrate that most students are not on track to achieve learning goals.</p> <p>Data Tracking: Very few or no students monitor their own progress, identify their own errors, and seek additional opportunities for practice.</p>	<p>Checks for Understanding: Questions, tasks or assessments yield data that only partially** allow the teacher to assess students' progress toward learning goals.</p> <p>Opportunity: Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Student Understanding: Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Practice: Student responses, work and interactions demonstrate that some students are on track to achieve learning goals.</p> <p>Data Tracking: Some students monitor their own progress, identify their own errors, and seek additional opportunities for practice.</p>	<p>Checks for Understanding: Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and to sometimes make adjustments in instruction.</p> <p>Opportunity: Students have some*** opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Student Understanding: Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Practice: Student responses, work and interactions demonstrate that most students are on track to achieve learning goals.</p> <p>Data Tracking: Most students monitor their own progress, identify their own errors, and seek additional opportunities for practice.</p>	<p>Checks for Understanding: Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and to regularly**** make adjustments in instruction.</p> <p>Opportunity: Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Student Understanding: All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Practice: Student responses, work and interactions demonstrate that all or almost all students are on track to achieve learning goals.</p> <p>Data Tracking: All or almost all students monitor their own progress, identify their own errors, and seek additional opportunities for practice.</p>
<p><i>*Do not/very few/no: 0-25%</i></p>	<p><i>**Partially/few/some: 25-60%</i></p>	<p><i>***Some/most: 60-85%</i></p>	<p><i>****Regularly/all/almost all: 85-100%</i></p>

TNTP Core Classroom Walk-Through Tool

The TNTP Core Walk-Through Tool is a companion to the full TNTP Core Teaching Rubric and is aligned to the same vital performance areas. This tool can be used alone to guide peer-to-peer feedback, personal reflection and non-evaluative coaching. Observers who have experience with the TNTP Core Teaching Rubric may also use the Walk-Through Tool as a note-taking and feedback resource for all classroom observations.

When you visit a classroom, ask yourself the four Essential Questions and record your notes and/or evidence in the box below.

1. Are all students engaged in the work of the lesson from start to finish?

RATING: _____

2. Are all students working with content aligned to the appropriate standards for their subject and grade?

RATING: _____

What did you see students doing, reading and working with? What work do the grade-level standards call for?

3. Are all students responsible for doing the thinking in this classroom?

RATING: _____

4. Do all students demonstrate that they are learning?

RATING: _____

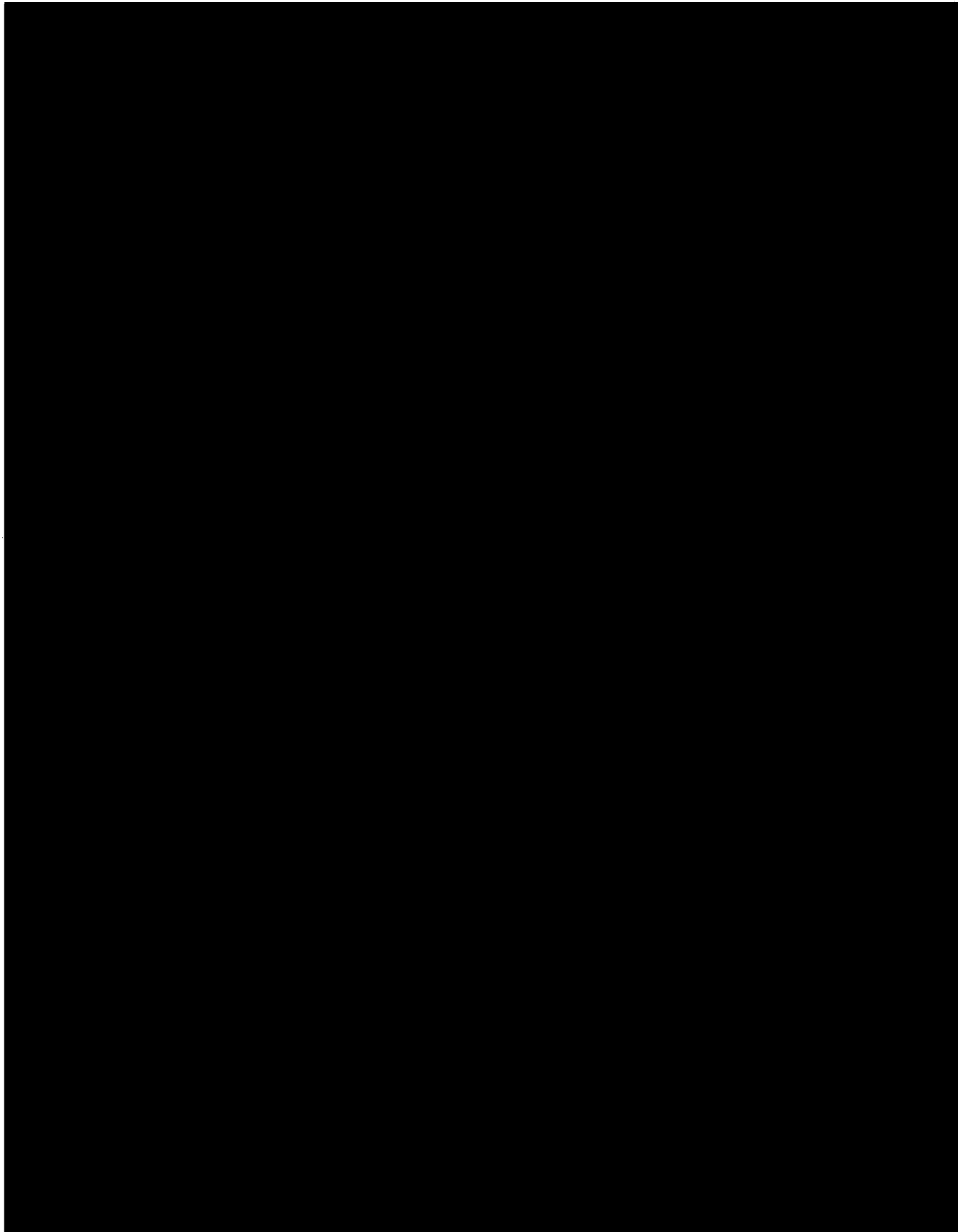
Follow-up Questions

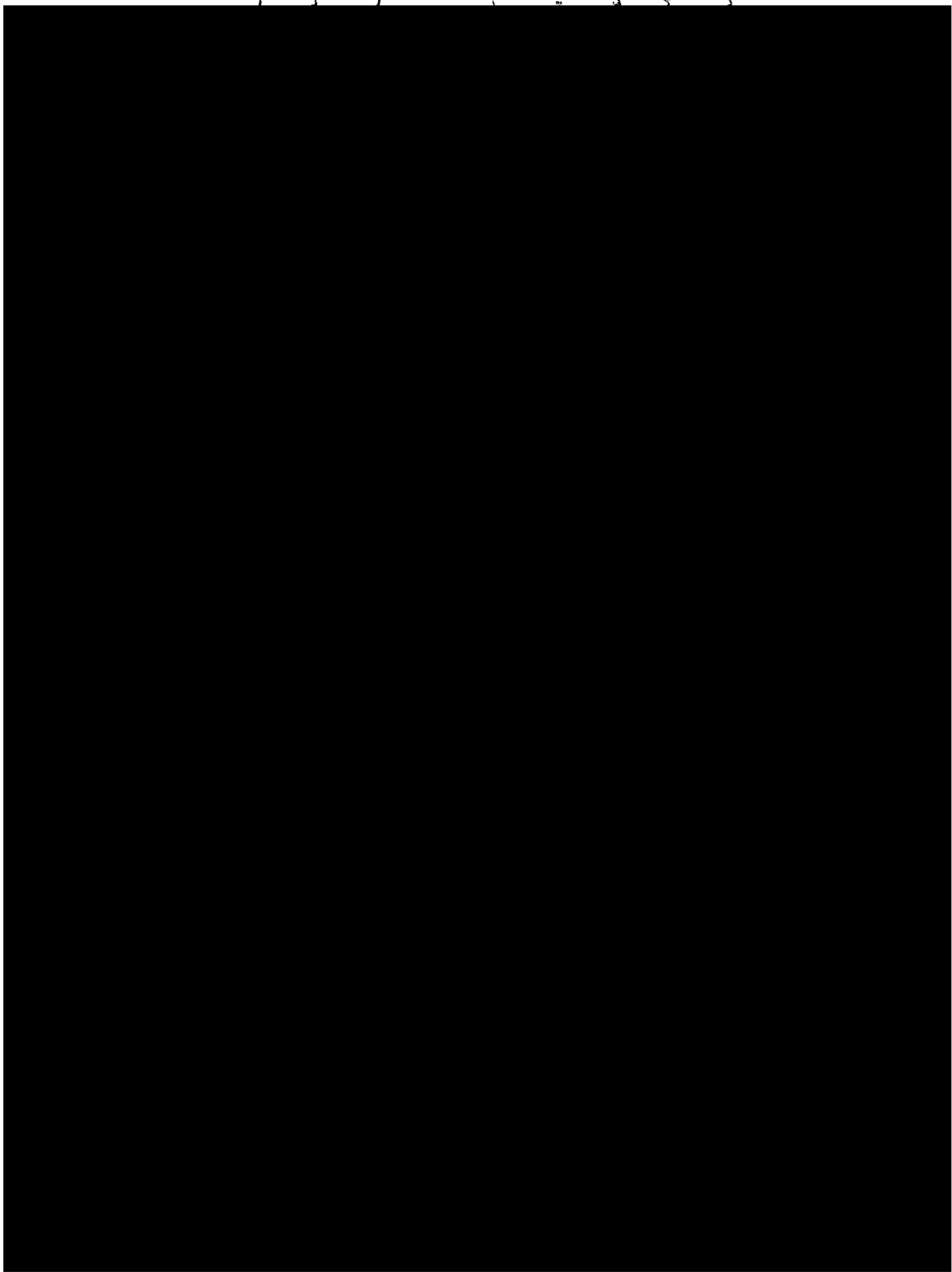
What's keeping you from answering 'yes' to all four Essential Questions above?

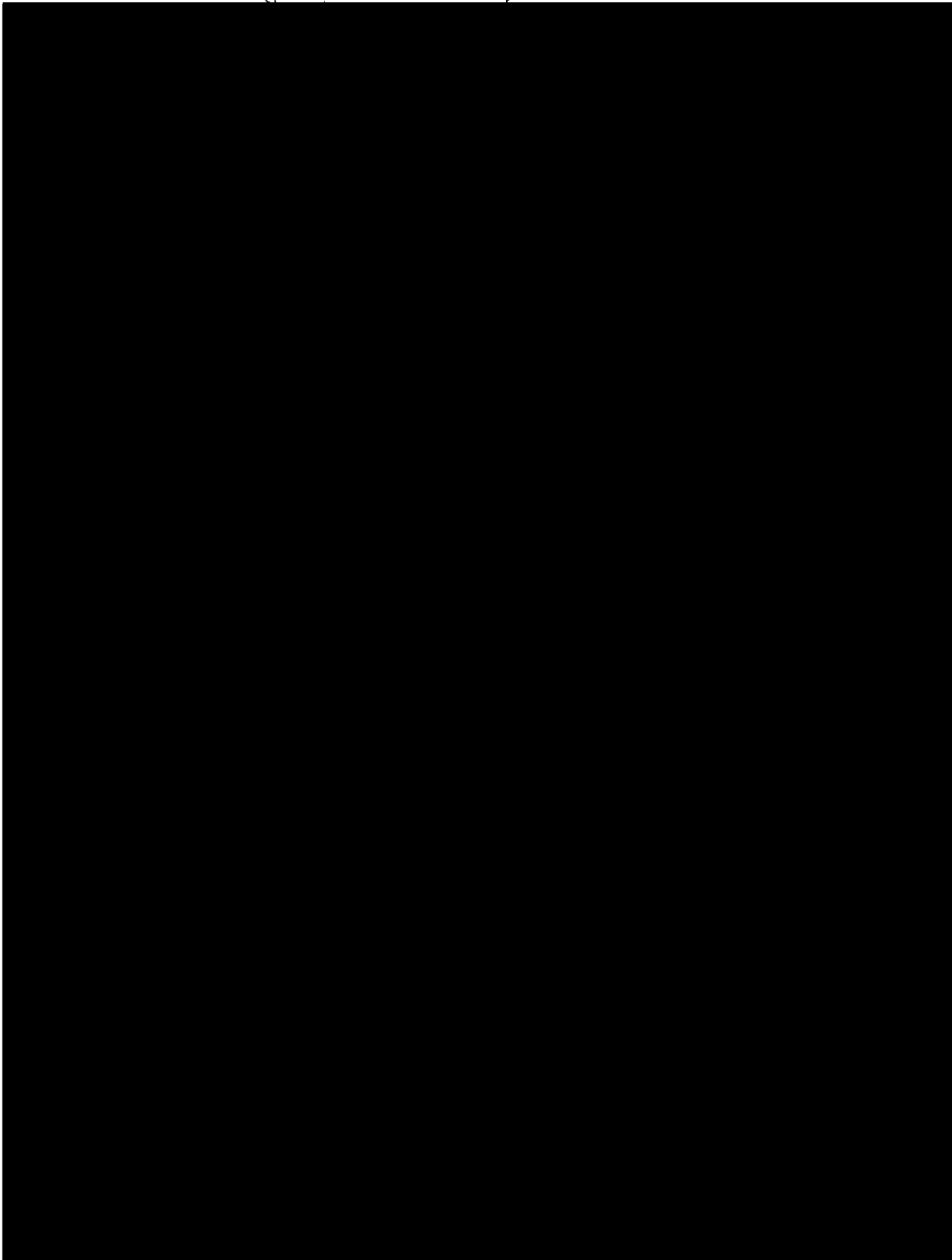
What specific skill or technique will you and the teacher practice and develop over the next cycle?

