

Call for Quality Charter Schools Application Template



**Nevada State Public
Charter School
Authority**

APPLICATION OVERVIEW AND TIMELINE

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

Date	Activity	Responsible Party
January 30, 2026	Notice of Intent ¹	Applicant
April 30, 2026	Application Deadline ²	Applicant
May 1-15, 2026	Completeness Check (see section 7)	SPCSA Staff
May 1-15, 2026 <i>(Applicants are provided with approximately 48 hours to respond)</i>	Response to Completeness Findings	Applicant
May 15-June 19, 2026	Application Evaluation	SPCSA Staff & Review Panel
June 22-July 3, 2026	Send Clarifying Questions	SPCSA Staff
June 22-July 9, 2026 <i>(Applicants are provided with 4 business days to respond)</i>	Response to Clarifying Questions	Applicant
June 29-July 17, 2026 <i>(Date and time for each Applicant will be scheduled based on availability of Applicant and Review Panel)</i>	Capacity Interview	Applicant, SPCSA Staff, & Review Panel
August 13, 2026	Recommendation Published	SPCSA Staff
August 20, 2026	Consideration of Approval/Denial	SPCSA Board
August 24-August 28, 2026	Notice of Denial, if applicable	SPCSA Staff
August 24-September 4, 2026	Meet and Confer on Deficiencies of Denied Application	Denied Applicants who wish to resubmit, SPCSA Staff
September 23-September 27, 2026 <i>(30 days from receipt of Notice of Denial³)</i>	Resubmission Deadline	Denied Applicants
November 6 or December 3, 2026 <i>(Applicants will be provided with a specific date during the resubmission process)</i>	Resubmission Recommendation Published	SPCSA Staff
November 13 or December 10, 2026 <i>(Applicants will be provided with a specific date during the resubmission process)</i>	Consideration of Approval/Denial of Resubmitted Applications	SPCSA Board

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

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

³ [NRS 388A.255\(2\)](#)

1 APPLICATION COVER SHEET

1.1 GENERAL INFORMATION

Name of Proposed School: Pathways In Education – Las Vegas

Proposed Opening Year: 2027

Grades Served in Year 1: 9 – 12 Grades Served at Capacity: 9 – 12

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: Lisa Schwartz

Street Address: [REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED] [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?

Pathways Management Group

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

Pathways In Education – Las Vegas Board of Directors

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 <i>(list permanent residence)</i>	Role with Proposed School
<p>1(a): a teacher or other person licensed pursuant to chapter 391 of NRS</p> <p>At least 2 years of experience employed as a teacher, not including employment as a substitute teacher:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Nevada License Number, if applicable:</p>		
<p>1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator</p> <p>At least 2 years of experience employed as a teacher, not including employment as a substitute teacher:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Nevada License Number, if applicable:</p>		
<p>1(c): a parent or legal guardian who is not a teacher or employee of the proposed school</p>			
<p>1(d): a person with knowledge and expertise in:</p> <p>(1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.</p>			
<p>1(d): a person with knowledge and expertise in:</p> <p>(1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.</p>			
<p>2: Other <i>(optional)</i></p>			
<p>2: Other <i>(optional)</i></p>			

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 <i>(list permanent residence)</i>

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
Andrea Damore	Principal	N/A
Lisa Schwartz	Director of Authorizer Relations	Pathways In Education - Illinois
Kristi Duenas	Advisor to Board and School Leadership	Pathways Management Group
Molly Sircher	Advisor to Board and School Leadership	Pathways Management Group
Greg Marrero	Advisor to Board and School Leadership	Pathways Management Group
Heather Prosser	Advisor to Board and School Leadership	Pathways Management Group
Laura Pivrotto Thomas	N/A- CMO Board Member	Every Student Counts, INC
Stuart Gothold	N/A - CMO Board Member	University of Southern California
Jennifer Koski	N/A - CMO Board Member	TopBloc

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 <i>(list permanent residence)</i>
Frank Browne	Clark County, Nevada
Lawrence Ayers	Clark County, Nevada
Morgan McAdorey	Clark County, Nevada

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
AL	Alabama Public Charter School Commission	Pathways In Education - Tuscaloosa	3/13/26	5/4/26

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						
4						
5						
6						
7						
8						
9	30	38	51	56	56	56
10	38	48	65	71	71	71
11	53	69	92	101	101	101
12	54	70	92	102	102	102
Total	175	225	300	330	330	330

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: 2106 W Craig Rd, North Las Vegas 89031

County: Clark County Zip Code(s) to be Served by School: 89030, 89031, 89032, 89081, 89130, 89115

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: _____

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

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:

Pathways Management Group - CMO

1.7 APPLICATION PREPARATION⁴

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

Yes

No

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

Yes

No

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

The name(s) of the person(s) that prepared or assisted in preparing the application	Christina Saenz
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	Christina Saenz CSMC
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	See Attachment 2 for Christina Saenz's resume
The name(s) of the person(s) that prepared or assisted in preparing the application	Lisa Schwartz
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	Pathways In Education - Illinois (773)923-6330
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)	Pathways In Education - IL, AZ, LA, ID (2018-22) Skokie SD #68 (2014-18) Oak Park District #97 (2010-14) Chicago Public Schools (2001-2010)
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	See Attachment 13 for Lisa Schwartz's Resume

⁴ [NAC 388A.160\(8\)](#)

The name(s) of the person(s) that prepared or assisted in preparing the application	Andrea Damore
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	Consultant
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)	Beacon Academy of Nevada
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	See Attachment 12 for Andrea Damore's Resume

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.

Lisa Schwartz

3.26.26

Primary Contact Name

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

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

Mission

Pathways In Education - Las Vegas (PIE-LV) is dedicated to providing an exemplary hybrid learning program that transforms the lives of high school students. We create supportive, equitable, educational environments where every student's unique potential is recognized and nurtured, regardless of background or academic history. Our passionate educators empower, inspire, and connect with students, providing personalized learning experiences and robust support systems. We foster a culture of high expectations, encouraging students to:

- Take ownership of their educational journey
- Achieve their academic and personal goals
- Develop into confident, lifelong learners
- Realize their dreams and aspirations

Through our innovative approach, we strive to positively impact not only our students but also their families and communities, creating a ripple effect of success and opportunity. The Pathways model was founded with the intent to provide a school for students who struggled in their academic journey and needed an alternative setting to achieve success. In the years that follow the opening of PIE-LV, the community will be strengthened by an increase in graduates, prepared for their career and for postsecondary matriculation.

The fundamental purpose of Pathways In Education is to increase high school graduation rates among at-risk and underserved youth by providing flexible, individualized learning plans and comprehensive support services—ensuring that at least 85% of enrolled students earn a high school diploma and demonstrate readiness for post-secondary education, vocational training, or meaningful employment.

Vision

Pathways In Education- Las Vegas (PIE-LV) envisions a future where every student - regardless of background or circumstance - has access to a flexible, personalized education that empowers them to graduate prepared for lifelong success. Our students will thrive academically, socially, and emotionally, demonstrating resilience, confidence, and readiness to pursue college, career, or other post-secondary opportunities.

As a school, we will be recognized for closing opportunity gaps and achieving measurable growth in student outcomes, with high levels of engagement, retention, and graduation. PIE-LV will serve as a model for how alternative education settings can meet students where they are and elevate them to reach their fullest potential. In partnership with families, community organizations, and post-secondary institutions, we will create a support network that fosters equity, innovation, and real-world learning. Together, we will ensure that all students are equipped not only to succeed in school, but to thrive in life.

When PIE-LV students graduate they will be prepared for several post-secondary pathways each aligning with their individual goals, interests and circumstances. Below are a few options we envision for our students:

- Higher Education – two- or four-year colleges/universities
- Trade or Technical Schools
- Workforce entry

- Apprenticeships or internships
- Military service
- Gap year or volunteering
- Entrepreneurship

- 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,

Students to be Served

PIE-LV will be unique in its model and how it serves students. PIE-LV will not compete with other schools in the district for the “traditional” high school student; rather, it is filling a need for those students who pose a tremendous challenge for the traditional school because of limitations in resources or autonomy. The ideal location for PIE-LV will be within the zip codes 89031 or 89032 near Craig Road, though the school will be able to serve any student who lives in Clark County. PIE-LV seeks to recapture students who are truant, who are under-enrolled, or who have dropped out. PIE-LV will also serve students who need a non-traditional option for high school.

The primary student demographic for PIE-LV will be students who have dropped out, are at risk of dropping out, or have struggled in traditional schools for various reasons. These students may include but are not limited to:

- Students who are over age and under-credited (up to 21 years old)
- Students who have exceeded their graduation cohort
- Single parents without childcare
- Expectant mothers
- Individuals with chronic illness or ongoing medical conditions
- English Learners who need individualized instruction
- Individuals in the juvenile justice system
- Foster care students
- Homeless students
- Chronically absent students
- Non-continuously enrolled students
- Students with behavioral problems
- Students that have been suspended or expelled, and
- Students with an Individualized Educational Program or Section 504 plan

The Community of North Las Vegas

The community of north Las Vegas is a vibrant, rapidly growing community characterized by economic diversity and cultural richness. While the area has made significant strides in development and infrastructure, persistent educational challenges continue to impact many of its youth. Data from recent years highlights gaps in academic achievement, high school graduation rates, and post-secondary readiness, particularly among students from underserved and at-risk backgrounds.

Many students in north Las Vegas face barriers such as housing instability, limited access to transportation, and the need to support their families through employment—all of which can disrupt traditional educational pathways.

In Southern Nevada, thousands of youth face significant barriers that disrupt traditional educational pathways. Southern Nevada reported over 7,900 youth experiencing homelessness in 2024, reflecting a growing housing crisis that directly impacts students and families. Research shows that students experiencing housing instability graduate at significantly lower rates—approximately 65 percent compared to 82 percent for their housed peers—and face ongoing challenges with attendance and persistence.⁵

⁵ Nevada Department of Health and Human Services, Nevada Statewide Youth Experiencing Homelessness Study; Nevada Current (2024); USAFacts (2023)

These realities often result in disengagement from school, chronic absenteeism, and increased dropout risk. In SY25, Clark County saw a Chronic Absenteeism rate of 28.2%. Nearly 1 out of 3 students is missing 10% or more of enrolled school days per year without a “valid excuse”. These are the students who would greatly benefit from the flexibility of Pathways. While local schools work diligently to address these challenges, there remains a critical need for alternative education models that offer flexibility, individualized instruction, and wraparound support services.

According to Meg Pike, a CCSD community liaison, more than 13,500 CCSD students were identified as experiencing homelessness during the last school year.⁶ Nevada is number one in unhoused youth in the entire nation, third in the nation with the most unaccompanied homeless youth population. The city of North Las Vegas, specifically zip code 89030 has one of the highest poverty rates in the entire city of Las Vegas at 26.1%.⁷

The table below outlines the zip codes in North Las Vegas that PIE-LV plans to serve.⁸ For each area, the corresponding district high schools are listed, along with their graduation and dropout rates. This data highlights a clear need for expanded high school options—particularly those designed to meet students where they are and provide additional pathways to success.

Zip Codes of Public Schools	School Name	Graduation Rates	Drop Out Rates
89030	Desert Rose High School	50%	17.95%
89031	Mojave High School	87%	< 5%
89032	Cheyenne High School	78%	< 5%
	Canyon Springs High School	87%	< 5%
89081	No CCSD HS	-	-
89130	No CCSD HS	-	-

PIE-LV is designed specifically for students who require a non-traditional approach to education including those who may be off track to graduate, need credit recovery options, or benefit from a more personalized and flexible learning environment. In alignment with the region’s broader goals of economic development and workforce preparedness, PIE-LV will serve as a valuable partner in expanding and driving education and outcomes.

b) The key components of your educational model,

Focused Learning and Subject Matter Concentration

PIE-LV students will work on three courses at a time. Concentrating on fewer subjects at a time permits greater depth of learning in each subject area and allows students who may have difficulty concentrating on several core subjects to focus on specific subjects and skills. This focused approach allows students to master content thoroughly, complete a course more quickly than in a traditional semester system, and to recover missing credits which bolsters motivation for them to continue. Due to a variety of reasons, including a low level of confidence that comes with persistent failure, many at-risk students have difficulty focusing on five or six courses at once and can become overwhelmed trying to effectively manage their time. In extreme cases, this may lead to students abandoning formal learning altogether. By focusing on no more than three subjects at a time, students are able to perform at maximum proficiency level, perceive greater control over their learning, and enjoy increased self-efficacy.

Self-Paced Individualized Learning

The guided individualized learning format, that will be the foundation of the PIE-LV program. This permits each student flexibility in their course completion pace to meet their personal needs and accomplish their goals. All instructional and support staff work with students to help them set and meet individual goals. Teachers motivating students, providing

⁶ https://ccsd.net/schools/accountability-reports/pdf/nevadareportcard_2024.pdf

⁷ Carrillo, J. (2025, April 30). New Documentary highlights student homelessness in Clark County School District. Channel 13 Las Vegas News KTNV. <https://www.ktnv.com/news/new-documentary-highlights-student-homelessness-in-clark-county-school-district/>

⁸ Lowest poverty zips in Nevada. (n.d.-b). https://www.unitedstateszipcodes.org/rankings/zips-in-nv/poverty_rate/
Rev.11/14/2025

individualized support, and holding students accountable to their goals will support high school course completion, accelerated learning, and credit recovery. The staff at PIE-LV will develop an Individualized Learning Plan (ILP) for each student upon enrollment, which is continuously updated throughout a student's time at PIE-LV.

These personalization strategies align with research findings that suggest "personalizing instructional content by connecting it to students' individual interests to make learning tasks relevant has great potential to enhance learning outcomes. Along with affective and motivational benefits, these kinds of interventions are somewhat unique in their provision of critical cognitive support. In particular, connecting instruction to students' out-of-school interests may provide contextual grounding for key disciplinary ideas and allow students to activate funds of knowledge developed in their homes and communities."⁹

The ILP will document each student's academic performance, including grades and standardized test results. It will also detail the student's academic and personal goals, as well as effective teaching strategies tailored to the individual. The document will address personal difficulties that may hinder academic performance. Additionally, it will include any other relevant information that would provide teachers with a more comprehensive and nuanced understanding of the student's academic and personal limitations, supports, and goals. During their time at school, students will meet with their teachers - both individualized instruction teachers and small group instructors – to discuss any challenges, identify any supports that are needed, and proactively work through challenges together. The student and their teacher are partners in creating and executing a progression plan that works; the student has a high level of support and can meet the expectations for work progress.

Service Learning and Experiential Learning

Service and experiential learning will be essential components of the PIE-LV program. Some activities embedded in this portion of our curriculum include on-location group interviews of local professionals, service projects which support the community, and social awareness projects. All PIE-LV students are required to complete community service hours as a graduation requirement. This model places students into new situations to prepare, respond, reflect, and apply concepts individually or within a collaborative group.

Students at PIE-LV can explore our world, both small and large, on a variety of multi-day trips as part of our Experiential Learning curriculum, which is unique to the PIE program. One of these opportunities are trips to Camp Blackbird located in northern California. At Camp Blackbird, students learn gardening and food preparation skills through project-based learning activities that focus on sustainable living. Another trip opportunity example is the Black History and Culture tour where students visit Alabama, Louisiana, Mississippi and Tennessee learning about Black history and culture. Students also can participate in service learning and college tour trips. Overall, experiential learning at Pathways In Education presents students with new challenges, opportunities to expand their horizons, and experiences to develop new leadership, social, and emotional skills.

At PIE-LV, we believe a true test of learning is the ability to make connections across disciplines to understand and address issues in the world. In our service and experiential learning, students work collaboratively to apply their knowledge to real-world situations. Students have an opportunity to combine real-world experiences with international and domestic travel to earn elective course credit.

Small School Size/Focus on Relationships

PIE-LV will have a maximum student enrollment of 330. The small school size will allow for greater and more frequent interaction between administrators, teachers, staff, students, and parents or guardians. This approach aligns with research findings that the benefits of smaller schools were more pronounced for students from low-income families.¹⁰ In addition to our small school size, PIE-LV will implement small class sizes across its instructional models. Small Group Instruction (SGI) core course enrollment will be limited to between 12 and 15 students. Small group instruction classes

⁹ Walkington, C., & Bernacki, M. L. (2017). Personalization of instruction: Design dimensions and implications for cognition. *The Journal of Experimental Education*, 85(1), 50-68. <https://doi.org/10.1080/00220973.2017.13805>.

¹⁰ Olwan, S. Benefits of Small Class Sizes: Improved Learning. *Learning Mole*, August 14, 2025. Reviewed by Michelle Connolly. <https://learningmole.com/benefits-small-class-sizes-improved-learning/>

meet for two hours, twice a week for students to receive direct instruction in a small group setting. Our Individualized Instruction Teachers (IIT) work with a maximum of five students during each instructional block, conducting regular one-on-one check-ins to discuss progress and address support needs whenever students are on campus. This structure allows for school staff to build close relationships with students. Many of the students who will come to PIE-LV will have never developed a close relationship with an adult in an education setting. Our dedicated team is committed to providing the personalized attention and support students need to thrive.

High Academic Expectations

The administrators, teachers, and staff at PIE-LV will demonstrate a steadfast belief in the ability of each student to succeed in and graduate from high school. This belief aligns with research showing that "when teachers have higher expectations from the students and believe in their academic potential, their instructional practices are moved to a higher level that presents a clear set of learning objectives, well-organized explanations relating to student interests, and more challenging learning opportunities together with remediation strategies – if necessary, more advanced thinking skills, and a more demanding curriculum."¹¹ PIE-LV's curriculum will be aligned to Nevada's Academic Content Standards. Each student's Individualized Learning Plan will provide PIE-LV's teachers with the information necessary to adapt instruction to each student's needs while maintaining a high level of rigor and academic accountability. Throughout the PIE education process, students are coached on valuable academic skills, such as writing, reading comprehension, analysis, time management, effective note taking, study habit skills, and specific subject tutoring as needed. PIE-LV will also offer a variety of AP courses to the school's students through Edmentum coursework. Through Edmentum, PIE-LV is able to offer AP courses to all students, overcoming the challenges of a small staff. PIE-LV students will graduate with the academic and personal skills, competencies, and resources necessary to pursue a postsecondary program, enter the workforce, join the military or engage in a job-training program.

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

The goal for PIE-LV is that every student who comes through the door finds a school where they build relationships, find personal and academic success and graduate with a concrete post-secondary plan.

Expected Student Outcomes

- Academic Achievement
 - Students will demonstrate measurable growth in core academic subjects based on individualized learning plans
 - Students will develop critical thinking and problem-solving skills applicable to real-world situations
 - Students will meet or exceed grade-level standards while pursuing personalized learning pathways
- Social-Emotional Development
 - Students will develop self-awareness and effective self-regulation strategies
 - Students will build meaningful relationships with peers and staff members
 - Students will demonstrate increased confidence and positive self-concept
 - Students will develop conflict resolution skills and emotional resilience
- Life Skills & Independence
 - Students will gain practical life skills promoting greater independence
 - Students will develop executive functioning abilities including organization, time management, and planning
 - Students will practice self-advocacy in educational and social settings
- Community Engagement
 - Students will participate in community service and experiential learning opportunities
 - Students will develop understanding of their role as contributing community members
 - Students will build connections with community resources and support networks

¹¹ Aydın, Ö., & Ok, A. (2022). A systematic review on teacher's expectations and classroom behaviors. *International Journal of Curriculum and Instructional Studies*, 12(1), 247-274. <https://doi.org/10.31704/ijocis.2022.011>

School-Wide Goals

- Inclusive Educational Excellence
 - Create a learning environment that celebrates neurodiversity and individual differences
 - Implement evidence-based instructional practices tailored to diverse learning needs
 - Maintain high expectations while providing appropriate supports for all students
- Family Partnership
 - Establish collaborative relationships between families and school staff
 - Provide regular, meaningful communication about student progress
 - Offer family education opportunities and connection to community resources
- Staff Development
 - Foster a professional learning community dedicated to continuous improvement
 - Provide ongoing professional development in specialized instructional methods
 - Support staff well-being and retention through collaborative culture
- Program Effectiveness
 - Regularly evaluate program outcomes using multiple measures of success
 - Adapt practices based on data-driven decision making
 - Document and share successful approaches with broader educational community
 - Maintain fiscal sustainability while expanding program reach
- Community Partnerships
 - Establish mutually beneficial relationships with local businesses, organizations, and institutions
 - Create pathways for internships, job shadowing, and vocational exploration opportunities
 - Collaborate with mental health providers and social service agencies to ensure student support
 - Engage community experts as mentors, guest speakers, and project collaborators
 - Participate in community events to increase awareness and understanding of neurodiversity
 - Develop transitions programs with local colleges and workforce development organizations
 - Leverage partnerships to expand available resources and learning environments beyond school walls

To illustrate the impact of PIE-LV, consider the story of a future graduate, Emmett. At 19 years old, Emmett proudly receives his diploma, having overcome numerous challenges and setbacks throughout his educational journey. Prior to coming to PIE-LV he contemplated dropping out. Through his unwavering determination and the support of dedicated teachers at PIE-LV, Emmett discovered his true potential. As he embarks on the next chapter of his life, Emmett stands tall, equipped with invaluable life lessons and skills gained at PIE-LV, ready to face future challenges head-on and contribute to his community. Emmet is beginning a path to become an EMT with hopes of saving money to enter college for a career in the medical field.

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

Key supporters, partners, and resources play an essential role in ensuring PIE-LV’s successful launch and long-term sustainability. The school has engaged a strong network of organizations and experts who provide strategic, operational, legal, and community-based support to ensure readiness from pre-opening through full implementation.

Opportunity 180 - PIE-LV intends to partner with Opportunity 180 in the school’s development and launch. Through its focus on expanding high-quality school options in Southern Nevada, Opportunity 180 provides strategic guidance, technical assistance, and access to a broader ecosystem of education stakeholders. This partnership supports PIE-LV in navigating the local educational landscape, strengthening community connections, and aligning with regional priorities for student achievement and school quality.

Howard & Howard provides essential legal counsel to support the school’s establishment and ongoing compliance. The attorney's expertise in education law and charter school governance ensures that PIE-LV meets all statutory and regulatory requirements throughout the authorization and pre-opening process. This includes support with charter application development, governing board training, contract review, and adherence to Nevada-specific legal frameworks.

Michael Hiltz of the Hiltz Group provides critical facilities support to ensure the school is positioned for a strong and sustainable launch. With specialized experience in commercial real estate for charter schools, the Hiltz Group supports PIE-LV in identifying and securing an appropriate facility, coordinating with contractors for tenant improvements and build-out, and navigating the complexities of site development. This partnership ensures that the physical environment is aligned with the school's educational model and operational needs, enabling a smooth transition from planning to opening.

National Dropout Prevention Center provides support and staff training tailored to students impacted by Trauma. PIE-LV will utilize the Trauma-Skilled Schools model to foster academic, social and emotional well-being among students.

Collectively, these partners provide a comprehensive foundation of support that strengthens PIE-LV's ability to open successfully, operate effectively, and deliver on its mission to serve at-risk and underserved students. Their expertise ensures that the school is not only compliant and operationally sound, but also strategically positioned to meet the needs of its target population from day one.

- 3) Identify the statutory purpose(s)¹² 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.)

- a) Improving the academic achievement of pupils,

PIE-LV is committed to improving the academic achievement of all pupils by delivering a highly personalized, mastery-based instructional model within a supportive and relationship-centered learning environment. Students will follow Individualized Learning Plans (ILPs) tailored to their academic levels, learning styles, and postsecondary goals. Through ongoing assessment using tools like Renaissance Star, staff will monitor progress and implement timely interventions to ensure each student is making measurable gains. By allowing students to progress upon mastery and providing targeted support where needed, PIE-LV creates the conditions for sustained academic growth and long-term success.

- b) Encouraging the use of effective and innovative methods of teaching,

Through the integration of research-based instructional tools and personalized learning technologies, PIE-LV implements effective and innovative teaching methods that adapt to individual student needs and promote academic growth. PIE-LV utilizes a hybrid learning model supported by Renaissance Star assessments to identify student skill levels and guide data-driven instruction. Targeted interventions are implemented using adaptive learning platforms, and students' progress through coursework based on demonstrated mastery rather than seat time. Teachers provide individualized support through a blend of in-person appointments, small group instruction, and digital learning environments, allowing for flexible, student-centered teaching that adapts to each learner's needs.

- c) Providing an accurate measurement of the educational achievement of pupils,

PIE-LV utilizes research-based Renaissance Star Student Growth Percentile (SGP) as well as Grade Level Equivalency to measure individual student academic growth over time rather than relying solely on a single high-stakes assessment. Recognizing that many at-risk students experience test anxiety, this approach provides multiple opportunities throughout the year for students to demonstrate progress. Teachers use the resulting data to inform instruction, adjust interventions, and support students in mastering key content areas more effectively.

- d) Establishing accountability and transparency of public schools,

¹² [NRS 388A.246\(2\)](#)

PIE-LV is committed to operating with transparency and accountability as a new public charter school serving the North Las Vegas community. The governing board will consist of local educators and community leaders who are invested in the success of at-risk youth. PIE-LV will actively partner with community-based organizations that support underserved populations, ensuring the school remains responsive to both its mission and the broader needs of the community. Additionally, all board members will participate in training on Nevada’s Open Meeting Law and best practices for effective governance of a public nonprofit charter school.

e) Providing a method for public schools to measure achievement based upon the performance of the schools,

PIE-LV will administer Renaissance Star Assessments in reading and math three times annually to monitor student growth and academic performance. In addition to academic benchmarks, PIE-LV will conduct annual surveys of students and families to gather feedback, assess school climate, and evaluate progress toward performance goals. This ongoing input from stakeholders will inform continuous improvement efforts and ensure alignment with the school’s mission.

f) Creating new professional opportunities for teachers.)

PIE-LV offers a comprehensive professional development program designed to support educators in implementing its personalized, mastery-based instructional model. Teachers receive ongoing training in active learning strategies, small group instruction, and techniques for engaging students across hybrid, virtual, and in-person settings. The professional development sessions emphasize collaboration, innovation, and responsiveness to student needs. Additionally, teachers at Pathways are supported in their professional growth, with opportunities to advance into roles in counseling, training, and school leadership based on their performance and impact.

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.

Community Demographics and Educational Landscape

PIE-LV is committed to serving students in North Las Vegas who face barriers to success in traditional educational settings. This includes students who are credit-deficient, at risk of dropping out, or require a more flexible and supportive learning environment tailored to their unique circumstances.

North Las Vegas is a diverse and rapidly growing community with a population of approximately 294,034 residents. The city is characterized by rich cultural diversity, with significant Hispanic (41%), White (23%), and African American (21%) populations.¹³ Despite the vibrant demographics, educational attainment levels reveal ongoing challenges; only 20.5% of residents aged 25 and over hold a bachelor’s degree or higher, which is notably below the national average (36%), while 18% of the same students do not have a high school diploma or equivalent.¹⁴ According to The Community of Las Vegas Dashboard, North Las Vegas has a graduation rate of 70.5% with an average star rating of high schools at 2.4.¹⁵

The Clark County School District (CCSD) is the largest school district in Nevada and the fifth-largest public-school system in the United States, serving nearly 280,000 students.¹⁶ However, many public schools within North Las Vegas have historically underperformed, particularly in less affluent areas, where there is a concentration of 1- and 2-star rated schools.

Addressing Educational Gaps

¹³ U.S. Census Bureau. (2023). QuickFacts: North Las Vegas city, Nevada. Retrieved from <https://www.census.gov/quickfacts/fact/table/northlasvegascitynevada/PST045223>

¹⁴ U.S. Census Bureau, ACS 2024 1-Year Estimates, Table S1501 (Educational Attainment), North Las Vegas, NV.

¹⁵ Schooltracker | Community Dashboard. (2023). Communitydashboard.vegas. https://communitydashboard.vegas/schooltracker?utm_

¹⁶ About - Clark County School District. (2026). Ccsd.net. <https://www.ccsd.net/about>

PIE-LV will increase opportunities for learning and access to quality education in accordance with NRS 388A.246, by addressing critical gaps in the current educational landscape.

North Las Vegas currently offers limited alternative high school options designed to meet the needs of students who benefit from nontraditional educational environments. One such option is Desert Rose High School, a public alternative school serving grades 9–12. However, Desert Rose currently enrolls approximately 114 students and holds a 1-star performance rating, suggesting significant opportunity for improvement in effectively supporting student outcomes.

Clark County Acceleration Academies also serves a student population similar to that of Pathways in Education - Las Vegas (PIE-LV), with a focus on re-engagement and credit recovery. While this model addresses core academic recovery needs, it does not incorporate key elements that are central to PIE-LV's approach such as balanced course load and experiential learning. Acceleration Academies utilizes a model in which students focus on one course at a time. In contrast, PIE-LV will implement a more balanced instructional approach in which students engage in 3 balanced courses simultaneously. This structure allows students to shift between subject areas as needed, maintaining momentum if they encounter challenges, lose motivation, or require a change in focus, while continuing to make meaningful academic progress across disciplines. This multi-course model supports sustained engagement and reinforces a more comprehensive learning experience.

Experiential learning is a hallmark of Pathways schools, offering students meaningful opportunities to engage with the world beyond the classroom. These experiences help broaden students' understanding of real-world pathways and build skills that support lifelong success. In addition, PIE-LV students are required to engage in community service and reflect on its value, reinforcing the school's commitment to developing the whole student—not only academically, but socially, emotionally, and civically.

While each of these programs offers an option to students of North Las Vegas, PIE-LV provides a distinct approach that will provide more students with a chance to graduate. PIE-LV is built around highly individualized learning plans, a flexible blended instructional model, and integrated wraparound services. Students engage in both in-person instruction and virtual coursework, allowing them to balance their education with work, family, or other obligations. Unlike many other alternative settings, PIE-LV places equal emphasis on social-emotional development, college and career readiness, and individualized mentoring to support the whole student.

By filling a unique gap in the alternative education landscape, PIE-LV will offer a high-impact option to meet the evolving needs of North Las Vegas students and families. This ensures that more students are reached, supported, and empowered to succeed both in and beyond the classroom.

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

PIE-LV is designed to meet the needs of North Las Vegas' diverse and often underserved student population by providing a highly personalized, flexible, and evidence-based educational experience. PIE-LV focuses on serving students who are at risk of dropping out, are credit deficient, or need re-engagement in their academic journey. The model is specifically tailored to address the barriers these students face through individualized learning plans, competency-based progression, and strong relational support.

PIE-LV's curriculum is grounded in evidence-based educational research, integrating Universal Design for Learning (UDL) principles to ensure differentiated instruction and accessibility for all students, including English language learners and students with disabilities.¹⁷ Instruction is highly personalized, utilizing multiple modalities—virtual learning, independent study, and small group instruction (SGI)—to engage students according to their learning styles and academic needs.

¹⁷ CAST. (n.d.). The UDL Guidelines. Retrieved from <https://udlguidelines.cast.org/>

Students are typically enrolled in three courses at a time, allowing deeper mastery of content while progressing efficiently toward graduation.

Competency-based learning is a core element of the model. Students advance by demonstrating mastery rather than seat time, ensuring they build a solid academic foundation.¹⁸ Real-time feedback, performance tasks, and targeted interventions ensure that students stay on pace and that gaps are addressed promptly. Students complete work independently but are required to attend in-person sessions twice a week, where they meet with credentialed teachers and access additional supports, including post-secondary planning and social-emotional learning (SEL) services.