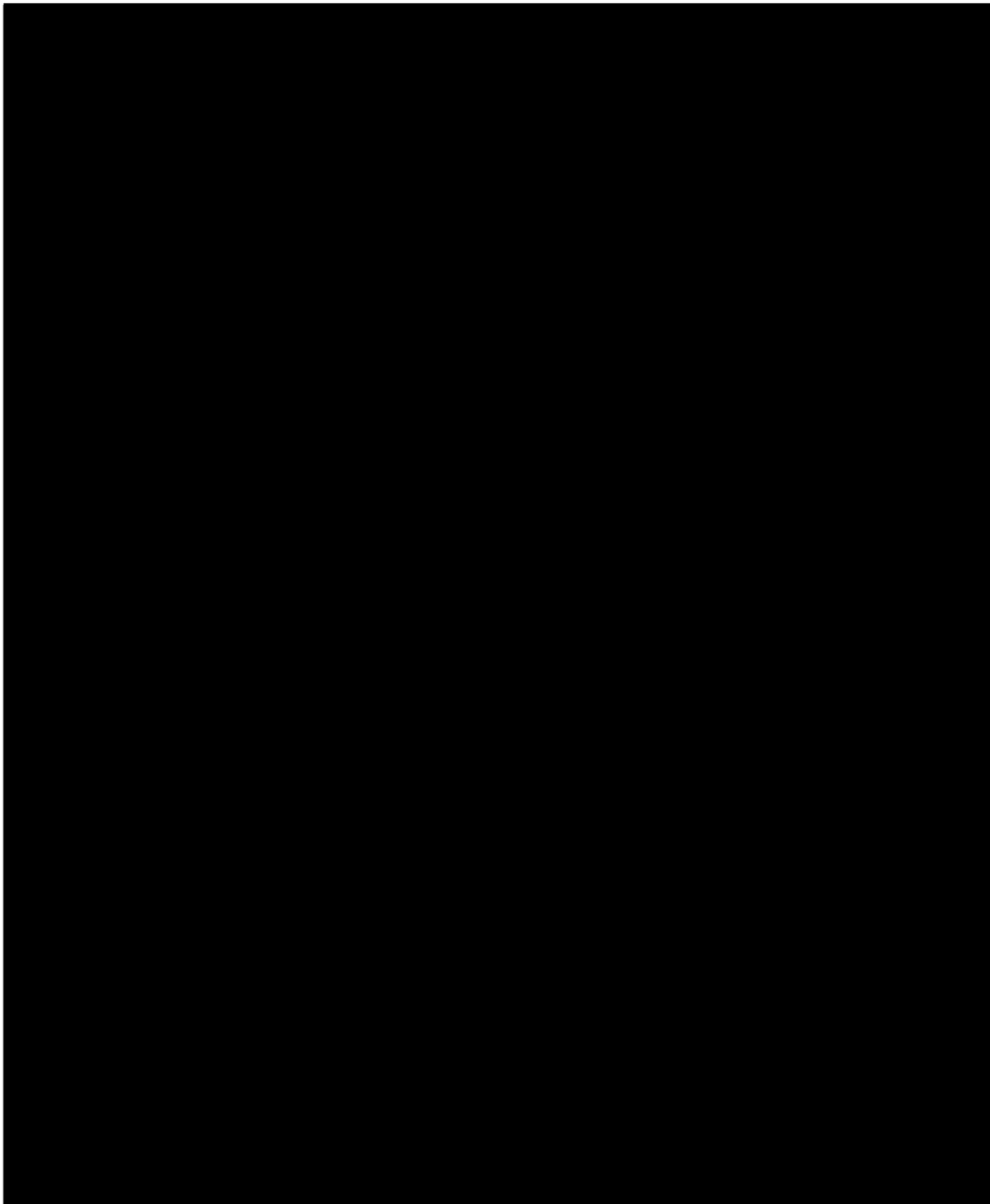


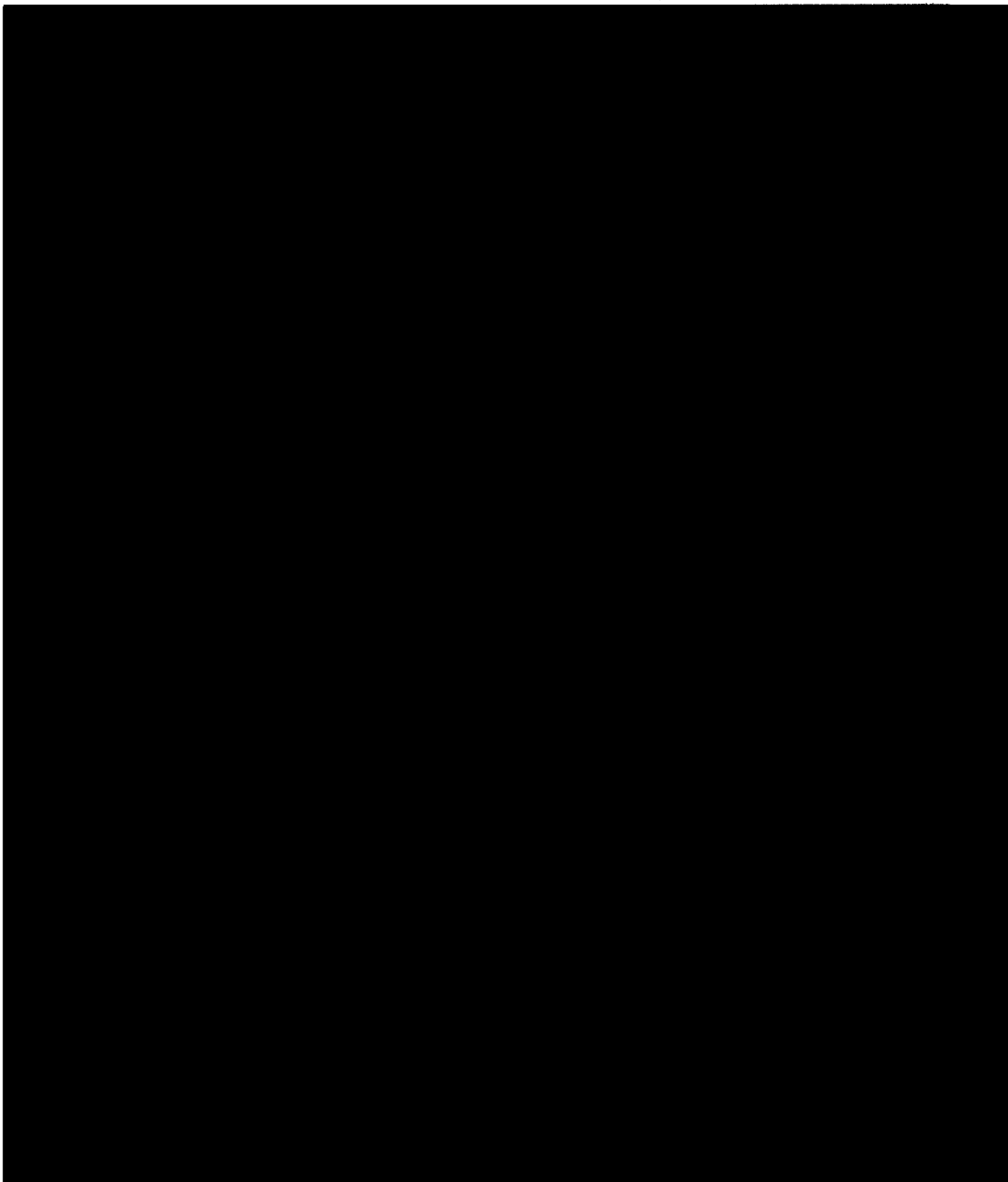
Attachment 16: Evidence of Demand

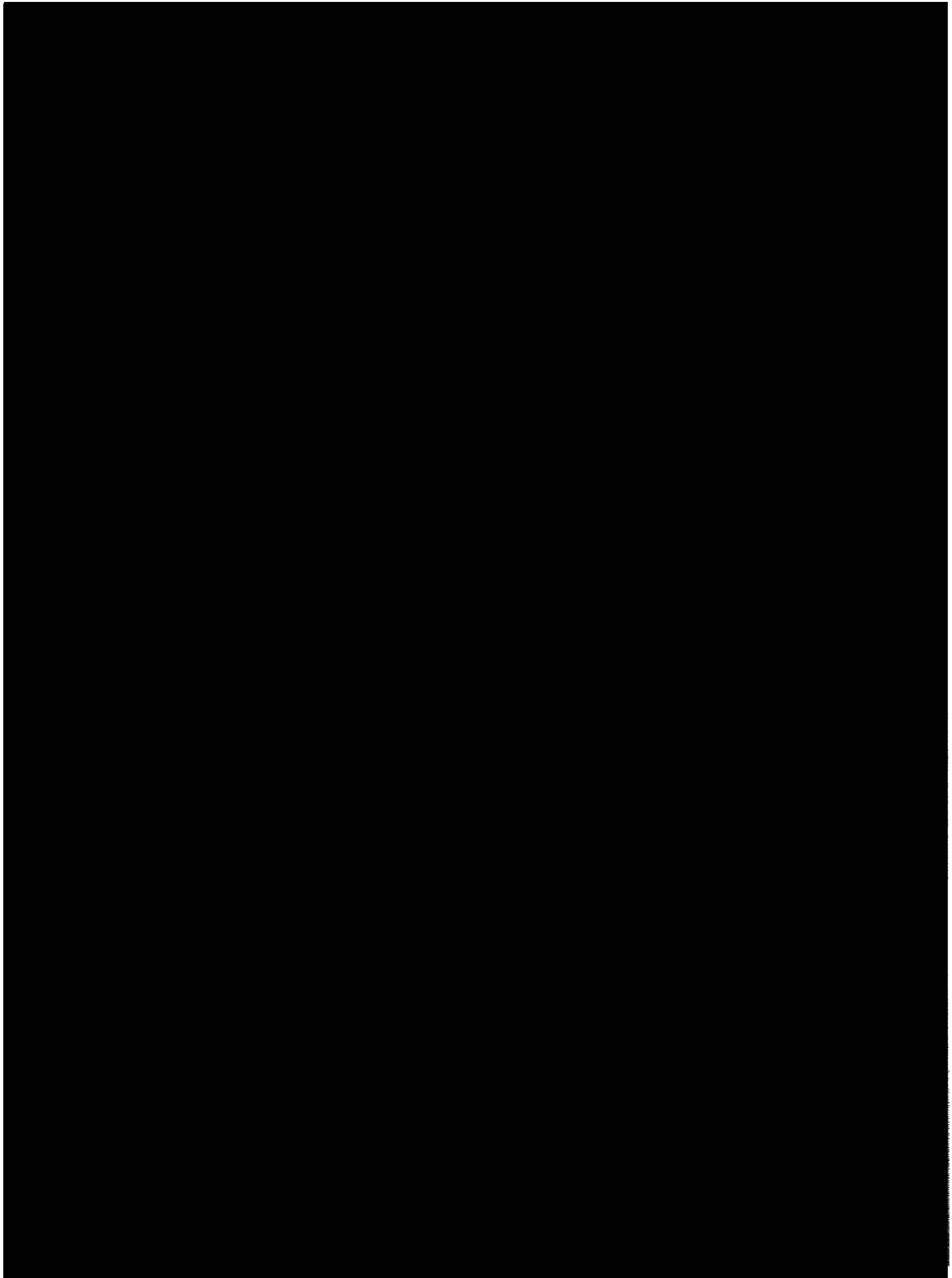


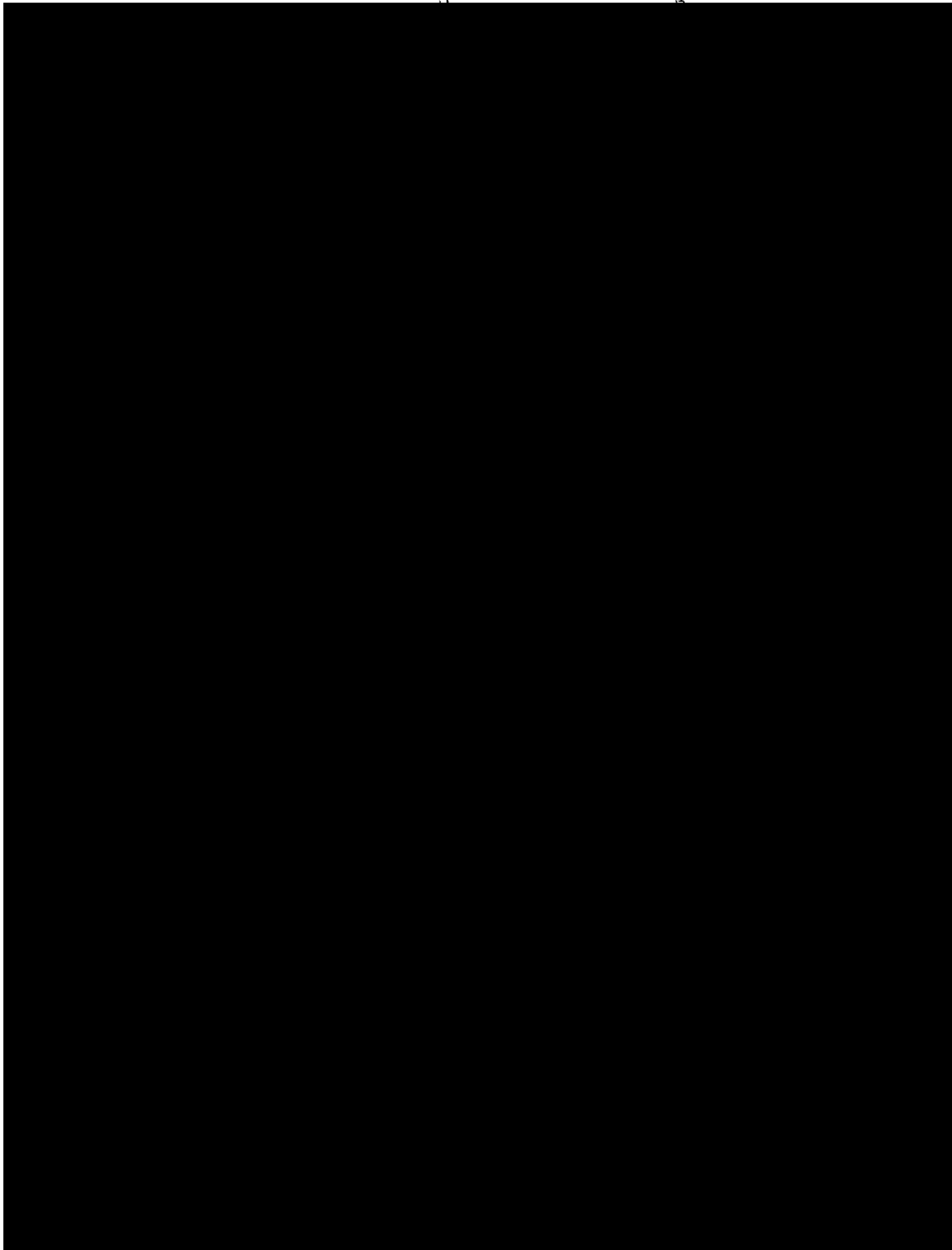


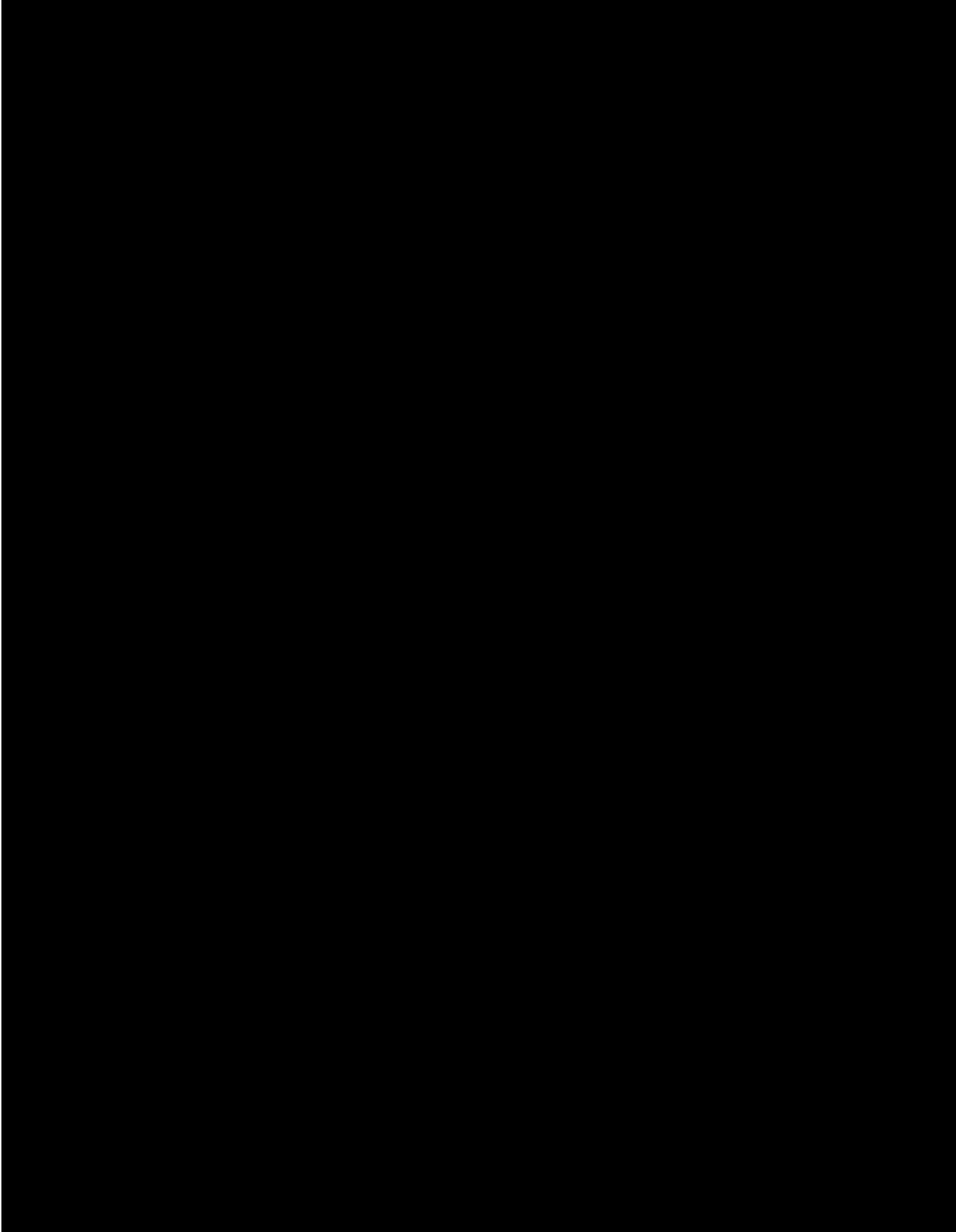


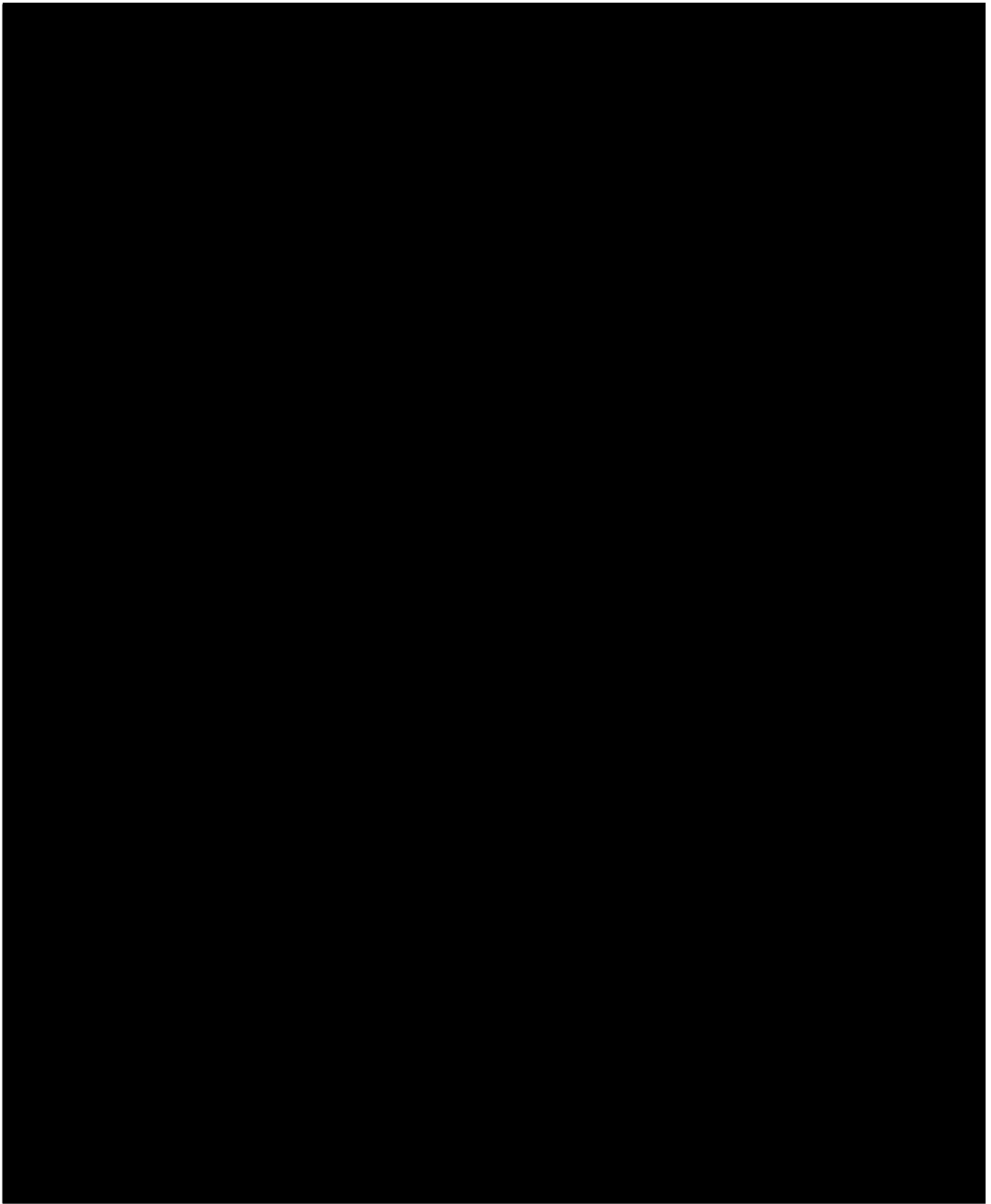




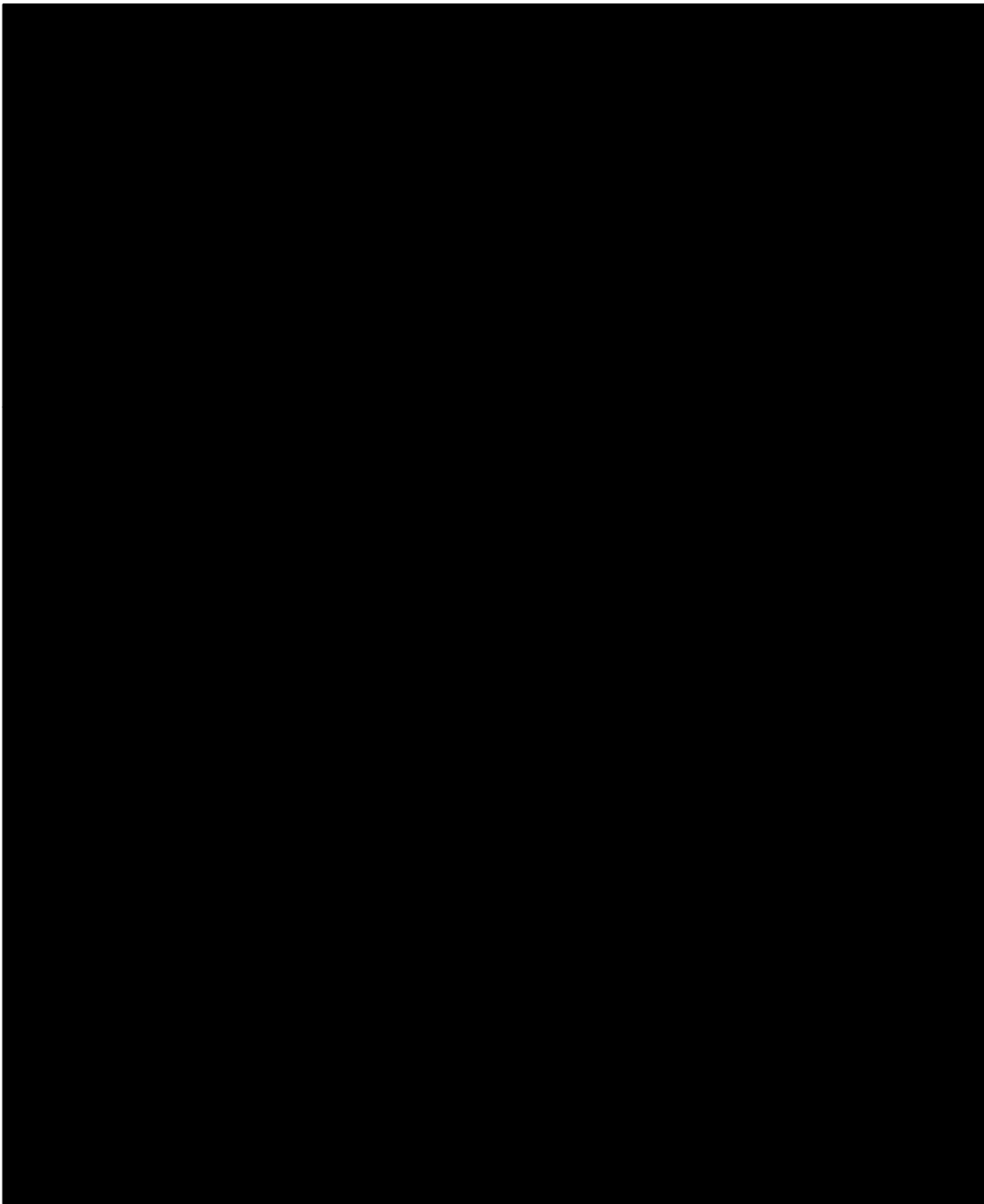


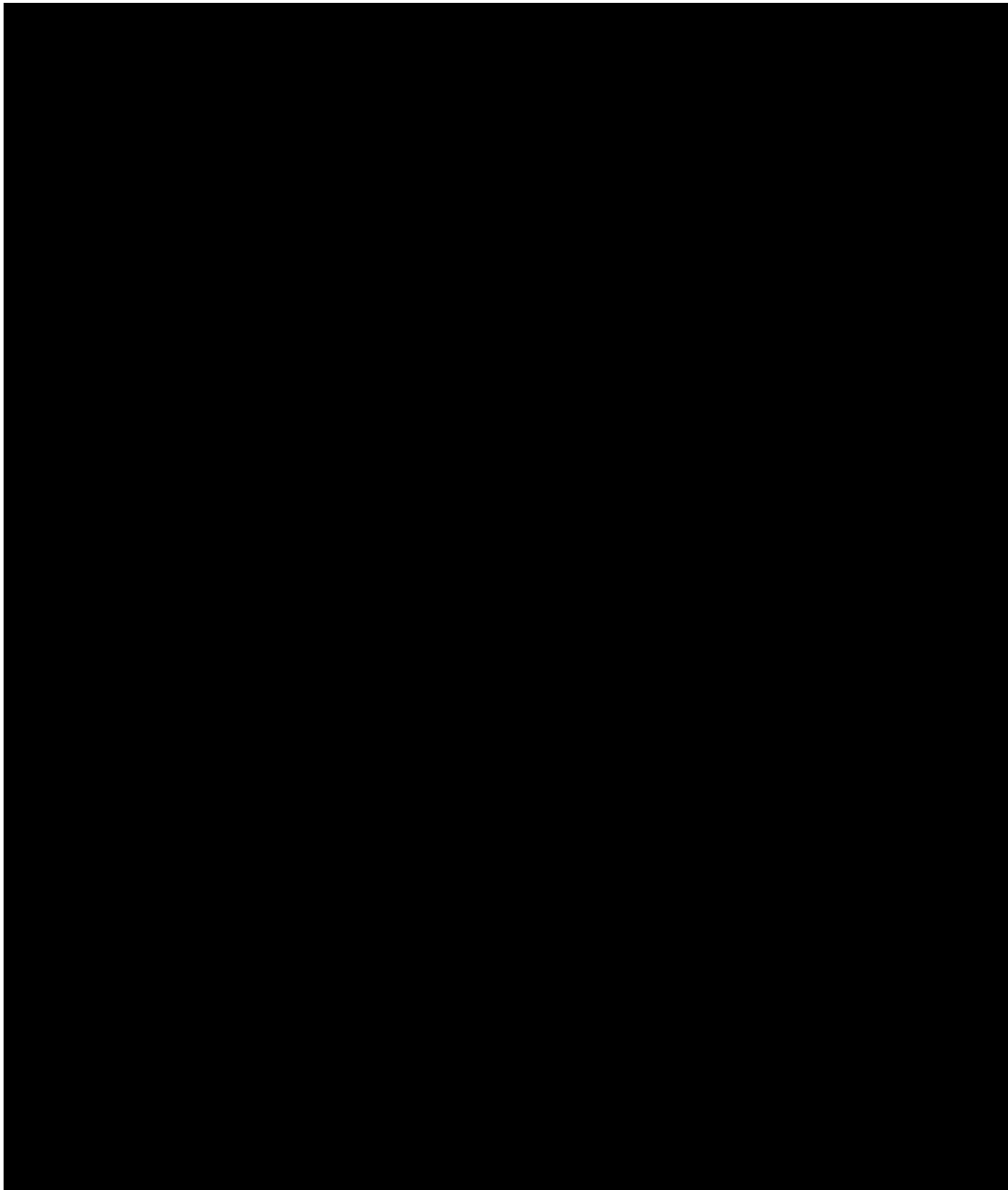


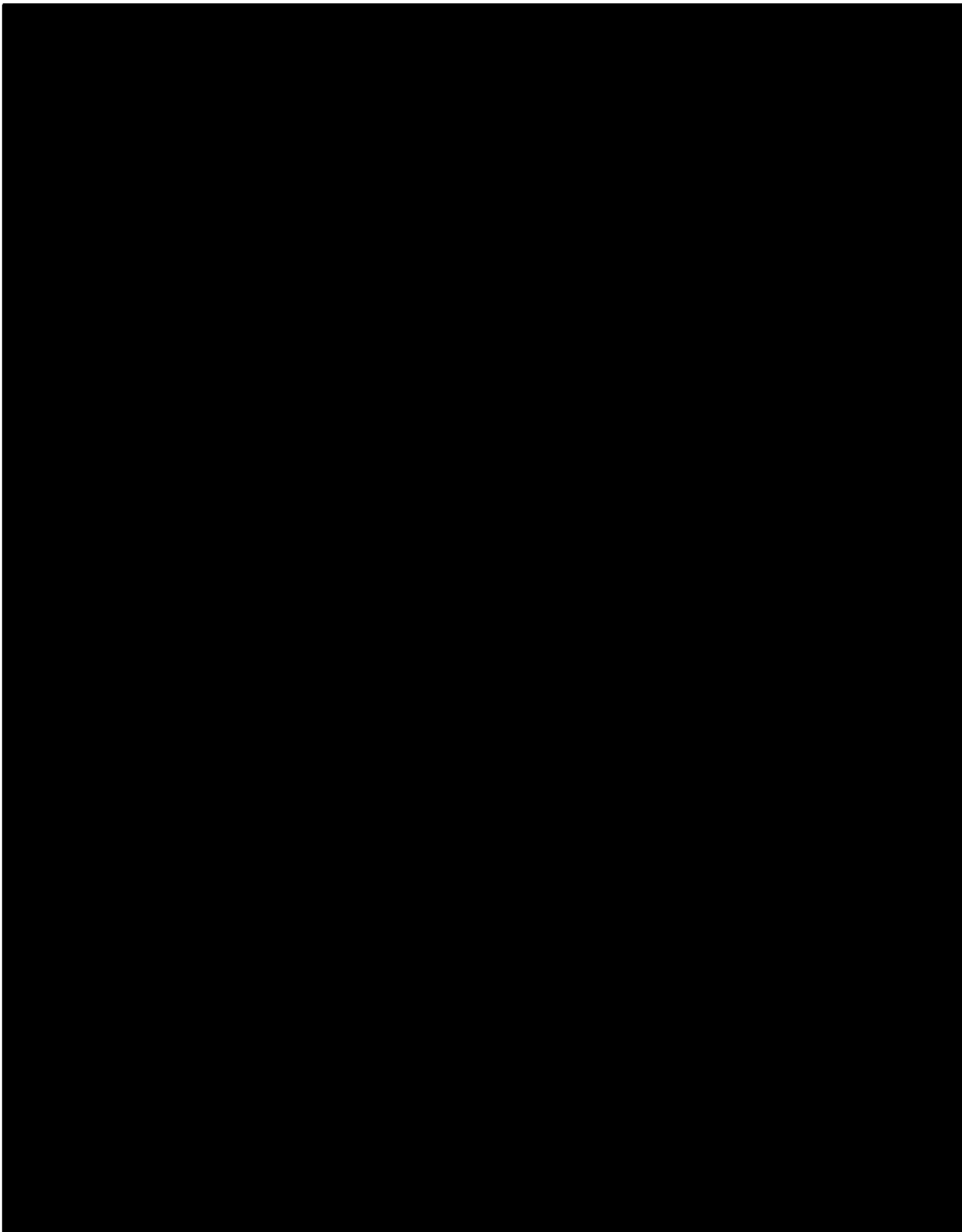


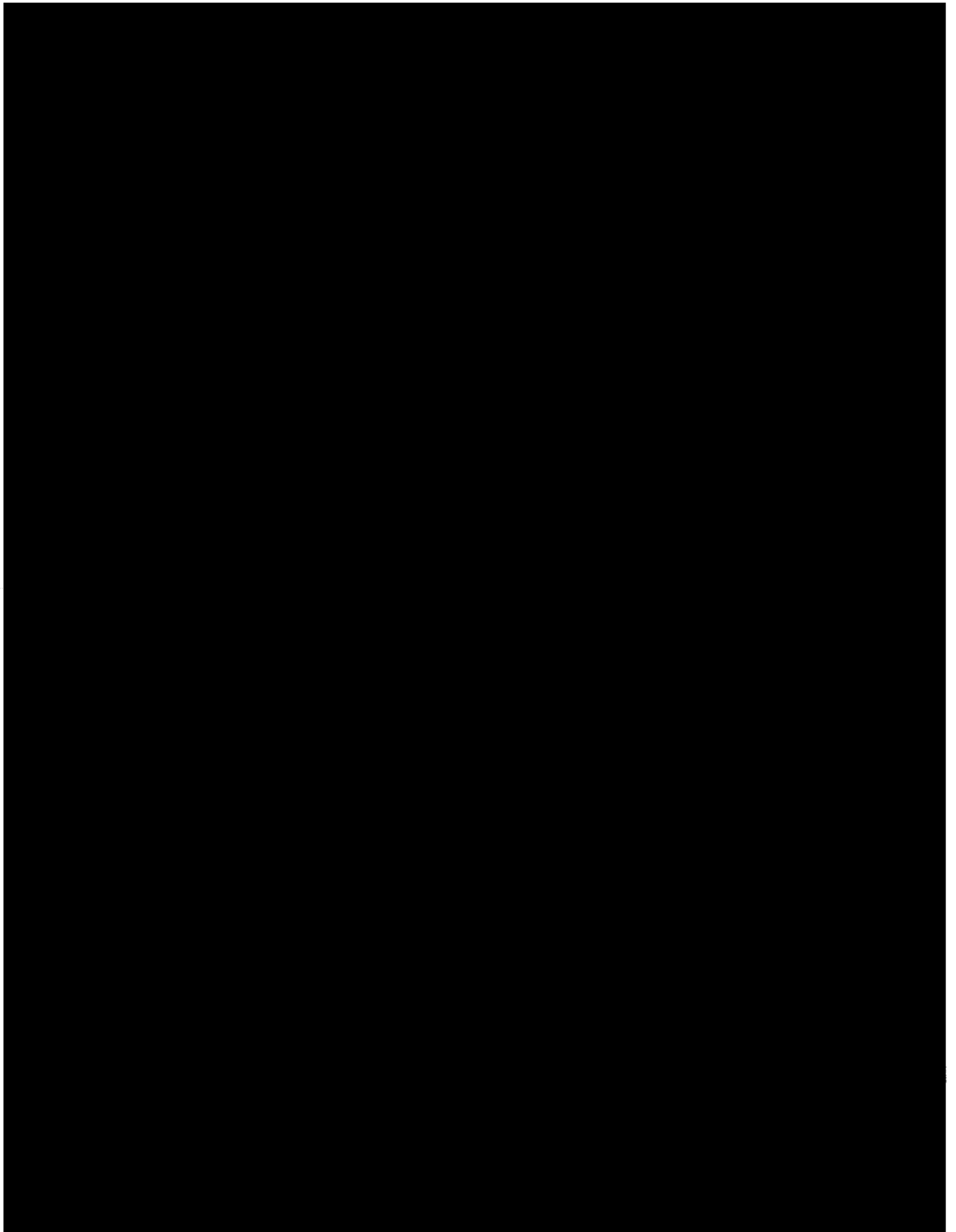












The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The methodology section describes the research design and the data collection process. The results section presents the findings of the study, and the conclusion section summarizes the main findings and provides recommendations for future research.

The study was conducted in a laboratory setting, and the data were collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared with the results of previous studies. The study found that the research objectives were achieved, and the results were consistent with the findings of previous research.

The study has several limitations, and there are some areas for future research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. Future research should focus on conducting field studies to test the results of the study in a more realistic setting.

In conclusion, the study has provided valuable insights into the research topic, and the findings are consistent with the results of previous research. The study has identified several limitations, and there are some areas for future research. The study has provided a solid foundation for future research, and the findings are expected to be useful to researchers and practitioners alike.



Attachment 17: Incubation Year Planning Table

Purpose Leadership Academy
Incubation Year Planning Table
(May 2024-August 2025)

2024-2025 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Milestone Date(s)	Date Completed	Authorizer Confirmation
INSTRUCTION					
<i>Curriculum Development</i>	Finalize purchased curriculum selections and propose a contract to the board	Chancellor	May-Oct	Not Started	
	Develop Scope & Sequence for all courses, including student-facing Mastery Targets	Chancellor	May-Oct	Not Started	
	Arrange for purchase of textbooks, library books, and curriculum software	Chancellor	May-Oct	Not Started	
<i>Assessment Development</i>	Begin contract process with NWEA, AimsWeb Plus, Infinite Campus, SBAC	Chancellor	May-Oct	Not Started	
	Begin contract process for WIDA testing	Chancellor	May-Oct	Not Started	
	Purchase state testing materials	Chancellor	May-Oct	Not Started	
	Determine SY25-26 Testing Schedule	Chancellor	May-Oct	Not Started	
	Finalize Competencies Learning Rubric	Chancellor	May-Oct	Not Started	
	Finalize Project-Based Learning Rubrics	Chancellor	May-Oct	Not Started	
	Finalize SEL Rubric	Chancellor	May-Oct	Not Started	
<i>Academic Program Development</i>	Develop classroom model, classroom setup, and materials set	Chancellor	May-Oct	Not Started	
	Develop classroom walkthrough tools	Chancellor	May-Oct	Not Started	
	Develop PLA Instructional Handbook (instructional taxonomies and non-negotiables)	Chancellor	May-Oct	Not Started	

<i>Special Education Program Development</i>	Identify Special Education population and likely needed services	Chancellor	Ongoing	Not Started	
	Request IEP Records and 504 Accommodations	Chancellor	May-Oct	Not Started	
	Review existing IEPs and 504s	Chancellor	May-Oct	Not Started	
	Define and plan required supports for all students with IEPs, 504s	Chancellor	May-Oct	Not Started	
	Consult with, hire as necessary, related services providers	Chancellor	May-Oct	Not Started	
<i>TALENT</i>					
<i>Policies and Procedures Development</i>	Develop Staff Handbook, all policies	Chancellor	Oct-Dec	Not Started	
	Approve Staff Handbook, all policies	Board	December	Not Started	
	Arrange benefit providers	Chancellor	Sept-Nov	Not Started	
	Finalize salary scale, all roles	Chancellor	Sept-Nov	Not Started	
	Finalize compensation and benefits package, create employee-facing documents	Chancellor	Sept-Nov	Not Started	
	Finalize hiring processes and owners, develop interview guide for all steps	Chancellor	Sept-Nov	Not Started	
	Create form letters for all application steps (application receipt through offer)	Chancellor	Sept-Nov	Not Started	
	Create record-keeping system for all applicants	Chancellor	Sept-Nov	Not Started	
<i>Recruitment and Hiring</i>	Develop recruiting and hiring strategy (marketing, pipelines, events, SMART goals)	Chancellor	Sept-Nov	Not Started	
	Develop recruiting marketing materials	Chancellor	Sept-Oct	Not Started	
	Finalize Org Chart	Chancellor	Sept-Oct	Not Started	
	Approve Org Chart	Board	Oct	Not started	
	Finalize job descriptions, all roles	Chancellor	Sept-Oct	Not Started	
	Approve job descriptions, all roles	Board	Sept-Oct	Not Started	
	Post job openings	Chancellor	Oct	Not Started	
	Recruit, Interview, and Hire Director of Operations	Chancellor	Oct-Mar	Not Started	

	Monitor pool development, all roles	Chancellor	Dec-Mar	Not Started	
	Review applications	Chancellor	Dec-Feb	Not Started	
	Conduct phone interviews	Chancellor	Dec-Feb	Not Started	
	Review applicant activities	Chancellor	Dec-Mar	Not Started	
	Conduct in-person interviews, arrange for live lesson observation (instructional staff only)	Chancellor	Jan-Mar (Dec if app pool is filled)	Not Started	
	Extend offers	Chancellor	Feb-Apr	Not Started	
	Conduct background checks	Chancellor	Jan-Apr	Not Started	
<i>Employee Onboarding</i>	Onboard and Train Director of Operations	Chancellor	Jan/Feb (Phase 1) Apr (Phase 2)	Not Started	
	Distribute and collect new-hire paperwork	Chancellor	Mar-June	Not Started	
	Work with back-office provider for employee record keeping	Dir. of Operations	Mar-June	Not Started	
	Communicate monthly with all hired staff	Chancellor	Mar-June	Not Started	
	Plan scope and sequence of professional development	Chancellor	Mar-June	Not Started	
	Procure staff development materials	Chancellor	Mar-June	Not Started	
	Conduct Summer Institute Staff PD Days	Chancellor	July-Aug	Not Started	
OPERATIONS					
<i>Insurance</i>	Solicit bids for all Insurance types (facilities, board coverage, liabilities, etc.) and select best fit	Chancellor	Apr-Jan	Not Started	
	Approve and sign insurance contract(s)	Board	May (or as needed)	Not Started	
<i>Food Services</i>	Reach out to food service vendors and Three Square for information and quotes; issue RFP (Better for you Food)	Chancellor	Jan-Mar	Not Started	
	Select vendor and draft contract	Chancellor	May-July	Not Started	
	Approve and sign contract	Board	June	Not Started	

	Develop plans for food service, including delivery, menu, time, logistics, disposal	Dir. of Operations	Apr-June	Not Started	
	Complete FRL forms and develop process for FRL reporting	Dir. of Operations	Apr-May	Not Started	
	Develop or purchase point of sale system and lunch documentation	Dir. of Operations	Apr-June	Not Started	
<i>Health and Safety</i>	Scope and complete state reporting requirements	Dir. of Operations	Apr-June	Not Started	
	Identify first aid resources and plan	Dir. of Operations	Apr-June	Not Started	
	Develop student health record keeping process and forms, ensure HIPAA compliance	Dir. of Operations	Apr-June	Not Started	
	Collect medical forms from families	Dir. of Operations	Apr-June	Not Started	
	Plan staff first aid training	Dir. of Operations	Apr-June	Not Started	
	Deliver staff first aid training	Dir. of Operations	July	Not Started	
	Create health and safety procedures and posting	Dir. of Operations		Not Started	
	Contract with FASA	Dir. of Operations	Apr-June	Not Started	
	Purchase first aid resources; set up first aid area within the school	Dir. of Operations	Apr-June	Not Started	
	Establish relationship with local services: Metro Police and LV Fire & Rescue, Board of Health	Chancellor/Dir. of Operations	Apr-June	Not Started	
	Develop emergency procedures and drill policies, procedures	Dir. of Operations	Apr-June	Not Started	
	Undergo building inspection	Chancellor/Dir. of Operations	May	Not Started	

	Undergo fire inspection	Chancellor/Dir. of Operations	May	Not Started	
<i>Information Management</i>	Create a filing system (digital and paper) for all school-related information	Dir. of Operations	Apr-June	Not Started	