Social-emotional learning (SEL) is embedded into daily instruction and extracurricular programs to build resilience, foster self-regulation, and equip students with essential life and career skills.¹⁹ PIE-LV also emphasizes relationship-based education, maintaining low student-to-teacher ratios to promote strong mentoring relationships and individualized support. Research confirms that strong teacher-student relationships have a significant positive impact on engagement and academic achievement.²⁰

In addition to academic programming, PIE-LV incorporates experiential learning, requiring students to complete community service and offering domestic and international travel opportunities to broaden their horizons and expose them to new cultures and possibilities beyond their immediate community.

Through its flexible structure, mastery-based curriculum, strong relational approach, and commitment to whole-student support, PIE-LV will provide a transformative, equitable educational experience tailored to the unique needs of North Las Vegas students—ensuring academic success, personal growth, and readiness for college, career, and life.

- 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 Assessment²¹: 1) Demographic Need, 2a) Academic Need: Geographies with Consistently Underperforming Schools, and/or 2b) Academic Need: Students at Risk of Dropping Out of School. *For details on the identified needs, refer to the [SPCSA's Academic and Demographic Needs Assessment](#).*

The Pathways in Education – Las Vegas charter proposal directly addresses all three priority areas identified in the 2025 Nevada State Public Charter School Authority (SPCSA) Demographic and Academic Needs Assessment: demographic need, academic need in geographies with consistently underperforming schools, and academic need among students at risk of dropping out of school.

First, PIE-LV meets the SPCSA's definition of demographic need by intentionally designing its program to serve student populations that have historically underperformed on state assessments. These include students who qualify for free or reduced-price lunch, English Language Learners, students with disabilities, students experiencing homelessness, and youth in foster care. The school's model incorporates a range of strategies aimed at removing barriers to access and supporting student success, including personalized learning plans, flexible scheduling, wraparound social-emotional supports and dedicated counseling and social work services. These features reflect a clear, capacity-driven approach aligned to the SPCSA's expectations for applicants intending to enroll and serve historically underserved student groups.

In addition to demographic needs, PIE-LV responds to the academic needs identified in geographies with consistently underperforming schools. According to the Needs Assessment, more than 45% of students in Clark County (the proposed location for PIE-LV) attend schools that have received 1- or 2-star ratings in the two most recent years under the Nevada School Performance Framework. By proposing to operate in these areas, PIE-LV offers an intentional and

¹⁸ Sturgis, C., Patrick, S., & Pittenger, L. (2017). Policy, pilots, and the path to competency-based education. Aurora Institute. Retrieved from <https://aurora-institute.org/>

¹⁹ Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). What is SEL? Retrieved from <https://casel.org/>

²⁰ Roorda, D.L., Jak, S., Zee, M., Oort, F. J., & Koomen, H.M.Y. (2017). Affective Teacher-Student Relationships and Students' Engagement and Achievement: A Meta-Analytic Update and Test of the Mediating Role of Engagement. *School Psychology Review*, 46(3), 239-261. <https://doi.org/10.17105/SPR-2017-0035.V46-3>

²¹ [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)

community-responsive alternative to students currently enrolled in underperforming schools. The school’s model emphasizes high expectations, student engagement, and academic rigor, with the goal of driving rapid academic growth and achieving performance outcomes above the state average. In doing so, PIE-LV aligns with the SPCSA’s requirement that new charter schools provide high-quality options in areas of greatest need, based on thorough research, credible planning, and community input.

State/County/District	Zip Code	Enrollment	Grad Rate 4 year (2024 - 2025 SY)	Star Rating '24 - '25 SY	Grad Rate 5 year	Chronic Absenteeism
<u>State of Nevada</u>		477,563	81.60%		82.50%	26.60%
<u>Clark County</u>		301,697	81.50%		82.50%	28.20%
<u>Cheyenne HS (NLV)</u>	89032	1855	81%	2	81.50%	46.10%
<u>Mojave HS (NLV)</u>	89031	2487	85.70%	2	88.00%	53.10%
<u>Legacy HS (NLV)</u>	89084	2682	81.60%	2	83.30%	45.60%
<u>Canyon Springs HS (NLV)</u>	89032	2812	88.00%	2	89.10%	48.10%

Finally, PIE-LV addresses the academic needs of students at risk of dropping out of school, a group the SPCSA identifies as graduating at lower rates than their peers. The proposed school model is built to re-engage credit-deficient and disengaged students and put them back on a path toward high school completion. With individualized learning plans, targeted academic interventions, dual enrollment opportunities, and strong support systems, PIE-LV is designed to improve student retention and long-term outcomes. Its program is deeply aligned with the SPCSA’s call for innovative charter models that prevent dropout, particularly those serving English Language Learners, students with disabilities, youth in foster care or experiencing homelessness, and students from racially and ethnically diverse backgrounds who face persistent graduation rate gaps.

In summary, the PIE-LV proposal is clearly aligned with multiple needs outlined in the SPCSA’s 2025 Demographic and Academic Needs Assessment. It offers a mission-driven, evidence-based, and equity-focused approach to increasing access to high-quality educational opportunities for students who need them most. This strong alignment significantly strengthens the case for authorizing the proposed school.

2.3 PARENT AND COMMUNITY INVOLVEMENT

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

The CMO, Pathways Management Group, along with three PIE-LV local board members and school principal, have spent considerable time learning about North Las Vegas from a wide range of individuals including the Mayor Pamela Goynes-Brown and Ingrid Johnson Division Head for Education Initiatives of North Las Vegas. Ms. Damore, a resident of Clark County for 25 years, recently served as the Executive Director of Academics at Beacon Academy of Nevada, and has experience in the Clark County school district.

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.

Community outreach has been a key aspect in the creation of this application. The PIE-LV team has attended numerous community events and engaged with students, parents, partners and stakeholders during informational sessions to ensure both the need and desire for our program existed. Below is some of the feedback we received and plans for implementation.

Feedback	Implementation by PIE-LV
Of the youth who are unaccounted for because they have been released from the school system for factors like	In our relationship building with local Las Vegas organizations who serve our target student population

Feedback	Implementation by PIE-LV
dropping out, absenteeism, being unhoused, feeling unsafe, or struggling mentally face the challenge of aging out of the school system. For most of the youth, they don't feel comfortable attending an adult but still need or want instructional support rather than taking their GED on their own.	we have discussed reengaging those students with quarterly information sessions to discuss their opportunities of obtaining their high school diploma with PIE-LV.
Supportive environment for students who have an IEP or a 504 plan.	Pathways staff will be trained and experienced to support the identified IEP and 504 students. Additionally, with a future partnership with Nevada PEP and Easterseals Nevada to support with post-secondary planning and job training.
As a student who does not have a permanent place to call home, I need support with basic life needs like laundry and food.	PIE-LV will have laundry facilities for students to use when on campus. This will be in a private location. We will partner with Project 150 and The Just One Project to connect students with food and other necessary items.
We really need a program for students who need flexible school schedules.	PIE-LV is designed to accommodate students who need flexibility by requiring in-person attendance only 2 days a week for 2 hours
We need a school that could help students who feel lost in large classroom settings and need more individualized attention.	Each student who comes to PIE-LV will work with an Individualized Instruction Teacher to create a personalized learning plan. They will meet with this teacher one-on-one twice a week and in small group settings.
We need schools where a student will be placed at their academic level in which they will be able to remediate and excel.	PIE-LV places students in courses in which they are ready to learn. Students are provided with remediation and support in order to catch up to their grade level courses.
We need schools that are not overcrowded with large classroom sizes.	PIE-LV is designed with a low student to teacher ratio to assist with reducing anxiety in some students where larger classrooms are overwhelming.

Our target audience consists of students who have disengaged from school or dropped out entirely. Based on past experiences shared by other PIE schools, we anticipate that support for our program will grow organically once we're operational and students discover us as a viable alternative. We recognize that building strong community partnerships is a gradual process. We've initiated discussions with several organizations and expect this network to expand. Given north Las Vegas's unique and diverse needs, we are dedicated to ongoing community outreach, which will continue through our school's opening and beyond.

Community and networking events were attended to gain information about the community, share information about PIE-LV, and identify potential partners. These events included small one-on-one meetings, small group events and large Las Vegas events. Below is a list that includes some of the events we attended and participated in where we were able to both share and receive input/feedback about the planned PIE-LV program:

- Dia De Los Muertos - Las Vegas
- Mighty Motor Mania - Desert Breeze Community Center
- Shepard's Breakfast - The Wealthy Place
- Black History Month Panel Discussion - Alexander Library
- City of North Las Vegas State of the City Address
- Real Talk Youth Impact Program Business Networking Social
- United Way of Southern Nevada - Women's Month Mixer
- Farm to Table Farmers Market - Craig Ranch Regional Park
- Pathways In Education- Las Vegas Community Information Sessions (In-person)
- Pathways In Education- Las Vegas Community Information Sessions (Virtual)
- Uncommon Harvest Fall Festival

Nevada Future School Summit Happy Hour
 Craig Ranch Park Water Lantern Festival
 Craig Ranch Spring Fair
 Las Vegas Job Fair at the Santa Fe Station Hotel

Many of the organizations we met with have indicated a desire to establish a partnership upon our approval. This list is expected to grow as we further our outreach efforts as well as have approval to establish PIE-LV. PIE-LV will continue to attend community events with our targeted zip codes to continue to build relationships and awareness of our proposed school.

- 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?

Pathways In Education - Las Vegas (PIE-LV) recognizes that strong parent, neighborhood, and community engagement is essential to long-term success. PIE-LV has hosted community roundtable events, and virtual information sessions to gather input, share the school's mission, and build relationships with local stakeholders. Moving forward, PIE-LV will continue hosting roundtables at local libraries and community centers to share updates on the school's progress and gather feedback related to community needs.

Following approval, PIE-LV will implement a comprehensive, multi-faceted engagement strategy. The school will maintain a visible presence at community and partner-hosted events to share information and build awareness. Prior to opening, PIE-LV will host Open House events for community members, local high school counselors, and prospective students and families.

Once the school year begins, regular "Coffee with the Principal" sessions will provide parents and guardians with consistent opportunities to share feedback, celebrate successes, and offer suggestions for improvement. There will also be virtual meeting options for parents to attend to share feedback. A Parent Advisory Group will be established to meet regularly with the Principal, providing structured input on communication, safety, school culture, and other areas of concern. To further connect students with postsecondary opportunities, PIE-LV will host a College and Career Fair, inviting businesses and organizations engaged during early outreach efforts. This approach strengthens ongoing partnerships and fosters sustained community involvement with the school. The Post-Secondary and Student Support Counselor (PSSSC) will coordinate with community partners to ensure students needing additional services are connected to supports such as mental health, housing, and healthcare. Ongoing two-way communication will be maintained through newsletters, social media, surveys, and family information sessions, helping the school stay responsive to parent priorities both during the transition and post-opening.

- 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 and community partnerships are the bedrock of PIE-LV. Beginning with the enrollment process, families and their students attend a meeting with a member of the bilingual enrollment team to discuss the students' previous barriers to being successful in school. This conversation leads to a review of the students' Individualized Learning Path (ILP), their four-year academic plan which includes the students Plan of Study for the upcoming school year. Students and their guardian attend an annual meeting to discuss the students progress and are also encouraged to schedule quarterly meetings with their counselor to discuss their progress towards graduation. Students or their guardian requesting a quarterly meeting complete a Google form with the date and time of the requested meeting to accommodate their schedule.

Students are assigned an Individualized Instruction Teacher (IIT) who is responsible for communicating with the student and family with student accolades as well as concerns regarding social emotional well-being, attendance, behavior and grades on a weekly basis. The IIT also works with the counseling department and the students' school social worker to ensure that all staff members are on the same page when it comes to the student's current achievements or

challenges. At the conclusion of each Learning Period, the school principal communicates directly with families and students on the students' academic progress. The school principal also holds regular meetings with families and students to reinforce positive behavior interventions and supports to provide consistency and clear communication with students and families. Special Education students and their guardians attend annual IEP meetings and also a quarterly student progress check by their case manager to ensure all students are meeting their goals outlined in their IEP. Upon enrollment, the student's IEP is reviewed by their case manager. The case manager meets with the student and guardian within the first two weeks of enrollment to gather feedback and discuss the student's accommodations and goals. The special education teacher will provide regular updates to parents as well as host quarterly parent meetings to gather input and answer any questions.

PIE-LV projects that the school's population will have a majority-minority population, with Hispanic students being the largest majority of the student population. Communications sent home to families will be in English and Spanish. provided with all communication in Spanish and English. PIE-LV will ensure that families are provided with a bilingual staff member at each meeting, which begins with the enrollment process. Upon receiving all of the students' records, the EL teacher meets with the student and their guardian to review their previous WIDA scores. Together the EL Specialist, guardian and student develop a weekly schedule for the student to receive explicit instruction. The EL teacher is also responsible for quarterly progress monitoring that is reviewed with the student, their IIT, and guardian.

Quarterly meetings for the community, students and families are held by the principal in person and also virtually in order to report school performance, events and gather input from stakeholders. PIE-LV also distributes a monthly newsletter to ensure all stakeholders are aware of upcoming events. All meetings and communication are provided in English and Spanish.

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

PIE-LV views parents and guardians as essential partners in student success and will provide multiple opportunities for involvement and volunteering. Parents may participate in school events such as new student orientations, family engagement nights, student recognition ceremonies, parent-teacher conferences and community activities, supporting roles such as event coordination and logistics.

Beyond event participation, PIE-LV will engage families through a parent advisory group, regular parent surveys, and ongoing communication. Parents will also be expected to participate in student orientation and attend meetings if their student is falling behind, ensuring shared accountability for academic progress.

PIE-LV will provide opportunities for parents to volunteer, however there is no requirement that parents volunteer as a condition of enrollment. PIE-LV will implement clear volunteer policies to ensure safety and compliance. Volunteers will receive guidance on expectations and may be required to complete screening procedures, including background checks, in accordance with Nevada law. Opportunities will be flexible and inclusive, allowing all families to engage in ways that support both the school community and student success.

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	Nevada Partnership for Homeless Youth (NPHY)
Briefly describe this partnership	Student Support and Community Resource Partners
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	NPHY is a leading organization addressing youth homelessness in Las Vegas. Through this partnership, PIE-LV students facing housing insecurity will have access to comprehensive wraparound services, including emergency shelter, counseling, and educational support. This partnership directly aligns with PIE-LV's mission to meet the holistic needs of at-risk students, removing barriers to school attendance and academic success. This partnership directly addresses barriers to student attendance and engagement, with the primary barrier in focus being housing. <i>Status:</i> PIE-LV leadership has engaged in preliminary discussions with NPHY. A Memorandum of Understanding (MOU) is in development to formalize this partnership.
Partner Name	Project 150
Briefly describe this partnership	Project 150 provides clothing, school supplies, food, and other resources to disadvantaged high school students
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	PIE-LV students in need will benefit from Project 150's services, helping to ensure that lack of basic necessities does not impede student engagement, attendance, or academic performance. <i>Status:</i> Partnership discussions have begun, and an agreement is anticipated prior to the start of the school year.
Partner Name	Sleep in Heavenly Peace
Briefly describe this partnership	Community Service Opportunity for PIE-LV Students
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	This organization builds and delivers beds to children and youth in need. PIE-LV students will participate in community service projects with Sleep in Heavenly Peace, contributing to bed construction and deliveries. This partnership reinforces PIE-LV's focus on civic engagement, character development, and fostering empathy among students. <i>Status:</i> A partnership framework is in place, with planned student volunteer events to be scheduled during the first academic year.
Partner Name	Solutions of Change
Briefly describe this partnership	Connects families to mental health services at reduced or no cost.
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	PIE-LV will work with this organization to ensure students and families have access to high-quality mental health care, supporting student well-being, attendance, and academic success. This partnership is directly tied to our stated outcomes related to student support and reducing non-academic barriers to learning. <i>Status:</i> Discussions are ongoing to formalize this partnership. A draft MOU is under review.

Partner Name	Real Talk
Briefly describe this partnership	Mentoring program
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	Real Talk focuses on empowering at-risk youth in North Las Vegas through mentorship, leadership development, and community engagement. PIE-LV students will benefit from mentorship opportunities, participation in college and career fairs, and leadership workshops. This partnership supports PIE-LV's college and career readiness goals and its commitment to developing students' social-emotional competencies. <i>Status:</i> Partnership has been confirmed, with joint programming planned for the upcoming school year.
Partner Name	Kinsella Angels
Briefly describe this partnership	Provides relationship-centered tutoring, mentorship, scholarships, and postsecondary navigation 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	Their partnership with PIE-LV will enhance academic support services and ensure students receive individualized guidance as they transition to college, career, or military pathways. Kinsella Angels will work closely with PIE-LV's Post-Secondary Counselor to maximize student success after graduation. <i>Status:</i> Partnership is established. Coordination with the Post-Secondary Counselor will begin upon staff onboarding.
Partner Name	Nevada Pep
Briefly describe this partnership	Post Secondary support for IEP and 504 students
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	Nevada Pep is a valuable asset to the community of Las Vegas, offering workshops and one-on-one support to help families feel more confident in planning for future success. PIE-LV intends to establish a partnership for students who are identified under an IEP or 504 can be connected and receive guidance tailored specifically to their individual needs, so they can be assured their future is just as important as their current educational goals. <i>Status:</i> Partnership is in the final stages of being established. Coordination with the Post-Secondary Counselor will begin upon staff onboarding.
Partner Name	Just One Project
Briefly describe this partnership	Youth services for food, mentoring and other supportive 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	Pathways seeks to partner with the Just One Project to offer students additional wrap around services. With access to their work readiness and employment preparation, goal planning, life skills workshops, practical training, and referring students to additional community resources will give students additional support in developing their professional skills and to prepare for post-secondary life. <i>Status:</i> Proposed partnership discussed and will be finalized once charter is approved.
Partner Name	Opportunity Village
Briefly describe this partnership	Additional support services for our IEP and 504 students

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	Opportunity Village has been dedicated to helping people with disabilities find the very best version of themselves. Through workforce development, community employment, day services, inclusive housing, arts and social recreation, they are able to find new friends, realize future career paths, seek independence and community integration, and unleash creative passions. Pathways hopes for the opportunity to direct our IEP students to Opportunity Village for opportunities with employment. <i>Status:</i> Partnership is currently being worked out for Opportunity Village and PIE-LV partner for students in North Las Vegas.
Partner Name	Communities In Schools
Briefly describe this partnership	Wrap-around 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	Communities In Schools of Nevada takes a comprehensive approach to student development which addresses their basic, social-emotional and academic needs to unlock their potential. PIE-LV is interested in securing a partnership with CIS so students have access to their basic needs so they can focus on their school work and not have to worry about food, clothing and even health services. <i>Status:</i> Partnership is currently being developed to ensure that CIS and PIE-LV partner for students in North Las Vegas.
Partner Name	Signs of Hope
Briefly describe this partnership	Support services for mental health and basic needs
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	Signs of Hope (SOH) supports victim-survivors of sexual violence and human trafficking with healing services, resources, and education. Pathways intends to partner with SOH to provide opportunity youth an alternative educational option after experiencing a life altering event to ensure they still successfully receive their high school diploma and enter into post-secondary life in full confidence. <i>Status:</i> Partnership is currently being developed to connect PIE-LV students to SOH services
Partner Name	EmployNV Youth Hub
Briefly describe this partnership	Career training and employment seeking 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	EmployNV Youth Hubs are youth centric centers designed to serve youth ages 16-24 years old by offering educational, employment, and training services that assist youth in obtaining their education and career goals. Pathways hopes to secure a partnership that will allow students to receive job training and take part in their paid internship program. <i>Status:</i> Partnership is currently being developed to connect students to employment opportunities
Partner Name	James Boys & Girls Club of Southern Nevada
Briefly describe this partnership	Youth development programs
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 James Boys & Girls Club of Southern Nevada hosts a variety of programs that support and complement their core school learning. Pathways In Education - Las Vegas hopes to partner with the James Boys & Girls Club so PIE-LV students can receive support with workforce development, grow and strengthen their artistic interests and take part in the club's character and leadership opportunities to fulfill their required community service. <i>Status:</i> Partnership is currently being developed.

Partner Name	Creative Solutions for Positive Youth Development (CSYPD)
Briefly Describe Partnership	CSYPD will partner with PIE-LV to increase mental health awareness, increase the capacity for staff to identify students who will be referred to 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	Creative Solutions for Positive Youth Development is a 501(c)(3) public charity transforming how young people access mental health care by meeting them where they are - literally. CSYPD embed licensed therapists, social workers, on the school campus, overcoming traditional barriers to care. CSYPD will offer youth-centered therapy, wellness- and resilience-building programs, and trauma-informed support. <i>Status:</i> Partnership has been confirmed, with joint programming planned for the upcoming school year.
Partner Name	Hard Knox
Briefly Describe Partnership	Hard Knox provides mentoring services for students that are at-risk of not graduating from high school. PIE-LV will provide Hard Knox with the identified students' attendance, grades, behavior and awards on a monthly basis.
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	Families partner with Hard Knox to mentor their students to improve their accountability and efforts in academics, behavior and attendance. For every student, Hard Knox will provide a Release of Information (ROI) signed by each parent to allow PIE-LV to release information regarding attendance, grades, and behavior. <i>Status:</i> Partnership has been confirmed, with joint programming planned for the upcoming school year.
Partner Name	The Children's Cabinet
Briefly Describe Partnership	The Children's Cabinet will partner with PIE-LV to provide support for families and students that are facing challenges at home, at school and their overall environment.
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	PIE-LV and the Children's Cabinet will partner to bring their services and student and family support to the PIE-LV population. The Children's Cabinet provides youth and their families with community resources and a direct connection for support. <i>Status:</i> Partnership has been confirmed, with joint programming planned for the upcoming school year.

3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

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

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

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

Although PIE-LV will not initially be rated under the Alternative Performance Framework (APF) in Year 1, the PIE-LV Board plans to apply for APF (NRS 385A.740) by requesting an amendment to the charter contract. We believe that based on the students we intend to serve that we will meet the requirements. The proposed leader, Andrea Damore, who has extensive knowledge of the Alternative Performance Framework, will drive the application and ensure over 75% of students enrolled qualify for alternative education according to NRS 385A.740.

PIE-LV is specifically designed to align with the SPCSA's mission of ensuring success for all students, particularly those from historically underserved groups. Through standards-aligned instruction, personalized learning plans, targeted interventions, and strong student relationships and engagement strategies, PIE-LV is committed to demonstrating academic growth, high levels of proficiency, and on-time graduation rates across all student groups. These efforts will support PIE-LV in obtaining a 4- or 5-star rating by the end of its first charter term. PIE-LV's strategy addresses each area of the Nevada High School Performance Framework: Academic Achievement, Graduation Rates, English Language Proficiency, College and Career Readiness, and Student Engagement.

Academic Achievement

Student proficiency will be measured using ACT subtest scores in Math and ELA (11th grade), the Nevada High School Science Assessment (10th grade), and the Nevada Alternate Assessment (NAA) for Math, ELA, and Science (11th grade) when necessary. While PIE-LV recognizes that many students will enter significantly below grade level, as measured by Renaissance Star assessments administered three times annually, the school's model is designed to accelerate skill growth rapidly. Although students may still fall short of immediate proficiency targets depending on their time enrolled before state assessments, the strong growth they demonstrate will position them for long-term academic success. PIE-LV will monitor growth closely and celebrate incremental progress, ensuring interventions are tailored to each student's needs.

Graduation Rates

Graduation rates include both 4- and 5-year cohort calculations under the SPCSA framework. PIE-LV will hold frequent EPIC (Evaluating Performance, Improving Compliance) meetings with Pathways Management Group (PMG) to review graduation data and identify at-risk students. The principal will conduct weekly check-ins with each IIT (Individualized Instruction Teachers) teacher, with a special focus on seniors and their progress. Wraparound supports will be provided for students encountering external obstacles impacting academic performance. In addition, students will meet regularly with a Post-Secondary and Student Services Counselor (PSSSC) to plan their pathway to graduation and postsecondary success, ensuring they know the requirements for completion and have individualized advocacy to help them achieve their goals. Regular meetings with the PSSSC also help students develop a clear post-graduation plan, strengthening their confidence and motivation to complete high school and successfully transition to the next stage of their lives.

English Language Proficiency

English language proficiency will be measured through students' Adequate Growth Percentile (AGP) scores on the WIDA assessment. PIE-LV will provide targeted support to English Learners (ELs) through dedicated English Language instruction and scaffolding tools to ensure access to grade-level materials. Regular monitoring and strategic intervention

will help students demonstrate measurable growth on annual WIDA exams.

College and Career Readiness

PIE-LV will implement a comprehensive, data-driven postsecondary program aligned with the Nevada School Performance Framework’s college and career readiness (CCR) indicators and the SPCSA Framework. Each student will receive individualized support from a dedicated postsecondary counselor, who guides them through academic advising, college and career exploration, FAFSA completion, and dual enrollment opportunities. Key CCR metrics—including graduation rates, FAFSA completion, dual credit attainment, postsecondary plan completion, and post-graduation outcomes via National Student Clearinghouse—are tracked on a monthly, semesterly, or annual basis and used to inform school goals. These targeted supports, coupled with robust progress monitoring, ensure PIE-LV meets or exceeds SPCSA expectations for college and career readiness.

Student Engagement

Student engagement is assessed through chronic absenteeism rates and 9th-grade credit sufficiency. A student is considered chronically absent if they miss 10% or more of enrolled days for any reason. At PIE-LV, a strong culture of personal responsibility and communication supports high attendance rates. Students are scheduled for individual or small-group sessions; absences are immediately followed up by staff if no prior communication occurs. Staff-student relationships create an expectation similar to professional environments, where students are accountable for notifying staff if they must miss an appointment and working proactively to make up missed learning time. Additionally, 9th-grade students are closely monitored to ensure they earn sufficient credits to stay on track for on-time graduation, helping to maintain high credit sufficiency rates.

Through a combination of personalized academic support, rigorous monitoring, and a strong culture of accountability and engagement, PIE-LV is positioned to meet the metrics required to achieve a 4- or 5-star rating by the conclusion of its first charter term.

- 2) How will you accelerate student growth at all achievement levels, particularly among students who are most behind?

Pathways In Education - Las Vegas is committed to accelerating growth among students at all achievement levels by providing highly individualized academic pathways and strategic interventions designed to accelerate proficiency and ensure on-time graduation, particularly for students who are most behind. PIE-LV expects the majority of its student population to enroll behind.

Personalized Learning and Early Assessment

Upon enrollment, all students complete a comprehensive diagnostic assessment using Renaissance Star testing in Reading and Math. These results, alongside prior academic records, are used to develop an individualized learning plan tailored to each student’s current skill level, academic needs, and graduation requirements. Students may also be assigned one-on-one instructional sessions with SGI teachers during tutoring hours to ensure personalized attention. Students identified as significantly below grade level receive immediate and targeted support, including additional instructional time in core subject’s intervention courses, skill-specific intervention groups, intensive tutoring with SGI content teachers, and ongoing progress monitoring every Learning Period.

Rigorous, Standards-Aligned Instruction

Instruction at PIE-LV is aligned with Nevada Academic Content Standards. Teachers implement scaffolded instructional strategies that both challenge high-performing students and support those who are struggling. Differentiated assignments and flexible pacing allow students to master foundational skills before progressing to more advanced material. Students demonstrating readiness for accelerated learning are provided opportunities to engage in advanced coursework and dual credit programs. Within the independent study model, rigorous, standards-aligned instruction is ensured through structured coursework, clear mastery expectations (including rubrics for projects and papers), and ongoing teacher monitoring of progress and performance. During appointment times, IITs will review completed work,

check for understanding before administering unit exams through oral questions and scoring the unit review at the completion of the unit, and guiding students through obstacles in learning and difficult questions. All instructional materials and assignments are intentionally aligned to standards, and students must demonstrate proficiency through assessments and completed work before advancing.

Focus on Continuous Academic Growth

Regardless of a student's initial performance upon enrollment on the Renaissance Star assessments in ELA and math, all students at PIE-LV are expected to demonstrate continuous academic growth throughout the year. Teachers use formative assessments to adjust instruction dynamically, ensuring responsiveness to student needs. In the Independent Study model, this may look like concept reteaching, pacing adjustment, scaffolding to build foundational skills, or adjusting the format for submission based on real-time data. Student progress is reviewed by each IIT teacher each week during appointments. The larger instructional team also reviews progress during weekly team meetings. Weekly goal-setting with students, targeted re-teaching based on assessment data, and early interventions when academic or engagement concerns arise are integral to ensuring consistent student progress.

Supports for On-Time Graduation

To support on-time graduation, PIE-LV implements a proactive, individualized approach. Students engage in frequent academic counseling and graduation planning meetings where their progress is carefully monitored. Clear communication of credit requirements and individualized pathways to graduation ensure that students understand and take ownership of their academic journey. Strategic scheduling enables students to recover credits without compromising academic rigor, and additional support from Post-Secondary Counselors helps students prepare for life beyond high school. Students identified as at risk for falling behind are provided with wraparound services, including mental health counseling, social service referrals, and individualized success plans addressing both academic and non-academic barriers.

Building a Culture of High Expectations and Advocacy

At PIE-LV, a culture of high expectations and strong student advocacy ensures that every student is treated as an active participant in their own educational journey. Relationships between students and staff foster accountability, communication, and a shared commitment to success. Students are encouraged to take ownership of their learning, while staff members provide unwavering support and encouragement along the way. Collectively, these strategies work together to accelerate student growth across all achievement levels, particularly for those who are most behind. To further illustrate how these efforts, translate into measurable impact, PIE-LV's approach is grounded in a comprehensive Theory of Change.

Long-Term Outcomes (3 to 5 Years) Students graduate with a high school diploma and are prepared for college, career, post-secondary training, or military service, equipped with the social-emotional skills and academic foundation needed for lifelong success, at rates that meet or exceed North Las Vegas high school averages.

Intermediate Outcomes (1 to 3 Years) Students demonstrate consistent academic progress, including on-track credit accumulation toward graduation (data point here?), improved attendance and strong social-emotional competencies. Students develop clear, individualized post-graduation plans aligned with their goals and interests.

Short-Term Outcomes (6 to 12 Months) Students are actively engaged in their learning, show measurable improvement in core subject performance, and build positive, trusting relationships with staff and peers. Increased school connectedness is demonstrated through improving attendance, student belonging surveys, and reduced disciplinary incidents.

Activities & Strategies

Enrollment and Access Pathways PIE-LV implements flexible, open enrollment processes and conducts intensive community outreach to connect with opportunity youth, students aging out of traditional systems, and those facing obstacles to graduate.

Student-Centered Learning Environment Staff provide individualized instruction through small class sizes, flexible

scheduling, competency-based progression, and wraparound support services that address students' academic, social, and emotional needs. Every student receives a learning experience designed around their strengths, pace, and goals.

Family and Community Engagement PIE-LV partners with families, community organizations, and local agencies to build support networks. We recognize that sustained student success depends on engagement beyond the classroom, through regular family communication, community resource navigation, and meaningful partnerships with social service providers, employers, and post-secondary institutions.