	Secure Student Information System (SIS) for warehousing of student data and reports	Dir. of Operations	Apr-June	Not Started	
	Develop attendance reporting system	Dir. of Operations	Apr-June	Not Started	
	Purchase supplies and materials as needed	Dir. of Operations	Apr-June	Not Started	
<i>Requisition & Procurement</i>	Create a comprehensive list of all items to be purchased through December of Year 1	Dir. of Operations	Apr-June	Not Started	
	Develop suppliers and procurement processes for all major, routine purchases	Dir. of Operations	Apr-June	Not Started	
	Purchase restroom supplies, cleaning products	Dir. of Operations	Apr-June	Not Started	
	Purchase Specialist/Majors equipment	Dir. of Operations	Apr-June	Not Started	
	Purchase office supplies	Dir. of Operations	Apr-June	Not Started	
<i>Transportation</i>	Begin conversations and negotiations in purchasing a bus	Dir. of Operations	Feb-Apr	Not Started	
	Approve and purchase bus	Dir. of Operations/ Board Chair	Feb-June		
FACILITY					
<i>Facility Leasing, Renovations, and Readiness</i>	Continue conversations with Broker	Chancellor	Thru Authorization	Not Started	

	Lease Negotiations	Chancellor/ Board Chair	Thru Authorizati on	Not Started	
	Lease review by full board	Board	July-August	Not Started	
	Approve and sign lease	Board	September	Not Started	
	Work with architect, contractor, broker for any necessary renovations	Chancellor	Jan-June	Not Started	
	Arrange for purchase of furniture for classrooms, offices, multipurpose room	Dir. of Operations	Apr-June	Not Started	
	Develop compliance plans	Dir. of Operations	Apr-June	Not Started	
	Inspection and certificate of occupancy	Chancellor/ Dir. of Operations	May	Not Started	
	Ongoing landlord relationship	Chancellor	Nov-June	Not Started	
TECHNOLOGY					
<i>Technology Set Up and Procurement</i>	Consider and select technology service providers	Dir. of Operations	Apr-June (will start when hired)	Not Started	
	Consider and select Internet providers	Dir. of Operations	Apr-June (will start when hired)	Not Started	
	Consider and select phone providers	Dir. of Operations	Apr-June (will start when hired)	Not Started	
	Set up phone systems, answering machines	Dir. of Operations	Apr-June (will start when hired)	Not Started	
	Set up internet	Dir. of Operations	Apr-June	Not Started	
	Scope and purchase staff technology	Dir. of Operations	Apr-June	Not Started	
	Scope and purchase classroom technology	Dir. of Operations	Apr-June	Not Started	

	Scope and purchase student technology	Dir. of Operations	Apr-June	Not Started	
	Develop system and tracking for student technology distribution	Dir. of Operations	Apr-June	Not Started	
	Purchase postage meter	Dir. of Operations	Apr-June (will start when hired)	Not Started	
	Lease copier	Dir. of Operations	Apr-June (will start when hired)	Not Started	
	Purchase technology-related supplies (toner, ink, phone sets)	Dir. of Operations	Apr-June	Not Started	
FINANCE					
<i>Financial Management, Back-Officer Provider, and Day-to-Day Finance Policies and Procedures</i>	Approve check signers	Board	August	Not Started	
	Approve check writers	Board	August	Not Started	
	Define policies for purchase orders, checks, receipts, approval	Board	August	Not Started	
	Conduct RFP for back-office service providers, select best-fit proposal	Chancellor/ Board	Aug-Sept	Not Started	
	Approve and sign contract with back-office provider	Board	September	Not Started	
	Develop, in consult with back-office provider, monthly required financial reporting templates	Chancellor	Oct-Dec	Not Started	
	Set up bank account, school credit card	Chancellor	August	Not Started	
	Finalize cash flow plan, make adjustments as necessary	Chancellor	Jan-Feb	Not Started	
	Design purchase order, check, and credit card request and authorization forms	Dir. of Operations	Apr-June	Not Started	
	Design receipt collection, filing, actual expense tracking	Dir. of Operations	Apr-June	Not Started	
PARENT & COMMUNITY ENGAGEMENT					
<i>Community Partnerships</i>	Attend community events	Chancellor	Aug-June	Not Started	