Staff Commitment and Professional Development PIE-LV invests in hiring mission-driven staff and provides ongoing training in trauma-informed practices, alternative pedagogy, and student engagement strategies. We foster a collaborative, supportive work culture that retains talented staff and sustains a supportive learning environment.

Leadership and Accountability Systems Strong school leadership establishes clear expectations, implements data-driven decision making, and maintains transparent communication with all stakeholders. Accountability measures track both academic and personal growth indicators, ensuring the continuous improvement.

Assumptions

Students who have struggled in traditional settings can succeed when provided with personalized attention, flexible learning options, and comprehensive support. Committed staff with proper training and leadership can create transformative educational experiences. Community partnerships and family engagement are essential for sustained student success.

External Factors

Economic conditions, housing stability, family circumstances, mental health resources, and community support systems all influence student outcomes and program effectiveness.

Collective Impact

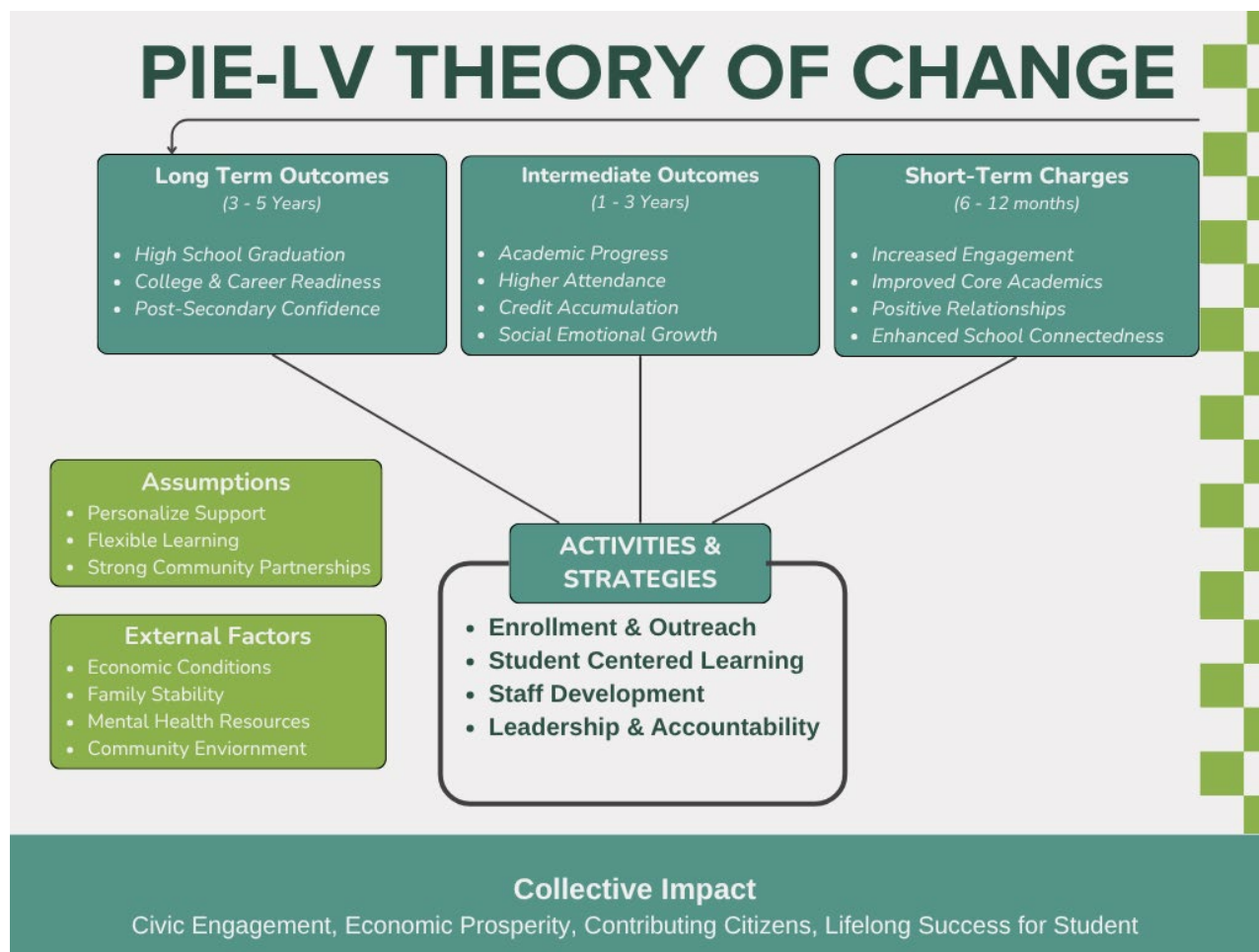
By successfully implementing this Theory of Change, Pathways In Education - Las Vegas will not only transform individual student lives but also strengthen the North Las Vegas community. Graduates will contribute to the local workforce, pursue higher education, and break cycles of poverty and disengagement. As students succeed, families are strengthened, and the community benefits from increased economic participation and civic engagement.

Commitment to Continuous Improvement

This Theory of Change serves as a roadmap, but we recognize that effective alternative education requires ongoing adaptation and refinement. We commit to regularly evaluating our progress, learning from our students and community, and evolving our practices to ensure every student who enrolls in PIE-LV has the opportunity to reach their full potential.

Our Promise

At PIE-LV, we believe that every student deserves a second chance, a supportive community, and the tools to build their own path to success. This Theory of Change reflects our unwavering commitment to making that belief a reality for every student we serve. Through this intentional, data-driven, and student-centered approach, PIE-LV is positioned for students to achieve accelerated academic growth, increased levels of proficiency, and consistent graduation rates. These efforts will ensure that PIE-LV remains firmly on track to earn a 4- or 5-star rating by the end of its first charter term, fulfilling its mission to prepare every student for academic success and postsecondary readiness.



3) Describe the distinguishing features of your school, including programmatic components that make it unique. For each feature, explain how it will be implemented and how it is expected to influence student success, citing evidence from your experience and/or valid research. Key features may include:

- Programs (e.g., curriculum, professional development, afterschool program, parent program, etc.),
- Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and
- Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

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

PIE-LV will offer a unique educational model intentionally designed to meet the diverse needs of students who require a flexible, supportive, and personalized approach to their learning. Several distinguishing features set PIE-LV apart from traditional public schools, including innovative programs, guiding principles, and thoughtfully designed structures. Students at PIE-LV will be provided an Individualized Learning Plan and have the support of teachers to guide them on their educational journey. Students will be provided with wrap-around support and have the opportunity to participate in experiential learning. The key features of Pathways In Education – Las Vegas are intentionally designed to drive student success by addressing academic, social-emotional, and real-world readiness needs. The school’s approach—grounded in research and years of operational success across the Pathways network—translates into meaningful outcomes for students and their communities.

Programs

Trauma Skilled Schools Professional Development

A unique programmatic aspect for all staff at Pathways In Education - Las Vegas is participation in Trauma Skilled Schools professional development over a two-year period, led by the National Dropout Prevention Center (NDPC). This research-

based framework equips all staff who engage with students with strategies to create trauma-informed environments that build student resilience, improve behavior, and support graduation outcomes. PIE-LV believes this program is highly important, as it ensures staff are prepared to effectively support students impacted by adversity, leading to stronger relationships, increased engagement, and improved academic success.

Community Service

To instill civic responsibility, PIE-LV will require students to complete 10 hours of community service prior to graduation. Students must document their experiences and reflect on the significance of their service through written assignments. Staff will assist students in identifying service opportunities that align with their interests and future goals, integrating experiential learning into the academic experience. Research has shown experiential learning fosters civic responsibility and life readiness.²²

Travel

PIE-LV will offer students the opportunity to participate in domestic and international travel programs. These experiences will expose students to different cultures, broaden their understanding of global opportunities, and deepen their awareness of the world beyond their local communities. Participation will be connected to academic learning objectives and post-travel reflection activities. Experiential learning further deepens student engagement. During a recent domestic travel experience of a Pathways school to Washington, D.C., several students—many of whom had never left their hometown—visited historic landmarks and engaged in policy roundtables with civic leaders. Parents reported that their children returned home more inspired and future-focused. One mother noted that her daughter, who previously struggled with motivation, “came back from that trip talking about college and law school.”

Principles

Individualized, Mastery-Based Learning

At PIE-LV, instruction is tailored to each student’s unique learning needs, abilities, and goals. Upon enrollment, students complete diagnostic assessments and work with staff to develop personalized learning plans. Students progress at their own pace, but must demonstrate mastery before advancing to ensure deep understanding of core academic concepts. This model prevents students from falling further behind and allows those who are ready to advance to do so without barriers. The individualized, mastery-based model has transformed the trajectory of many students. One such example is James, who had previously dropped out of school due to inconsistent housing. After enrolling at Pathways, James began attending regularly due to the flexibility of his schedule, built a trusting relationship with his Individualized Instruction Teacher (IIT), and steadily recovered credits. By the end of the year, he was back on track to graduate and had also completed his required 10 hours of community service by volunteering at a local food pantry—a key component of the school’s emphasis on real-world learning and civic engagement.

Leading with Relationships

A core belief at PIE-LV is that meaningful learning occurs within the context of strong relationships. Staff are trained to build supportive, trust-based relationships with every student, ensuring that each learner feels seen, heard, and valued. These relationships enable staff to set high expectations and walk alongside students through their academic journey, offering encouragement, advocacy, and accountability. An example of this impact, Tamika, a junior battling chronic anxiety, initially struggled to attend regularly. With daily text check-ins, short-term goals, and one-on-one support, Tamika not only earned credits but became a student ambassador, welcoming new students and serving as a role model. Research consistently affirms that student-teacher relationships are directly correlated with engagement, motivation, and academic success.²³

Student Advocacy and Reflectiveness

PIE-LV empowers students to become advocates for their own learning. Through reflective practices embedded within daily lessons and appointment sessions, students are encouraged to identify their preferred learning modalities, set

²² Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.

²³ Roorda, D. L., Jak, S., Zee, M., Oort, F. J., & Koomen, H. M. Y. (2017). *Affective teacher–student relationships and students’ engagement and achievement: A meta-analytic update and test of the*

personal academic goals, and communicate their needs to staff. This approach fosters greater ownership, resilience, and confidence in academic and personal achievement.

Structures

Hybrid Learning Model

PIE-LV uses a hybrid instructional model that blends direct instruction, independent study, digital learning, project-based learning, and experiential activities. This structure allows students to engage with material in multiple ways, promoting flexibility and adaptability. Staff support students in identifying how they learn best in different subjects, fostering a sense of self-awareness and independence. The hybrid instructional structure: blending small-group instruction, digital curriculum, textbooks, and project-based learning, provides multiple entry points for diverse learners. Research shows that multimodal instruction significantly enhances learning retention, particularly for at-risk students.²⁴ Students identify their learning preferences during enrollment and update their Individualized Learning Plans (ILPs) throughout the year, fostering metacognition, ownership, and adaptability

Small Learning Communities

The school will be organized around small learning communities. Each Individualized Instruction Teachers (IIT) teacher will work with a small group of 8–10 students at a time, allowing for individualized attention, deeper relationships, and more targeted instruction. This structure ensures that students receive the personalized support they need to succeed. “In his 2023 follow-up, *Visible Learning: The Sequel*, renowned education researcher John Hattie measured the effect size of small-group learning at 0.46 — above the average learning effect of 0.42 — placing it in a higher-impact zone. The more intimate setting offers students more confidence in participating and teachers more flexibility in attending to students' specific needs, resulting in a more collaborative and responsive learning environment.”²⁵

Flexible Scheduling

Recognizing that many students have competing life responsibilities, PIE-LV offers flexible scheduling options that accommodate work, family obligations, or other challenges. Students are scheduled for specific appointment times, ensuring focused academic support while allowing them to balance school with other aspects of their lives. At the urban alternative school level, Marshall (2024) published findings in the peer-reviewed journal *Urban Science* confirming that alternative charter high schools serving re-engagement populations require purpose-built flexible structures to support student completion.²⁶

- 4) 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.

The proposed model for Pathways In Education - Las Vegas is based on the established and successful Pathways In Education network, which serves similar high-need student populations across multiple states. This model has consistently demonstrated strong outcomes in student retention, academic progress, and graduation rates. By replicating aspects of this proven successful program, principles, and structures, PIE-LV is well-positioned to deliver comparable results for students in North Las Vegas.

Model Overview: Key Features Being Replicated

The Programs, Principles and Structures explained above will all be replicated in the PIE-LV model.

Evidence of Performance Across the PIE Network

Student Retention

²⁴ Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

²⁵ Hattie, J. (2023). *Visible Learning: The Sequel*. Routledge. As cited in: Houghton Mifflin Harcourt. (2024). *In No Small Way: The Benefits of Small-Group Instruction*. <https://www.hmhc.com/blog/benefits-of-small-group-instruction>

²⁶ Marshall, D.T. (2024). Student attendance patterns as actionable early warning indicators of high school graduation outcomes: Findings from an urban alternative charter school. *Urban Science*, 8(3), 78. <https://doi.org/10.3390/urbansci8030078>

Pathways In Education schools demonstrate consistently high retention rates across multiple states, with all charters maintaining rates above 90% over several years. High retention rates indicate strong student engagement and the effectiveness of the model in re-engaging students who are often at risk of dropping out

Pathways In Education Schools Retention Rates				
Site	2021-2022	2022-2023	2023-2024	2024-25
Arizona	96.72%	97.16%	95.59%	96.54%
Idaho	93.59%	94.50%	94.82%	94.12%
Illinois	92.90%	94.05%	91.74%	93.94%
Louisiana	94.36%	96.75%	98.12%	97.63%

Academic Progress

Academic Progress offers a comprehensive measure of student engagement by tracking both the amount of work completed and the number of credits earned. This metric is assessed consistently using PIE-LV’s unique four-week Learning Period model, in which students are assigned a minimum academic workload designed to keep them on track for a traditional graduation timeline. At the end of each Learning Period, staff evaluate student performance, and progress reports are shared with parents and families to promote transparency and encourage ongoing engagement. This structured cycle allows for the early identification of academic challenges and the timely implementation of targeted interventions. Academic Progress is calculated by dividing the actual work completed by the minimum expected work within each Learning Period, and results are then averaged across all 11 Learning Periods throughout the school year. PMG has steadily improved this metric each year. The table below presents the average Academic Progress across all Pathways In Education schools over the past several years.

PIE Average Academic Progress				
State	2021-2022	2022-2023	2023-2024	2024-25
Arizona	32%	37%	52%	45%
Idaho	49%	64%	69%	75%
Illinois	57%	59%	67%	85%
Louisiana	63%	69%	69%	80%

Graduation and Dropout Outcomes

PIE Average Academic Progress						
Charter	PIE- Louisiana	PIE- Illinois	PIE-West Ada	PIE - Nampa	PIE-Arizona	Network Avg
Graduation	98.96%	92.66%	100%	81.80%	70.00%	88.68%
Drop Out	18%	16%	3%	11%	18%	13.2%

It should be noted that most "dropouts" represent transfers to other educational options, returns to district schools, or out-of-state moves rather than complete educational disengagement.

Methodology and Context These graduation rates were calculated using a cohort methodology, taking a snapshot of all seniors in September 2024 and tracking their completion through May 2025 graduation. This approach provides

accurate, real-time assessment of PIE's effectiveness in supporting students through to completion within the academic year.

Community Impact Potential PIE-LV would fill a critical gap in North Las Vegas alternative education, offering families a high-performing option where current alternatives show graduation rates as low as 13% (Acceleration Academy.) This represents a transformational opportunity for at-risk youth who currently have limited access to effective alternative education programs. Not all of the alternative Las Vegas high schools have graduation rates published.

Demographic Alignment Between PIE Network Schools and Anticipated PIE-LV Population

Socioeconomic and Risk Factor Comparisons PIE-LV's anticipated demographics closely mirror the high-need student populations that existing PIE schools have successfully served across multiple states. The projected 95% Free and Reduced Lunch qualification rate at PIE-LV aligns with PIE network averages of 85-95% across operating schools, demonstrating consistent focus on economically disadvantaged students who often lack access to quality educational alternatives.

Housing Instability and Wraparound Services PIE-LV's projected 6% homeless student population is consistent with PIE network schools serving urban areas with similar housing challenges. PIE's established partnerships with social service agencies, flexible enrollment policies, and comprehensive support services have proven effective in maintaining educational continuity for students experiencing housing instability across the network.

English Learner Population Alignment The anticipated 40% English Learner population at PIE-LV reflects similar demographics at PIE schools in Phoenix and Chicago where Latino/Hispanic populations represent significant portions of the alternative education demographic. PIE-Illinois, in particular, has developed specialized EL support systems, bilingual staff capacity, and culturally responsive curricula that directly transfer to PIE-LV's anticipated needs in serving Nevada's diverse student population.

Racial and Ethnic Diversity Comparisons

Hispanic/Latino Population PIE-LV's projected 41% Hispanic enrollment closely aligns with the Chicago, Phoenix and Nampa PIE schools ranging from 43-78% Hispanic. The network has demonstrated sustained success in serving Latino families through culturally responsive programming and bilingual support systems.

African American Student Success The anticipated 22% Black student population at PIE-LV mirrors demographics at PIE-Illinois and PIE-Arizona, where the network has focused on addressing educational opportunity gaps and supporting African American student achievement in urban alternative education settings.

Demographic Comparison: PIE Schools and Clark County, Nevada

Special Populations

Demo Category	PIE-AZ	PIE-Nampa ID	PIE-IL	PIE-LA	PIE-West Ada ID	PIE-LV anticipated
IEP	7%	5%	14%	6%	14%	15%
EL	7%	4%	20%	1%	4%	40%
504 Plan	3%	2%	4%	7%	18%	15%
Free/Reduced Lunch	86%	56%	98%	78%	53%	95%
McKinney-Vento	7%	4%	5%	4%	2%	6%

Race and Ethnicity

Category	PIE-AZ	PIE-Nampa ID	PIE-IL	PIE-LA	PIE-West Ada ID	PIE-LV** anticipated
White	52%	87%	62%	47%	82%	23%
Black - African American	17%	1%	18%	44%	2%	22%
Multiracial	6%	5%	2%	1%	8%	20%
American Indian/Alaskan Native	12%	4%	10%	<1%	2%	1%
Other Race	13%	3%	8%	8%	6%	8%
Hispanic*	63%	43%	78%	7%	22%	41%

*Note: Hispanic is reported as an ethnicity, not a race. Students first select their race, and then indicate separately whether they identify as Hispanic or not.

** These numbers come from the 2024 Census Bureau for North Las Vegas.

Anticipated PIE-LV Performance Advantages

Proven Systems and Support PIE-LV will implement the same individualized learning plans, flexible scheduling, and wraparound support services that drive success across the network, adapted specifically for Nevada's local community needs.

Experienced Leadership Network expertise in serving similar demographics ensures PIE-LV can avoid common pitfalls while implementing proven strategies for student retention and completion.

Comprehensive Support Model PIE's approach addresses both academic and non-academic barriers to graduation, including housing instability, work responsibilities, and family obligations that commonly affect North Las Vegas alternative education students.

Expected Impact on Local Alternative Education Landscape

Quality Alternative PIE-LV's anticipated performance would provide North Las Vegas families with a significantly higher-performing alternative education option compared to existing choices, potentially reducing the number of students who completely disengage from education.

District Partnership Strong graduation outcomes position PIE-LV as a valuable partner for Clark County School District in serving students who struggle in traditional settings while maintaining high expectations for academic achievement.

Community Benefit Improved graduation rates for at-risk youth directly benefit the North Las Vegas community through increased workforce readiness, reduced dropout-related social costs, and enhanced post-secondary preparation.

Continuous Improvement and Network Learning

PIE-LV will benefit from ongoing network analysis of best practices, with particular focus on replicating the exceptional outcomes achieved in Chicago and Louisiana while adapting successful strategies from all network schools to local Las Vegas conditions and student needs.

The combination of proven network performance, specialized alternative education expertise, and comprehensive student support systems positions PIE-LV to achieve graduation rates substantially superior to existing North Las Vegas alternative education options while serving the community's most academically and socially vulnerable student population.

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.

The curriculum, instructional tools and methods used by Pathways In Education schools reflect the educational philosophy and mission to provide a personalized and equitable learning experience for at-risk students. The students PIE-LV will serve are often facing unique challenges that require alternative methods to help them become successful students and high school graduates. Our curriculum model and program design provide structure where we can work with students on an individual basis and offer the support and educational experience each student needs to be successful.

Evidence-Based Curriculum

PIE-LV's curriculum is built upon evidence-based educational research that highlights how students learn best. Studies done by Universal Design for Learning confirm that when instruction is personalized, engaging, and connected to real-world applications, students exhibit greater academic persistence, skill retention, and overall motivation.²⁷ Our curriculum is aligned with UDL best practices and integrates modern learning theories to ensure that we are holding students to high expectations while providing the scaffolding and supports necessary for an equitable learning experience.

Some of the core research-backed components of our curriculum include:

Personalized Learning and Differentiated Instruction

PIE-LV utilizes the Universal Design for Learning (UDL) framework, which is a research-based approach to differentiated instruction that removes learning barriers and optimizes student engagement. Our instructional strategies ensure that:

- Content is accessible to all students through multiple means of representation, including digital resources, interactive lessons, and hands-on learning experiences.
- Students are empowered to engage with materials in ways that match their learning styles, whether through visual, auditory, or kinesthetic approaches.
- Assessments are flexible and varied, providing students with multiple ways to demonstrate mastery of concepts, such as project-based learning, verbal presentations, and traditional testing.

By implementing UDL principles, PIE-LV ensures that students of all backgrounds, including those with learning differences, can successfully engage with and comprehend academic material.

Social-Emotional Learning (SEL) Integration

Research²⁸ affirms that students who develop strong social-emotional skills perform better academically and are more likely to succeed in postsecondary education and the workforce. PIE-LV integrates SEL by giving students opportunities to:

- Develop self-awareness and emotional regulation, enabling students to manage stress and set academic goals.
- Foster positive relationships, enhancing peer collaboration and conflict-resolution skills.
- Learn responsible decision-making, equipping students with essential life skills.
- Practice resilience, providing them tools and resources to overcome academic and personal challenges.

By embedding social-emotional learning (SEL) into daily instruction and extracurricular programming, PIE-LV ensures that students develop both academically and personally. The Board will vet and select an additional SEL curriculum to ensure instructors are equipped with effective, aligned resources. While other Pathways schools have implemented programs such as We Do It for the Culture, PIE-LV will carefully evaluate its appropriateness to ensure alignment with the needs of Nevada students.

²⁷ CAST, I. (n.d.). The UDL guidelines. The UDL Guidelines. <https://udlguidelines.cast.org/>

²⁸ Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). What is SEL? CASEL. <https://casel.org/>

Flexible Learning Program Design

At PIE-LV, a hybrid educational model will be implemented seamlessly integrating a combination of three different instructional platforms including online learning, guided Independent Instruction and Small Group Instruction (SGI). The PIE-LV teachers and students will work together to structure an individualized academic plan for each student to follow while focusing on student-defined goals for academic, personal, and post-secondary success, which will in turn empower students to take ownership of their education. Unique features of the independent study educational model we implement include:

- Student autonomy over curriculum modality
- Experiential learning opportunities
- One-on-one support through teacher mentoring
- Flexible attendance requirements to meet the diverse student and family needs
- Post-secondary exploratory options
- Non-classroom-based learning environment that expands beyond the traditional classroom.

While flexibility with curriculum modality and attendance requirements are provided to ensure students can continue to prioritize their education despite personal obstacles or competing obligations, we still maintain high academic expectations and minimal in-person attendance. Students will be required to attend school in-person for a minimum of 2 hours, 2 days per week. When students come to PIE-LV they will have their appointment with their IIT and as well as receive other services from the SPED teacher, PSSSC, and SEL Specialist. While students are not attending school in-person, they will complete Independent Study work via the Virtual Learning program or using a SAW (see explanation below under Curriculum Modalities). All coursework will be approved by the IIT.

PIE-LV promotes student autonomy in choosing the modality in which they want to learn so that students are engaged in the learning process and can demonstrate their learning in different capacities. A recent study²⁹ showed that by allowing students to learn in different modalities, students become more self-reliant while working independently. With this scaffolding, students become more self-sufficient in their learning.

Our PIE-LV model combines intensive personalization with rigorous academic standards within our hybrid learning framework. While students spend fewer physical hours on campus than in traditional schools, they are still expected to commit the same total time to their studies. We continuously track student progress through personalized teacher meetings, which serve multiple purposes: ensuring students meet high academic standards, maintaining appropriate progress toward learning objectives, and providing timely intervention when challenges arise.

Relationship-Based

The PIE-LV curricular options support our highly personalized and unique learning environment. This personalized environment is focused on student-teacher relationships, a philosophical approach, and a structure that has proven to help students be more successful. Each teacher will facilitate the progress of no more than 50 students over the course of a week. Small group instruction (SGI) classes will not exceed fifteen students, allowing for differentiation and one-on-one support for struggling students. This model will address the needs of the PIE-LV population because it allows students to access instruction on a more individualized level and keeps students from getting lost in a large impersonal environment found in many traditional high school settings.

A study³⁰ found that students' engagement and achievement is linked to the teacher-student relationship. This aligns with the Pathways model because teachers have smaller cohorts of students they work with - both in SGI classes and independent study sessions. PIE-LV will also assist students in developing relationships that will help them manage work, school, life, and family responsibilities.

²⁹ Irgatoğlu, A., Sariçoban, A., Özcan, M., & Dağbaşı, G. (2022). Learner autonomy and learning strategy use before and during the COVID- 19 pandemic. *Sustainability*, 14(10), 6118. doi:10.3390/su14106118

³⁰ Roorda, D.L., Jak, S., Zee, M., Oort, F. J., & Koomen, H.M.Y. (2017). Affective Teacher-Student Relationships and Students' Engagement and Achievement: A Meta-Analytic Update and Test of the Mediating Role of Engagement. *School Psychology Review*, 46(3), 239-261. <https://doi.org/10.17105/SPR-2017-0035>. V46-3

PIE-LV attendance requirement ensures students visit campus at least twice a week for independent study appointments. However, students are strongly encouraged to take part in additional school events to foster relationships with their peers and develop a sense of community. These events include local field trips, Pathways Travels trips, student clubs, school community gatherings, and College and Career Fairs. All activities are designed to bring students together from various appointment times, promoting interaction through enjoyable and often service-oriented experiences.

Curriculum Modalities

To support student achievement in a hybrid learning model, PIE-LV will offer a comprehensive, innovative, and research-based curriculum. Part of the development process is to ensure that all curriculum is aligned to Nevada's Academic Content Standards.

Virtual Curriculum: Edmentum

The virtual curriculum is provided using the Edmentum platform, which is one of the Nevada approved providers. Edmentum provides students an opportunity to complete courses in an Independent Study format. Each 0.5 semester Edmentum course is structured into five units, with each completed unit being 0.1 credits. Each Edmentum unit contains embedded reading and videos to disseminate learning objectives. Each unit contains Tutorial Activities and Mastery Tests to demonstrate content mastery. Each unit contains a formative assessment through a Unit Activity designed to demonstrate the application of student knowledge, and a summative assessment through the unit Post Test. Edmentum courses are often utilized with diverse learners for the many supportive features it provides such as highlighting text, embedded dictionary, guided notes and adjustable text-to-speech.

Small Group Instruction Curriculum

PIE-LV will offer a traditional instruction model through Small Group Instruction classes (SGI). SGI curriculum is strategically developed by SGI teachers, who design and align the scope and sequence of each course to Nevada Content Learning Standards in conjunction with utilizing state adopted textbooks. SGI teachers are trained in current research-based teaching practices to effectively engage students. SGI takes place in a classroom with no more than 15 students, allowing for an increased amount of differentiation and one-on-one support for students in core content subjects. SGI classes in mathematics, language arts, and science are scheduled at the start of the school year. Teachers are able to be flexible with scheduling students' IIT appointment times around SGI classes, ensuring that students' schedules can accommodate both.

Independent Study Curriculum

The Student Activity Workbook (SAW) curriculum at PIE-LV is designed to support the Independent Study Program by enabling students to engage with core and elective coursework independently. Each semester course includes five SAWs, with each workbook equating to 0.1 credits. State-approved textbooks are used to ensure academic alignment and compliance with state guidelines.

Each SAW is a comprehensive resource that provides background information, detailed lessons, interactive activities, formative assessments, performance tasks, and checks for understanding. Supplemental materials, such as assigned texts, course websites, novels, and necessary supplies, enhance learning and ensure students have access to diverse instructional resources. Teachers have the flexibility to modify or differentiate SAW content to accommodate individual learning needs, fostering accessibility and inclusion.

To ensure mastery of content, students review their completed SAWs with a teacher before progressing to a Unit Summative Assessment via the Online Assessment Platform. This process reinforces key concepts and provides opportunities for feedback and growth. The structured, age-appropriate pedagogical practices embedded in SAWs emphasize critical thinking and independent learning, equipping students with the skills needed for academic success.

To support consistent progress, pacing guides accompany each SAW course. These guides outline expected learning milestones, enabling students to stay on track while giving teachers the tools to monitor and assess student progress effectively. The combination of curriculum maps and pacing guides ensures both structure and flexibility, allowing students to achieve meaningful academic gains.

- 2) Using the table below, provide a comprehensive list of the school's curricula for core academic subjects³¹: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards³². Add rows as needed until the table reflects all grade levels and subjects.

Grade(s)	Subject	Product Name	Rationale for Selection
9	Math- SAW	Algebra 1; HMH Into Algebra 1 ©2020	NVACS Aligned
9	Math - SGI	Algebra 1; HMH Into Algebra 1 ©2020	NVACS Aligned
9	Math - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
9	ELA - SAW	Foundations of Language and Literature ©2019 Bedford, Freeman & Worth Publishing Group	NVACS Aligned
9	ELA - SGI	Foundations of Language and Literature ©2019 Bedford, Freeman & Worth Publishing Group	NVACS Aligned
9	ELA - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
9	Science - SAW	Biology in Focus 3rd Edition ©2020; Campbell	NVACS Aligned
9	Science - SGI	Biology in Focus 3rd Edition ©2020; Campbell	NVACS Aligned
9	Science - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
9	Social Studies - SAW	National Geographic World Cultures and Geography © 2025 - National Geographic Learning; Cengage	NVACS Aligned
9	Social Studies - SGI	National Geographic World Cultures and Geography © 2025 - National Geographic Learning; Cengage and teacher-developed curricular materials	NVACS Aligned
9	Social Studies - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
10	Math - SAW	Geometry; HMH Into Geometry ©2020	NVACS Aligned
10	Math - SGI	Geometry; HMH Into Geometry ©2020	NVACS Aligned
10	Math - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
10	English/Language Arts - SAW	Foundations of Language and Literature ©2019 Bedford, Freeman & Worth Publishing Group	NVACS Aligned

³¹ [NRS 389.018\(1\)](#)

³² <https://doe.nv.gov/offices/office-of-teaching-and-learning>

Grade(s)	Subject	Product Name	Rationale for Selection
10	English/Language Arts - SGI	Foundations of Language and Literature ©2019 Bedford, Freeman & Worth Publishing Group	NVACS Aligned
10	English/Language Arts - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
10	Science - SAW	Glencoe Chemistry: Matter and Change © 2017	NVACS Aligned
10	Science - SGI	Glencoe Chemistry: Matter and Change © 2017	NVACS Aligned
10	Science - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
10	Social Studies - SAW	World History Voyages of Exploration - National Geographic Learning © 2021; Cengage	NVACS Aligned
10	Social Studies - SGI	World History Voyages of Exploration - National Geographic Learning © 2021; Cengage	NVACS Aligned
10	Social Studies - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
11	Math - SAW	Geometry; HMH Into Geometry ©2020	NVACS Aligned
11	Math - SGI	Geometry; HMH Into Geometry ©2020	NVACS Aligned
11	Math - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
11	English/Language Arts - SAW	Foundations of Language and Literature ©2019 Bedford, Freeman & Worth Publishing Group	NVACS Aligned
11	English/Language Arts - SGI	Foundations of Language and Literature ©2019 Bedford, Freeman & Worth Publishing Group	NVACS Aligned
11	English/Language Arts - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
11	Science - SAW	Environmental Science Second Edition © 2022; Cengage	NVACS Aligned
11	Science - SGI	Environmental Science Second Edition © 2022; Cengage	NVACS Aligned
11	Science - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
11	Social Studies - SAW	U.S. History America Through the Lens 1877 to the Present © 2025 - National Geographic Learning; Cengage	NVACS Aligned
11	Social Studies - SGI	U.S. History America Through the Lens 1877 to the Present © 2025 - National	NVACS Aligned

Grade(s)	Subject	Product Name	Rationale for Selection
		Geographic Learning; Cengage and teacher-developed curricular materials	
11	Social Studies - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
12	Math - SAW	Algebra 2; HMH Into Algebra 2 ©2020	NVACS Aligned
12	Math - SGI	Algebra 2; HMH Into Algebra 2 ©2020	NVACS Aligned
12	Math - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
12	English/Language Arts - SAW	Foundations of Language and Literature ©2019 Bedford, Freeman & Worth Publishing Group	NVACS Aligned
12	English/Language Arts - SGI	Foundations of Language and Literature ©2019 Bedford, Freeman & Worth Publishing Group	NVACS Aligned
12	English/Language Arts - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
12	Science - SAW	Physics ©2017; Houghton Mifflin Harcourt	NVACS Aligned
12	Science - SGI	Physics ©2017; Houghton Mifflin Harcourt	NVACS Aligned
12	Science - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students
12	Social Studies - SAW	American Government - National Geographic Learning © 2022; Cengage Contemporary Economics, 4th Edition © 2018 - National Geographic Learning; Cengage	NVACS Aligned
12	Social Studies - SGI	American Government - National Geographic Learning © 2022; Cengage Contemporary Economics, 4th Edition - National Geographic Learning © 2018; Cengage and teacher-developed curricular materials	NVACS Aligned
12	Social Studies - Edmentum	Edmentum (virtual)	NVACS Aligned Success with similar students

3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education³³.

PIE-LV is committed to meeting all Nevada learning requirements, including providing all students with education that includes instruction in the arts, computer education and technology, health, and physical education as outlined in NRS.389.018.3 These courses are delivered in engaging and flexible formats that support diverse learning styles and

³³ [NRS 389.018\(3\)](#)

ensure students can advocate for their preferred methods of learning and comprehension.

Arts Education:

PIE-LV offers a range of arts courses through workbook-based formats (SAWs), including Arts and Crafts, Basic Drawing, Cartooning, and Introduction to Plays and Theatre. Many of these courses are accompanied by materials kits, enabling students to complete hands-on projects that foster creativity and self-expression throughout the course. Other arts courses are offered through Edmentum, including Introduction to Fashion Design, Music Appreciation, Professional Photography, Theatre, Cinema and Film Production, and Digital and Interactive media.

Computer Education and Technology:

Students engage in technology instruction through Edmentum courses, which provide interactive, project-based learning experiences through courses Computer Programming and Principles of Information Technology. These courses are designed to develop digital literacy and technical skills, preparing students for success in college, career, and everyday digital environments. Additional courses will be available through the dual enrollment opportunities through the College of Southern Nevada for students who are looking for further in-depth instruction in Computer Education and Technology.

Health Education:

Health courses are available both through Edmentum and in Student Activity Workbooks (SAWs), offering flexibility in how students engage with the content. These courses cover essential topics such as personal wellness, mental health, nutrition, and substance abuse prevention, and align with state health education standards.

Physical Education (PE):

PE is offered through structured coursework that promotes physical fitness, health awareness, and the development of lifelong wellness habits. Students will have access to a variety of activities and tracking tools that support movement and physical engagement in alignment with their personalized learning plans. Students must log and submit verified timed activity in order to earn credit. The strength of these courses lie in its flexibility; students engage in physical activities that align with their individual fitness levels and abilities, while maintaining accountability. The curriculum emphasizes ergonomic movement practices, equipping students with the knowledge to support lifelong mobility and overall physical wellness. Students can choose to take Physical Education in a workbook or Edmentum format.

Tracking, Monitoring, and Workload Balance:

Across all subject areas, including Arts, Computer education, health and PE PIE-LV uses a structured system to track course assignment, progress, and completion. Teachers, counselors, and leadership regularly review student progress during Learning Period cycles and team meetings, using data from Edmentum, SAWs, and internal tracking systems to ensure students are on pace and are completing the required courses. Courses in the arts, technology, health, and physical education are intentionally scheduled alongside core academic subjects to maintain a balanced workload and prevent overload in any single content area. This approach ensures that students make steady, measurable progress across all graduation requirements while receiving the support needed to successfully complete each course.

- 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.

PIE-LV utilizes a flexible, personalized, and data-informed instructional model designed to meet the needs of a diverse student population, including those who are over-age, under-credited, or in need of an alternative path to graduation. The instructional program incorporates multiple modalities and supports to ensure students can access rigorous academic content in ways that align with their individual learning styles, pace, and circumstances.

Core instructional strategies include:

Structured Small Group Instruction (SGI): SGI sessions are facilitated by credentialed teachers and focus on grade-level or credit-specific standards. These sessions offer opportunities for peer interaction, collaborative learning, and targeted

support aligned with course content.

One-on-One Support with Individualized Instruction Teachers (IIT): Each student is assigned an IIT who provides individualized academic support, guidance on their personalized learning plan, progress monitoring, and regular check-ins to address challenges and celebrate growth. This relationship is central to the school's wraparound approach to student success.

Hybrid Learning Model: Students access coursework through a combination of Edmentum online curriculum and Student Activity Workbooks (SAWs), with teacher-facilitated instruction to support comprehension and skill development.

Alignment to the Anticipated Student Population

PIE-LV is specifically designed to serve opportunity youth; students who may be re-engaging after previous academic setbacks, working full-time, or managing personal and family responsibilities. The school's flexible scheduling, individualized instruction, and relational approach directly address the barriers that often prevent traditional school success. By combining personalized instruction with high expectations and consistent support, PIE-LV fosters a learning environment where all students can thrive.

Data, Methods, and Systems for Differentiated Instruction

PIE-LV teachers use a comprehensive, data-driven approach to deliver differentiated instruction tailored to each student's academic level and learning needs. Key tools and methods include:

Renaissance Star Assessments (Ren Star): Students complete Ren Star reading and math assessments upon enrollment and at regular intervals (beginning, middle and end of year). This diagnostic data provides immediate insights into each student's skill levels and is used to inform instructional planning, groupings, and interventions.

Unit Assessments and Course-Based Data: Ongoing formative assessments from Edmentum and teacher-created evaluations in SAWs are used to monitor student progress, identify learning gaps, and adjust instructional strategies in real time.

Targeted Intervention Programs: Based on assessment data, students may be assigned to targeted intervention programs that provide scaffolded support in reading, math, or writing. These interventions are delivered through Small Group Instruction (SGI) or one-on-one sessions with IIT's and are designed to accelerate skill development and mastery. Each intervention is personalized to address specific skill gaps or areas of weakness, allowing students to work through challenging content at a pace that supports deep understanding. This approach enhances students' readiness and access to grade-level curriculum by building a strong academic foundation.

Individualized Learning Plans (ILPs): Each student's academic journey is guided by a ILP that outlines credit needs, instructional modalities, and post-secondary goals. These plans are regularly reviewed and updated based on student progress and changing needs.

Progress Monitoring and Instructional Adjustments: Teachers and Instructional Supervisors continuously track student data using internal systems that monitor attendance, course completion, assessment scores, and engagement. This data is used to refine instruction, determine needed interventions, and ensure students stay on track toward graduation. Attendance for work completed outside of the school building will be tracked through verified work completion. Students can demonstrate attendance by completing assigned activities in their Student Activity Workbooks, which are reviewed and documented by their Individualized Instruction Teacher (IIT). Additionally, the IIT can access Edmentum, PIE-LV's online learning platform, to review detailed login and activity reports showing when students logged in, what instructional modules they engaged with, and their progress. These methods ensure that attendance is accurately recorded for students meeting requirements through independent or virtual work.

Multi-Tiered System of Supports (MTSS): PIE-LV uses an MTSS framework to ensure that students receive appropriate academic and behavioral support based on ongoing data and observed needs.

Through this multifaceted instructional approach, PIE-LV ensures that all students—regardless of background or academic history—receive the targeted, responsive, and empowering instruction needed to succeed in high school and beyond.

- 5) 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.

Pathways Management Group would spend year 0 building the Career and Technical Education (CTE) program for PIE-LV. The team will prepare a LOI to be submitted by February 1st to notify the Nevada Department of Education’s Office of Career Readiness, Adult Learning, and Education Options (CRALEO) of intent to offer CTE pathway(s) the following school year. The curriculum, teacher licensing, and work experience elements of the program would be reviewed and in compliance with the Nevada Department of Education and in alignment with the local and state priorities outlined in Perkins V State Plan.

For PIE-LV, the team is aligning the program structure and resources in accordance with Nevada requirements for CTE. The pathways identified to be offered include hospitality and tourism and information technology. The dedicated labs for these pathways will be included in the plans for small group instruction classrooms/ computer lab. Once students complete the CTE coursework and experiences, they can take the state-standards aligned assessments in the Spring in accordance with the CTE – Workplace Readiness Skills & End-of-Program Technical Skills assessments.

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.

At PIE-LV, student matriculation is guided by a transparent, equitable, and data-informed system that ensures students make meaningful progress toward graduation while accounting for individual starting points. Students will be reported and tracked based on their cohort year, determined by their original entry into kindergarten, in alignment with Nevada requirements. This cohort designation establishes the expected graduation timeline for accountability and reporting purposes.

Upon enrollment, each student’s previously earned credits will be reviewed to determine their academic standing. Using this information, PIE-LV will assign each student a personalized target graduation date based on the number of credits earned to date, the remaining credits required for graduation, and an expected pacing model. Assuming a baseline pace of approximately 6 credits per year (based on completion of 6 units per Learning Period), staff will calculate a realistic and individualized timeline to graduation. This ensures that students, families, and staff have a clear and accurate understanding of the pathway to completion. This pace can be adjusted based on individual student age and credit need.

PIE-LV operates on a Learning Period model, where students are assigned a defined academic workload every four weeks to promote consistent progress. At the end of each Learning Period, student progress is reviewed, and updates are shared with families to maintain transparency and engagement. These regular checkpoints allow for timely interventions and adjustments to ensure students remain on track toward their individualized graduation goals.

A key tool used to support student matriculation is the Graduation Calculator which can be seen below. This tool embedded in the SIS StudentTrac is used by teachers to develop and regularly update each student’s personalized graduation plan. This tool maps out the number of credits a student needs to earn and calculates how many units must be completed each Learning Period to stay on track for graduation. It also allows staff to adjust goals based on each student’s age, pacing, and academic performance, helping prevent students from aging out without a diploma.

By visualizing past performance and projecting future progress, the Graduation Calculator serves as both a planning tool and a motivational guide for students.

Students earn credit upon course completion throughout the year, enabling continuous progress rather than waiting for the end of a semester or trimester.

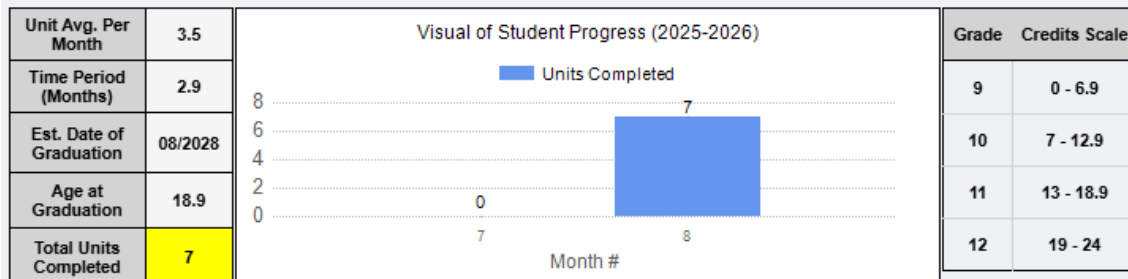
This rolling credit model is supported by ongoing progress monitoring and real-time intervention if a student begins falling off-pace. Student performance is tracked through curriculum platforms and internal systems, allowing staff to monitor mastery, pacing, and engagement. Individualized Instruction Teachers (IITs) meet regularly with students to review progress, adjust learning plans, and provide targeted support.

Credit recovery is embedded within the instructional model, not treated as a separate process. Students focus on a limited number of courses at a time, enabling credit completion while learning at their own speed as well as deeper engagement of the content. When students struggle, they receive immediate supports such as small group instruction, one-on-one tutoring with SGI teachers, and reteaching to address gaps and maintain progress. Students who fall behind expected pacing receive immediate, targeted supports, including individualized instruction, small group support, and schedule adjustments. Flexible scheduling and year-round access further support acceleration and credit recovery, ensuring students can increase their pace when needed.

All promotion and retention policies will be clearly outlined in the Student and Family Handbook, reviewed during enrollment and orientation, and communicated regularly through progress updates, parent conferences, and Graduation Plan meetings. Staff will be trained to implement these policies with consistency, clarity, and a focus on student success. Through this personalized, structured, and transparent approach, PIE-LV ensures that every student and family is equipped with the tools and support necessary to make meaningful progress toward graduation.

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

Subject	Credits Required	Credits Earned	Credits remaining
ELA	4	2	2
Mathematics	4	2	2
Fine Arts	1	1	0
World Language	2	1.5	0.5
Electives	3	2	1
Science	4	1.5	2.5
Physical Education/Wellness	2	2	0
Social Science	4	2	2
Graduation Requirements	0	0	0
Total:	24	14	10
Community Service Hours: 0			



4 Units per Month	Months: 25	Years: 2.2	Age: 18.6	Date: 05/2028
5 Units per Month	Months: 20	Years: 1.8	Age: 18.2	Date: 12/2027
6 Units per Month	Months: 17	Years: 1.5	Age: 17.8	Date: 08/2027
7 Units per Month	Months: 14	Years: 1.3	Age: 17.7	Date: 06/2027
8 Units per Month	Months: 13	Years: 1.1	Age: 17.5	Date: 04/2027
10 Units per Month	Months: 10	Years: 0.9	Age: 17.3	Date: 02/2027

verage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

Pathways In Education - Las Vegas specializes in supporting students who are at risk for retention, dropping out, or not meeting minimum graduation requirements. During the enrollment process, all student transcripts are carefully reviewed to assess prior credit completion, academic performance, and overall standing. Based on this analysis, PIE-LV staff will develop a personalized Individualized Learning Plan (ILP) tailored to each student's specific needs, ensuring a clear and actionable pathway toward credit recovery, mastery of academic standards, and graduation.

Students at PIE-LV benefit from frequent, multi-tiered systems of support, including ongoing communication with parents and guardians to ensure families remain informed, engaged, and actively involved in student progress. When students show early signs of academic struggle, disengagement, or inconsistent attendance, Individualized Instruction Teachers (IITs) proactively initiate outreach to families on a daily or weekly basis. These communications are designed to address concerns early, reinforce accountability, and collaboratively support improved student engagement.

If challenges persist, a formal team meeting is convened that includes the student, parent or guardian, and the student's support team, including teachers and school leadership. During these meetings, the team conducts a comprehensive review of the student's academic progress, attendance patterns, and engagement levels. Barriers to success are clearly identified, and targeted intervention plans are developed with specific, measurable action steps. These plans include defined timelines, progress monitoring checkpoints, and clearly assigned responsibilities to ensure accountability and follow-through.

In addition to academic supports, PIE-LV is committed to addressing the needs of the whole child by leveraging a wide range of wraparound services through established community partnerships. Staff work closely with students and families to connect them with critical resources such as mental health services, housing assistance, food security programs, career readiness supports, and postsecondary planning. These services are not supplemental but integral to the model, ensuring that students' basic needs are met so they can remain focused on their education and long-term success.

For students who are over-age for their grade level, PIE-LV implements intentional and strategic planning to accelerate progress while maintaining achievable expectations. Across the Pathways In Education network, a significant percentage (95%) of students enroll credit deficient for their grade level. In response, IITs carefully map each student's existing credits and remaining graduation requirements to develop a realistic yet rigorous ILP. This includes clearly outlining the number of credits and units of work that must be completed during each Learning Period in order for the student to graduate before reaching the age of 21. Staff work collaboratively with students to balance course loads in a way that preserves motivation, builds momentum, and maintains academic stamina, while also setting transparent expectations about the pace and commitment required.

To further support credit recovery and acceleration, PIE-LV operates with year-round enrollment and elongated school calendar. This structure allows students to continue earning credits during the summer months, providing opportunities for those who are behind to catch up without losing instructional time. Students who are on track also have the option to continue progressing during the summer, allowing them to get ahead, graduate early, or create additional flexibility in their schedules.

Through these integrated systems and structures: personalized planning, continuous monitoring, targeted interventions, wraparound supports, and flexible scheduling, PIE-LV ensures that students at risk of retention or dropping out are consistently supported, re-engaged, and placed on a clear path toward graduation.

3) For high school programs, explain how the school will meet state graduation requirements³⁴. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts,

³⁴ https://webapp-strapia-paas-prod-nde-001.azurewebsites.net/uploads/diploma_requirements_1018352e30.pdf

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.

Pathways In Education - Las Vegas (PIE-LV) is fully aligned with Nevada’s Standard Diploma requirements and provides a mastery-based, student-centered academic model that enables students to meet graduation expectations flexibly and effectively. The school’s instructional design and credit-earning system are tailored to support the unique needs of its diverse student population, particularly those who are credit-deficient or re-engaging in school after previous interruptions.

Meeting Nevada’s Graduation Requirements

PIE-LV students must complete a minimum of 23 credits for a standard diploma as outlined by Nevada SBE.

Course Area	Units Required	Course Area	Units Required
English Language Arts	4.0	Health	0.5
Mathematics* (including Algebra I or above)	3.0	Computer Science and Technology	0.5
Science	2.0	Arts & Humanities**, JROTC, or Career and Tech Ed	1.0
U.S. History	1.0	College & Career Ready Flex Credit	2.0
U.S. Government	0.5	Electives	6.0
Economics and Financial Literacy	0.5		
Physical Education	2.0	Total	23.0

* The sequence of courses to fulfill the mathematics requirements for all three diploma types may include Pre-Algebra, Algebra I, Geometry, Algebra II or higher.

**Students are required to complete courses in geography or world history to earn the standard diploma. Courses in world history or geography can be taken to fulfill requirements for humanities, an elective course, or social studies. PIE-LV does not require additional credits beyond these state-mandated requirements.

Credit Earning and Instructional Model

Students at Pathways In Education – Las Vegas (PIE-LV) earn credit based on mastery of course content aligned to Nevada Academic Content Standards and Carnegie unit requirements. In accordance with Nevada Administrative Code (NAC 389.040), a unit of credit is defined as at least 120 hours of instruction or the equivalent. Accordingly, a one-semester course (0.5 credit) reflects approximately 60 hours of instructional time.

PIE-LV courses are intentionally designed to meet and exceed these minimum time requirements through a structured, mastery-based model. Each semester course is divided into five units, with each unit representing 0.1 credit and designed to require approximately 12 hours of student time on task. Across all five units, students engage in a minimum of 60 hours of coursework per semester, ensuring alignment with Carnegie expectations while emphasizing demonstrated mastery. This is in alignment with the required 7200 minutes (120 hours) per credit in Nevada.

To earn credit for a unit, students must complete all required coursework, demonstrate sufficient quality of work as evaluated by a teacher, and pass the unit assessment with a grade of “C” or higher. Students must successfully complete all five units to earn the full 0.5 credit for the course. This structure ensures that credit is awarded based on both instructional time and demonstrated proficiency.

Because PIE-LV serves many over-age and under-credited students, students are not retained or required to repeat an entire school year if they fall behind. Instead, they continue progressing from where they left off, working toward credit completion at a personalized pace. This approach enables students to complete courses throughout the year and, in many cases, graduate outside the traditional school calendar.

Grade Point Average (GPA) Calculation

The grade given in any course represents the certified teacher’s considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher’s professional judgment of the quality of the student’s work and the student’s degree of mastery. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith or incompetence can be identified. In adherence to the uniform grading score, GPA’s will be calculated in alignment with NAC 389.6625.1.

Percentage	Grade	Explanation
90-100	A	Superior achievement/exceeding mastery of content.
80-89	B	Above average achievement/mastery of content.
70-79	C	Average achievement/approaching mastery of content.
60-69	D	Below average achievement.
59 or below	F	Far below mastery of content. Reteaching and relearning needs to occur followed by reassessment to demonstrate content mastery prior to credit being awarded

Transcript Information

Each student’s transcript at PIE-LV includes official course titles, credits earned, final grades, cumulative GPA, required state assessment results such as the ACT Plus Writing and the Nevada Civics Assessment, as well as the student’s graduation status and diploma type. Transcripts are regularly updated in the school’s student information system, StudentTrac, and are reviewed with students and their families during Individualized Learning Plan (ILP) conferences to ensure informed and ongoing graduation planning. No credit lower than 0.25 will be posted to a student’s transcript in accordance with NAC 389.668.

Elective Course Offerings

PIE-LV offers a dynamic selection of elective courses designed to support both academic growth and personal development. Electives may include Experiential Learning Trips, Creative Writing, Psychology, Financial Literacy, Art and Design, Health and Wellness, College and Career Exploration, Technology Foundations, Digital and Interactive Media, Criminal Justice, Entrepreneurship, Character Education, and Life Skills. These courses are delivered through various instructional modalities—including independent study, small group instruction, and virtual learning platforms—to accommodate different learning preferences and ensure broad accessibility. This list is not comprehensive or static; elective offerings will evolve over time in response to student interests, workforce demands, and emerging educational opportunities.

Assessment Requirements

In compliance with Nevada’s graduation assessment requirements, PIE-LV ensures that all students participate in the ACT Plus Writing exam during 11th grade as a measure of college and career readiness. Additionally, students must pass the Nevada Civics Assessment to demonstrate proficiency in American government and civic knowledge. The school provides all necessary accommodations and preparation resources to support student success on these assessments, including individualized supports for students with IEPs or other documented learning needs.

Flexible Graduation Pathways

The flexible structure at PIE-LV allows students to graduate as soon as all requirements are met, regardless of the time of year. For example, a student may complete their final credit requirements mid-year and graduate immediately. This approach honors each student’s individual pace and progression, reinforcing the school’s commitment to personalized, mastery-based education.

Through this model, PIE-LV supports every student in earning a state-recognized diploma while maintaining high academic expectations and equitable access to graduation for all learners.

- 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).

PIE-LV focuses on developing the whole student and preparing them for graduation as well as life after high school. Postsecondary counseling ensures students have access to various resources and experiences to ensure they are

equipped to create and execute a robust and well-researched post-secondary plan. Students are prepared through various activities throughout their enrollment at Pathways and receive ongoing academic advising from their postsecondary counselor. Postsecondary counselors help students research college and career pathways, provide workshops for families on financial aid, college applications, and FAFSA completion. Counselors also host college and career fairs, inviting representatives from colleges, universities, military, and industry professionals. Postsecondary counselors also support dual enrollment experiences via local community colleges for students to earn credits and experience trying out college courses. Postsecondary counselors regularly meet with students individually to discuss their course selection, monitor progress, and path to graduation. All Pathways students graduate with having completed a postsecondary plan.

To ensure students remain on track for graduation and postsecondary success, PIE-LV will implement clear credit attainment benchmarks and intervention systems. Students are expected to meet minimum credit thresholds aligned to cohort graduation timelines, reviewed at least monthly. Early warning indicators include insufficient credit accumulation, low attendance, course non-completion, and lack of progress toward postsecondary milestones (e.g., FAFSA or applications).

When students fall below established thresholds, they are placed into tiered interventions, including increased check-ins, targeted academic support, schedule adjustments, and credit recovery planning. Intervention levels are determined based on the severity of need and are monitored regularly.

Responsibility for monitoring and intervention is clearly defined:

- IITs track course progress and provide instructional support, monitor credit attainment, attendance, and postsecondary readiness
- Postsecondary Counselors oversee college, career planning milestones and postsecondary readiness
- Principal reviews data trends, ensures fidelity of interventions, and makes escalation decisions

Student progress is reviewed through structured data cycles, and intervention decisions are made collaboratively, with final accountability resting with school leadership.

PIE-LV will use various metrics and success-tracking tools to monitor student progress and evaluate program impact. The priorities of the postsecondary program are informed by our state and charter authorizers. PIE-LV will utilize the National Student Clearinghouse to capture data and provide insights into Pathways graduates postsecondary experiences. Student surveys are conducted throughout the year and data is analyzed annually and results inform school goals. PIE-LV will track data results related to college and career readiness including the following indicators and when results are monitored: Graduation (monthly), FAFSA completion and college application completion (annually), dual enrollment credits earned (semesterly), senior portfolio and postsecondary plan completion (semesterly and annually), graduation survey completion (annually). Postsecondary data is analyzed annually and utilized during strategic planning and goal setting. Our school mission also prioritizes postsecondary plans and create lifelong learners who can access higher education and/or pursue a fulfilling career.

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 Framework³⁵, the Nevada School Performance Framework adopted by the Nevada Department of Education³⁶, and applicable law and regulation.

³⁵ <https://charterschools.nv.gov/ForSchools/Accountability/>

³⁶ <https://doe.nv.gov/accountability/nspf/>

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.

In alignment with the State Public Charter School Authority (SPCSA) Performance Framework, the Nevada School Performance Framework (NSPF), and the school’s mission to re-engage disconnected youth and help them graduate prepared for postsecondary success, PIE-LV has established mission-specific academic goals that are measurable, attainable, and directly tied to student outcomes.

Goal	Targets	Assessment Tool(s)	Process
Goal 1 Academic Growth in Math and ELA	<ul style="list-style-type: none"> 95% of students will participate in the Renaissance Star Assessments 70% of students who participate in at least 2 administrations will demonstrate measurable growth in Grade Level Equivalency (GE) in both ELA and Math 	Renaissance Star 360 (administered Fall, Winter, and Spring annually)	<ul style="list-style-type: none"> Baseline data will be established in Year 1 (2026-27) Incremental growth targets will be set each year (10% annual increase in growth rates) with a long-term goal of 70%+ students demonstrating academic progress Expected gains: 0.5 GE for students enrolled half the year and 1.0 GE for students enrolled the full year Disaggregated data will be reviewed quarterly to identify gaps and adjust instructional strategies
Goal 2 Credit Attainment and Acceleration	<ul style="list-style-type: none"> 90% of students enrolled in an approximate 4-week learning period will complete 6 units of work equating to just over 0.5 credits 70% of students enrolled for 90 or more school days will earn at least six credits by June 30, increasing 10% annually 	StudentTrac (internal credit tracking)	<ul style="list-style-type: none"> Credit accumulation will be tracked monthly and reviewed against expected benchmarks PIE-LV will leverage continuous enrollment and year-round learning to enable credit recovery beyond the traditional academic calendar
Goal 3 On-Track to Graduate	<ul style="list-style-type: none"> 95% of students who are within three credits of graduation by January 30 will graduate by June 30 	Transcript audits; StudentTrac	<ul style="list-style-type: none"> Monthly graduation audits will be conducted Staff will implement intensive interventions (counseling, tutoring, flexible pacing) to support students nearing graduation

Goal	Targets	Assessment Tool(s)	Process
Goal 4 College and Career Readiness	<ul style="list-style-type: none"> 95% of students will make annual progress toward their Individualized Learning Plan (ILP) postsecondary goals 	ILP reviews; course completion records; community service participation logs	<ul style="list-style-type: none"> Annual ILP reviews and Post Secondary Counselor check-ins will monitor progress Readiness assets may include industry-recognized credentials, college credits, or documented internships Aligned with NRS 388.205 and SPCSA priorities
Goal 5 State Assessment Participation and Proficiency	<ul style="list-style-type: none"> 95% of eligible students will participate in state assessments (SSAA and ACT) Starting in Year 3 (2028-29), proficiency rates in Math and ELA will improve by 3% annually 	State Science Accountability Assessment (SSAA); ACT	<ul style="list-style-type: none"> Participation will be ensured through targeted communication, scheduling, and test prep Years 1 and 2 will establish baselines for growth comparisons

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	2027-28	2028-29	2029-30
Academic Growth (ELA & Math)	Both	Renaissance Star 360; Fall, Winter, Spring	To be established in 2025-26	Determine baseline	70% demonstrate growth	72% demonstrate growth
Credit Attainment	SPCSA (Alternative Framework)	StudentTrac; Monthly	To be established in 2025-26	90% students earn 1 credit per LP	70% earn 6+ credits annually	80% earn 6+ credits annually
On-Track to Graduate	SPCSA (Alternative Framework)	StudentTrac; Monthly Graduation Audits	To be established in 2025-26	95% of near-grad students graduate by June	Maintain 95% near-grad success	Maintain 95% near-grad success
Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2027-28	2028-29	2029-30
College & Career Readiness (ALP Progress)	Both	ILP Reviews; Annually	To be established in 2025-26	95% show progress toward ALP goals	Maintain or increase ALP goal progress	Maintain or increase ALP goal progress
State Assessment Participation & Proficiency	Both	State Assessment Records; Annually	To be established in 2025-26	95% participation in EOC exams	3% increase in EOC proficiency	Additional 3% increase in EOC proficiency

Student Retention & Reengagement	SPCSA (Alternative Framework)	Enrollment Data; Monthly	To be established in 2025-26	85% LP-to-LP re-enrollment	Maintain 85% LP re-enrollment, 80% annual	Increase re-engagement to 87% LP, 82% annual
Social-Emotional Learning (SEL)	SPCSA (Organizational Framework)	SEL Survey; Biannually	To be established in 2025-26	70% show SEL growth	75% show SEL growth	80% show SEL growth
Board Governance	SPCSA (Organizational Framework)	Board Minutes; Annually	To be established in 2025-26	80% of members attend 80% of meetings	Maintain 80% attendance rate	Maintain 80% attendance rate
Family Engagement	SPCSA (Organizational Framework)	Event Logs; Quarterly	To be established in 2025-26	Host 4 family events	Host 4 family events	Host 4 family events

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

In its first year of operation (2027–2028), PIE-LV will use the academic year to establish baselines across all mission-specific academic goals. As a new school serving a diverse, mobile, and often credit-deficient student population, PIE-LV will focus on collecting high-quality performance data to inform realistic and meaningful targets for subsequent years. This approach ensures that future goals are grounded in actual student outcomes rather than assumptions, providing a strong foundation for continuous improvement.