	Initiate formal M.O.U. process with community partners	Chancellor	Aug-Dec	Not Started	
	Approve and sign M.O.U. agreements	Board	Jan-March	Not Started	
	Build, maintain, and seek out additional community partner relationships	Chancellor	Aug-June	Not Started	
	Develop relationships with all elected officials (as final location is determined)	Chancellor	Aug-June	Not Started	
<i>Family Communication and Outreach</i>	Contract for translation services	Chancellor	Aug-June	Not Started	
	Setup nonprofit mailing status with post office	Dir. of Operations	Apr-June	Not Started	
	Host monthly family meetings	Chancellor	Aug-June	Not Started	
	Write and send monthly PLA Blast communications	Chancellor	Aug-June	Not Started	
	Maintain and update website	Chancellor/Dir. of Operations	Aug-June	Not Started	
	Approve and define PLA Family VOICE	Chancellor	November	Not Started	
	Support initial PLA Family VOICE meetings and provide ongoing operations support	Chancellor	Jan-June	Not Started	
STUDENT RECRUITMENT & ENROLLMENT					
<i>Recruitment</i>	Draft recruitment plan, events calendar, and monthly targets	Chancellor	Now-Authorizing	Not Started	
	Design and implement recruitment tracking tools	Chancellor	Now-Authorizing	Not Started	
	Design flyers, social media posts, ongoing public communications	Chancellor	Aug-Jan	Not Started	
	Post flyers and leaflets in community	Chancellor	Aug-Jan		
	Post information on website, social media	Chancellor	Aug-Jan	Not Started	
	Draft press release and distribute	Chancellor	Authorizing when app opens	Not Started	

	Contract for ongoing translation services, written materials	Chancellor	Aug-Jan	Not Started	
	Contract for ongoing translation services, events	Chancellor	Aug-Jan	Not Started	
	Secure locations for information sessions, tabling events	Chancellor	Aug-Jan	Not Started	
	Mobilize volunteers and lead events	Chancellor	Aug-Jan	Not Started	
<i>Application, Lottery, and Enrollment</i>	Design lottery application, make available in English, Spanish, Tagalog, other languages as necessary	Chancellor	Oct-Dec	Not Started	
	Make application, lottery, and enrollment information available on website	Chancellor	November	Not Started	
	Launch application for lottery/enrollment, collect forms until deadline	Chancellor	Jan-Mar	Not Started	
	Secure lottery venue	Chancellor	Jan-Mar	Not Started	
	Secure lottery announcer, translator	Chancellor	Jan-Mar	Not Started	
	Determine and practice lottery protocols, agenda	Chancellor	Jan-Mar	Not Started	
	Conduct lottery	Chancellor	3/10/24	Not Started	
	Notify families of status and collect acceptances/declines	Chancellor	3/10/24-3/25/24	Not Started	
	Design and implement plan for altering wait-listed families of their status each month	Chancellor/Dir. of Operations	Mar-ongoing	Not Started	
	Collect all enrollment forms for enrolling students	Dir. of Operations	Apr-June	Not Started	
	Request and file student records from previously attended schools	Dir. of Operations	Apr-May	Not Started	
	SCHOOL SYSTEMS & CULTURE				
<i>Policies, School-Wide Culture, and Reporting Systems</i>	Finalize Student & Family Handbook, all policies	Chancellor	Jan-Mar	Not Started	
	Approve Student & Family Handbook, all policies	Board	March	Not Started	

	Approve SY25-26 School Calendar	Board	November	Not Started	
	Finalize daily schedule	Chancellor	Jan-Mar		
	Build reporting system, daily attendance	Dir. of Operations	Apr-June	Not Started	
	Build reporting system, discipline data	Chancellor	Apr-June	Not Started	
	Design systems and procedures, student discipline	Chancellor	Jan-Mar	Not Started	
	Design Diversity & Inclusion Months Celebrations, weekly assembly agendas and culture routines	Chancellor	Apr-June	Not Started	
	Finalize Core Tenets in Action documents, staff, students, board, families	Chancellor	Apr-June	Not Started	
OTHER					
<i>Board Governance Policy</i>	Organizational Meeting- Official transition to governing Board of Directors	Board	Within 30 days of authorization	Not Started	
	Approve by-laws, code of ethics, and conflict of interest	Board	Within 30 days of authorization	Not Started	
	Policy Governance Step 1- Outcomes Policies; Board defines and approves annual outcomes	Board	Within 90 days of authorization	Not Started	
	Policy Governance Step 2- Executive Limitations; Board defines and approves its instructions to the Chancellor	Board	Within 90 days of authorization	Not Started	
	Policy Governance Step 3- Board Staff Linkage Policy; Board defines and approves its interactions and limitations of authority with school staff	Board	Within 90 days of authorization	Not Started	

	Policy Governance Step 4- Process Policies; Board defines and approves its own policies for governance	Board	Within 90 days of authorization	Not Started	
	Recruit vacant positions on PLA Board	Board/Chancellor	May-Dec	Not Started	
<i>Board Meeting Design & Implementation</i>	Set consistent meeting times and locations, post publicly	Board	August	Not Started	
	Develop and approve board meeting format	Board	August	Not Started	
	Develop and approve board meeting preparation packet format and timeline for distribution	Board	August	Not Started	
	Develop and approve minutes and record keeping procedures and formats	Board	August	Not Started	
	Attend a local charter school board meeting	Board	October	Not Started	
<i>Hiring of Chancellor</i>	Approve job description, performance measures for Chancellor role	Board	Within 30 days of authorization	Not Started	
	Determine and approve annual process for evaluation of Chancellor	Board	Within 30 days of authorization	Not Started	
	Determine and approve compensation and benefits for the Chancellor	Board	Within 30 days of authorization	Not Started	
	Hire Chancellor	Board	Within 30 days of authorization	Not Started	
	Conduct Background Check of Chancellor	Board Chair	June-August 2023	Not Started	

<i>Development of Grants and Planning</i>	Create a fundraising plan for the fiscal year with initiatives, owners, and targets	Board	September	Not Started	
	Create a plan for periodic review of available grants and authoring of proposals	Board	September	Not Started	

*The Chancellor will be required to complete all Director of Operations tasks until an experienced candidate is hired and onboarded.



Attachment 21: List of Insurance Coverage



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Purpose Leadership Academy Clark County

1

Commercial Insurance Proposal

Presented by:

ISU Insurance Services - JPG
Jay McLeod

April 22, 2024



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CARRIER TO BE DETERMINED

Best Rating A++ (Superior) Financial Size XV (\$2 Billion or more)

COMMERCIAL PROPERTY INSURANCE

PREMISES COVERAGES - BLANKET LIMITS		LIMITS OF INSURANCE
Blanket Number and Coverages		
1.	Building	TBD
2.	Business Income with Extra Expense	TBD
3.	Personal Property	TBD

Physical Location 1: TBD

TOTAL PROPERTY ESTIMATED ANNUAL PREMIUM : TBD

PROPERTY RATES ESTIMATED AT \$0.11 PER \$100 IN VALUE

EDUCATORS PROFESSIONAL (including D&O, EPLI, Crime)

COVERAGE	LIMIT
Educators Legal Liability Limit:	\$1,000,000
Aggregate:	\$2,000,000
Directors & Officers Liability:	Included
Employment Practices Liability:	Included
Crime	\$1,000,000
Deductible:	\$5,000
Exclusions & Endorsements:	Refer to Policy



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RATING BASIS \$16 PER STUDENT \$200 AREA

TOTAL EDUCATORS (D&O, EPLI & CRIME) ESTIMATED ANNUAL PREMIUM: \$3,500.00

Year 4 \$10,000.00



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GENERAL LIABILITY INSURANCE

COVERAGE	LIMIT
Each Occurrence:	\$1,000,000
General Aggregate:	\$2,000,000
Products/Completed Operations Aggregate:	\$2,000,000
Personal & Advertising Injury:	\$1,000,000
Damage to Premises Rented to You:	\$1,000,000
Medical Expense "Any One Person":	\$ 10,000
Exclusions & Endorsements:	Refer to Policy

RATING BASIS \$16 PER STUDENT \$200 AREA

TOTAL LIABILITY ESTIMATED ANNUAL PREMIUM: \$1,700.00

Year 4 \$5,960.00

PLEASE NOTE: THIS POLICY MAY BE SUBJECT TO INSPECTION AND/OR AUDIT. THIS MAY RESULT IN A CHANGE IN PREMIUM, FORM OR TERMS. THIS PROPOSAL CONTAINS A BRIEF OUTLINE OF COVERAGES TO BE INCLUDED IN ANY POLICY THAT MAY BE ISSUED IN THE FUTURE. THIS IS ONLY A SUMMARY AND THE TERMS AND CONDITIONS OF ANY POLICY ISSUED WILL TAKE PRECEDENCE OVER THE PROPOSAL. QUOTES VALID FOR 30 DAYS.



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EMPLOYEE BENEFITS LIABILITY INSURANCE

COVERAGE	LIMIT
Each Occurrence:	\$1,000,000
General Aggregate:	\$2,000,000
Deductible Each Employee:	\$1,000
Exclusions & Endorsements:	Refer to Policy

TOTAL EMPLOYEE BENEFITS LIABILITY ESTIMATED ANNUAL PREMIUM: \$200.00

ABUSE & MOLESTATION INSURANCE

COVERAGE	LIMIT
Each Occurrence:	\$1,000,000
General Aggregate:	\$2,000,000
Exclusions & Endorsements:	Refer to Policy

TOTAL A & M ESTIMATED ANNUAL PREMIUM: \$1,500.00

Year 4- \$6,000

CYBER LIABILITY INSURANCE

COVERAGE	LIMIT
Each Occurrence/Data Breach:	\$1,000,000
General Aggregate:	\$1,000,000
Exclusions & Endorsements:	Refer to Policy

TOTAL CYBER LIABILITY ESTIMATED ANNUAL PREMIUM: \$7,500.00

STUDENT ACCIDENT INSURANCE

COVERAGE	LIMIT
Accidental Medical Expense:	\$25,000
Accidental Death Limit:	\$25,000
Exclusions & Endorsements:	Refer to Policy



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TOTAL ACCIDENT ESTIMATED ANNUAL PREMIUM:

\$315.00

Year 4- \$1,260.00

WORKERS' COMPENSATION INSURANCE

COVERAGE	LIMIT
Workers Compensation	Statutory limits
Bodily Injury by Accident - each accident	\$1,000,000
Bodily Injury by Disease - each employee	\$1,000,000
Bodily Injury by Disease - policy limit	\$1,000,000

Class Code:	Estimated Annual Payroll	Rate Per \$100 Payroll
8868 – School Professional Employees & Clerical	\$325,000	.50
TOTALS		-
FACTORS	-	Factor
Experience Modification	-	1
Premium Discount	-	
Schedule Rating	-	n/a
Expense Constant	-	200
Terrorism	-	
TOTAL PREMIUM		

OWNER/OFFICER INFORMATION

NAME	INCLUDED OR EXCLUDED
TBD	INCLUDED

WORKERS' COMPENSATION ESTIMATED ANNUAL:

\$ 1,800

YEAR 4- \$4,800



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COMMERCIAL AUTO INSURANCE

COVERAGE	LIMIT	NOTES
Hired Auto Liability:	\$1,000,000	Per Accident or Occurrence
Non Owned Auto Liability	\$1,000,000	Per Accident or Occurrence
Hired Comprehensive Deductible:	\$500	
Hired Collision Deductible:	\$500	
Hired Auto Physical Damage Limit:	\$50,000	

TOTAL AUTO PREMIUM: \$1,000

COMMERCIAL UMBRELLA INSURANCE

COVERAGE	LIMIT
Aggregate Limit of Liability:	General Aggregate
	Products Completed
	\$5,000,000
Coverage A – Bodily Injury And Property Damage	Any one occurrence
	\$5,000,000
Coverage B – Personal and Advertising Injury	Any one person or organization
	\$5,000,000

TOTAL UMBRELLA ESTIMATED ANNUAL PREMIUM: \$3,500.00

Year 4- \$7,000

Underlying Insurance- General Liability, Hired & Non-Owned Auto, Employers Liability

PLEASE NOTE: THIS POLICY MAY BE SUBJECT TO INSPECTION AND/OR AUDIT. THIS MAY RESULT IN A CHANGE IN PREMIUM, FORM OR TERMS. THIS PROPOSAL CONTAINS A BRIEF OUTLINE OF COVERAGES TO BE INCLUDED IN ANY POLICY THAT MAY BE ISSUED IN THE FUTURE. THIS IS ONLY A SUMMARY AND THE TERMS AND CONDITIONS OF ANY POLICY ISSUED WILL TAKE PRECEDENCE OVER THE PROPOSAL. QUOTES VALID FOR 30 DAYS.



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HEALTH & DENTAL INSURANCE

COVERAGE	LIMIT
HEALTH	HMO,PPO, POS OPTIONS
DENTAL INSURANCE	PPO OPTIONS

TOTAL HEALTH & DENTAL ESTIMATED ANNUAL PREMIUM: \$36,000.00

Year 4- \$96,000.00



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AUTHORIZATION TO BIND INSURANCE COVERAGE- NOT BINDABLE

PLEASE NOTE: If changes are needed please indicate below and a revised proposal will be prepared for your approval. If no changes are needed, please sign the proposal.

Changes to be made are as follows: _____

IF NECESSARY, PLEASE CHANGE THE EFFECTIVE DATE TO THE FOLLOWING FUTURE DATE _____

BINDING INSTRUCTIONS & CONDITIONS: Subject to Final Underwriting QUOTE IS FOR INFORMATIONAL PURPOSES ONLY

TOTAL COMMERCIAL ESTIMATED YEAR 1 ANNUAL PREMIUM : \$57,015.00

YEAR 4 TOTAL \$140,320

It is understood that this proposal provides only a summary of coverage limits. The policy will contain the actual terms and conditions that will prevail in the event of a loss. The undersigned insured acknowledges its duty to select and maintain insurance coverage and limits that it deems appropriate.

I/We accept the insurance program as presented by ISU Insurance Services-JPG as outlined in this proposal.

Print Name – Insured's Representative

Signature – Insured

Date

NAMED INSURED: **School**



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NOTIFICATION INSTRUCTIONS:

We must be informed of any changes in your operations, which would affect your insurance coverage. The types of changes that we must be notified about include, but are not limited to the following:

Newly acquired buildings/locations, business property, vehicles, and equipment. We will need some basic underwriting information to add buildings such as Buildings Replacement Cost Value, Year Built, Square Footage, Construction Type, Number of Stories, alarm and sprinkler information. For autos, please include: Year, Make, Model, Serial Number, Garaging location and Cost New.

Any requests to add additional insureds/loss payees. Mortgagees etc.

Changes in the nature of your business/business operations, products manufactured or products sold.

All vehicles should be properly registered and the vehicle registration must be the same as the named insured on your policy.

Consolidation, Merger, and/or acquisition of any new companies.

Any property of others in your care, custody or control which includes rental equipment unless they are insured elsewhere.

Any situation where additional liability insurance may be required or increased limits.

We request that any changes to your coverage limits be made in writing and changes will only be made during normal business hours of the date received. If received after normal business hours, changes will be made effective the following business day.

******We offer all lines of insurance including but not limited to: Health, Life, Dental, Professional Liability, and Bonds to name a few. In today's litigious society there is always a need for Professional Liability. Please contact us if you would like us to obtain quotes on your additional insurance needs.******



Attachment 22: Budget Narrative

Budget Narrative & Cash Flow Statement

The financial information and narrative for the proposal of **Purpose Leadership Academy** is hereby presented. The financial statements include a 6-year pro-forma annual budget and monthly cash flow statement (the planning year plus 6 years of operations for 2024-25 through 2030-2031 inclusive).