Baseline data will be drawn from multiple sources, including Renaissance Star 360 assessments for academic growth, StudentTrac for credit attainment and retention tracking, State Assessment results for participation and proficiency, and research-based SEL assessments for social-emotional development. The school will also use Individualized Learning Plans (ILPs) and career readiness artifacts (e.g., internship logs) to gauge initial levels of postsecondary preparation. These metrics will allow PIE-LV to evaluate student progress across a range of performance areas and adjust its strategies accordingly.

The use of 2027–2028 as a benchmark year also allows PIE-LV to analyze subgroup trends (e.g., EL, SPED, over-age/under-credited students) and understand how students with varying enrollment durations (e.g., full year vs. mid-year entry) perform. This ensures that goals are set with nuance and equity in mind. Beginning in 2028–2029, annual targets will build on these baselines to drive academic achievement, increase graduation rates, improve retention, and ensure alignment with the SPCSA Performance Framework and the Nevada School Performance Framework.

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?

Below is a detailed table outlining how PIE-LV will measure, evaluate, and report academic progress for individual students, cohorts, special populations, and the entire school. It includes methods for real-time tracking, end-of-year evaluation, and multi-year analysis, while also addressing how disparities among student groups will be monitored.

Evaluation Period	Student Group	Measure	Evaluate	Report
Throughout the School Year	Individual students	ILP, SAWs, Edmentum, Renaissance Star	Review goal progress weekly/bi-weekly during LPs, IIT check-ins	ILP reports to students/families via meetings, phone, email each LP, Re-enrollment Parent conferences in June

Evaluation Period	Student Group	Measure	Evaluate	Report
Throughout the School Year	Student Cohorts	Cohort credit tracking in StudentTrac, ILPs	Principal and IITs analyze trends by grade level, credit bands monthly, address during EPIC meetings	Printed/electronic cohort summaries each LP; quarterly summaries
Throughout the School Year	Special Populations	Marked in ILP, IEP, EL database; WIDA, IEP Programs	Regular team meetings (SPED/EL), RTI review, subgroup comparisons	Specialized team reports; subgroup summaries shared with board
Throughout the School Year	Entire School	Internal dashboards (StudentTrac, Tableau), Renaissance Star, State Assessments	Monthly school-wide reviews at executive team meetings	Reports to Board, PMG, SPCSA; Tableau dashboards
End of Academic Year	Individual students	ILP dashboard, end-of-year transcript review	ILP reflection meeting with student, credit comparison to goals	ILP/credit summary and IIT progress shared with student/family
End of Academic Year	Student Cohorts	ILP/SSP Year-end review and credit analysis	Annual review of cohort credit attainment, progress toward graduation	Cohort analysis summary reviewed with school staff and families
End of Academic Year	Special Populations	Compilation of annual reports from ILP, IEP, WIDA, SEL, StudentTrac	Team-level review of group trends at Board Retreat and executive sessions	Principal reports to board; subgroup outcome summaries
End of Academic Year	Entire School	Annual school-level ratings via APF, NSPF, internal dashboards	Multi-stakeholder review (Principal, Board)	Annual reports to SPCSA and board; public dashboard summaries
First Six Years of Operation	Student Cohorts	Compilation of credit-earning and progress reports across years	Executive team evaluates longitudinal trends by subgroup/cohort	Annual reports compiled into 6-year summary for SPCSA review
First Six Years of Operation	Special Populations	Aggregated progress reports from SPED/EL/ILP systems	Executive team reviews subgroup data for disparities annually	Board reports highlight subgroup outcomes and strategies
First Six Years of Operation	Entire School	Summative analysis by leadership and board (via Tableau, StudentTrac)	Leadership aggregates and analyzes multi-year data to inform practice	Year-over-year trends reported publicly and internally
First Six Years of Operation	Individual students	Not applicable for individual students across 6 years	Not applicable for individual students across 6 years	Not applicable for individual students across 6 years

- 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.

The PIE-LV principal and staff will engage in a structured, data-driven continuous improvement process to monitor student performance and implement corrective actions at the classroom, cohort, special population, and school-wide levels. Student data, including Learning Period (LP) progress, credit attainment, Renaissance Star growth, and subgroup performance, will be reviewed on a weekly basis.

At enrollment and at the start of each school year, baseline data—including prior academic performance, Renaissance Star results, IEP goals, and English language proficiency levels—will be analyzed to establish individualized and subgroup-specific academic goals. For special populations, the school will set ambitious growth targets aligned to state expectations, individualized plans, and internal benchmarks for credit attainment and academic progress. Progress toward these goals will be monitored weekly and formally reviewed each Learning Period using disaggregated data.

Corrective actions are triggered when students or groups fall below defined performance thresholds aligned to internal goals and Nevada accountability measures, including: failure to complete at least 0.5 credits per Learning Period, Renaissance Star growth below expected norms, subgroup performance falling 10% or more below the overall student population, or cohort credit attainment rates below 70%. School-wide interventions are triggered if key performance indicators aligned to the Nevada School Performance Framework (NSPF) are not met.

The table below outlines the specific actions, responsible staff, and timelines for intervention:

Students	Support Actions	Staff Responsible	Timeframe
All students	Targeted academic intervention during IIT sessions; adjust ILP goals; increase tutoring hours; parent conferences for unsatisfactory LP performance.	IITs, Post Secondary Success Counselor, Principal	Initiated upon first sign of LP performance dip or below-benchmark growth; reviewed weekly
Cohort groups (e.g., seniors, credit-deficient)	Launch case management reviews for underperforming cohorts; analyze trends in credit attainment; develop targeted instructional plans.	Principal, PSSSCs, Cohort Leads, PMG Data Analyst	Monitored monthly; immediate action when credit rate <70% for cohort
Special Populations (SPED, EL)	SPED/EL staff conduct IEP/EL plan reviews; adjust accommodations/services; provide co-teaching or pull-out instruction; engage specialists.	SPED Teacher, ESL Teacher, Principal	Ongoing monitoring with adjustments at each LP; triggered if subgroup falls 10% below peers
School-wide	Conduct root cause analysis of school-wide data; assess leadership and staff performance; increase staff professional development; implement management company interventions, including additional assessment tools, leadership coaching, and curriculum resources.	Principal, PMG Leadership Team, Board	Quarterly school reviews; immediate action if SPCSA metrics or internal KPIs are not met

To ensure equity and accountability, performance for special populations is consistently reviewed by the Principal and

applicable teachers and staff alongside overall student outcomes. Adjustments to instruction, services, and supports are made in alignment with individualized plans and subgroup performance trends to ensure all students are progressing toward ambitious academic goals.

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

PIE-LV utilizes a comprehensive interim assessment system that includes Edmentum embedded assessments (lesson checks, quizzes, and unit tests), Student Activity Workbook (SAW) assessments (checks for understanding and unit reviews), Small Group Instruction (SGI) assessments administered throughout and at the end of units, but the primary interim assessment to measure student growth toward proficiency will be the Renaissance Star Reading and Math.

To ensure consistency, rigor, and continuous improvement, SGI teachers participate in monthly Professional Learning Communities (PLCs) with same-subject teachers across the PIE network to share best practices, collaborate on instructional strategies, and strengthen alignment. IITs also conduct monthly PLCs at the center focused on reviewing student data, aligning instructional practices, and identifying targeted supports for students who may require additional assistance, alternative instructional approaches, differentiated checks for understanding, or varied methods of demonstrating mastery.

All Edmentum and SAW assessments are standards-aligned and built to measure discrete skills and concepts tied directly to course objectives and state standards. To support high-quality embedded assessment practices, the PIE-LV principal and PMG instructional team will:

- Provide ongoing professional development on formative assessment design and standards alignment
- Implement PLC protocols for creating and analyzing common assessments tied to Nevada standards
- Establish weekly data review routines to monitor student mastery at the standard level
- Provide instructional coaching focused on checks for understanding and just-in-time intervention

This system ensures that assessment is continuous, standards-based, and directly informs instruction within the independent study model.

- 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.

PIE-LV's interim assessments including Edmentum embedded assessments, SAW assessments, SGI Assessments and the Renaissance Star Reading and Math Assessments are valid and reliable indicators of student progress due to their alignment to Nevada Academic Content Standards, consistent administration, and use of multiple measures across instructional settings.

Edmentum assessments are developed from nationally normed and statistically validated item banks and are aligned to state standards; additionally, Edmentum courses have been approved by the Nevada Department of Education, ensuring rigor and alignment. Student Activity Workbook (SAW) and Small Group Instruction (SGI) assessments are developed using structured protocols, including direct alignment to Nevada standards, common rubrics, and ongoing review through Professional Learning Communities (PLCs) to ensure consistency across teachers and sites.

Renaissance Star testing will be administered three times throughout the year to all students, using the data primarily to compare the students skills against themselves to monitor growth, identify skills gaps, and inform individualized learning plans to ensure students can access on-grade-level content. All teachers will be trained annually in Ren Star assessment administration and then take part in analyzing individual and cohort data to inform individualized instruction plans for students, place students in appropriate skills intervention, schedule additional time with content teachers, or any other

service that may be suggested per the data. Renaissance Star testing has been rigorously tested for validity in being a reliable indicator of progress. Independent research and national evaluation bodies have found that Renaissance Star assessments demonstrate strong validity and reliability for screening and progress monitoring. Studies show high correlations with other standardized reading measures (e.g., correlations up to ~0.85) and strong predictive accuracy for state assessment performance, supporting their use as reliable indicators of student growth and achievement.³⁷

Reliability is further strengthened through consistent administration practices, including in-person proctoring of unit assessments, and the use of multiple assessment types to measure the same standards across different contexts. All assessments are directly aligned to the PIE-LV curriculum, which is mapped to Nevada Academic Content Standards and Carnegie unit expectations, and are designed to measure progress toward key performance goals, including academic growth, proficiency, and credit attainment aligned to the Nevada School Performance Framework (NSPF).

- 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?

Teachers review Edmentum, SAW, and SGI interim assessment data on a weekly basis to identify gaps in student understanding, adjust pacing, and provide targeted interventions or reteaching. Renaissance Star assessments, administered three times per year, are used to establish baseline performance, set growth goals, and measure progress toward those goals. Star data is analyzed during staff meetings at the school-wide, cohort, and individual student levels, enabling teachers to use data strategically to inform instruction and address each student’s specific needs. Assessment results also inform updates to Individualized Learning Plans (ILPs), guide intervention placement, and support targeted strategies for special populations.

The Principal will analyze aggregated and disaggregated data during regular data reviews to identify trends, monitor progress toward SPCSA performance goals, and determine needed instructional or programmatic adjustments.

Teachers are trained on using the Renaissance Star data through ongoing professional development offered by PLC collaboration, and data analysis sessions led by the principal and PMG instructional team. The Principal will be trained in Renaissance, its uses and features through in-person training with leaders from other schools in the Pathways In Education network, as well as from instructional coaches from PMG who have extensive Renaissance training. Training focuses on data analysis, standards alignment, and using assessment results to drive instruction, ensuring consistent and effective use of interim assessment data across the school. Teachers will be provided with dedicated time to do data analysis and planning.

- 7) For each interim assessment identified above, describe the performance targets and benchmarks the school will use to monitor student progress and ensure it remains on track to meet its academic goals throughout the first year. Explain how these targets will be set, measured, and adjusted if needed.

PIE-LV will use clearly defined performance targets and benchmarks for each interim assessment to monitor student progress and ensure alignment with academic goals. These targets are established using baseline data, national norms (for Renaissance Star), and internal expectations for credit attainment and skill growth. Progress is monitored continuously throughout each Learning Period and adjusted as needed based on student performance.

Assessment	Performance Targets & Benchmarks	How Targets Are Set, Measured, and Adjusted
Renaissance Star Reading & Math	<ul style="list-style-type: none"> ● 100% of students complete baseline assessments within the first 4 weeks of enrollment 	Baseline data is used to establish individualized growth goals aligned to national norms. Progress is measured through triannual Star administrations and ongoing data reviews. Data is disaggregated by student group and

³⁷ Bulut, O., & Cormier, D. C. (2018). Validity evidence for progress monitoring with Star Reading: Slope estimates, administration frequency, and number of data points. *Frontiers in Education*, 3, 68. <https://doi.org/10.3389/educ.2018.00068>

Assessment	Performance Targets & Benchmarks	How Targets Are Set, Measured, and Adjusted
	<ul style="list-style-type: none"> • At least 60% of students demonstrate measurable monthly growth in scaled scores • At least 75% of students demonstrate accelerated growth (3+ months growth over time) • 90% of students meet or exceed one year of growth annually 	<p>reviewed during PLCs and leadership meetings. If students fall below expected growth, interventions are adjusted, including changes to ILPs, increased instructional time, and targeted supports.</p>
Edmentum Assessments (Lesson Checks, Quizzes, Unit Tests)	<ul style="list-style-type: none"> • 70%+ mastery on lesson and unit assessments • Completion of required instructional hours per unit (minimum 12 hours) • 100% completion of all unit coursework prior to assessment 	<p>Targets are aligned to course standards and Carnegie unit expectations. Teachers monitor progress weekly through real-time Edmentum data. If mastery is not achieved, students receive reteaching, additional practice, and extended time before reassessment.</p>
SAW Assessments (Checks for Understanding & Unit Reviews)	<ul style="list-style-type: none"> • 100% completion of SAWs prior to unit testing • Demonstration of accurate and complete work aligned to standards • Teacher-verified understanding before progression 	<p>Targets are set based on course expectations and reviewed during in-person appointments. IITs and teachers evaluate SAWs for completeness and understanding. If gaps are identified, additional support, differentiated instruction, or alternative methods of demonstrating mastery are implemented.</p>
SGI Assessments (Formative & End-of-Unit)	<ul style="list-style-type: none"> • 80%+ mastery on SGI assessments • Demonstrated understanding of priority standards • Active participation in instructional activities 	<p>SGI teachers develop and review assessments through PLCs to ensure alignment to standards. Data is reviewed regularly to adjust instruction, regroup students, and provide targeted support.</p>

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

In addition to the statewide Infinite Campus system used across Nevada, PIE-LV will also utilize the StudentTrac system implemented across all Pathways In Education schools. StudentTrac is specifically designed to support the Pathways model by tracking student progress, unit completion, grades, attendance, and individualized learning plans. PIE-LV will

also utilize Epicenter for storing documentation, contracts, and tracking performance metrics.

Data collection and entry occur on an ongoing basis. Teachers are responsible for inputting student data into StudentTrac, including unit grades, assessment results, progress monitoring, and instructional notes. This system serves as the primary platform for tracking real-time student performance and instructional data.

To ensure accuracy and compliance, a designated Compliance Coordinator is responsible for entering and verifying official records in Infinite Campus. The Compliance Coordinator regularly reviews StudentTrac data to ensure alignment with Infinite Campus, maintaining consistency between systems. Access to Infinite Campus is limited to key personnel, including the Compliance Coordinator and Principal, which ensures data integrity and controlled input.

In addition, the PMG (Pathways Management Group) team conducts ongoing audits and monitoring of data systems to ensure fidelity of data entry, system alignment, and overall accuracy. These audits include cross-checking StudentTrac and Infinite Campus data, reviewing grading and credit records, and ensuring compliance with state reporting requirements.

Through this structured process—combining clearly defined roles, limited access to official systems, and ongoing internal and external oversight—PIE-LV ensures that all student data is accurately collected, securely stored, and consistently maintained across platforms.

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.

Organizational and financial performance goals are addressed in Sections 4 and 5 and align with authorizer goals.

3.5 AT RISK STUDENTS AND SPECIAL POPULATIONS

At Risk Students

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

At PIE-LV, an at-risk student is defined as a learner whose academic success is jeopardized due to the presence of multiple risk factors that may include academic, behavioral, social, or personal challenges. A student is considered at-risk if they meet any of the following criteria: they have repeated a grade; have an absenteeism rate exceeding 10% in the previous semester; possess a GPA below 1.5 on a 4.0 scale prior to enrolling in an alternative education program; have failed one or more academic subjects in the past year; demonstrate below-proficiency performance based on standardized tests or local assessments; are two or more credits behind the expected progression toward graduation or promotion; or have attended three or more schools in the past two years, not including dual enrollment. Additionally, a student may be classified as at-risk if they meet any one of the following conditions: they have a documented or recurring issue with substance abuse; are pregnant or parenting; are an emancipated minor or unaccompanied youth; have previously dropped out of school; face significant personal, emotional, or medical challenges; have a court or agency referral; or display behavior that hinders academic progress. This comprehensive definition enables PIE-LV to identify students who require personalized academic support, flexible learning options, and holistic services to successfully re-engage in their education and work toward graduation.

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)?

PIE-LV’s approach to academic remediation is individualized, data-driven, and embedded within the school’s instructional model. Students are continuously monitored through Edmentum assessments, Student Activity Workbook (SAW) checks for understanding, Small Group Instruction (SGI) assessments, and Renaissance Star data. Students demonstrating signs of academic struggle—such as below-benchmark performance, incomplete units, or lack of

growth—are immediately identified and provided targeted interventions.

Interventions include placement in Small Group Instruction for more individualized time with a content-specific teacher, one-on-one tutoring with SGI teachers, differentiated assignments, and adjusted pacing within the student’s Individualized Learning Plan (ILP). For students requiring deeper skill development, PIE-LV utilizes Edmentum Exact Path and Achieve 3000 which generate individualized learning pathways based on Renaissance Star results to address foundational skill gaps in reading and math.

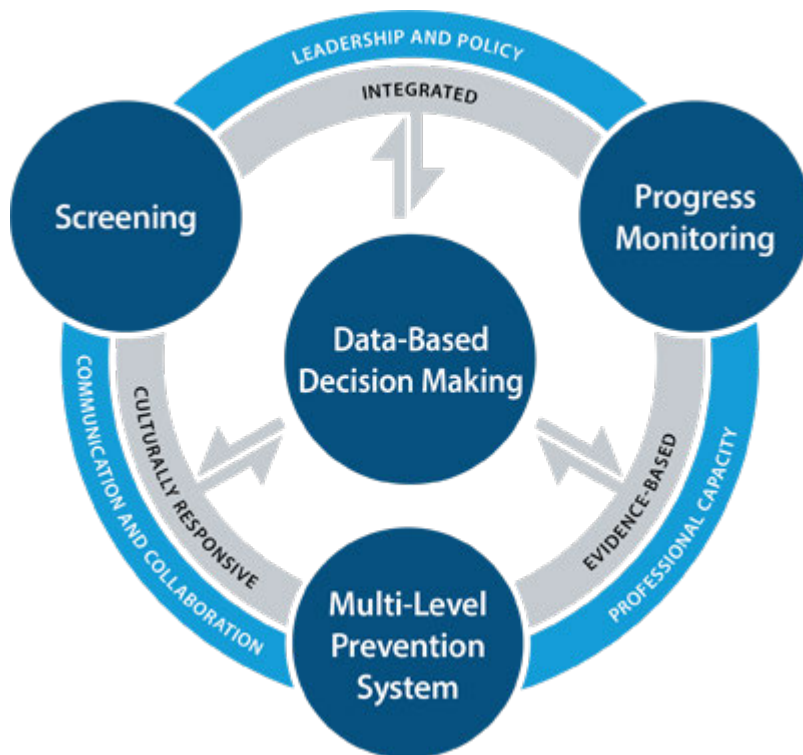
This approach is grounded in research-based practices, including Universal Design for Learning (UDL), which emphasizes multiple means of engagement, representation, and expression, and Multi-Tiered Systems of Support (MTSS), which ensures timely, targeted interventions based on student need. The use of computer-adaptive assessments (Renaissance Star) and personalized learning pathways (Exact Path) further supports differentiated instruction and progress monitoring.

Progress is monitored at the student, cohort, special population, and school-wide levels. Individual student progress is tracked through ILPs and real-time data dashboards, with regular review during teacher meetings and student conferences. Cohort and subgroup performance, including special populations, is analyzed through disaggregated data reviews. School-wide outcomes are evaluated annually using internal metrics and the Nevada School Performance Framework (NSPF).

This comprehensive system ensures that remediation is not a separate initiative, but an integrated, responsive process in which teachers, instructional staff, and leadership collaborate to continuously adjust instruction and support all students in achieving academic success.

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.

For Response to Intervention, PIE-LV will follow the Multi-Tiered Systems of Support (MTSS) framework. This method of integrating assessment and intervention works to maximize student success and identify students who are at risk of academic failure. The MTSS Framework uses a continuum of academic and social-emotional interventions with targeted, evidence-based supports designed to meet the needs of all learners. The graphic below illustrates how MTSS is both a proactive and preventative framework.



Tiers of the MTSS Framework outline the level and intensity of instructional and social-emotional supports provided to students, as noted below:

Tier 1 - Core Universal Instruction:

All students receive universal instruction. Core curriculum is emphasized in Tier 1. Providing high quality, data driven, and grade-level quality instruction to all students is a constant focus, which also provides a common ground for all content area teachers and school-based experts, such as Related Service Providers, to work collaboratively to best meet the needs of students. Everyone plays a role in removing barriers to accessing high-quality Tier 1 core instruction.

Tier 2 - Targeted Instructional Interventions (Supplemental):

Some students receive additional targeted academic and behavioral support. The need for further support is identified through data collection from additional assessment through easyCBM. Instruction and interventions are provided in addition to the core instruction that all students receive in Tier 1. Tier 2 instruction does not substitute for the core program – it supplements the core program by requiring additional instructional time in the school site to work with an IIT for additional time or Small Group Instruction Teacher, or to attend a skills-based Workshop with a small cohort of students, or a change in the modality of curriculum. Tier 2 instruction works to strengthen the academic and/or behavioral skills of students which act as barriers to success in Tier 1. Students who do not make significant progress in their academic grade-level goals, or skill growth monitored by easyCBM, after receiving Tier 2 interventions will transition to Tier 3 interventions.

Tier 3 - Intensive Individualized Instructional Interventions:

In addition to utilizing progress monitoring data through easyCBM to identify students needing Tier 3 intervention, students identified as “Urgent Intervention”, or as significantly below grade level, in Renaissance Star Assessments Reading and Math will also be identified as needing Tier 3 intervention. Deep and intense academic and instructional support based on individual or small group needs will be implemented and monitored. Students receiving Tier 3 instruction are met with standards-based programming which addresses identified skill deficits. This instruction, which may differ from Tier 1, is in addition to and aligned with curriculum standards, supplemental academic and behavioral curriculum, instruction, and support. Tier 3 instruction is characterized by increased time and intensity on a narrow program of instruction, intervention, and skill-based focus. Some examples of Tier 3 instruction could include intervention courses to address skill deficiency such as My Math Path, Achieve 3000, Math Essentials, English Foundations, and Study Skills. Additional intervention could also include counseling with the SEL Specialist and/or PSSSC, and parent meetings to review progress. Students who do not make significant progress in their academic grade-level goals after receiving Tier 3 interventions may be considered for a special education referral.

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

Parents and guardians of PIE-LV students will receive frequent updates regarding student progress and need for remediation. This communication will primarily come from the Individualized Instruction Teacher (IIT). The communication will include telephone calls, emails and text messages. For students who are emancipated or 18 years or older, the communication will be directly with the student.

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?

Social and intrapersonal challenges in school are among the most cited reasons for high school dropout.³⁸ Supporting students in developing and maintaining positive and productive relationships with adults and peers at school is a main focus of PIE-LV. From the teacher-student relationship, Individualized Instruction Teachers are often the first to notice there may be a need for referral for social/emotional/mental health support.

³⁸ Bridgeland et al., 2006; Reschly & Christenson, 2006

PIE-LV will utilize a systematic identification process to provide timely intervention for socially disengaged students. The importance of comprehensively collecting, analyzing, and monitoring student engagement data has proven to be an effective way to keep students on track for graduation. Periodically throughout the year, we collect student engagement data, and we annually administer the Big 5 Survey to provide more detailed information we can use to support and strengthen our services. We utilize the Big 5 Survey to gather feedback from students about their experience at Pathways In Education. The survey discovers more about who our students are, why they have come to our school, why they stay with us, and what else they may need to build their futures. With this invaluable input, we are able to serve our students from a more knowledgeable perspective and incorporate their voices into our planning and programming.

We also utilize Positive Behavior Intervention and Supports (PBIS) to proactively identify school norms to improve school safety. The SEL specialist monitors the prevention and intervention services by regularly reviewing attendance and credit attainment data. Our staff also use data to investigate the presence of additional barriers that need to be addressed within their multi-tier student support system; Regularly, we gather information from stakeholders to make informed, data-based decisions to guide the MTSS process for students needing academic, behavioral, and social/emotional support. We have found that developing these proactive practices provides our at-risk students a greater chance to complete high school successfully.

All students will receive weekly Tier 1 SEL instruction weekly during their appointment time. Activities are planned using CASEL's core competencies. Examples of activities that will be done include:

- **Self-Awareness:** Students will engage in an activity where they create campus-wide age-appropriate vocabulary words that extend their emotional vocabulary. Teachers will enrich this by leading an activity that asks students to identify feelings they might have in different situations using age appropriate vocabulary as previously established.
- **Self-Management:** We teach and regularly have students use effective, age-appropriate self-management techniques (belly breathing, yoga, counting to ten, self-talk, relaxation exercises, and mental rehearsal). The most commonly used technique is guided meditation.
- **Social Awareness:** Teachers engage students in a lesson where they show why it is important to identify how others feel and what to look for (facial cues, body language). This skill is further reinforced by the nature of our individualized study program. Individualized Instruction Teachers take time to analyze characters or text and incorporate this skill when appropriate to the content.
- **Relationship Skills:** Students routinely evaluate how they work together in a group in our SGI program. On a Tier 1 level, students are praised and recognized when they respect boundaries. This is done through visible student celebrations during our appointment times.
- **Responsible Decision-Making:** Teachers engage students in reading current events and discussing if the decisions being made are ethical and evaluate them against clearly defined ethical criteria. Students are given a prompt and asked to journal their opinions before engaging with their peers. "Ground rules" are established and posted for this activity to ensure that it is constructive and encourages their relationship skill-building.

These are just some of the Tier 1 examples that might take place at PIE-LV. We will continue to review current research and implement new tools and practices to meet the individual needs of students.

The same curriculum is used at the Tier 2 level, and many of the activities are similar. The difference is that SEL instruction and support is in a small group-based format through settings such as a women's, men's, parenting, LGBTQ groups, and other groups. Students are referred to these groups based on student/staff reported data. Tier 3 support would be one-on-one with the Social Emotional Learning Specialist.

PIE-LV will have a Social Emotional Learning Specialist, who is a licensed social worker. This role is tasked with devising and executing a Multi-Tiered System of Support aimed at assisting schools in fostering a positive school climate. Their responsibilities include overseeing classroom management, promoting the development of social and emotional skills, implementing restorative practices, and managing behavioral intervention processes. This specialist also works closely with principal and Special Education Teacher to provide strategic planning, direct social work minutes, professional

learning, coaching, and technical assistance. All staff receive professional development to support social/emotional learning multiple times a school year. This practice supports our students at a greater level due to the awareness of all staff in supporting the whole student

Essential functions of the SEL specialist include:

- Consults with principal to identify priorities, develop action plans, and monitor progress
- Coaches and supports school staff in determining the effectiveness of current referral, assessment, and progress-monitoring practices
- Coordinates Tier 2 & 3 behavioral health and SEL supports to promote effective identification of root causes of student behavioral issues and ways to meet students' social and emotional needs
- Supports school staff in delivering evidence-based small group interventions, and oversees the development of SEL lessons to address the CASEL's 5 core competencies
- Provides one-on-one and small group support to students
- Leads the development of community partnerships and linkages for social services and behavioral health supports

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,

As a school administrator at an alternative education high school for over ten years, Andrea Damore, the proposed school leader of PIE-LV, has extensive experience in creating and implementing a student centered and data driven program that specifically addresses students with exceptional challenges to achieving a high school diploma.

Ms. Damore has extensive experience developing and maintaining a program for students with disabilities. In addition to overseeing all compliance aspects of Special Education, she implemented professional development for all instructional staff across two campuses to ensure that consistent interventions and support were provided to students with disabilities. She also ensured that teachers completed weekly progress monitoring, maintained a thorough knowledge of a student's IEP and executed differentiated instruction.

Lisa Schwartz, Director of Authorizer Relations, has experience as former administrator and school leader has knowledge of the Individuals with Disabilities Education Act (IDEA), experience overseeing the development and implementation of Individualized Education Programs (IEPs), and a history of collaborating with special education coordinators, related service providers, and district personnel to ensure students receive appropriate services and supports. She also has experience managing compliance timelines, participating in IEP meetings, and building staff capacity to differentiate instruction and implement accommodations with fidelity.

- b) English language learners,

Ms. Damore has significant experience in leading an effective program for high school English learners. Her previous experience in Clark County at an alternative education high school with an average of over 10% English learners and over 50% Hispanic students, in which the teachers are trained to use the SIOP model and focus upon academic language proficiency and structured literacy interventions. With an emphasis on culturally responsive connections with students and their families, she has worked to increase instruction so that EL's are supported to access rigorous academic content and graduate from high school with language skills needed for college or career plans for the students future.

Ms. Schwartz also has significant experience working with English language learners. When she served as Assistant Superintendent in Skokie 68, the school district had 35% of students classified as EL with around 70% speaking another language other than English at home. During her time at the district, she collaborated with the English Learner Director to redesign the EL program to better meet the needs of students.

- c) homeless and migrant students, and

Ms. Damore has been a McKinney-Vento liaison at an alternative education high school for over five years. In her experience with high-poverty and unhoused students, she has worked to build relationships and support for students and their families that need the most from our community. Specifically, she allocated budgets to food pantries, hygiene products and worked with community partners to assist students and their families with housing, employment and additional resources. As a champion for MTSS, she built a program to connect youth with counselors, mental health supports and academic interventions.

Ms. Schwartz brings direct experience leading McKinney-Vento compliance efforts at the building level. In that role, she served as the designated point of contact for students experiencing homelessness and housing instability, ensuring that eligible students were immediately enrolled and that documentation barriers were never a reason to delay access to school. She oversaw staff training on identifying students who may qualify for McKinney-Vento protections, and she worked closely with district liaisons, social workers, and community organizations to connect students and families with housing, food, transportation, and mental health resources.

d) intellectually gifted students.

Ms. Damore has extensive experience in providing all students with alternative pathways to graduation and post secondary options. Gifted and talented students in a traditional school model may be held back or unchallenged. Alternative education pathways place the student in control of their academic path and pace. While students may accelerate their path towards graduation, dual enrollment opportunities prepare them for their next step as well as dynamic honors and advanced placement curriculum challenges and engage gifted students.

Ms. Schwartz oversaw the Oak Park School District gifted and talented program. This included supporting the development and refinement of curriculum to extend and deepen learning for intellectually gifted students, establishing and maintaining identification and eligibility processes to ensure equitable access to gifted services across the district, and building staff capacity to recognize and respond to the academic and social-emotional needs of gifted learners

In addition to Ms. Damore's extensive leadership experience when it comes to promoting high academic outcomes for special populations of students, PIE-LV will also benefit from PMG's extensive experience supporting Diverse Learners across its network of schools. In Idaho (Nampa), 22% of students (5 out of 22) who completed the 2025 ACCESS assessment achieved reclassification, while 72% of returning students maintained or increased their proficiency levels, demonstrating strong, sustained language development. The program also maintained a high EL retention rate of 85%. In Arizona, 13% of students (2 out of 15) reached reclassification on the 2025 AZELLA, building on prior success from 2023–2024, when 15.3% of students reclassified and nearly half (46.15%) showed measurable growth. Year-over-year data shows that 66% of returning students continued to make or sustain progress. Retention remained strong at 87% in 2023–2024, with a drop to 60% in 2024–2025 highlighting an opportunity to further strengthen student persistence. Together, these outcomes underscore Pathways' ability to accelerate language acquisition, support consistent academic growth, and adapt to meet the needs of English Learners.