Students: Enrollment & Demographics

Revenues for Purpose Leadership Academy will largely depend on the number of students enrolled or the Average Daily Enrolled (ADE).

It is planned that Purpose Leadership Academy will open in School Year 2025-26 with enrollment of 288 ADE evenly distributed between Grades 3rd-5th and grow steadily each year by adding a grade level to Grade 10 and 768 ADE in School Year 2030-31. The following table shows Purpose Leadership Academy's projected enrollment.

Table A: Enrollment

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
Enrollment & Revenue	2025	2026	2027	2028	2029	2030	2031
ENROLLMENT (All Populations)							
3rd		96	96	96	96	96	96
4th		96	96	96	96	96	96
5th		96	96	96	96	96	96
6th		-	96	96	96	96	96
7th		-	-	96	96	96	96
8th		-	-	-	96	96	96
9th		-	-	-	-	96	96
10th		-	-	-	-	-	96
Total Student Enrollment		288	384	480	576	672	768

Demographics are based on expected feeder schools in the designated area code of 89030 and surrounding areas and are made up of the following weighted funding categories:

Table B: Demographics

		Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2024	2025	2026	2027	2028	2029	2030
Enrollment & Revenue		2025	2026	2027	2028	2029	2030	2031
ENROLLMENT BY STUDENT GROUP (Federally Fundable)								
	Duplication							
State Special Education (SPED)	12.00%		35	46	58	69	81	92
English Language Learners (ELL)	38.61%		111	148	185	222	259	296
Gifted & Talented (GATE)	-%		-	-	-	-	-	-
At Risk (AR)	49.39%		113	151	189	227	265	303
Students not identified in any of the above groups (Adjusted Base funding only)	-%		29	38	48	58	67	77
Schools are paid for the higher category when duplication exists	100.00%		288	384	480	576	672	768

Revenues

Factoring in all projected revenues at Purpose Leadership Academy, per-pupil funding is expected to be approximately \$10,945 per ADE (Average Daily Enrolled Student) in Year 1 of operations. In year 2, the weighted funding portion of the State PCFP (Pupil Centered Funding Plan) will start to be paid, and this will increase the average to \$12,107 per ADE. The PCFP State revenue stream provides the largest source of funding, making up about 86% in Year 1 and 84% of Purpose Leadership Academy total revenues beginning in Year 2 of operation and continuing at this rate going forward. All revenues are monitored throughout the year and updated as changes occur. A 2% COLA is assumed.

Table C: Summary of Projected Revenues

	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
REVENUE & RESOURCES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
TOTAL REVENUE	\$ -	\$3,152,256	\$4,648,929	\$5,842,296	\$7,035,663	\$8,229,031	\$9,422,398
Total Revenue PP		\$10,945	\$12,107	\$12,171	\$12,215	\$12,246	\$12,269

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 (The SPCSA Funding Model) provided by the State Public Charter School Authority (SPCSA) was used to determine the PCFP projections for each year of the above revenue projections which are paid in Year 1 at \$9,414 per expected student ADE and the expected weighted population count of students at Purpose Leadership Academy of 90% Free and Reduced Lunch/At-Risk, 35% English Language Learners and 12% Special Education Students 12% is assumed based on the population of similar area schools. These estimates are consistent with the demographics of the zip code.

Projections indicate that in year 1, a total of \$2,711,232 will be paid out based on the projected ADE. In Year 2, a 2% COLA is applied to the PCFP, and in addition, weighted funding will begin to be paid out based on the Prior Year population counts totaling \$240,737 along with the projected ADE payout of \$3,614,976 plus the 2% inflation calculation of \$72,300. Going forward these numbers will increase based on added enrollment and the COLA increase calculated conservatively at 2.00% per annum. It should be noted that a 1.25% PCFP Sponsorship fee is deducted from these amounts each year.

State Special Education- This will be paid out beginning in Year 2 Based on the Special Education population count from the prior year. This is assumed to be paid at the rate of \$3,845 per Special Education Student from the Prior Year. This is projected at \$132,883 in Year 2 and will grow at a 2% COLA by

Table D: Projected State Revenues

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
STATE & LOCAL (PCFP) FUNDING							
State PCFP Adj Base Revenue		\$2,711,232	\$3,614,976	\$4,518,720	\$5,422,464	\$6,326,208	\$7,229,952
State Weighted Funding (EL, GATE, no local AR)		\$ -	\$240,737	\$320,983	\$401,229	\$481,475	\$561,721
State SPED Funding		-	132,883	177,178	221,472	265,766	310,061
Local SPED Funding							
Inflation adjustor (on state Base only)			\$72,300	\$90,374	\$108,449	\$126,524	\$144,599
Inflation adjusted Total Revenue		\$2,711,232	\$4,060,896	\$5,107,255	\$6,153,614	\$7,199,974	\$8,246,333
PCFP Sponsorship Fee (on Base)		(\$33,890)	(\$45,187)	(\$56,484)	(\$67,781)	(\$79,078)	(\$90,374)
PCFP Revenue Net of Sponsor Fee		\$2,677,342	\$4,015,709	\$5,050,771	\$6,085,834	\$7,120,896	\$8,155,958
PCFP Revenue Net of Sponsor Fee pp		\$9,296	\$10,458	\$10,522	\$10,566	\$10,597	\$10,620

Federal Revenues & Other Funding

Federal Special Education

In addition to State Special Education funding listed above, the revenue projection for Purpose Leadership Academy also assumes \$1,005 per Special Education student from the prior Year population count of IDEA Part B Federal Special Education funding beginning in year 2 in line with the Financial Plan Template.

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%. These rates are assumed at the current published for the National School Lunch and Breakfast Programs at \$2.28 for Breakfast and \$4.25 for Lunch. Additional receipts from paid student meals have not been included for conservatism since we do not have historical information that will indicate if the remaining 10% of students will buy a meal or bring their own.

Title Programs

Based on roughly 90% of students qualifying for free and reduced-price meals, Purpose Leadership Academy has also included Title funds for Title IA, Title IIA, and Title III EL at the rates in the Financial Plan Template and based on the percentages of the weighted populations in the chosen area code feeder schools as outlined in the "Student Enrollment & Demographics" section above.

Other Revenues

No funding is projected in this category; however, it should be noted that Purpose Leadership Academy has applied for or will soon be applying for the CSP Grant, the SEEDS grant and the Opportunity 180 Year Zero Grant. Once these funds have been secured they will be added to the startup expenses.

Table E: Projected Federal Revenues & Other Funding

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
FEDERAL & OTHER FUNDING PORTION							
Title I		103,680	138,240	172,800	207,360	241,920	276,480
Title IIA (FRL only)		18,115	24,154	30,192	36,230	42,269	48,307
Title IIA (FRL & Non FRL)		1,152	1,536	1,920	2,304	2,688	3,072
Title III		12,571	16,762	20,952	25,142	29,333	33,523
Federal Breakfast Program		106,376	141,834	177,293	212,751	248,210	283,668
Federal Lunch Program		198,288	264,384	330,480	396,576	462,672	528,768
IDEA		34,733	46,310	57,888	69,466	81,043	92,621
	\$ -	\$474,915	\$633,220	\$791,525	\$949,830	\$1,108,135	\$1,266,440
Per Pupil (Federal Funding Portion)		\$1,649	\$1,649	\$1,649	\$1,649	\$1,649	\$1,649

Expenditures

The projected expenditures through 2030-31 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Personnel	\$ -	\$1,604,142	\$2,724,020	\$3,801,735	\$4,726,368	\$5,675,355	\$6,321,405
Facilities	-	688,500	710,325	730,464	751,184	927,003	1,059,247
General Operating Expenses	-	520,994	706,443	857,016	1,009,572	1,256,478	1,422,889
EMO Payments	-	-	-	-	-	-	-
Marketing	-	5,000	5,000	5,000	5,000	5,000	5,000
FFE&T	-	217,941	126,428	139,855	195,082	202,684	207,336
Transportation	-	38,700	18,700	57,400	37,400	37,400	37,400
Insurance	-	34,261	39,526	44,988	50,651	48,396	49,364
TOTAL EXPENSES	\$ -	\$3,109,538	\$4,330,442	\$5,636,459	\$6,775,257	\$8,152,315	\$9,102,642
<i>Total Expenses PP</i>	<i>\$ -</i>	<i>\$10,797</i>	<i>\$11,277</i>	<i>\$11,743</i>	<i>\$11,763</i>	<i>\$12,131</i>	<i>\$11,852</i>

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 65% of total expenditures after 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 social security, Medicare, PERS retirement and workers' compensation.

Purpose Leadership Academy's teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students are expected to be at or below 28:1 over the course of the full 6 years of operations. However, that ratio is slightly below 14:1 or below after year 1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
Staff Summary	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
FTE - Administrators	-	1	2	3	3	4	5
FTE - Office	-	2	3	3	4	4	4
FTE - SPED Teachers	-	1	3	3	6	7	8
FTE - ELL Teachers	-	1	2	4	6	6	6
FTE - Guidance Counselors & Other	-	-	7	9	11	11	11
FTE - Grade Level Teachers	-	16	20	28	32	40	44
Total FTEs w/benefits @ School	-	21	37	50	62	72	78
Enrollment	288	384	480	576	672	768	
FTE Teachers (SPED, ELL, Grade Level)	-	18	25	35	44	53	58
Student/Teacher ratio	-	16	15	14	13	13	13

The staffing tables associated with the financial projections are shown below:

Table H: Staffing Summary

Staff Summary	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
FTE - Administrators	-	1	2	3	3	4	5
FTE - Office	-	2	3	3	4	4	4
FTE - SPED Teachers	-	1	3	3	6	7	8
FTE - ELL Teachers	-	1	2	4	6	6	6
FTE - Guidance Counselors & Other	-	-	7	9	11	11	11
FTE - Grade Level Teachers	-	16	20	28	32	40	44
Total FTEs w/benefits @ School	-	21	37	50	62	72	78

Personnel Costs

Salaries

For the first year of operations (2025-26) and forward, it is assumed that the School Administrator and Office personnel and other 12-month employees will begin in July 2025. Teachers will begin in August. The total salary assumptions are listed below in **Table I**. The budget assumes a 2% cost of living adjustment each year.

Benefits

Table I also lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Most Employee benefits are statutory and are determined by either State or Federal mandate and are based on current rate factors. These benefits differ by whether the employees are full-time, part-time and/or hourly employees. This model assumes only full-time employees with full benefits. Purpose Leadership Academy's employees will participate in different combinations of PERS, Social Security, Medicare, and workers' compensation depending on position. Purpose Leadership Academy will participate in Nevada PERS (and not in the Federal Social Security system), the employer contribution is expected to be 17.50% which assumes that employees will be at the 50/50 rate. Salaries are also in line with this assumption. Were an employee to elect to participate in PERS 100, the PERS Employer

contribution rate would increase, and the salary would decrease in proportion to offset the PERS Employer contribution increase. Medical benefits will also be provided at 100% including Vision and Dental. This is projected at \$5,250 per year for single coverage and \$6,250 for family coverage of which 80% of employees are assumed to elect employee-only coverage and 20% are projected to elect family coverage.

Table I: Total Salaries & Benefits

Staff Summary	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
Total FTEs w/benefits @ School	-	21	37	50	62	72	78
TOTAL SALARIES	\$ -	\$1,198,500	\$2,025,659	\$2,830,242	\$3,513,575	\$4,224,213	\$4,708,485
BENEFITS	\$ -	\$401,862	\$691,701	\$962,494	\$1,201,633	\$1,438,182	\$1,598,880
MEDICAL	-	116,739	209,797	289,179	365,754	433,241	478,732
Retirement (PERS-Required)	-	209,738	354,490	495,292	614,876	739,237	823,985
Other benefits	-	75,386	127,414	178,022	221,004	265,703	296,164
Total Personnel Expense	\$ -	\$1,604,142	\$2,724,020	\$3,801,735	\$4,726,368	\$5,675,355	\$6,321,405
Total Personnel Expense per Student		5,570	7,094	7,920	8,206	8,445	8,231

General Operating Expenses

Core programming cost projections 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, student assessments, bank fees, and meeting expenses all included in the Instructional Supplies expense line. Purpose Leadership Academy will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program. Total Contracts and other services include an estimate for legal fees and audit fees.

Table J: Summary of General Operating Expenses

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
GENERAL OPERATING EXPENSES							
Total Instructional Supplies	\$ -	\$ 472,020	\$ 604,285	\$ 725,275	\$ 845,840	\$ 1,005,505	\$ 1,122,795
<i>Per student</i>	\$ -	\$1,639	\$1,574	\$1,511	\$1,468	\$1,496	\$1,462
Total Contract/Other Services	\$ -	\$ 38,000	\$ 34,000	\$ 39,000	\$ 44,000	\$ 49,000	\$ 56,500
Total Food Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET TRANSPORTATION CASHFLOW	\$ -	\$ 38,700	\$ 18,700	\$ 57,400	\$ 37,400	\$ 37,400	\$ 37,400
TOTAL ATHLETIC COSTS	\$ -	\$ -	\$40,000	\$40,000	\$40,000	\$80,000	\$80,000
Inflation (compounded/year)	\$ -	\$10,974	\$28,158	\$52,741	\$79,732	\$121,973	\$163,594
TOTAL GENERAL OPERATING EXPENSES	\$ -	\$559,694	\$725,143	\$914,416	\$1,046,972	\$1,293,878	\$1,460,289

Detailed Operating expenses are provided in Table K below. Some of the student expenses are higher in Year 1 due to start-up-related purchases. Food Service Costs are captured under Instructional Supplies.