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

Identification of Students Who Require Special Education Services

During the enrollment process at PIE-LV, parents and students are asked both verbally and in writing whether the student has previously received Special Education services. School records, including transcripts, are reviewed to identify any prior designation. If applicable, parents are asked to provide the most recent IEP, Eligibility Report, and Behavior Intervention Plan. If documents are not available, the school will request records from the prior school or district. PIE-LV will also fulfill its Child Find obligation in accordance with federal and Nevada law by actively identifying, locating, and evaluating students who may have disabilities. Students demonstrating academic or behavioral challenges are

supported through the Multi-Tiered System of Supports (MTSS). A referral for evaluation is made only after appropriate general education interventions have been implemented and data indicates the student may require specialized services to receive a Free Appropriate Public Education (FAPE). Evaluations are conducted by qualified personnel in accordance with IDEA and Nevada requirements. This includes licensed Special Education teachers (case managers), school psychologists, and other appropriately licensed professionals depending on the suspected area of disability (e.g., speech-language pathologists, occupational therapists).

Multiple measures are used to ensure accurate and comprehensive identification. These include standardized cognitive and academic assessments, curriculum-based measures, classroom performance data (including Edmentum and SAW progress), teacher observations, parent input, and review of prior records. Additional tools may include behavior rating scales, language proficiency assessments, and functional assessments, as appropriate.

Prevention and Monitoring of Over-Identification

To prevent over-identification, PIE-LV ensures that all students receive appropriate, research-based interventions through a Multi-Tiered System of Supports (MTSS) prior to referral for special education. MTSS provides a structured framework in which students first receive high-quality Tier 1 instruction aligned to standards, followed by increasingly targeted Tier 2 and Tier 3 interventions based on individual need. These interventions may include small group instruction, targeted skill remediation, progress monitoring through curriculum-based measures, and individualized supports informed by ongoing data analysis.

Research supports MTSS as an effective framework for improving student outcomes and reducing inappropriate special education referrals by distinguishing between instructional gaps and true disabilities.³⁹ By providing systematic interventions and closely monitoring student response to those interventions, PIE-LV will ensure that only students who demonstrate insufficient progress despite targeted support are referred for evaluation.

Process for Transitioning Students Out of Special Education

If a student is suspected of being incorrectly identified or no longer meeting eligibility criteria, the IEP team will initiate a reevaluation process in accordance with the Individuals with Disabilities Education Act (IDEA), including 34 C.F.R. § 300.303 and § 300.305, which require a review of existing data and reevaluation to determine whether the student continues to qualify for special education services and what educational supports are needed. This includes reviewing current academic and functional performance data and conducting additional assessments as needed. If the student is found no longer eligible, the IEP team will formally exit the student from special education services, document the decision, and ensure appropriate supports are in place within the general education setting. The student's progress will continue to be monitored through MTSS to ensure continued success without specialized services.

- 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.

PIE-LV provides a comprehensive continuum of services to meet the needs of students with disabilities, including those with severe intellectual, learning, and/or emotional disabilities, while ensuring access to the least restrictive environment (LRE).

Screening, Evaluation, and IEP Development

All students are screened upon enrollment through review of prior records, assessment data (including Renaissance Star), and teacher observations. Students who demonstrate academic or behavioral challenges are supported through MTSS, with referrals for evaluation initiated when data indicates a potential disability. Evaluations are conducted by licensed professionals using multiple measures in accordance with IDEA and Nevada Administrative Code. IEPs are developed by a multidisciplinary team and include rigorous, standards-aligned goals, clearly defined service minutes, accommodations, and instructional plans tailored to student needs.

³⁹ McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford Press.

Continuum of Instructional Programs and Services

PIE-LV provides a full continuum of services, including inclusion support, co-teaching, push-in services, and pull-out instruction for targeted skill development. Instruction is delivered through a blended model of Small Group Instruction (SGI), one-on-one support, and independent coursework, allowing for differentiated pacing and individualized support. Evidence-based practices—including explicit instruction, scaffolding, structured feedback, and frequent progress monitoring—are implemented across all settings. If transportation is required as a related service, PIE-LV can utilize providers such as HopSkipDrive to ensure that IEP transportation requirements are met in a safe and reliable manner. Students with severe intellectual disabilities receive instruction focused on functional academics, life skills, and vocational readiness, aligned with both Nevada standards and postsecondary goals. Students with significant emotional or behavioral needs receive individualized Behavior Intervention Plans (BIPs), counseling services, and trauma-informed supports. Related services, including speech-language therapy, occupational therapy, physical therapy, and counseling, are provided by Nevada-licensed professionals either on staff or through contracted providers.

Progress Monitoring and Data Systems

Student progress toward IEP goals is monitored regularly through Edmentum data, SAWs, SGI assessments, and teacher observations. Progress is reviewed at each reporting period and during IEP meetings, with adjustments made as needed. StudentTrac and Infinite Campus are used to track services, progress, and compliance, ensuring accurate documentation and alignment across systems.

Staffing and Collaboration

PIE-LV employs Nevada-licensed Special Education teachers who serve as case managers and coordinate services. General education teachers, Individualized Instruction Teachers (IITs), and related service providers collaborate through co-planning, data reviews, and shared responsibility for student outcomes. Contracted providers are utilized as needed to ensure all required services are delivered.

Service Monitoring, Exit, and Compliance

The Compliance Coordinator and Principal monitor service delivery, IEP implementation, and documentation to ensure compliance with IDEA and Nevada regulations. Students who demonstrate sufficient progress are reevaluated in accordance with 34 C.F.R. § 300.303 and § 300.305, and may be exited from special education through the IEP team process, with continued monitoring through MTSS.

Transition Planning

For high school students, transition planning begins by age 16 and is embedded within the IEP. Plans include measurable postsecondary goals related to education, employment, and independent living. Post-Secondary and Student Services Counselors (PSSSCs) support students in accessing dual credit, career pathways, and community-based experiences aligned to their goals.

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

At PIE-LV, all instructional staff operate within a unified model in which Special Education teachers, Individualized Instruction Teachers (IITs), and Small Group Instruction (SGI) teachers share responsibility for supporting students. The Special Education teacher is embedded within the learning center alongside other staff, allowing students to receive services in an inclusive setting without being visibly separated from peers. Students with disabilities receive support seamlessly during their scheduled appointments, typically working with an IIT for core instruction and receiving additional targeted support from the Special Education teacher based on their required service minutes. This may occur at the beginning or end of an appointment or during designated times to address specific skill development, provide clarification, or reinforce instruction.

Special Education teachers also push into Small Group Instruction (SGI) sessions to provide targeted, in-the-moment support during key portions of lessons, such as guided notes, direct instruction, or independent work time. Collaboration

is embedded into daily practice, with Special Education teachers and IITs working in real time to align instruction, accommodations, and expectations with each student's IEP. /

Formal team planning occurs weekly on Fridays, when there are no scheduled student appointments, allowing staff to review data, coordinate services, and plan instruction for the upcoming week. Related service providers collaborate with instructional staff as needed, and all team members utilize shared data systems, including StudentTrac and Edmentum, to monitor progress and adjust instruction. This integrated, team-based approach ensures that students with disabilities receive consistent, individualized support while maintaining full access to rigorous, standards-aligned curriculum.

- 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.*

PIE-LV will ensure qualified staffing to meet the needs of students with disabilities by employing and contracting with appropriately licensed personnel in accordance with federal and Nevada requirements. All Special Education teachers will hold a valid Nevada teaching license with a Special Education Generalist (K–12) endorsement, in accordance with NAC 391.3393 et seq. The Special Education teacher will be responsible for IEP development, implementation, and progress monitoring. Related service providers, including speech-language pathologists, occupational therapists, physical therapists, and psychologists, will hold appropriate Nevada licensure in their respective fields, as required by NRS 641B, NRS 640A, NRS 640, NRS 641, and NAC 391 and will be contracted through approved service providers to ensure all student needs are met.

Recognizing that Special Education staff can be difficult to recruit, PIE-LV may implement a proactive, multi-faceted staffing approach, exploring several options to secure highly qualified personnel if needed. These options include building the bench within PIE-LV by supporting existing staff, such as IITs, in obtaining Special Education licensure through tuition reimbursement and partnerships with alternative licensure programs such as Teach Nevada. PIE-LV may also consider hiring candidates on a provisional Nevada license or through an Alternative Route to Licensure, providing structured coaching and mentorship as they complete certification, in full accordance with NRS 388A.518.

Staffing levels will be aligned to student enrollment and service requirements to ensure that all IEP service minutes are delivered with fidelity. The Principal, Special Education teacher and Compliance Coordinator will regularly review caseloads, service schedules, and staffing assignments to ensure adequate coverage and compliance. In addition, PIE-LV will provide ongoing professional development to all instructional staff to support effective service delivery, collaboration, and implementation of IEPs.

- 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?

Monitoring and Evaluating Progress and Success of Students with IEPs, Including Exit Process

PIE-LV will implement a structured system to monitor and evaluate the progress of students receiving special education and related services. Student progress toward IEP goals will be tracked continuously using multiple data sources, including Edmentum performance data, Student Activity Work (SAWs), SGI assessments, and teacher observations. Progress will be formally reviewed at each reporting period and shared with families, and IEP teams will meet at least annually, or more frequently as needed, to review data, update goals, and adjust services.

If a student demonstrates sufficient progress and may no longer require special education services, the IEP team will initiate a reevaluation process in accordance with 34 C.F.R. § 300.303 and § 300.305. This includes a review of existing data and additional assessments as needed to determine continued eligibility. If the student no longer qualifies, the team will formally exit the student from special education, document the decision, and ensure appropriate support is in place through general education and MTSS to maintain progress.

Tracking and Monitoring Curricular and Instructional Decisions by IEP Teams and School Personnel

Curricular and instructional decisions are tracked and monitored through ongoing collaboration and shared data systems. All instructional staff utilize StudentTrac and Edmentum to document student progress, monitor mastery of standards, and track implementation of accommodations and modifications. Special Education teachers, IITs, and other staff regularly review this data to ensure instruction is aligned with each student's IEP goals.

IEP teams, including the Special Education teacher (case manager), instructional staff, related service providers, and administrators, collaborate through regular data reviews and planning meetings to adjust instruction, supports, and services. Weekly instructional planning and data review meetings ensure that decisions are responsive to student needs, while the Compliance Coordinator and Principal monitor implementation to ensure fidelity and alignment with IEP requirements. This systematic approach ensures that instructional decisions are data-driven, coordinated across staff, and consistently aligned to student goals and Nevada Academic Content Standards.

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

PIE-LV will implement a comprehensive system to monitor and evaluate compliance with all federal and state special education requirements, including the Individuals with Disabilities Education Act (IDEA) and Nevada Administrative Code. The school will utilize Nevada's required systems: Infinite Campus, the Nevada Special Education Accountability and Reporting System (NVSEARS), and the Nevada General Supervision System (NVGSS), to ensure accurate documentation, reporting, and oversight of special education services.

The Special Education teacher, serving as case manager, will be responsible for completing and submitting all required reporting within NVGSS and NVSEARS, including timelines for evaluations, IEP implementation, and state reporting indicators. The Compliance Coordinator will be responsible for entering and maintaining all official student records, including IEPs, service minutes, and progress data, within Infinite Campus. To ensure alignment and accuracy across systems, the Compliance Coordinator and Special Education teacher will regularly cross-check data between StudentTrac, Infinite Campus, and state reporting systems.

PIE-LV will conduct ongoing internal monitoring to ensure compliance, including regular audits of IEP implementation, service delivery, timelines, and documentation. The Principal and Compliance Coordinator will review caseloads, service schedules, and data reports to ensure that all students are receiving services as outlined in their IEPs and that all procedural requirements are met. Additionally, Pathways Management Group (PMG) will provide oversight through periodic audits and compliance reviews to ensure fidelity to federal and state laws.

Through the use of state-mandated systems, clearly defined staff responsibilities, and ongoing internal and external monitoring, PIE-LV will ensure full compliance with all applicable special education laws while maintaining accurate, timely, and transparent reporting practices.

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

PIE-LV will develop transition plans in accordance with the Individuals with Disabilities Education Act (IDEA), including 34 C.F.R. § 300.320(b), which requires that transition planning begin no later than age 16 and include measurable postsecondary goals and coordinated services aligned to education, employment, and independent living outcomes. Transition planning will be embedded within each student's IEP and aligned to their Individualized Learning Plan (ILP), ensuring a coordinated approach to postsecondary readiness. Transition plans will include measurable postsecondary goals in the areas of education/training, employment, and, when appropriate, independent living, based on student interests, strengths, and assessment data.

Implementation of transition plans will be supported through collaboration between Special Education teachers, Post-Secondary and Student Services Counselors (PSSSCs), and instructional staff. Students will receive individualized guidance in exploring college and career pathways, accessing dual credit opportunities, developing workforce skills, and

connecting with community resources. Instruction will incorporate real-world applications, career exploration, and skill-building activities to prepare students for success beyond high school.

PIE-LV is committed to ensuring that all students graduate with a clear and confident plan for their next steps. The school will also conduct follow-up with graduates approximately one year after completion to assess postsecondary outcomes, including enrollment in education or training programs, employment status, and overall transition success. This follow-up data will be used to evaluate and continuously improve the effectiveness of the school's transition planning and support systems.

- 3) Explain how the school will meet the needs of English language learners (EL), including:
- a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?

PIE-LV will ensure proper identification of English Learners (ELs) through a standardized, legally compliant process aligned with federal and Nevada requirements. In accordance with the Every Student Succeeds Act (ESSA), Title III (20 U.S.C. § 6826) and guidance from the U.S. Department of Education, all students will be screened for potential EL status using a Home Language Survey at enrollment. Additionally, PIE-LV will follow Nevada Department of Education (NDE) and WIDA Consortium guidelines for identification, placement, and monitoring of EL students.

As part of enrollment, all families complete a Home Language Survey, which is explained verbally in the parent/guardian's preferred language when possible, ensuring accurate and informed responses. The Compliance Coordinator enters this information into Infinite Campus, Nevada's official student information system. Student records from previous schools, including transcripts, prior WIDA scores, Limited English Proficiency (LEP) plans, and exit documentation, are reviewed to determine if the student has previously been identified or assessed. If the Home Language Survey indicates a language other than English, the WIDA Assessment Coordinator (who is the EL Teacher) will verify prior testing through Infinite Campus, cumulative records, and communication with previous districts.

If no prior valid language proficiency data exists, the student will be assessed using the WIDA Screener within 30 calendar days of enrollment, in accordance with ESSA Title III requirements (20 U.S.C. § 6826) and Nevada guidance. Assessment results are used to determine EL eligibility, and the EL designation is documented in Infinite Campus. To prevent misidentification, PIE-LV utilizes multiple data sources, including Home Language Survey results, standardized language assessments (WIDA), prior records, and staff review, rather than relying on a single measure. Staff responsible for identification, including the WIDA Assessment Coordinator and Compliance Coordinator, are trained in proper identification procedures and data verification protocols. This multi-step, cross-verified process ensures that students are neither over-identified nor under-identified and that all students who qualify for services are accurately identified and appropriately supported.

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

PIE-LV will ensure that the results of the WIDA Screener and all English Learner (EL) identification and placement decisions are communicated clearly, promptly, and in compliance with federal and state requirements. In accordance with ESSA Title III (20 U.S.C. § 6312(e)(3)), parents/guardians of students identified as English Learners will receive formal written notification within 30 days of the start of the school year, or within two weeks of enrollment for students enrolling mid-year.

This notification will be provided in a language the family understands and will include the student's English proficiency level, the method of identification, program placement, description of services and instructional supports, expected rate of progress, and parent rights, including the right to decline or modify services. Families will also be provided with contact information for school staff, including the EL-designated teacher, to support ongoing communication and engagement.

Internally, EL identification and placement data will be documented in Infinite Campus, Nevada’s official student information system, and communicated to all relevant staff through StudentTrac and internal data-sharing protocols. All teachers and support staff will have access to student language proficiency levels, accommodations, and instructional recommendations to ensure appropriate support is consistently implemented across all instructional settings.

Ongoing communication will be maintained through regular progress updates, including WIDA ACCESS results, ILP conferences, and direct outreach as needed. This ensures that both families and staff remain informed of student progress, program effectiveness, and any changes to services or placement, supporting a coordinated and student-centered approach.

- 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 (ELAD endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.

PIE-LV will ensure qualified staffing to meet the needs of English Learners (ELs) by employing appropriately licensed personnel and providing ongoing training to support effective instruction, assessment, and progress monitoring. In accordance with Nevada requirements, the EL teacher will hold a valid Nevada teaching license with an English Language Acquisition and Development (ELAD) endorsement.

All staff involved in supporting EL students, including IITs and SGI teachers, will receive professional development in strategies for English language development, differentiation, and culturally responsive teaching. The designated EL teacher will be the WIDA Assessment Coordinator and will be responsible for administering required assessments, including the WIDA Screener for identification and the WIDA ACCESS for annual proficiency measurement, ensuring all assessments are conducted in accordance with state and WIDA guidelines.

Progress monitoring will be conducted using multiple data sources, including WIDA ACCESS results, classroom performance, Edmentum data, and ongoing formative assessments. Student progress will be reviewed regularly by instructional staff and used to adjust supports, instructional strategies, and placement as needed.

Pathways In Education has a strong track record of supporting English Learners across its network. At PIE-Illinois, the site most comparable to the anticipated PIE-LV student population, 22% of students were identified as English Learners in SY25. By comparison, English Learners represent 16.2% of students in Clark County, which exceeds the Nevada state average of 14.4%, according to the Nevada Accountability Portal. This experience demonstrates Pathways’ ability to support English Learners in making measurable progress in both language development and academic achievement through targeted instruction, progress monitoring, and individualized supports—practices that will be replicated at PIE-LV.

In Nevada, English Language Learners underperform across the state. In the 24/25 school year, 78.8% of EL students graduated, falling far below the state average (81.5%). This shows a significant opportunity gap. Recent data from Pathways schools shows that 13% of ELs at PIE-Arizona and 22% at PIE-Nampa successfully reclassified as English proficient. Additionally, 66% of Arizona ELs and 72% of Idaho ELs who took the ACCESS assessment in consecutive years maintained or improved their scores. These outcomes demonstrate PIE’s ability to deliver targeted instruction and individualized support that results in measurable progress for EL students.

Through licensed staffing, structured assessment systems, ongoing professional development, and data-driven decision-making, PIE-LV will ensure that all EL students receive high-quality instruction and support aligned to state and federal requirements.

- 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?

PIE-LV will implement a Language Instruction Educational Program (LIEP) centered on the Sheltered Instruction Observation Protocol (SIOP) model. All teachers will integrate content and language objectives using research-based scaffolding to provide English Learners (ELs) with full access to rigorous, grade-level Nevada Academic Content Standards. By utilizing sheltered instruction and Academic Language Acquisition through Content approach within heterogeneous, credit-bearing courses, we ensure students are not segregated from the core academic program while maintaining high expectations for both content mastery and linguistic development.

Instructional practices focus on Academic Language Acquisition through Content, emphasizing structured discourse, explicit vocabulary development, and meaningful engagement with complex texts. Teachers differentiate instruction based on English language proficiency (ELP) levels, using real-time data to tailor supports. This integrated approach ensures that EL students simultaneously build academic language and meet core benchmarks, facilitating a seamless path toward high school graduation.

Designated English Language Development (ELD) instruction will be provided by ELAD/TESOL-endorsed staff through flexible push-in and pull-out service models. Targeted Advanced ELD supports will address persistent literacy gaps for Long-Term English Learners (LTELs), while newcomer services will accelerate foundational acquisition for recently arrived students. These services are strategically scheduled to minimize disruption to core instruction, prioritizing accelerated language gains alongside steady credit attainment.

Through this data-driven model, PIE-LV ensures equitable access to rigorous instruction and postsecondary readiness. We will continuously monitor progress through ELP assessments and academic indicators, adjusting interventions to ensure measurable growth in all language domains. This comprehensive framework guarantees that EL students meet grade-level standards and remain on track for on-time graduation and beyond."

- 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?

PIE-LV will implement a comprehensive, data-driven system to monitor and evaluate the progress and success of English Learners (ELs), ensuring that students demonstrate measurable growth in both English language proficiency and academic achievement. The school will utilize multiple data sources, including state-approved English language proficiency assessments (e.g., WIDA ACCESS or equivalent), local benchmark assessments, course performance, credit attainment, and formative classroom assessments to regularly evaluate student progress. EL student data will be reviewed on an ongoing basis through structured data cycles, allowing instructional staff to identify trends, adjust supports, and ensure that students remain on track to meet grade-level standards and graduation requirements.

Designated EL staff, in collaboration with general education teachers and school leadership, will conduct regular progress monitoring meetings to review individual student performance and determine the effectiveness of instructional supports and interventions. These data-driven discussions will inform instructional adjustments, including the level and type of English Language Development (ELD) services provided, the need for targeted interventions, and the appropriateness of current placement within the instructional program. Teachers will also use ongoing formative assessments embedded within instruction to monitor language development across reading, writing, listening, and speaking, ensuring timely and responsive support.

To ensure appropriate and timely exit from EL services, PIE-LV will follow all state and federal guidelines for reclassification. Students will be considered for exit when they meet established criteria, including achieving proficiency on the state English language proficiency assessment, demonstrating grade-level performance in core academic subjects, and showing readiness to succeed in an English-only instructional environment without additional language supports. Multiple measures will be used in this determination, including standardized assessment results, classroom performance, teacher input, and a review of academic progress data to ensure that exit decisions are both valid and reliable.

Following reclassification, PIE-LV will implement a formal monitoring process for former EL students for a minimum of two years to ensure continued academic success. During this period, student performance will be regularly reviewed,

and additional supports will be provided if needed to prevent regression. This ongoing monitoring ensures that reclassified students remain successful in the core academic program and continue to make progress toward graduation. Through this comprehensive system of progress monitoring, data analysis, and structured exit criteria, PIE-LV ensures that English Learners receive targeted, responsive support while maintaining equitable access to rigorous academic content, ultimately enabling them to achieve language proficiency, meet academic standards, and successfully transition out of EL services.

- 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.

Identification of intellectually gifted students includes multiple measures such as Renaissance Star performance data (students significantly above grade level), consistent, accelerated unit mastery in Edmentum, teacher recommendations, student work samples, and parent input. This approach ensures that students demonstrating advanced ability, particularly those who may be overlooked in traditional settings, are identified equitably.

Once identified, gifted students are supported through the flexibility of the Pathways model, which allows for true acceleration and extension beyond grade-level content. Students are able to progress through coursework at an accelerated pace, take on additional courses simultaneously, and move into advanced or dual credit coursework as soon as readiness is demonstrated and pre-requisite courses are completed. Unlike traditional models, students are not required to wait for cohort pacing, allowing continuous academic advancement.

Instruction is differentiated through performance-based projects aligned to higher-order thinking skills. Within Small Group Instruction (SGI), teachers provide targeted extension activities, including inquiry-based learning, problem-based tasks, and opportunities for student-led exploration. Students may also engage in independent projects, mentorship opportunities, or real-world applications aligned to their interests, extending learning beyond the standard curriculum. Staffing is intentionally structured to support these opportunities. Content-specialized SGI teachers and Individualized Instruction Teachers (IITs) provide academic guidance, monitor accelerated progress, and design differentiated learning experiences. Post-Secondary and Student Services Counselors (PSSSCs) support advanced students in accessing dual credit, college coursework, and career-aligned pathways. The Principal ensures that teachers receive ongoing professional development in differentiation, acceleration, and advanced learner support.

Through this combination of flexible pacing, individualized learning plans, targeted teacher support, and expanded academic opportunities, PIE-LV ensures that intellectually gifted students are consistently challenged and provided with unique, tailored pathways that extend their learning and prepare them for postsecondary success.

- 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?

PIE-LV is committed to ensuring that all students entitled to services under the McKinney-Vento Homeless Assistance Act and migrant education programs are accurately identified and appropriately supported. The school will implement a multi-step identification process that begins at enrollment and continues throughout the school year using surveys and informal check-ins to ensure students facing housing instability or migratory circumstances are not overlooked or misidentified.

All families will complete a housing and residency questionnaire as part of the enrollment process, which includes screening questions aligned with McKinney-Vento and migrant eligibility criteria. The school will designate a trained McKinney-Vento and Migrant Liaison who will be responsible for reviewing these forms, conducting follow-up conversations as needed, and coordinating services for qualifying students. This individual will receive regular training to stay current on federal and state regulations and best practices for identification and support.

To avoid misidentification, PIE-LV will implement procedures that ensure data privacy, cultural sensitivity, and clear communication with families. Staff will be trained annually on the signs of housing instability and mobility, the importance of using non-stigmatizing language, and the legal rights of students under McKinney-Vento. The liaison will also collaborate with local shelters, social service agencies, and migrant education programs to assist with accurate identification and service coordination. PIE-LV will take a proactive, student-centered approach to ensure that all eligible students are identified accurately, receive timely support, and are provided equitable access to the full range of academic and wraparound services available to their peers.

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

PIE-LV is committed to identifying and addressing the unique needs of students experiencing homelessness or migratory circumstances. In accordance with the McKinney-Vento Homeless Assistance Act, PIE-LV will ensure the immediate enrollment of eligible students and conduct a needs assessment led by the school's designated Homeless and Migrant Liaison. This assessment will identify required supports such as transportation to the school of origin, access to meals, academic assistance, school supplies, and referrals to health and social services.

The liaison will work directly with students and families to eliminate barriers to participation in both academic and extracurricular programs. Special consideration will be given to unaccompanied youth, who will be enrolled without requiring proof of guardianship or standard documentation.

To further support students and families, PIE-LV partners with community organizations such as the Nevada Partnership for Homeless Youth, Project 150, The Just One Project, and Three Square Food Bank. These partnerships enable the school to connect families to essential services including housing support, food assistance, and other basic needs. Through this comprehensive and collaborative approach, PIE-LV ensures that homeless and migrant students receive the full range of services necessary to support their educational success and overall well-being.

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.

At PIE-LV, we recognize that our distinctive program demands specialized professional development to ensure success for all stakeholders. We provide comprehensive training for staff to foster understanding of our school culture and their instructional responsibilities within our unique learning environment. Professional development at PIE-LV falls under the Principal's leadership responsibility. The Principal works in partnership with the PMG Professional Development Supervisor to effectively design, deliver, and implement training initiatives. To enhance our professional learning opportunities, we may also utilize external consultants and relevant conference attendance.

Core Components of Professional Development

Our professional development program consists of five essential components that directly support our educational model:

- **Instructional Methodology Training:** Staff receive specialized training in independent study pedagogical approaches, differentiated instruction, and personalized learning strategies that align with our program's emphasis on individualized educational pathways.
- **Data-Driven Decision Making:** Professional development sessions focus on utilizing student performance data to inform instructional practices, allowing teachers to make evidence-based adjustments to support student achievement.
- **Social-Emotional Learning Integration:** Training addresses strategies for embedding social-emotional learning within academic content to support the holistic development of our students.
- **Trauma-Skilled Schools Training:** Staff development includes comprehensive training on trauma-informed practices, recognizing adverse childhood experiences, and implementing responsive strategies that create safe learning environments for all students, particularly those who have experienced trauma.

- Collaborative Professional Learning Communities: Regular PLC meetings foster a culture of collaboration where educators share best practices, analyze student work, and collectively problem-solve instructional challenges.

PIE-LV professional development approach employs a strategic blend of internal and external training opportunities:

Internal Development

The majority of our professional development is conducted internally through:

- Weekly staff development sessions led by the Principal and other staff members
- Peer observation and coaching cycles
- Professional learning communities focused on subject-specific instructional practices
- In-house workshops on our proprietary curriculum and data driven decision making

External Development

We supplement internal training with external expertise through:

- PD provided by the PMG instructional team
- Targeted conference attendance aligned with program priorities
- Specialized consultants for advanced training in specific instructional models
- External online learning platforms offering self-paced professional growth opportunities

Uniform Components: All staff participate in foundational training on our educational model, school culture, and core instructional approaches to ensure consistent implementation across classrooms.

Individualized Components

We recognize that educators have diverse needs and strengths. Therefore, we provide:

- Differentiated training paths based on experience levels and prior expertise
- Individual growth plans developed collaboratively between staff and administration
- Choice-based professional learning opportunities aligned with personal development goals
- Targeted coaching based on classroom observation data and identified areas for growth

Through this comprehensive approach to professional development, PIE-LV ensures that all staff members receive the specialized training needed to effectively implement our unique educational program while continuously refining their practice to best serve our diverse student population.

- 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.*

To support effective development and implementation of the PIE-LV program and curriculum, the following professional development is provided for all new staff prior to the start of the school year or after new hires begin. These sessions will also be provided for teachers/staff hired after opening.

Pre-Opening Professional Development

Session	Participants	Objective	Description and Outcome
New Staff Onboarding	All staff	To welcome new staff members and complete new hire paperwork as well as review employee guidelines and benefits	Newly hired staff members will be welcomed to PIE as well as review and complete needed paperwork for the hiring process
Welcome to new staff training	All staff	To introduce and familiarize staff to the school's mission and vision, and Core Values.	Pathways 101 - Pathways Culture - Mission/Vision/Core Values

Session	Participants	Objective	Description and Outcome
		Staff will understand the organizational structure (big picture) and how the center specific roles work together	- Overview of organization and where your role fits
HQTI	All teachers	Develop an understanding of HQTI	To introduce and familiarize staff of the HQTI rubric and process and how all training supports the HQTI initiative
Instruction and Curriculum Part 1	All staff	To show new staff how we support the “whole student” and introduce the programs they will encounter.	Introduction to Pathways curriculum - Student Activity Workbooks - Online Program - Edmentum - Small Group Instruction courses
Instruction and Curriculum Part 2	All teachers	To familiarize independent instruction teachers to the most commonly used form of curriculum.	Student Activity Workbooks - Formative Assessments - Performance Tasks - Introduction to Online Assessment
Instruction and Curriculum Part 2	Small Group Instruction Teachers	To introduce small group instruction (SGI) teachers to the format of SGI classes.	Introduction to unit planning, course scope, and sequence
Virtual Program	All Teachers	To introduce teachers to Edmentum.	Introduction to Edmentum - Navigating the website - Monitoring student engagement - A Day in the life of an Online student - Coursework/study sheets - Assessment Compliance - Grading - Hands-on practice
Learning Periods and Units	All Staff	To familiarize staff with what a learning period is, and how the numbers are calculated	- Breakdown of learning periods - How Units are used - Accelerated Progress
Enrollment	All Staff	To familiarize staff with the enrollment process.	- Pre-registration - Process for enrollment - StudentTrac: create and enroll a mock student
Orientation	All staff	To understand the orientation process.	- Purpose and goals - student/parent roles - go through process

Session	Participants	Objective	Description and Outcome
Guides and Goals	All staff	To inform staff of the guides and goals process.	<ul style="list-style-type: none"> - Analyze a transcript - Fill out planning guide - Enter courses into StudentTrac - Discussion of how to set up a student schedule when they enroll
Center Team	All staff	Staff will understand the differences between Independent Study and SGIs and how they work together toward a common goal.	<ul style="list-style-type: none"> - IIT/SGI shared and separate responsibilities - Communication between staff members (hourly/daily/weekly/monthly) - Creation of a written agreement - Establish communication processes with families
Student attendance and truancy	All staff	To familiarize staff with the attendance policies.	<ul style="list-style-type: none"> - Review attendance policies - Review how students sign-in for attendance - Understand the truancy policy - How to enter attendance
Routines and Procedures	Individualized Instruction Teachers	To explore workspace set-up and organizational tools for independent study.	<ul style="list-style-type: none"> - Maximizing workspace - Organization and best practices - Work time: set up based on pre-determine center theme
Routines and Procedures	Small Group Instruction Teachers Sped Teachers	To think through classroom set-up and routines for the Small Group Instruction classrooms.	<ul style="list-style-type: none"> - Classroom set-up - Classroom routines and expectations - Posted learning objectives - Co-teaching
Appointment Time	Individualized Instruction Teachers and Center Coordinators	To familiarize independent instruction teachers and center coordinators with the appointment routines.	<ul style="list-style-type: none"> - Review appointment time structures and best practices - Determine routines to use as a site - Learn how to communicate with students regarding the appointment
Pacing: Unit Planning/ Scope and Sequence	Small Group Instruction Teachers	To create whiteboards for SGI courses.	<ul style="list-style-type: none"> - Rosters - Overview of resources available - Work time: Unit planning for SGI course
Special Education in Independent Study 101	All staff	To inform teachers of Special Education methodologies that work in the Independent Study model.	<ul style="list-style-type: none"> - Review special education compliance - Learn how special education works in independent study

Session	Participants	Objective	Description and Outcome
		To inform teachers of Special Education compliance indicators.	<ul style="list-style-type: none"> - Learn how the special education teacher works with the other roles - Learn what to do at enrollment if a student enrolls with an IEP/504 plan
English Language learners in Independent Study 101	All staff	To inform teachers of successful EL methodologies in an Independent Study model	<ul style="list-style-type: none"> - Review the EL Master Plan - Review and understand the designated EL curriculum - Learn how the ESL teacher works with and supports other staff
English Language Development 101: Introduction to the NV ELD Instructional Supports	All Staff	Instructionally support diverse linguistic needs by utilizing the Nevada English Language Development Standards and Instructional Supports documents	<ul style="list-style-type: none"> - Scaffolding in alignment with Nevada standards - Support and speaking a common language
Diverse Learners: SIOP Training	All Staff	Apply SIOP strategies to support English Learners' access to content and language development	<ul style="list-style-type: none"> -Overview of SIOP model with practical strategies for scaffolding instruction and integrating language and content objectives. - Staff implement SIOP strategies to improve EL engagement and comprehension.
Trauma Informed Instructional Practices	All Staff	Apply trauma-informed strategies to support student engagement and learning	<ul style="list-style-type: none"> -Understand impact of trauma on learning and behavior -Implement de-escalation and supportive instructional strategies -Increase student engagement and classroom stability
Restorative Justice Implementation	All Staff	Implement restorative practices to improve school culture and student accountability	<ul style="list-style-type: none"> -Learn restorative circles and conflict resolution strategies -Reduce disciplinary incidents and exclusions -Strengthen student accountability and community
Relationship-building Strategies	All Staff	Strengthen student-staff relationships to improve engagement and persistence	<ul style="list-style-type: none"> -Utilize intentional relationship-building techniques -Increase student trust and connection to school -Improve attendance and academic motivation
Academic Rigor within SGI/IIT structure	SGI/IIT staff	Increase rigor while maintaining personalized instruction	-Align instruction to grade-level standards

Session	Participants	Objective	Description and Outcome
			-Implement scaffolding without lowering expectations -Improve student mastery and credit attainment

- 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?

The independent study schedule at PIE-LV deliberately incorporates dedicated time for professional growth and collaborative planning. We plan to reserve most Friday afternoons specifically for professional development, PLC meetings, and collaborative planning sessions. Below are topics that will be addressed during these PD sessions.

Topic	Timeframe
Implementing appropriate modifications and accommodations - Independent Study instructional strategies and independent study curriculum in all modalities.	June
Creating and implementing and welcoming and equitable learning environment for diverse learners - emphasis on strategies and resources to establish and maintain positive and consistent communication with families.	June
De-escalation training	June
MTSS Curricular Interventions Renaissance Star Assessments, Achieve 3000, My Math Path	July
Truancy Intervention - Identifying and tracking the truancy intervention process, to include MTSS tiered strategies and implementation.	November
Sexual harassment and discrimination training	August
Suicide prevention policies and mandated reporting	August
Blood Borne Pathogen training	August
Assessment State assessments, ACT, Ren STAR	September / March
Achievement Chat Training <i>Semesterly student data analysis to determine data driven instructional planning</i>	November / May
Other Topics	
Policy and procedure updates - Sexual harassment and discrimination training, Suicide prevention policies and mandated reporting, Blood Borne Pathogen training, and others	As needed
Differentiation - Understanding how to differentiate Independent Study curriculum in all modalities.	As needed
Discipline With Dignity - ensuring MTSS and the Core Values guide student issues and what strategies and procedures do we utilize to maintain a safe and conducive learning environment for all	As needed
The Right Mindset - analyze how words, attitudes, and preconceived ideas form the implicit and explicit expectations we have and verbalize for students and how we change them.	As needed
Polarity Thinking - recognizing differences in concept understanding and communication	As needed
Meet The Student Where They Are At- How to recognize and identify gaps in executive functioning skills with students and implement strategies to close the gap	As needed
Building Student Relationships - Understand the importance of strong and appropriate student relationships and strategies to implement to build strong relationships	As needed
HQTI rubric and indicator focus - relationship-building, depth of knowledge questions, using assessment in instruction, establishing norms and routines, discipline with dignity, knowledge of resources	As needed

Topic	Timeframe
PLC for Center Coordinators - Customer Service, responding to student emergencies, safety practices, time management, communication strategies, student registration and onboarding families, enrollment systems for diverse learners to ensure compliance - monthly meetings	As needed
College and Career Readiness - Financial aid, scholarships, dual enrollment opportunities, application needs, study skills, time management, resume building, etc.	As needed
Assessment - Using data from Renaissance Star, Curriculum, State Assessments, and pre and post testing to inform instruction and Interventions	As needed
Interventions - Achieve 3000, My Math Path, My Exact Path	As needed

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

One of the most-effective forms of learning for teachers occurs while they are teaching. PIE-LV will utilize the High-Quality Teaching Initiative (HQTI) framework that is used in all Pathways In Education schools. Through the High-Quality Teaching Initiative, teachers are observed, coached and analyzed for opportunities to grow. The HQTI rubric is Danielson-aligned and the elements and indicators were tailored to align with an independent study model. The essential characteristics of a mission-aligned teacher are identified and the rubric highlights the instructional practices to guide all staff, whether new to Pathways In Education or a veteran teacher, to improve their practice. Indicators are aligned to the mission and vision of the PIE program and are shaped based on observation, performance indicators, gaps in practice, and practices of successful practitioners. The tool was created to help leaders and teachers by providing a common language through which all staff could communicate and share an understanding of best practices.

Teachers complete a self-evaluation and are observed twice a year using the HQTI Framework, where the observer objectively scripts what they hear and see, then rate performance based on established indicators. Following each observation, teachers engage in a collaborative reflection process with their observer to review ratings, identify instructional goals, and determine strategies for growth. Leaders and instructional coaches then provide ongoing support, including tailored resources and actionable strategies, to help teachers achieve their goals.

- 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.)?

In general, all PD provided by PIE-LV will address students who need additional supports such as special education, ELs, or others. However, specific focused PD will also be provided to address the needs of diverse learners. A multimodal approach will be taken with in-person, virtual, and asynchronous training. Below are topics that will be covered:

Special Education Focus:

- **IDEA (Individuals with Disabilities Education Act):** Annual training on the core tenets of IDEA, including Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), Child Find, parental rights and procedural safeguards, evaluations, eligibility, IEP development and implementation, discipline of students with disabilities, and transition services.
- **Section 504 of the Rehabilitation Act & ADA (Americans with Disabilities Act):** Training on the requirements of Section 504 and ADA.
- **IEP Development and Implementation Best Practices:** Goal Writing, Present Levels of Academic Achievement and Functional Performance (PLAAFP), Progress Monitoring and Data Collection Service Delivery, Behavior Intervention Plans (BIPs) and Functional Behavioral Assessments (FBAs)
- **Differentiated Instruction and Universal Design for Learning (UDL):**
 - Ongoing professional development on strategies to differentiate instruction for diverse learners .
 - Training on the principles of UDL to create accessible learning environments for all students, proactively addressing potential barriers.

English Learner Focus:

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- **WIDA ELD Standards Framework:** Annual refresher training
 - **Deep Dive into the Framework:** Comprehensive training on the WIDA ELD Standards Framework.
 - **Connecting ELD Standards to Content Standards:** Training on how to integrate the WIDA ELD Standards with Nevada Academic Content Standards (NVACS) in all subject areas (ELA, Math, Science, Social Studies, etc.). A focus on content through language development.
- **WIDA Assessments:**
 - **WIDA Screener and ACCESS for ELLs:** Training on the administration, scoring, and interpretation of WIDA Screener (for identification) and ACCESS for ELLs (annual summative assessment).
 - **Using Assessment Data:** Professional development on how to use WIDA ACCESS scores and other formative assessment data to inform instruction, differentiate learning, and monitor student progress.
- **Language Acquisition Theories and Research-Based Pedagogy:**
 - **Sheltered Instruction Observation Protocol (SIOP) Model:** In-depth training with all teachers and ongoing coaching on implementing the SIOP Model, which provides a framework for making content comprehensible for ELLs while developing their English proficiency.
- **Explicit Language Instruction:** Strategies for explicitly teaching academic vocabulary, grammar, and discourse features necessary for success in content areas.

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

Professional development at PIE-LV operates under the leadership of the school principal, who holds primary responsibility for ensuring high-quality training opportunities for all staff. The principal works collaboratively with the PMG Professional Development Supervisor to design, coordinate, and implement comprehensive training initiatives aligned with our educational model. Throughout the academic year, additional professional development is delivered by specialized members of the PMG instructional support team, including Instructional Coaches, the Diverse Learner Specialist, and the Data Analyst, each contributing expertise in their respective domains to enhance instructional practices and student outcomes.

Outside consultants may be used for specialized PD including staff from the National Dropout Prevention Center for Trauma-Skilled Schools. PIE-LV also plans to partner with local Las Vegas organizations for professional development, such as Trauma Informed Program (TIP), and Creative Solutions for Positive Youth Development (CSPYD).

3.7 SCHOOL CULTURE

1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment, reinforce student intellectual and social development, and support fulfillment of the school's mission and vision.

Serving students who have had adverse academic careers requires trauma informed practices to ensure a safe and welcoming learning environment for our students. The PIE-LV staff will empower, inspire, and connect with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are supportive environments where students are developed to have the skills and mindset necessary to experience academic success. Our learning environment offers a climate of safety, where risk-taking is encouraged, open and authentic conversation is had, trust and respect are fostered, and positive interactions are the norm. This information is prominently displayed in our open classroom environment and reinforced through visual reminders, providing clear explanations for students and parents upon entering our program.

We recognize that the majority of our students have experienced trauma of some sort. With this in mind, we have created a layered approach to ensure there are clear behavior expectations for everyone, open communication, and sensitivity to the emotions and feelings of others. For example, we invite community partners to present on resources available and provide coping skills and visuals for students to use individually and in groups. We also utilize restorative conversations to mitigate conflicts in the school environment. We acknowledge the importance of ensuring that adults in the school, including administrators, teachers, staff, and parents, are well-prepared to identify and respond to individuals affected by traumatic stress.

- 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.

PIE-LV will establish a structured, relationship-centered culture grounded in consistency, respect, accountability, and high expectations.

Staff Preparation

Prior to opening, staff will engage in comprehensive professional development focused on:

- Trauma-informed instructional practices
- Restorative justice implementation
- Relationship-building strategies
- Establishing consistent classroom routines
- Academic rigor within the SGI/IIT structure
- Inclusive supports for diverse learners

Staff will learn about and practice daily appointment routines, restorative conversation protocols, and procedures to ensure consistent implementation of the PIE program. This alignment among adults creates a predictable experience for students, reinforcing stability, fairness, and trust.

Clear, unified expectations also prevent inconsistencies that could lead to confusion or perceptions of unequal experiences across IITs. Students receive the same structured approach regardless of teacher assignment. If a teacher reassignment is ever considered, it is based thoughtfully on compatibility of learning styles and interpersonal dynamics, ensuring the decision supports student success while maintaining the integrity of the school's systems and expectations.

Student/Parent Orientation and Launch

All students and parents will participate in a structured orientation process that includes:

- Introduction to the mission, expectations, and relational culture
- Explicit teaching of daily routines/appointment blocks
- Transcript review and personalized graduation planning
- Introduction to restorative practices and community expectations
- Initial goal-setting conference with their assigned IIT

Students and parents/guardians should leave the orientation and understand that they are becoming a part of a structured yet supportive environment grounded in respect and accountability.

Daily Cultural Systems

From the first day, the following systems reinforce the PIE-LV culture:

- Consistent Appointment Structure: Students check in, engage in a brief regulation/reset practice, work independently, and meet individually with their IIT.
- Structured SGI Routines: Each class includes a consistent opening, direct instruction, guided practice, independent mastery time, and structured closure
- First-Name Culture: Adults model professionalism and approachability by introducing themselves by first name.
- Restorative Conversations: Conflicts are addressed promptly through facilitated dialogue.
- Recognition Systems: Credit attainment and growth milestones are reviewed and celebrated regularly.

Enculturating Mid-Year Students

Because the school operates with year-round enrollment, every new student, along with a parent or guardian if under the age of 18, participates in a mandatory orientation prior to starting at Pathways. During this orientation, staff review transcripts, develop a clear graduation plan, explain academic expectations and daily routines, and introduce the student to their assigned Individualized Instruction Teacher (IIT). During this orientation, the new student will also meet the center coordinator who works at the front of the school and at least one other adult in the building to ensure several adults know them on their first day of school and they know some friendly faces. This structured onboarding process is a

standard and expected part of PIE-LV. As a result, both students and staff recognize the shared responsibility of welcoming new students. This proactive approach ensures that students enrolling at any point in the year quickly develop a sense of belonging, clarity, and connection.

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

PIE-LV will cultivate a culture defined by personalization, high expectations, flexibility, and meaningful relationships. The school's mission to reengage students through individualized pathways to graduation will be made possible through a trauma-responsive environment designed to promote both academic mastery and social-emotional growth. A defining feature of the PIE-LV school culture is mutual respect. Teachers, administrators, and staff are known by and addressed by their first names. This intentional practice reinforces approachability. Students are treated as emerging adults, and in turn, they are expected to demonstrate respect, accountability, and professionalism.

The school maintains a maximum enrollment of 330 students to preserve a small-school culture where every student is known personally and academically. Instructional structures reinforce this culture:

- Small Group Instruction (SGI): Core academic classes of 12–15 students meet in structured two-hour blocks.
- Individualized Instruction Teacher (IIT) Appointments: Teachers meet with 8–9 students per block and conduct one-on-one conferences focused on progress monitoring, goal-setting, and mastery checks.

Embedded throughout daily operations at Pathways centers are trauma-informed practices. These can be seen by teachers engaging students during their appointment blocks in brief, purposeful conversations and practices designed to help students regulate and “reset” before engaging in their academic work. Some of the strategies included may be grounding, structured reflection prompts, goal visualization, or guided breathing. These practices are integrated into what becomes a regular practice during their appointments with their IITs.

Establishing routine is a core component of creating a safe and predictable learning environment for all SGI classes and IIT appointments. Developing and establishing routines in the classroom helps to establish psychological safety, especially for students who may be experiencing unstable home environments or emotional turmoil that can impact their ability to focus on academic content. Using routines also provides teachers the ability to promote calmness, clarity, and a sense of stability within the learning environment.

Should conflict or behavioral issues arise, they are addressed through restorative justice practices instead of relying solely on exclusionary discipline. Staff facilitate restorative conversations that emphasize accountability, harm repair, and relationship rebuilding. The physical design reinforces the culture of the center, with one-on-one conferencing spaces, small group instructional areas, and open spaces for collaboration and support. Supplies and snacks are available throughout the center to minimize barriers to participation and reflect a commitment to supporting the total needs of each student.

Serving students who have had adverse academic experiences requires trauma-informed practices to ensure a safe and welcoming learning environment. PIE-LV staff will empower, inspire, and connect with students to help them achieve their goals, positively change their lives, and realize their future aspirations. The learning environment fosters safety, encourages risk-taking, promotes authentic communication, and builds trust and respect through consistent positive interactions.

Evaluation of School Culture and Implementation

Culture-Sustaining Events - Specific events reinforcing the school culture include:

- Credit completion and mastery celebrations
- Goal-setting at the beginning of each Learning Period
- Senior Nights
- College and career exploration days
- SEL groups

- “open center” lunch time get-togethers
- Family engagement nights
- Graduation
- Pathways Student Ambassadors: students who volunteer to give tours of the school as well as mentor new students and show them around

Pathways Student Ambassadors are student leaders who support school culture by welcoming and guiding visitors. They lead campus tours, answer questions about the program, and share their personal experiences, offering an authentic student perspective. Their role reflects a strong school culture, as students demonstrate pride, engagement, and a commitment to supporting others.

School Culture Goals and Monitoring Framework

School culture goals and activities will be monitored on a regular basis to ensure alignment with PIE-LV’s mission and continuous improvement.

Goal Area	Goal	Measure	Monitoring & Accountability
Student Safety & Belonging	By the end of Year 1, 90% of students will report feeling physically and emotionally safe, and 85% will report a strong sense of belonging.	Big 5 Survey	Data reviewed by leadership; action plans developed for any areas below benchmark
Positive Student-Staff Relationships	100% of students will have at least one meaningful connection with a staff member.	Weekly check-ins documented in individual student support plans	IITs monitor weekly; leadership reviews during data cycles
Trauma-Informed Practice Implementation	100% of staff will demonstrate proficiency in trauma-informed practices.	Quarterly observational assessments and student feedback on staff responsiveness	Leadership conducts observations and provides coaching; progress monitored quarterly
Restorative Conflict Resolution	90% of conflicts will be resolved through restorative conversations and community-building practices.	Restorative conversation logs and incident reports	Monthly review of discipline data; adjustments made to ensure fidelity
Community Engagement	Establish at least 8 community partnerships, with 100% of students accessing at least one resource.	Partnership records and student participation data	Annual review of partnerships and utilization rates

Progress Monitoring Framework

Monthly Indicators:

- Attendance rates and engagement metrics
- Incident reports and restorative conversation logs
- Staff implementation of core values in daily interactions
- Student participation in SEL monthly themes

Quarterly Assessments:

- Student climate surveys measuring safety, belonging, and relationships
- Staff self-assessments on trauma-informed practices
- Family satisfaction surveys

- Focus groups with students, families, and staff

Annual Evaluations:

- Big 5 Survey (Comprehensive school culture assessment comparing baseline to current year)
- Staff retention and satisfaction data
- Student academic and social-emotional growth indicators

Data Analysis and Response Protocol

The principal and instructional team will conduct monthly data review meetings to identify trends, celebrate successes, and address areas of need. When data indicates that culture goals are not being met, the school will implement a rapid response protocol that includes targeted staff coaching, additional student supports, and expanded family engagement strategies.

Accountability and Transparency

The Principal will present regular culture reports to the Board of Directors, and quarterly updates will be shared with families and community partners. This process ensures transparency, accountability, and a continuous focus on improving school culture and student outcomes.

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

PIE-LV will implement a comprehensive, schoolwide approach to support the social and emotional needs of all students, grounded in trauma-informed practices and a tiered system of support. Utilizing the Trauma Skilled Schools framework, PIE-LV operates with the understanding that many students have experienced adverse life events and requires a safe, predictable, and relationship-centered environment to support both engagement and academic success. The school will intentionally create a climate where students feel physically and emotionally safe, respected, and connected to both peers and staff.

At the Tier 1 level, social-emotional learning (SEL) is embedded into the daily structure of the school and integrated across all instructional settings. Students will engage in consistent routines that include brief regulation and reset practices, goal-setting, and reflection during Individualized Instruction Teacher (IIT) appointments. Small Group Instruction (SGI) classes will incorporate opportunities for collaboration, communication, and skill-building aligned to core SEL competencies such as self-management, responsible decision-making, and relationship skills. These universal supports ensure that all students develop the foundational skills necessary for academic persistence and personal growth.

A defining feature of PIE-LV's approach is the strong, ongoing relationship between each student and their assigned IIT. Through regular one-on-one conferences, IITs monitor academic progress while also providing individualized social-emotional support, including check-ins, goal setting, and problem-solving. These consistent interactions allow staff to identify student needs early and respond proactively with appropriate supports.

At Tier 2 and Tier 3 levels, students requiring additional support will receive targeted interventions, including small group SEL sessions, counseling services, and referrals to community-based mental health providers. PIE-LV will partner with community organizations to provide wraparound services and ensure students have access to resources that address both in-school and out-of-school needs. Restorative practices will be used to address conflict and build accountability, emphasizing relationship repair rather than exclusionary discipline. Through this integrated, multi-tiered approach, PIE-LV ensures that all students receive consistent, responsive, and individualized social-emotional support, enabling them to fully engage in learning, build resilience, and successfully progress toward graduation and postsecondary readiness.

5) Discuss any required dress code or uniform policy.

Pathways In Education - Las Vegas will implement a dress code designed to promote a respectful, safe, and academically focused environment. All members of the school community are expected to present themselves in a manner that reflects respect, professionalism, and readiness for learning.

Staff Dress Code

Employees are expected to wear clothing that is neat, clean, and professional while on duty. Attire should reflect a casual professional workplace environment and support a positive and respectful school culture. School administration reserves the right to determine whether attire is appropriate and may require staff to modify their appearance if it does not meet these expectations.

Student Dress Code

Students are expected to dress in a manner that reflects respect for themselves, others, and the school community. Clothing should be appropriate for an academic setting. To maintain a positive and inclusive school climate, clothing, accessories, or jewelry that depict or promote drugs, alcohol, tobacco, sex, profanity, violence, gang affiliation, or racism are not permitted at school or at any school-sponsored activity. School administration reserves the right to determine whether student attire is appropriate and may require students to change clothing if it does not meet these expectations.

3.8 STUDENT DISCIPLINE

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

Please see **Attachment 4** for the full discipline policy. PIE-LV has a discipline policy based on positive behavior reinforcements.

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

Pathways In Education will ensure discipline practices don't disproportionately impact certain student populations through a multi-tiered approach. PIE-LV will implement consistent data collection and analysis to monitor discipline patterns by demographic groups, identifying any disparities early. All staff will receive ongoing training in culturally responsive practices, implicit bias awareness, and positive behavior interventions.

For students with disabilities, we'll strictly adhere to IDEA requirements, ensuring manifestation determination reviews occur before significant disciplinary actions. Our approach emphasizes proactive behavior support plans and functional behavioral assessments to address root causes rather than symptoms.

When disciplinary action is necessary, we'll utilize progressive interventions focused on restoration rather than punishment, including restorative justice practices, peer mediation, and collaborative problem-solving. We commit to exhausting all alternatives before considering removal from educational settings, maintaining educational continuity through modified instruction plans during any necessary suspensions. Regular policy review by a diverse committee of stakeholders will ensure our discipline framework remains equitable, effective, and aligned with our mission of inclusive education for all students.

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

PIE-LV will ensure full compliance with its discipline policy and all related reporting requirements. In alignment with NRS 392.4644, PIE-LV will collect and report discipline data on a quarterly basis, including information related to student behavior incidents and any behavior intervention plans developed. The school will maintain accurate, timely records and implement procedures to ensure that all disciplinary actions and corresponding supports are documented in accordance with state law and regulatory expectations.

Due Process Statement

PIE-LV shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in policy, regulation, or law.

Due Process and Expulsion Hearings

If the parent/guardian disagrees with the decision of the IEP team, they have a right to a due process hearing conducted pursuant to the United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36. Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee. The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence until after completion of

1. The pre-expulsion assessment
2. The IEP team or school site committee meeting
3. Due process hearings and appeals, if initiated.

The Board may expel a student with disability only if an IEP team has determined the following:

1. The misconduct was not caused by, or a direct manifestation of, the student's identified disability
2. The student was appropriately placed at the time the misconduct occurred.

Services During Expulsion

During the term of the expulsion, a special education student shall continue to be offered a program of appropriate educational services that is individually designed to meet their unique learning needs. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

Appeals and Complaints

Any individual or group may bring a complaint to the PIE-LV Board alleging a violation of PIE-LV policies, procedures, or other applicable laws relating to the management or operation of the School. The complaint may be presented to The Board in an open meeting or in written form. The Board will respond at/or prior to the next public meeting of The Board. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint.

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

Pathways In Education will implement a structured and consistent student discipline system aligned with its mission to support at-risk youth through restorative, student-centered practices.

Discipline Plan Implementation

Primary Responsibility – Principal

The PIE-LV Principal maintains overall accountability for discipline plan implementation, ensuring consistent application of restorative practices, monitoring effectiveness, and making necessary adjustments to support student success. The Principal ensures that discipline practices are applied equitably and aligned with school expectations. In the absence of the Principal, a designated senior teacher will support the implementation of the discipline policy, ensuring continuity and consistency in decision-making and student support.

Direct Implementation

Individualized Instruction Teachers (IITs) and Small Group Instruction (SGI) Teachers serve as the primary disciplinary contacts for their assigned students. Teachers are responsible for conducting initial restorative conversations, documenting incidents, and implementing intervention strategies. Through their ongoing one-on-one relationships with

students, teachers are able to identify behavioral concerns early and provide proactive, individualized support in both the IIT and SGI settings.

Specialized Support – Student Support Staff

Special Education teachers, ESL teachers, and counseling staff provide specialized disciplinary support for students with individualized needs. This includes ensuring compliance with IEP requirements, providing culturally responsive interventions, and coordinating additional supports as needed.

Data Management and Record-Keeping

The Principal maintains ultimate responsibility for student record accuracy, privacy compliance, and data security, ensuring adherence to FERPA regulations and Nevada Department of Education requirements. On a day-to-day basis, IIT teachers, SGI teachers, Special Education teachers, and ESL teachers are responsible for entering discipline data and related student information into the StudentTrac system. This includes documentation of incidents, interventions, and outcomes to ensure timely and accurate records. Any information that needs to be input into Infinite Campus to report to the state or the SPCSA will be entered by the Compliance Coordinator. Regular audits will be conducted by the Principal to ensure accurate record-keeping, proper disciplinary documentation, and full compliance with state and federal requirements. Monthly reviews will be conducted to verify data accuracy, monitor trends, and identify areas for improvement in both discipline implementation and record management systems. This collaborative approach ensures that discipline is implemented consistently, student records are accurate and secure, and data is actively used to inform decision-making and improve student outcomes while maintaining compliance with all regulatory requirements.

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

PIE-LV will establish clear, measurable student behavior goals aligned to its mission of supporting academic success, social-emotional development, and postsecondary readiness. These goals are grounded in restorative practices, trauma-informed approaches, and strong student-teacher relationships.

Student Behavior Goals Table

Goal Area	Goal	Measure	Timeline
Positive School Climate & Safety	Maintain a safe, supportive environment where students feel respected and valued	90%+ positive responses on Big 5 Survey (safety, relationships)	By end of Year 1; maintained annually
Restorative Justice Implementation	Use restorative practices to address behavior and build community	85% of incidents resolved restoratively; 80% report improved relationships	By end of Year 1; monitored quarterly
Attendance & Engagement	Increase attendance and participation in appointments and coursework	85% attendance rate; 90% coursework completion	By end of first semester; maintained annually
Social-Emotional Learning Development	Improve SEL competencies (self-management, decision-making)	80% show growth on Social-Emotional Competency Assessment (SECA)	Mid-year and end-of-year assessments
Student Self-Advocacy	Build student ownership and leadership in learning	90% participation in ILP goal-setting and conferences	By end of Year 1
Post-Secondary Readiness	Prepare students for successful transitions after graduation	85% complete postsecondary planning and portfolios	Annually for graduating students

Tracking Discipline Data

PIE-LV will utilize a structured, real-time data tracking system to monitor student behavior and discipline. All discipline incidents, restorative conversations, interventions, and outcomes will be documented in the school's StudentTrac system and Infinite Campus.

- IIT teachers, Special Education teachers, and ESL teachers are responsible for entering discipline-related data daily, including incidents, interventions, and follow-up actions.
- The Principal maintains ultimate responsibility for data accuracy, compliance with FERPA and Nevada Department of Education requirements, and oversight of all discipline records within Infinite Campus and StudentTrac.
- Regular audits conducted by the Principal and Senior Director ensure accurate documentation, data integrity, and compliance with all reporting requirements.
- Quarterly discipline data is reported to the board, submitted in Epicenter for the SPCSA and NDE.

Use of Discipline Data

Discipline and behavior data will be actively used to inform decision-making, improve school culture, and support student success.

- **Monthly Progress Reviews:** The Principal and PMG instructional team will review discipline trends, attendance, and engagement data to identify patterns, monitor goal progress, and adjust supports.
- **Annual Goal Assessment:** A comprehensive review of behavior data, survey results, and outcomes will be conducted to evaluate effectiveness and refine goals for continuous improvement.
- **Targeted Interventions:** Data will be used to identify students needing additional support, inform restorative practices, and guide individualized interventions.
- **Staff Development:** Ongoing professional development will be aligned to data trends to strengthen implementation of trauma-informed and restorative practices.

Through this structured approach, PIE-LV ensures that discipline data is not only collected, but actively used to improve school culture, strengthen relationships, and support positive student outcomes.

Restorative conversations will be systematically integrated throughout PIE-LV's daily operations as a proactive and responsive approach to building community, addressing conflicts, and supporting student growth.

Proactive Community Building: Regular check-ins during appointments focused on relationship-building conversations between students and IIT teachers to establish trust and prevent conflicts before they arise.

Conflict Resolution: Immediate response to interpersonal conflicts, academic integrity issues, attendance concerns, or violations of PIE-LV Core Values. Conversations occur within 24-48 hours of incidents to ensure timely resolution and learning.

Behavioral Support: Structured conversations following disciplinary incidents, focusing on understanding root causes, developing accountability, and creating action plans for positive behavior change aligned with school values.

Academic and Social-Emotional Support: Regular conversations addressing academic struggles, social challenges, or personal barriers to success, helping students develop self-awareness and problem-solving skills.

This comprehensive approach ensures restorative practices become embedded in PIE-LV's culture, supporting both individual student growth and overall community health.

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.

PIE-LV's flexible scheduling is intentionally designed within Nevada's Alternative Calendar framework, allowing the school to measure instructional time through annual instructional minutes rather than a fixed number of school days, in

accordance with NAC 387.120. This approach provides the necessary flexibility to meet the needs of its at-risk student population while maintaining full compliance with state requirements.