Table K: Detailed General Operating Expenses

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
GENERAL OPERATING EXPENSES							
Professional development	\$ -	\$ -	\$11,100	\$15,000	\$18,600	\$21,600	\$23,400
Staff recruitment	-	2,500	2,500	2,500	2,500	2,500	2,500
Textbooks - initial costs	-	57,600	19,200	19,200	19,200	19,200	19,200
Library books per new student	-	8,640	11,520	14,400	17,280	20,160	23,040
Food services	-	277,200	369,600	462,000	554,400	646,800	739,200
Office Supplies (non direct student; not equip)	-	5,760	7,680	9,600	11,520	13,440	15,360
Supplies for students (not equip)	-	7,200	9,600	12,000	14,400	16,800	19,200
Assessment costs	-	7,200	9,600	12,000	14,400	16,800	19,200
Yearbook	-	5,760	7,680	9,600	11,520	13,440	15,360
School store	-	2,880	3,840	4,800	5,760	6,720	7,680
Contracted SPED	-	17,280	23,040	28,800	34,560	40,320	46,080
Instructional supplies - Teachers (just teaching faculty)	-	900	1,250	1,750	2,200	2,650	2,900
General office supplies (enter here or above/student; no	-	6,000	6,000	6,000	6,000	6,000	6,000
General building decorum	-	2,500	2,500	2,500	2,500	2,500	2,500
Health supplies	-	3,456	4,608	5,760	6,912	8,064	9,216
Bank fees	-	900	900	900	900	900	900
Athletic expenditures (detail below)	-	-	40,000	40,000	40,000	80,000	80,000
Postage and shipping	-	2,304	3,072	3,840	4,608	5,376	6,144
Gifts & awards - students	-	1,440	1,920	2,400	2,880	3,360	3,840
Dues and memberships	-	2,100	3,700	5,000	6,200	7,200	7,800
Travel and Meetings	-	2,625	4,625	6,250	7,750	9,000	9,750
Background checks	-	-	1,575	1,200	975	900	750
Accounting services	-	50,000	50,000	50,000	50,000	50,000	50,000
Field trips	-	3,000	4,000	5,000	6,000	7,000	8,000
Governance Board Background Checks	-	75	75	75	75	75	75
Governance Board Training	-	1,200	1,200	1,200	1,200	1,200	1,200
Governance Board Other Expenses	-	1,000	1,000	1,000	1,000	1,000	1,000
Parent & staff meetings	-	2,500	2,500	2,500	2,500	2,500	2,500
Total Instructional Supplies	\$ -	\$ 472,020	\$ 604,285	\$ 725,275	\$ 845,840	\$ 1,005,505	\$ 1,122,795
<i>Per student</i>	<i>\$ -</i>	<i>\$1,639</i>	<i>\$1,574</i>	<i>\$1,511</i>	<i>\$1,468</i>	<i>\$1,496</i>	<i>\$1,462</i>
Contract/Other Services (Not otherwise included in app)(note EMO, CMO, BOSP tab)							
Admissions Lottery		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Annual audit		\$8,000	\$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	\$ -	\$ -	\$ -	\$ -	\$2,500
Community meeting, hosting		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Curriculum Development		\$3,500	\$ -	\$ -	\$ -	\$ -	\$ -
Education Consultant		\$10,000	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Legal fees (Incubation Year)		\$1,500					
Legal fees (Post incubation)		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Nonprofit Incorporation-Federal (see note-->)		\$500					
Nonprofit Incorporation-State (see note-->)		\$500					
Total Contract/Other Services	\$ -	\$ 38,000	\$ 34,000	\$ 39,000	\$ 44,000	\$ 49,000	\$ 56,500

TRANSPORTATION COSTS							
Cost of additional bus(es)		\$20,000	\$ -	\$20,000	\$ -	\$ -	\$ -
Fuel costs		\$1,350	\$1,350	\$2,700	\$2,700	\$2,700	\$2,700
Maintenance costs		\$1,350	\$1,350	\$2,700	\$2,700	\$2,700	\$2,700
Bus Contracting Costs		\$16,000	\$16,000	\$32,000	\$32,000	\$32,000	\$32,000
TOTAL TRANSPORTATION COSTS	\$ -	\$38,700	\$18,700	\$57,400	\$37,400	\$37,400	\$37,400

Athletic Costs detail							
Football	\$ -	\$ -	\$10,000	\$10,000	\$10,000	\$20,000	\$20,000
Boy's basketball	-	-	10,000	10,000	10,000	20,000	20,000
Boy's soccer	-	-	10,000	10,000	10,000	20,000	20,000
Boy's track and field	-	-	10,000	10,000	10,000	20,000	20,000
TOTAL ATHLETIC COSTS	\$ -	\$ -	\$40,000	\$40,000	\$40,000	\$80,000	\$80,000

Furniture, Fixtures, Equipment, and Technology (FFE&T)

The purchase of equipment will also 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 over time 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. Copier leases and student computers are included in these costs. Ongoing software costs are also calculated as well as monthly tech support services.

Table L: Furniture, Fixtures, Equipment, and Technology (FFE&T)

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
TOTAL FFE & T COSTS	\$-	\$217,941	\$126,428	\$139,855	\$195,082	\$202,684	\$207,336

Marketing Expenses

Marketing Expenses are estimated at \$5,000 per year.

Table M: Marketing Expenses

STUDENT RECRUITMENT	Incu' Yr 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
Marketing/Recruitment Method	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
Total Cost	\$ -	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

Insurance Costs

Insurance costs are calculated at \$34,261 in year 1 with a 2% inflation adjustment in subsequent years based on a quote provided by a local broker that services multiple charter schools.

Table N: Insurance Costs

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
Total Insurance Expense b4 Inflation	-	33,589	37,991	42,393	46,794	43,834	43,834
Inflation (Compounds)	-	672	1,535	2,595	3,857	4,562	5,530
Total Insurance Costs	\$ -	\$34,261	\$39,526	\$44,988	\$50,651	\$48,396	\$49,364

Facilities Expenses

Purpose Leadership Academy is forecasted to occupy and lease a third-party site. Based on current real estate conditions and the geographic area targeted, the budget is projecting facility costs of \$19.20 per square foot per year during the first year of operations with a 3% escalator calculated. The calculated square feet expected in Year 1- Year 4 will be 30,000 square feet moving to 36,000 square feet in Year 5 and 40,000 square feet in Year 6. This rate represents a reasonable calculation for the targeted area per the website LoopNet and per a local commercial real estate broker who is familiar with the area and who has serviced multiple charter schools in Las Vegas. Tenant Improvements are included as part of the rent cost.

Table N: Facilities, Repairs, and Other Leases Expenses

FACILITIES	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
LEASE OPTION	Enrollment	288 s	384 s	480 s	576 s	672 s	768 s
SF/pupil		104 sf/p	78 sf/p	63 sf/p	52 sf/p	54 sf/p	52 sf/p
Lease area (conditioned space)(sq ft)	-	30,000 sf	30,000 sf	30,000 sf	30,000 sf	36,000 sf	40,000 sf
Lease rate /yr w/esca' (after waivers)	\$ -	\$19.20	\$19.78	\$20.37	\$20.98	\$21.61	\$22.26
Facility lease cost/yr	\$ -	\$576,000	\$93,280	\$11,078	\$629,411	\$777,952	\$890,322
Utilities/yr	-	45,000	45,000	45,000	45,000	54,000	60,000
CAM/yr		22,500	22,500	22,500	22,500	27,000	30,000
Internal/major repairs		22,500	22,500	22,500	22,500	27,000	30,000
Maintenance		22,500	22,500	22,500	22,500	27,000	30,000
Escalator on Custodial, Utilities, CAM, Security)		112,500	117,045	119,386	121,774	149,051	168,924
Security Deposit(s)(post to Cashflow ("CF Y1	-	48,000					
Total cash cost to lease (FYI, not shown on S	\$ -	\$736,500	\$710,325	\$730,464	\$751,184	\$927,003	\$1,059,247
Total lease book expense (shown on Summar	\$ -	\$688,500	\$710,325	\$730,464	\$751,184	\$927,003	\$1,059,247
Book Expense - Cash Cost	\$ -	\$(48,000)	\$ -	\$ -	\$ -	\$ -	\$ -

Cash Flow

Purpose Leadership Academy intends to apply for the Revolving Loan Fund with the Nevada Department of Education to meet cash flow needs in Year 1 in the amount of \$144,000 which is based on the maximum \$500 per ADE projected in Year 1. This will be paid back beginning in Year 2 as a deduction from the PCFP revenue payments. Additionally, Purpose Leadership Academy has applied for the CSP Opportunity 180 grant that would 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. This is not assumed in the Budget Financial Template. Were the CSP grant to be awarded, some of the costs assumed in Year 1 could be shifted into the planning Year 0.

Table O: Cash Flow Year 1

	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	\$ -	\$223,112	\$253,578	\$267,766	\$267,766	\$267,766	\$267,766	\$267,766	\$267,766	\$267,766	\$267,766	\$267,766	\$265,675
Total Expenditures	\$133,194	\$231,603	\$237,097	\$236,745	\$257,200	\$259,981	\$262,161	\$257,200	\$260,832	\$265,067	\$260,832	\$260,832	\$234,795
Begin Cash Balance(F/B)	\$144,000	10,806	2,315	18,796	49,816	60,382	68,167	73,772	84,338	91,272	93,971	93,971	100,905
End Cash Balance (F/B)	10,806	2,315	18,796	49,816	60,382	68,167	73,772	84,338	91,272	93,971	100,905	100,905	131,784

Ending Cash Balance

The cash balance at the end of 2024-25 is projected to end at \$131,784 and will grow each year as the State funding calculations catch up with the school's enrollment at capacity. This includes a Revolving Loan assumption of \$144,000 that will be paid back beginning in Year 2 and completed in Year 3.

Fund Balance

The fund balance is expected to be at 1.37% of the Operating Budget in Year 1 and then grow steadily through Year 6 to 13.45%.

Table P: Statement of Fund Balance

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
SURPLUS/(DEFICIT)/Period	\$0	\$42,718	\$318,487	\$205,837	\$260,406	\$76,715	\$319,756
<i>Per student</i>		<i>\$148</i>	<i>\$829</i>	<i>\$429</i>	<i>\$452</i>	<i>\$114</i>	<i>\$416</i>
SURPLUS/(DEFICIT)(Cumulative; capita	\$0	\$42,718	\$361,205	\$567,042	\$827,448	\$904,164	\$1,223,920
<i>As a Percentage of Expenses</i>		<i>1.37%</i>	<i>8.34%</i>	<i>10.06%</i>	<i>12.21%</i>	<i>11.09%</i>	<i>13.45%</i>



Appendix A: Exhibit 3.2

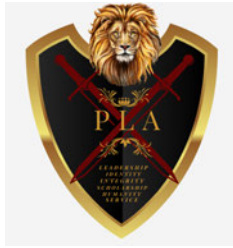


Exhibit 3.2- Provide detailed enrollment projections and a comprehensive marketing, and recruitment plan that demonstrates the school has sufficient capacity to exceed the enrollment projections and maintain a sufficient waitlist to ensure repayment in the event some students withdraw from school. Please use the marketing plan template attached to this document and submit it as **Attachment 1**. Applicants may wish to enhance the marketing plan with additional school-specific strategies including, but not limited to, social media and advertising in addition to the grassroots strategies identified for all applicants.

Marketing and Recruitment Plan for Purpose Leadership Academy (PLA)

Attachment 1

Executive Summary

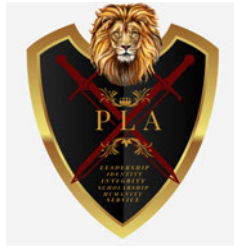
This marketing and recruitment plan outlines the strategies Purpose Leadership Academy(PLA) will employ to recruit 180 students for its inaugural year in August 2024 and to increase enrollment to 630 students by year six. The plan includes detailed enrollment projections, targeted recruitment efforts, and comprehensive marketing strategies designed to engage the North Las Vegas community of 89030, 89031, 89032, and 89081 and beyond, ensuring PLA not only meets but exceeds its enrollment goals.

PLA's projects and budgets for an opening-year enrollment of a maximum of 288 students, to the need and demand for PLA's SEL focus model. PLA is focused on retaining its students year after year, as they matriculate to the next grades and backfill if seats become available. PLA has incorporated the following factors into its projections:

- By starting with a slow growth model PLA has the best opportunity to foster its unique community and scale responsibly.
- Upon approval of its application, PLA hires a director of operations, and staff to support parent engagement and facility planning. to move ahead on/ahead of schedule with certainty.

Enrollment Projections

- Year 1 (2025-2026): Target of 288 students across 3, 4, 5.
- Year 2 (2026-2027): Increase to 384 students.
- Year 3 (2027-2028): Increase to 480 students.
- Year 4 (2028-2029): Increase to 576 students.
- Year 5 (2029-2030): Increase to 672 students.
- Year 6 (2030-2031): Target of 768 students.



Anticipated student demographics include a diverse student body, representing the multicultural and socio-economic diversity of North Las Vegas, with special emphasis on inclusivity for students with disabilities, English language learners, and historically under-represented groups.

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.*

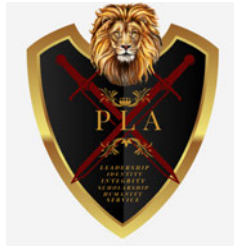
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3	96	96	96	96	96	96
4	96	96	96	96	96	96
5	96	96	96	96	96	96
6		96	96	96	96	96
7			96	96	96	96
8				96	96	96
9					96	96
10						96
Total	288	384	480	576	672	768

Timeline for Student Recruitment and Enrollment

- **January-April 2025:** Launch initial marketing campaign and community outreach.
- **February 2025:** Begin accepting applications.
- **March-April 2025:** Application deadline and lottery (if necessary). Host open houses and informational sessions.

Ensuring compliance with legal enrollment requirements for special populations is essential to providing equitable education, and as such, it is imperative to establish effective systems for staff members to acquire in-depth knowledge and expertise in this area. PLA uses the following to ensure that staff members are knowledgeable about all legal enrollment requirements for special populations and the servicing of specific populations of students:

-Regular training sessions- PLA schedules regular training sessions for all staff members, including teachers, administrators, and support staff, to review the legal enrollment requirements and the servicing of PLA's specific populations. These training sessions take place during allotted professional development time. PLA will attend SPCSA training sessions, collaborate with community organizations that serve special populations of students, such as local advocacy groups, immigrant rights organizations, and disability rights organizations, and if needed contract with third parties to provide training.



-Resource guide- PLA shares a staff handbook that includes all the legal enrollment requirements and guidelines for servicing special populations of students. This guide is given to all staff members and updated annually.

-Dedicated staff members- PLA's leadership team, EL/TESOL teacher, and SPED teacher are responsible for ensuring that all legal enrollment requirements are met for special populations of students, such as English Language Learners (ELLs) or students with disabilities.

-Parent involvement- PLA involves parents of students with special needs in the enrollment process and in the development of individualized education plans (IEPs) or other support plans. See the Special Populations section.

PLA is open to all and will neither charge tuition nor discriminate against any prospective student. The following is the application and enrollment process for PLA:

1. Complete the application form- PLA adheres to all statutes establishing the minimum and maximum ages for enrollment in public charter schools. Enrollment will not be contingent on the student's or his or her parent's or legal guardian's state of residence.
2. Submit enrollment packet- PLA enrollment packet contains the following documents: student enrollment form, proof of immunization, home language survey, emergency medical information form, proof of minimum age requirements (such as a birth certificate), and release of records form.

PLA is a charter school with ongoing admissions. Applications received after the lottery deadline will be processed based on availability on a first-come, first-served basis. If PLA is full, applicants are placed on a waiting list in the order of their receipt and will receive regular updates on their position on the list. To comply with [NRS 388A.453](#) and the minimum application period of 45 days, the annual application period will begin on the first business day of January and end on the first Friday of March. The lottery will occur the following Thursday. The open enrollment period commences after the application window closes:

Enrollment and application windows						
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Application Opens	1/1/25	1/1/26	1/1/27	1/3/28	1/3/29	1/2/30
Application Closes	3/7/25	3/7/26	3/5/27	3/3/28	3/2/29	3/7/30
Lottery Date	3/13/25	3/13/26	3/11/27	3/9/27	3/8/29	3/14/30



Every year, during the open enrollment period in the spring before the next academic year begins, applications for admission are accepted. Each year once the open enrollment period ends, applications are tallied to determine if there are more applicants than spots available in any grades. Existing students are assured entrance the following school year, but in this case, PLA holds a public random lottery to determine admission for the affected grade level. The following applicants are granted priority admission in the event of a public lottery:

1. Siblings of current students
2. Locals of targeted ZIP codes
3. Staff children and dependents
4. Those who do are not members of the above groups

All employees and board members undergo training on diversity and inclusion practices, including the rights and obligations that come with operating as a publicly funded, tuition-free public school. For teachers, this means providing suitable support for those pupils who require special assistance. Any board member who takes part in recruitment activities receives education on the legal prerequisites for enrollment. The school's principal is responsible for this.

- **May 2025:** Host open houses and informational sessions. Begin late enrollment.
- **June-July 2025:** Enrollment confirmation and welcome packets sent.
- **July-August 2025:** Backfilling process for any vacancies.

Geographic and Neighborhood Locations for Targeted Recruitment

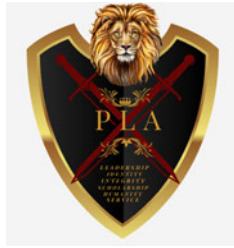
PLA will focus on families residing in Las Vegas zip codes of 89030, 89106, 89115, 89156, and 89110, specifically targeting neighborhoods with limited access to quality arts education. Efforts will include outreach to community centers, local businesses, and through direct mail within these areas.

Mid-Year Enrollment (Backfilling)

PLA will maintain a waitlist from the initial application period to fill any vacancies that arise during the school year. The school will communicate the process and timeline for backfilling to all stakeholders.

Connecting with Spanish-Speaking Families

PLA will develop bilingual marketing materials and host informational sessions in Spanish to ensure accessibility for Spanish-speaking families. The school's website will feature a Spanish-language option, and bilingual staff will be available for communication and support.

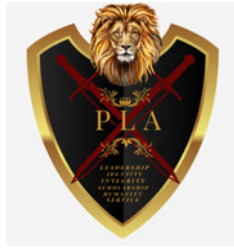


Diverse student recruitment team- the principal oversees the hiring and management of a temporary recruitment team to work in the period leading up to the enrollment application window. This team consists of people of all backgrounds, including those who speak languages other than English, to remove language barriers for families. This team's role includes canvassing neighborhoods in the target neighborhoods and beyond. PLA will raise money and use CSP funds to assist in our diverse recruitment efforts.

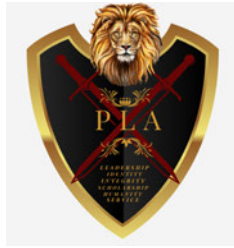
Marketing and Recruitment Strategies: Year 0, Year 1, and Beyond Year 2

Although the majority of PLA's students are projected to come from the 89030, 89106, 89115, 89156, and 89110 zip codes, any Nevada resident who meets the school's age requirements is welcome to apply. All marketing efforts aimed at local residents and students attending local schools (including K-8 schools) will be in full compliance with applicable local, state, and federal rules and regulations. PLA has no admissions standards that are discriminatory in nature or that have the effect of discrimination based on a person's race, color, national origin, gender, sexual orientation, disability, age, marital status, religion, political affiliation, or any other legally protected characteristic. In line with SB208, PLA notifies parents and guardians in the community via website, local press, and notices at local locations in accessible languages when applications open. PLA's goals with regard to community engagement have been to further understand the target population, and the needs of families across Clark County, to test engagement strategies with PLA stakeholders, and to expand the network of individuals and organizations to meet. PLA has allocated CSP funds for community engagement and student recruitment efforts in the planning year. PLA has also developed relationships with a wide range of community-based organizations and families in North Las Vegas that can be leveraged to access parent communities. The following methods of recruitment are examples of some of our main strategies during the incubation year:

Recruitment Strategies	
Marketing print and digital	Upon approval, PLA increases the amount of print marketing- in the form of flyers and one-pagers - social media posts, and website campaigns to increase awareness within the community. All materials are printed/posted in English and Spanish.
Canvassing	PLA mobilizes a group of volunteers, including board members, to knock on doors in 89030, 89106, 89115, 89156, and 89110 to provide families with information about PLA's application details. Canvassing is conducted safely and in accordance with up-to-date health code information. The principal monitors the community for new organizations and businesses with which to form relationships and will serve as the lead in conducting initial outreach with new contacts and potential partners. Where appropriate and beneficial to the recruitment efforts, the principal will Conduct door-to-door engagement with families in our target neighborhoods and across the city.



Cold-calling	Cold-calling has proven to be PLA's most productive enrollment strategy and PLA will continue cold-calling through 1) working with local organizations to gain access to their constituent list (where appropriate and legal to do so), 2) purchasing telemarketing lists through licensed vendors, and 3) creating outreach lists through events, canvassing, and tabling.
Informational/ Community Meetings/Family Meetings sessions	PLA holds monthly information sessions for parents to hear more about the school, ask questions, and learn about the application process, PLA plans to collaborate with other organizations like area daycares. PLA has begun hosting family meetings via Zoom and in person to share the plans and model with PLA families. These meetings are small and intimate with up to three families in attendance. PLA continues to organize and host such meetings throughout the spring and into the planning year.
Tabling events Community Engagement:	PLA sets up tables at various locations in the community, attending relevant events to raise awareness and spread information about the school. Participate in community events, festivals, and parades, especially those celebrating arts and education, to raise awareness about PLA.
Partnerships	<p>Members of the founding team built relationships with local community centers, as well as churches and non-profit organizations throughout developing the charter application. By attending parent meetings at the centers and sharing information with parents whose children attend local community centers and religious centers, PLA leverages these relationships to draw in prospective parents.</p> <p>Also, PLA will collaborate with local businesses, arts organizations, and community centers to reach potential families through workshops, performances, and art exhibitions.</p>
Traditional media	PLA plans to create press releases with information about the school and details regarding student enrollment and publish them in newspapers and on the websites of local businesses. The press release is available in multiple languages.
<i>Social Media and Web Advertising</i>	Utilize platforms such as Facebook, Instagram, and local online forums targeted at Las Vegas residents. We will highlight student work, events, and the unique aspects of PLA's curriculum. PLA utilizes its website, email newsletter, Facebook, and Instagram to promote key events in the school calendar, including enrollment events. PLA ensures that engagement is inclusive, especially with regard to reaching non-English proficient and limited-English-proficient families and students. A key to reaching full enrollment is ensuring that PLA employs a varied approach and does not rely on one particular strategy such as electronic communications (website, newsletter blasts)

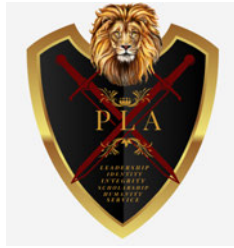


Word of Mouth	Encourage current families and community members to share their positive experiences with PLA through a referral program.
<i>Open Houses</i>	Host multiple events both virtually and in-person to accommodate diverse schedules and provide families with a comprehensive understanding of what PLA offers.
<i>Public Relations</i>	Develop press releases and stories for local newspapers, radio, and TV stations, focusing on PLA's mission, founding principles, and the benefits of arts-integrated education.
PLA school tours	When PLA signs a lease we will begin school tours. We believe that showing our model in person and connecting with our future neighbors, fellow parents, and staff in our schools will be a powerful tool to show what is possible.
Incentives for attendance	PLA has utilized strategies to encourage parent attendance at enrollment events such as launching a communications strategy with an announcement of activities including a potluck night, raffle prizes, book giveaways, snacks, and arts activities for kids. We plan to use CSP funds to continue our incentive strategies.

Below outlines strategies to continue to successfully involve parents, community members, and other neighborhood partners when the school opens (e.g. PBL events, community meetings, etc). (e.g., PLA Family Pride VOICE, training, communications, volunteers, etc.) Purpose Leadership Academy will continue to engage the community in the following ways prior to authorization, after authorization, and through opening to establish buy-in.

PLA Pre/Post Authorization Strategies:

PLA Strategies	Description
Social Media	PLA will use Facebook, Instagram, LinkedIn, and our website to spread the word about our school.
Tabling at Community Events	PLA will attend monthly community and family events throughout the summer, fall, and spring to get the word out about PLA.
Purpose Leadership Academy Newsletter Email (PLA Lions Gazette)	PLA Lions Gazette is a monthly newsletter to update potential families, community partners, and community supporters about the school model, school events, and arts learning materials.
PLA Monthly Events	Some of PLA's monthly events will be playdates with the Chancellor, Community Talks, Arts in the park, etc.



PLA Family Pride VOICE scouting	PLA will be searching for founding parents to lead the Family Pride VOICE council.
PLA Surveys	PLA Parent/ Family/Community surveys have been important to our school creation process. We want to continue to hear the voice of the community post-authorization.
Canvassing at Stores	With permission, PLA will canvass businesses in our target zip codes to recruit future families and community partnerships.
Door to Door	PLA will knock on doors in our target zip codes to recruit future families and community partnerships.

The following are additional strategies PLA will implement to aid parent participation:

- Event timing- every effort will be made to maximize attendance at PLA events. This includes scheduling events at times of the day that will allow families with multiple jobs, or those who live in areas with limited public transportation, to attend.
- Free child care- including a free child care option during informational meetings is critical to engaging with families who may not have the luxury of organizing and paying for their own child care. PLA will prioritize this service in the planning year and beyond.
- Accessible locations- PLA will ensure that all locations for recruitment events are as close to public transportation as possible and ADA accessible.
- In-person translators and translated recruitment materials- PLA utilizes current volunteer translators for community engagement. PLA will use CSP funds to assist in paying for needed translator services.
- Ongoing reflection cycles- after each recruitment and enrollment cycle, the principal organizes and leads sessions reflecting on the successes and challenges of the process. The principal incorporates the lessons learned into future recruitment cycles.

In Year 3 PLA will hire a Family Engagement Outreach coordinator to assist with the coordination of policies and procedures designed to promote and maintain effective relationships and understanding between the school district, parents, and community. Provide required parental support and engagement activities. They will oversee multilingual communication and programming for students and families. They will work directly with the parent chairing PLA Family Pride VOICE. The strategies below will be events they will be responsible for planning.

Additional Strategies:

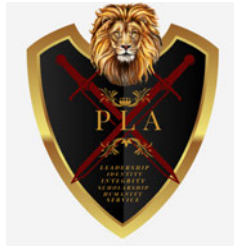
PLA Strategies	Description
Community Talks with the Chancellor	PLA's Chancellor will host monthly community talks. This is a time when the families and community are invited to provide feedback to the school, voice



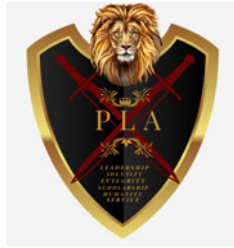
	needs, give ideas, and speak about what works in our school.
PLA Orientation	PLA will host an annual orientation for all students. This meeting outlines what is expected of leadership, teachers, students, and families throughout the year. It will overview our year's calendar of events. Families are encouraged to attend all PLA events throughout the year to expand their toolbox to help their students at home.
PLA Events	PLA's events will include: Bi-weekly PLA Arts Fridays, Fall and Spring Performances PBL Product nights, Cultural Holiday events, Parent Community Nights (Example community events: Zumba, silent Zumba, mindfulness class nights, contests, parent awards, community awards) Auctions, and SEL integrated math and ELA nights.
Family Surveys	PLA will send out surveys for each trimester. These beginning, middle, and end-of-year surveys from families will be important to provide feedback on the school
PLA Family Pride VOICE	This is the PLA's parent's committee.
Resource Fair	PLA will attend community resource fairs to recruit families, and community members and host their own resource fairs

PLA will fully comply with [NAC 388A. 538](#). Parents will not be expected to volunteer, pay a fee, or require children to take a test as part of their enrollment process. However, they will be encouraged to attend and volunteer at as many PLA events as they can throughout the school year. Volunteers are important to our core principle of community. Opportunities to volunteer at PLA throughout the year will also be extended to high school students, college students, community organizations, and PLA neighbors. Volunteering will not only get them involved but give them the opportunity to learn more about PLA as a school. Our goal for our volunteers is to not only dedicate their time to us throughout the school year but for them to offer their expertise and talents to our students and staff.

Opportunities for Parents/Community Members to volunteer at PLA



PLA Family Pride VOICE	PLA Family Pride VOICE is the Purpose Leadership Academy family board. This board provides a direct voice from students in families. They work to implement ideas that align with the school's mission and values. They will work to progress the school in ways that help our demographics of students. They will review issues related to specific populations of students with special needs, gifted students, and English Language Learners. Parents on this board will share information about their children that helps educators design lessons and curriculums that better serve students. Our board will give families a space to connect and share resources that will help other students. This parent board will fundraise through events to support the needs of PLA. PLA Family Pride VOICE will also work closely with the board to monitor the school's academic goals and to evaluate the principal/executive director throughout the school year.
PLA Classroom Volunteers	PLA parents and community members are invited to volunteer in the classroom all year long. They may work to assist teachers/staff with decorating, prepping hands-on activities, making copies, organizing, updating classroom things throughout the year, working with students in small groups/centers, and reading with students. PLA volunteers may work directly with their classroom teacher and grade level to identify how they want to get involved in the school year.
PLA Event Volunteers	PLA parents/community members will be invited to volunteer in all ways with our annual performances. Our performance duties may include: making costumes, creating props and set pieces, posting flyers in the community/show promotion, ushering shows (ticket sales, house manager, etc), sound/lighting designs, concession sales, assisting with students' backstage during shows/presentations, assisting staff during rehearsals, set up, and clean up.
PLA Friday Volunteers	PLA families are invited to spend the day with us on Fridays to assist with small groups and blended learning. PLA parents are also invited to assist the specialists/major teachers with prep for the upcoming performances. PLA parents are also highly encouraged to assist with students after school weekly on Monday-Thurs. Some students may stay after to work with volunteers who will tutor, assist with homework, and work on individualized target academic, and social skills.
PLA Project-Based Learning Night Volunteers	PLA parents and community members are highly encouraged to volunteer at our PLA project-based Learning Presentation Nights. They will assist teachers with setting up and organizing the program for the night. PLA volunteers are also encouraged to volunteer during our daily project-based Learning time throughout the year.



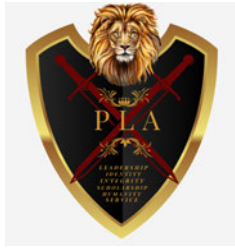
PLA School Beautification Committee	PLA parents/families and community volunteers will be invited throughout the week to decorate the school for events, and monthly holidays.
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Capacity and Waitlist Management

PLA will implement a robust student information system to manage applications, enrollments, and waitlists efficiently via SchoolMint and Infinite Campus. These systems will allow PLA to quickly fill vacancies and ensure the school operates at full capacity, supporting financial stability and loan repayment obligations.

PLA uses Infinite Campus for student information, in accordance with statewide recordkeeping requirements. Infinite Campus provides training for the chancellor, the director of operations, and the vice-chancellors. These individuals have administrative user permissions and oversee data submission, including the enrollment and disenrollment of students. Teachers utilize Infinite Campus in conjunction with the L.I.F.T learning platform to manage daily attendance, grade academic data, and referrals for discipline. The leadership team monitors daily attendance and academic data on a regular basis. In addition, they process all disciplinary records and maintain records in Infinite Campus in conjunction with the L.I.F.T. Learning Platform. The chancellor liaises with the Nevada Department of Education and the SPSCA to ensure compliance with all reporting and regulatory requirements. Individual permissions and passwords depending on role and functionality are required to access all school records. All electronic personal records will have restricted and secure access, and all paper records will be stored in a locked and secure location. During the planning year, PLA will establish an operations manual, which will be reviewed by Charter Impact and by an attorney familiar with regulations governing protected information. Annually, all operational processes will be reviewed, vetted, and revised as needed.

PLA's goal is to establish such a significant community presence that there is a waiting list of parents and families who are eager for their children to join our program. This will allow us to accomplish our enrollment goals. The approach that will be utilized to recruit new personnel during the first year of business and throughout each of the future years will be pretty similar to the strategy that was employed during the first year of operation. Families will make up the bulk of our target demographic, and we want to communicate with them in a variety of settings, including door-to-door canvassing, information sessions, printed marketing, social media, radio broadcasts, and collaborative efforts with neighborhood community centers. These strategies will be helpful in promoting backfilling as a result of the fact that we will target all age groups that are necessary. The Chancellor will be accountable for ensuring that the pre-enrollment processes and the recruiting plan are carried out in the appropriate manner. It is the responsibility of the Director of Operations and the Student Enrollment and Recruitment Manager during all of the subsequent years, and it is



the Chancellor's job to assist and supervise them. Should it become clear that we are not on pace to meet our enrollment goals, the board will be forced to take action in order to give further assistance. This will be the case whether or not the board is aware that we are not meeting our enrollment goals.

Conclusion

Purpose Leadership Academy's marketing and recruitment plan is designed to build a strong foundation of student and family interest that will sustain and grow the school's enrollment over its first six years and beyond. Through targeted grassroots and digital marketing efforts, coupled with a commitment to inclusivity and community engagement, PLA will become a beacon of SEL-integrated education in Las Vegas and beyond.