PIE-LV's calendar aligns with Nevada requirements for instructional minutes of 7200 minutes per credit hour. While the total instructional time is comparable to traditional schools, the structure is intentionally designed to better serve students who are credit deficient, working, parenting, in foster care, or experiencing housing instability. PIE-LV organizes the school year into 11 Learning Periods, 21-days long, allowing students to focus on a limited number of courses at a time (usually 3). These shorter learning cycles make academic progress more manageable and allow students to experience success more frequently than in traditional semester-based systems. The first year of operation, Pathways will have a total of 190 instructional days during its opening year, but in following years, with year round enrollment, there will be 208 instructional days.

For independent coursework delivered through Edmentum, PIE-LV ensures compliance with instructional time expectations through structured monitoring of student engagement and completion. Students are required to complete approximately 11 hours of coursework within a unit prior to being eligible to take the unit exam, which is designed to take approximately 1 additional hour, resulting in a total of approximately 12 instructional hours per unit. Staff monitor time-on-task, progress, and completion through the Edmentum platform to ensure that students are meeting expected instructional time requirements before advancing.

For courses utilizing Student Activity Workbooks (SAWs) paired with textbooks, Carnegie unit expectations are embedded within the design of the curriculum. Each SAW is intentionally structured to require approximately 12 instructional hours to complete, and students must fully complete each SAW before being eligible to take the unit assessment. Completion of the entire SAW ensures that students meet the total instructional time required for course credit.

In addition to independent coursework, PIE-LV offers Small Group Instruction (SGI) courses designed to provide direct instruction and support over a traditional semester timeframe. SGI courses are structured to run approximately 16 weeks at 4 hours per week, resulting in 128 total instructional hours, which meets and exceeds Carnegie unit requirements for full credit. These courses emphasize direct instruction, guided practice, and collaborative learning, ensuring that students receive both individualized and teacher-led instructional experiences.

Students have access to their coursework 24/7 and may engage in learning from multiple locations. Each Learning Period incorporates flexibility in daily attendance, allowing students to select from morning, afternoon, or evening sessions. This structure reduces barriers associated with rigid schedules and increases access for students with work, family responsibilities, or a history of chronic absenteeism.

Once a student selects an appointment schedule, it remains consistent to provide structure and routine. For example, a student who attends appointments on Mondays and Wednesdays from 10:00 a.m. to 12:00 p.m. will maintain that schedule throughout the school year unless a change is needed due to adjustments in Small Group Instruction (SGI) offerings, employment, or other circumstances. PIE-LV's flexible scheduling benefits both students and staff by increasing opportunities for small group instruction and one-on-one engagement. IITs maintain consistent contact with students, monitor progress, and adjust supports as needed. This structure allows for frequent interaction, timely intervention, and personalized support. Additionally, the calendar provides dedicated time for independent work, individualized support, family engagement, and postsecondary planning. Students participate in postsecondary exploration both formally and informally throughout the week, supported by the flexibility of the model.

PIE-LV's calendar is designed to provide year-round access and rolling enrollment, ensuring students can engage in learning when they are ready. Because many students enter credit deficient, continuous access to instruction is essential to support steady progress toward graduation. This model allows students to begin or resume coursework at any point during the year and maintain academic momentum.

As reflected in the proposed calendar, the first year appears slightly shorter, as it begins in August and runs through June. However, students will have the opportunity to continue coursework beginning July 1, 2028, marking the start of

the following school year and resulting in a fuller instructional calendar in subsequent years. This flexible, student-centered calendar reflects the needs of PIE-LV's target population while ensuring full compliance with instructional time requirements and supporting the school's mission to reengage students and accelerate progress toward graduation. Please see Attachment 5 for the proposed annual academic schedule for SY27/28.

- 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.

PIE-LV operates Monday through Friday from 7:30 a.m. to 4:00 p.m., providing a flexible, student-centered schedule designed to meet the needs of credit-deficient and at-risk students. While the school is open daily, students attend a minimum of two in-person appointment days per week, each lasting at least two hours, typically scheduled on a Monday/Wednesday or Tuesday/Thursday rotation. During these appointments, students meet with their Individualized Instruction Teacher (IIT) to review course materials, receive academic support and intervention, complete assessments, and engage in goal-setting aligned to both academic and social-emotional growth.

In addition to in-person instructional time, all students are expected to engage in daily independent coursework through the Edmentum platform and/or Student Activity Workbooks (SAWs), ensuring consistent academic progress outside of scheduled appointments. This blended model allows students to access instruction both on campus and remotely while maintaining accountability.

The school day is structured around multiple two-hour instructional blocks, typically beginning at 8:00 a.m., 10:00 a.m., and 1:00 p.m., allowing students to select schedules that best meet their needs. Within each two-hour appointment, instructional time includes:

- Individualized instruction and progress monitoring with the IIT
- Independent coursework and guided support
- Unit assessment completion
- Social-emotional check-ins and goal setting

Students also have access to Small Group Instruction (SGI) courses, tutoring, counseling, and Social-Emotional Learning (SEL) supports throughout the week. SGI courses provide direct instruction in core subjects, including English language arts, mathematics and science, and are scheduled in structured blocks during the school day in addition to student's appointment times.

For students receiving special education services, additional instructional minutes are provided through scheduled sessions with a Special Education teacher, as outlined in each student's Individualized Education Program (IEP), ensuring compliance with required minutes and individualized support.

Instructional Minutes and Core Subjects

Instruction in core subjects is delivered through a combination of Small Group Instruction (SGI), Edmentum coursework, and Student Activity Workbooks (SAWs) to ensure students meet or exceed Nevada's instructional time requirements.

- **Small Group Instruction (SGI):**
Core academic courses are offered through SGI and are designed to run approximately 16 weeks at, 2 times a week for 2 hour class blocks, totaling 4 hours per week, resulting in 64 hours each semester course and ultimately 128 instructional hours per 1.0 credits, which exceeds Nevada instructional time requirement of 120 hours.
- **Online, Asynchronous Coursework (Edmentum):**
Students engage in Edmentum coursework daily. For each unit, students are required to complete approximately 11 hours of coursework prior to taking a unit assessment, which is designed to take approximately 1 additional hour, resulting in 12 instructional hours per unit. Staff monitor time-on-task,

progress, and completion to ensure students meet instructional time expectations. In Edmentum, each 1.0 credit is broken into 10 units, at 12 hours per unit meets the 120 hours per credit requirement.

- **Student Activity Workbooks (SAWs):**

For courses utilizing SAWs paired with textbooks, Carnegie unit requirements are embedded within the curriculum design. Each SAW is structured to require approximately 12 instructional hours to complete, and students must complete each SAW prior to taking the unit assessment. Completion of 10 unit workbooks at 12 hours each will earn the student 120 hours of work to earn 1.0 credits.

Weekly Structure and Student Expectations

Students attend scheduled IIT appointments twice per week and are expected to complete additional coursework independently on non-appointment days and times. Fridays are available for additional appointments, tutoring, assessments, staff meetings, and extended support services that will be scheduled with teachers. This flexible weekly structure allows students to balance school with external responsibilities while maintaining consistent engagement. Examples of student schedules can be found in Attachment 6, highlighting that students are putting in appropriate time equating to between 25-30 hours a week, but around other commitments and responsibilities.

Students can participate in extracurricular activities such as student council, e-sports teams, and clubs that are determined by student interest. Some clubs at other Pathways schools have included: Video Game Club, Student Leadership, Cooking Club, Astrology Club, Anime Club, Film Club, Art Club, Men's Mentoring Group, Women's Empowerment, and Board Game Club. These clubs are student led with a teacher as a designated over-seer. These clubs often take place during lunch (12-1 Mon-Thurs) or after appointments (3-4 pm Mon-Thurs) to ensure students have a better opportunity to participate.

In the event of inclement weather or emergency closures, students will continue coursework remotely through Edmentum and SAWs, with staff maintaining communication through virtual platforms to ensure continuity of instruction. Teachers maintain accountability through monitoring attendance, assignment completion, Edmentum usage reports, SAW completion, and communication with families.

Detailed sample schedules for both students and teachers are provided in Attachment 6, illustrating how the PIE-LV model operates in practice, including IIT appointments, SGI instruction, independent learning, and support services across the school day and week.

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.

The PIE-LV school structure is very different from that of a schedule in a traditional high school. Many high-risk students have difficulty focusing on the six courses that typically comprise a standard student schedule at a comprehensive, traditional high school. Because of this, the students can become overwhelmed trying to effectively manage their time for each course.⁴⁰ Concentrating on fewer subjects at a time allows for greater depth of learning in each subject area and enables our students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Therefore, PIE-LV students, on average, will work on three courses at a time, allowing them to focus their attention and progress through courses at their own pace and without competition. Students will receive immediate feedback and continual encouragement that builds success and leads to greater self-confidence. In addition, the academic and behavioral standards to which the students will be held reinforce self-discipline and productive work habits. The flexibility of the PIE-LV schedule will also accommodate our students who may need to work or provide childcare.

Flexible Enrollment Year-Round

A distinctive feature of the PIE-LV high school program is its open enrollment policy. Students can enroll in PIE-LV at any point during the year, without having to wait for a new semester to begin. This flexibility accommodates various

⁴⁰ Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). The costs and benefits of an excellent education for all of America's children (Vol. 9). New York: Teachers College, Columbia University.

situations, such as:

- Students who have recently moved to the area
- Those returning after an extended illness
- Students who need the summer and extended year calendar for credit recovery
- Individuals with unique circumstances requiring a non-traditional academic schedule
- Students who have cannot receive credit at their current school due to attendance or seat time requirements

This approach ensures that students can start their education promptly, regardless of when they're ready to enroll.

- 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?

PIE-LV aims to re-engage students who are truant, who are under-enrolled, or who have dropped out. Recent data shows that the chronic absenteeism in Clark County is 31%. For students with a history of chronic absenteeism, regular school attendance can be challenging. The Pathways model works to re-engage these students by providing a more flexible schooling approach.

Establishing a secure and inclusive environment characterized by mutual respect and trust is paramount at PIE-LV. Students actively cultivate positive relationships with staff, fostering a strong sense of belonging within the school community. To address attendance challenges, a targeted focus on attendance requirements is discussed at initial enrollment.

Each student at PIE-LV works with an Individualized Instruction Teachers (IIT) who is their main contact. The IIT has an appointment with each student when they are on campus. To monitor and support students, IITs will have weekly meetings with students and identifying those at risk of truancy. Continuous professional development for staff, centered on Social and Emotional Learning (SEL) and Multi-Tiered Systems of Support (MTSS), is provided to ensure a comprehensive approach to student well-being. On the days the student is not on campus, the IIT ensures that students are engaged with learning by monitoring their work progress. If at any time the student is not engaged or attending school their scheduled appointments the IIT contacts the student and/or parent.

The PIE-LV attendance strategy is part of a robust MTSS process that includes SEL competencies at multiple tiers. Lower student ratios also contribute to individualized instruction opportunities where students feel safe to engage in learning, allowing them to focus on their own goals and future plans.

It is a goal for 90% minimum attendance for all PIE-LV students. Attendance is recorded by the IIT but it is also a team effort that includes the principal, center coordinator, SPED teacher, ESL teacher and SGI teacher to provide outreach and support. Students with subpar attendance are identified and communicated with daily. Teachers use phone calls, text messages, or emails to reach out to absentees and their parents. In certain cases, when feasible, Individualized Instruction Teachers or staff conduct home visits to address poor attendance and encourage improvement. Meetings with staff and stakeholders occur when students with below expectation attendance are present, discussing the negative impact on academic progress and graduation dates. Recognizing that low attendance often correlates with a lack of academic progress, Individualized Instruction Teachers utilize "graduation calculators" during these meetings. These calculators illustrate the time required to complete high school requirements at the current rate of progress, motivating students to improve attendance when considering their estimated graduation date. The frequency of interventions varies based on individual student needs. It typically starts with a phone call home and may progress to other options depending on the student's requirements:

- Phone calls/text message
- Truancy Letters
- Home visits
- Parent/Student/Teacher Meetings

- Student Contract
- Principal Student Progress Meeting

3.10 DUAL CREDIT PARTNERSHIPS

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

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

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

- 1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.

Pathways In Education – Las Vegas has met with Letecia Wells, Director of Dual Credit and Early College Programming at the College of Southern Nevada (CSN), on several occasions to discuss a cooperative agreement to offer dual credit courses to Pathways students. PIE-LV has received a letter of support expressing CSN’s interest in partnership upon approval and looks forward to finalizing the details of this collaboration to expand postsecondary opportunities for its students.

Through this partnership, students will have the opportunity to enroll in dual credit courses offered by CSN either online or in person at the CSN North Las Vegas campus. Courses will align with students’ academic goals and postsecondary pathways, providing access to college-level coursework while still enrolled in high school, including academic courses such as English 101, General Psychology, Communications 101 (speech), and US History 101 and CTE focused courses including Intro to Computer Applications, Intro to Automotive Tech and Child Development. Preference for dual credit participation will be given to juniors and seniors to ensure students are academically prepared and positioned to benefit from college-level coursework.

Students will be recommended for dual credit participation by their Individualized Instruction Teachers (IIT) or Post-Secondary and Student Services Counselor (PSSSC) after demonstrating academic readiness and the ability to succeed within the Pathways model. PIE-LV is intentional in this process to ensure students are well-prepared, recognizing that performance in dual credit courses becomes part of a student’s permanent college transcript. CSN requires a minimum 2.5 GPA for enrollment, unless an exception is granted through counselor recommendation, further reinforcing the importance of readiness prior to participation.

Tenth grade students may have access to introductory college courses such as ASL 101 (Academic and Life Success), which focuses on time management, effective study skills, student advocacy, and navigating available college support services, as well as CAPS 123 (Career Development) to support early exploration of career pathways prior to enrolling in additional dual credit coursework.

Once enrolled, students will receive ongoing support to ensure success. Students will check in weekly with the Post-Secondary Success Counselor to monitor progress, address challenges, and maintain accountability. PIE-LV’s model emphasizes high levels of support to build student confidence and reinforce the belief that postsecondary education is attainable and achievable.

Additionally, if multiple students are enrolled in online dual credit courses, PIE-LV will establish a cohort-based support structure, allowing students to meet regularly in a facilitated setting to work on coursework collaboratively, receive

guidance, and build a sense of community. Through this structured and supportive approach, PIE-LV ensures that students not only access dual credit opportunities but are equipped to succeed in them and continue confidently into postsecondary education.

- 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.

In March 2025 and April 2026, PIE-LV met with Letecia Wells from the College of Southern Nevada (CSN) to discuss the proposed Pathways In Education school model and explore how best to support students through dual credit opportunities that prepare them for postsecondary success. **Attachment 7** includes email correspondence with CSN, along with a letter of support indicating an intended partnership. Upon charter approval, PIE-LV and CSN plan to formalize the collaboration through a Memorandum of Understanding (MOU).

- 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.

Pathways In Education – Las Vegas (PIE-LV) will partner with the College of Southern Nevada (CSN) to provide dual credit opportunities for students. Under this partnership, CSN will be compensated by PIE-LV through student tuition payments and applicable course fees, consistent with its established dual enrollment fee structure.

For the 2026–2027 school year, tuition is projected to be \$92.00 per course credit (or \$62.50 per credit for FRL students), with technology fees to be determined, in addition to any course-specific fees. Since the Technology fee was \$11.50 per credit in SY26, PIE-LV will anticipate \$120 per credit in the opening year 2027-28 school year. Students participating in dual enrollment are not charged an application fee. The cost for these courses will be paid by PIE-LV and has been incorporated into the budget.

PIE-LV anticipates that approximately 10 to 30 students will participate in dual credit courses at any given time. To support equitable access, PIE-LV will partner with CSN and community organizations to identify and secure grants, scholarships, or other funding sources to offset or fully cover tuition and fees for eligible students. These efforts are designed to minimize financial barriers and expand access to postsecondary opportunities.

Through this structure, CSN is compensated directly through tuition and fees associated with course enrollment, while PIE-LV works to reduce the financial burden on students and families and ensure broad participation in the dual credit program.

- 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.

PIE-LV will implement a structured system to monitor students enrolled in the dual enrollment program, including course enrollment, attendance, and successful acquisition of college credit. The staff liaison/point person between PIE-LV and CSN will be the Post-Secondary and Student Services Counselor (PSSSC). Students will be identified and recommended for participation through ongoing monitoring of academic performance, including Renaissance Star data, ACT results, course completion, and demonstrated readiness within the Pathways model, accompanied by a staff recommendation. This ensures that students entering dual credit courses have the foundational skills necessary for success.

Once enrolled, PIE-LV will actively monitor student progress through regular communication and data-sharing with the College of Southern Nevada (CSN). Course enrollment and completion will be verified through official college records and transcripts. The Post-Secondary and Student Services Counselor (PSSSC) will monitor student attendance and participation in dual enrollment courses, whether online or in person, and ensure students remain on track for successful completion through weekly check-ins and progress reviews.

IIT's will support students during scheduled appointments by assisting with time management, organization, and academic skill development. If students are enrolled in online courses, PIE-LV may provide structured cohort support sessions to promote accountability and engagement. Parents and guardians will also be encouraged to remain actively involved and will receive updates on student progress as appropriate.

Upon course completion, official transcripts from CSN will be collected and reviewed. Dual credit coursework and grades will be entered into both StudentTrac and Infinite Campus to ensure students receive both college credit and corresponding high school credit toward graduation requirements. This process ensures accurate recordkeeping and alignment between postsecondary and high school transcripts.

Through this comprehensive monitoring system of combining data tracking, regular check-ins, collaboration with CSN, and family engagement, PIE-LV ensures that students are supported throughout their dual enrollment experience and successfully earn college credit.

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 SPCSA⁴¹.

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.

Pathways In Education – Las Vegas has proactively engaged with the Nevada Department of Education (NDE) to ensure compliance with all requirements for distance education programs and courses. In July 2025, the school consulted with Emily Bleyle, Education Programs Professional within the NDE Office of Teaching and Learning, to confirm alignment with state expectations.

Through this communication, NDE confirmed that the Edmentum courses selected for implementation are included on the Nevada Department of Education's list of approved distance education courses and are therefore compliant with state requirements. Additionally, NDE clarified that textbooks and supplemental instructional materials used to support these courses do not require separate approval.

PIE-LV will complete the application for NDE approval as outlined in their Application guidance document, "The Nevada Department of Education must receive an application from the school district's board of trustees or the charter school's governing body 60 days prior to the intended start date of a program for new applicants." PIE-LV will continue to maintain open communication with NDE to ensure ongoing compliance, including monitoring any updates to approved course lists or distance education policies.

Documentation of this correspondence is included as **Attachment 8**.

- 2) Describe the system of course credits that the school will use.

Distance education courses administered through Edmentum will utilize the same credit system as all other instructional modalities at Pathways In Education – Las Vegas. Each course is divided into five units, with successful completion of each unit resulting in the award of 0.1 credit. Upon completion of all five units, students earn a total of 0.5 credit per course, consistent with Nevada Carnegie unit requirements and the school's established credit structure.

⁴¹ [NRS 388.820-388.874](#) and [NAC 388.800-388.860](#)

- 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.

PIE-LV will implement a comprehensive system to monitor, verify, and document student participation and course completion in distance education courses. Student participation and progress will be tracked daily through the Edmentum platform, which provides detailed, real-time data on student logins, time on task, lesson completion, assessment performance, and overall course progression. Teachers and instructional staff will regularly review this data to ensure students are actively engaged and making adequate academic progress. Completion of coursework is verified through successful completion of all assignments, mastery of unit assessments, and enough time spent on task, culminating in credit being awarded upon completion of all required units.

While a significant portion of student learning may occur at home and on an individualized schedule, participation is not self-reported and is instead closely monitored through defined time and completion expectations. Each unit within Edmentum requires a minimum of 12 hours of documented engagement, aligned to Carnegie unit requirements.

Attendance will be monitored through a combination of in-person attendance tracking (at the center for appointment times) and verification of meaningful academic engagement on Edmentum. Students are expected to physically attend the center regularly, where attendance is recorded. Meaningful participation is further validated through measurable indicators such as active coursework completion, required time on task within Edmentum, and demonstrated progress toward academic goals. Students who are not meeting participation expectations will be identified promptly and provided with targeted interventions, including additional academic support, counseling, and family outreach.

This approach ensures that, although learning may occur flexibly, student engagement is structured, measurable, and aligned with Nevada requirements for distance education.

- 4) Explain how the school will ensure students participate in assessments and submit coursework.

In the distance education program, all coursework completed in Edmentum is submitted directly within the platform, where it is reviewed by a teacher and systematically documented and archived. This ensures a verifiable record of student participation, progress, and performance.

All end-of-unit exams for Edmentum units must be completed in-person during scheduled student appointment times at the learning center to ensure the fidelity and integrity of assessments. This process is required for each of the five units within a course. Full course credit is only awarded upon successful completion of all unit requirements, including coursework submission and passing unit assessments.

- 5) Explain how the school will conduct parent-teacher conferences.

Parent-teacher conferences are conducted in person at the learning center and include the student, parent/guardian, and school staff to ensure alignment regarding student progress, expectations, and support strategies. While distance education is a component of the program, it does not replace the school's in-person engagement requirements, and families are encouraged to participate in these on-site meetings. To support family participation, the school offers flexible scheduling, including early morning and evening appointment times, to accommodate varying work schedules and ensure that parents can remain actively involved in their student's education. If families are able to attend in-person, a virtual conference will be scheduled.

- 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.

All assessments and examinations will be conducted on-site at the physical school center and will not be administered or proctored in a distance education setting. This includes all unit assessments, SGI assessments, Renaissance Star testing, the ACT, and all other required examinations.

- 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.

Students have ongoing access to their teachers throughout the school week and may reach out via email while working from home to ask questions, receive clarification, and obtain instructional support. In addition, students may schedule additional in-person time at the learning center to receive targeted assistance from content-specialized teachers as needed.

The Edmentum platform further enhances student support through a range of built-in tools designed specifically for asynchronous, independent learning. These include an integrated Help Center that provides step-by-step guidance and instructional support, embedded dictionaries to assist with vocabulary development, and text-to-speech functionality that allows students to have content read aloud. Students can also utilize text highlighting tools to support comprehension and note-taking, as well as translation features that make content more accessible for multilingual learners. Together, these tools help ensure students can navigate coursework independently while still receiving structured academic support.

To ensure consistent and meaningful interaction, all students are required to meet with teachers in person at least two times per week for a minimum of two hours per session (four hours per week total). These sessions provide structured opportunities for direct instruction, progress monitoring, and individualized support, ensuring that students remain engaged and are not left without assistance. In addition, students participate in Small Group Instruction (SGI) courses, which provide direct, teacher-led instruction and are scheduled for those courses in addition to their appointment time, for an additional 4 hours per week per SGI class.

Through this combination of accessible teacher communication, flexible in-person support, embedded digital learning tools, and additional direct instruction through SGI, the school ensures that each student receives the necessary academic support to be successful while working independently at home.

- 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.

PIE-LV is committed to ensuring that all students, including students with disabilities, English Learners (EL), intellectually gifted students, and students experiencing homelessness or migratory status, receive appropriate and equitable services within the distance education environment.

Specialized services are delivered in alignment with each student's individualized plan and are supported through both in-person and remote structures. Students with disabilities will receive services as outlined in their Individualized Education Programs (IEPs), including additional service minutes provided at the learning center by qualified staff such as Special Education teachers and support personnel. Related services, including occupational therapy (OT), physical therapy (PT), and other contracted supports, will be scheduled either in person at the school site or delivered virtually, depending on the student's needs and schedule.

English Learners will receive targeted instruction and language development support from qualified EL teachers, including designated and integrated ELD services. These supports are reinforced during in-person sessions and supplemented through accessible features within the Edmentum platform, such as translation tools and language supports.

Students identified as intellectually gifted will be supported through differentiated instruction, accelerated coursework opportunities, and individualized learning plans that allow for increased rigor and pacing flexibility within both the distance and in-person components of the program.

Across all student groups, additional service minutes and specialized supports are primarily delivered at the school site by credentialed staff, including Special Education teachers, EL teachers, and Social-Emotional Learning (SEL) specialists. This blended approach ensures that students receive high-quality, individualized support while maintaining access to the flexibility of the distance education model.

Students experiencing homelessness or migratory status will receive additional supports to ensure continuity of education, including flexible scheduling, access to technology, and coordination with community resources.. PIE-LV will maintain an inventory of Chromebook's and internet hotspots specifically designated for homeless and migrant students, ensuring immediate access. We will partner with local internet service providers to secure free or reduced-cost internet access for students experiencing housing instability. Mobile hotspot lending program with extended data plans to ensure consistent connectivity regardless of temporary housing situations.

- 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.

PIE-LV will not establish specific eligibility criteria for students to enroll in distance education. As an open-enrollment public charter school, all students who enroll at the school will have the opportunity to participate in distance education as part of the school's instructional model.

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) Provide, as Attachment 10, the board’s proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

See attached.

- 2) 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.

Pathways In Education - Las Vegas (PIE-LV) will operate under a governance model grounded in accountability, transparency, and student centered decision making. PIE-LV will be governed by an autonomous, independent Board of Directors (hereinafter referred to as “the Board”) dedicated to the successful operation of the school—including academic programs, compliance in operations (all legal and policy requirements), financial solvency, and the hiring of an effective principal. In addition to guaranteeing the school remains in compliance with its mission, the Board will be responsible for ensuring the academic program is used effectively leading to student achievement, reviewing the school’s finances, overseeing student discipline (expulsions), monitoring organizational performance, and making certain other policy considerations are being carried out as needed or mandated by Nevada or federal law.

Stakeholder engagement is an important component of the school’s governance philosophy. Families, students, staff, and community partners will have structured opportunities to provide input and remain informed about school operations and performance. Public comment periods will be included in Board meetings, and feedback may be submitted to the Board before a meeting. The school will also utilize surveys, listening sessions, and advisory groups to gather stakeholder perspectives on school climate, academic programming, and address any concerns.

Board and School Leader Relationship

The Board will operate under a governance framework that sets clear expectations for performance and delegates day to day operations and expectations to the Principal. The Principal will serve as the chief executive of the school and will be responsible for academic leadership, staff supervision, student discipline implementation, budgeting within Board approved parameters, and overall school management.

Advisory Bodies

To stay informed and engaged with stakeholders, the Board receives input from several advisory groups. These groups do not make decisions, but instead provide feedback and recommendations to help inform school leadership and Board discussions.

To strengthen shared ownership, PIE-LV will establish a Parent Advisory Group that meets throughout the year to provide input on school policies, academic programming, and school communication. This group will include a diverse representation of families and will serve as a bridge between the parent community and school leadership. Feedback gathered through the Advisory Group will be used to inform school improvement planning and decision-making.

PIE-LV also plans to establish a Student Leadership Council to promote student voice, leadership development, and school engagement. The council will serve as a forum for students to provide feedback on school culture, learning experiences, and student activities, while also developing leadership and civic responsibility skills. The Student Leadership Council will include students from different grade levels and Learning Period cohorts. Membership may be determined through a combination of student application, staff recommendation, and peer input to ensure broad representation. The council will meet regularly with the Principal or designated staff member. Responsibilities may include organizing school events, supporting service initiatives, providing structured feedback on student experience surveys, and serving as ambassadors for the school in community events. The council’s role is advisory and leadership-

focused.

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

The Board is ultimately responsible for ensuring the success of the PIE-LV. During board meetings the following will be reviewed:

- Academic Reports that reflect accurate progress in meeting the identified Academic Achievement Goals including student Renaissance Star Assessments data, available NV State Assessment data, graduation rates, and credit attainment metrics.
- State Accountability Data including reporting compliance, special populations compliance and grants compliance.
- Financial Reports including quarterly cash forecast reports, quarterly detailed income statements, quarterly balance sheets, quarterly funding summaries which include any applicable budget scrubs, revenue and expense assumptions, year-end fund balance, cash flows and audited financial statements.
- Student enrollment data that includes current enrollment and future projections. Plans for increasing/maintaining enrollment will be provided along with any marketing plans.
- Human Capital Reports including turnover/retention data, annual employee review data, survey data, and professional development feedback
- Community involvement updates. Information regarding existing and potential partnerships will be reviewed.
- The Board will be responsible for ensuring that the performance framework developed by SPCSA to measure Academic, Organizational and Financial performance is adhered to and that PIE-LV is successfully serving all students. The Board will approve the self-certification of the Academic, Organizational and Financial Performance requirements of the SPCSA by the annual deadline.

- 4) 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 Board will consist of members who meet the qualifications as outlined in NRS 388A.320 well as additional requirements found in NAC 388A.520-388A.525. The Board will have experience in the fields of education, finance, human resources, law, community engagement and/or other areas that will directly benefit the school. In addition to seeking benefits for the organization and school through the backgrounds of Board members, gaining input from individuals with grassroots ties to the community will be a key priority for PIE-LV.

Frank Browne is a veteran educator and U.S. Army veteran who has spent over 20 years guiding students through academic advising, college counseling, and personal development. He served as Dean of Students, College Counselor, and English Department Chair at both The Adelson School and The Alexander Dawson School, where he led accreditation efforts and shaped campus culture. As founder of Summerlin Tutors LLC, Frank continues working with non-traditional and returning students — including veterans navigating the transition to civilian academic life, a journey he knows firsthand. He holds a B.A. in Linguistics from UC San Diego with a College Counseling Certification and graduate studies in Educational Psychology from UNLV.

Lawrence O. Ayers II, MPH, MBA, LSSGB, is a financial and operational leader with extensive experience in budget management, strategic planning, and organizational governance. As Financial Affairs Program Manager at Cleveland Clinic Nevada, he oversees an annual budget exceeding \$100M and leads a team of project managers and financial analysts. Lawrence is also a published researcher and Lean Six Sigma Green Belt, with hands-on experience in grant

administration and community health initiatives. His combination of financial rigor and public health perspective makes him a well-rounded board member.

Morgan McAdorey is a human resources executive with over a decade of experience leading HR strategy across the gaming, hospitality, and technology industries. Currently serving as Vice President of Human Resources at Light & Wonder, she oversees a global team of HR Business Partners and is at the forefront of driving AI workforce transformation across the organization. Prior to that, Morgan spent over ten years at MGM Resorts International partnering with C-suite leaders on large-scale talent and technology initiatives. She brings to the Pathways In Education – Las Vegas board a proven track record of building cultures where people are developed, engaged, and set up to succeed.

Please see Board Membership Roster as **Attachment 9**.

5) 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.

Over time, the current PIE-LV board will identify gaps and seek to add or change members to ensure the continued focus on representing and serving the school community. This process will take place through a detailed plan that will commence in Fall 2027. This plan will identify procedures for identifying potential successors and qualities desired that could enhance board function. As part of the plan the Board will also solicit feedback from parents/students through surveys and open house-style forums.

The board is committed to maintaining a diverse and highly qualified membership to effectively oversee the school's mission and strategic objectives. To ensure a strategic approach to board recruitment, the board will conduct an annual self-assessment to identify any gaps in expertise and use this data to inform targeted recruitment efforts. Recruitment efforts will be diversified by actively seeking candidates through education networks, professional associations, community organizations, and referrals, ensuring a broad and inclusive applicant pool. The board will oversee a structured nomination and vetting process, which includes comprehensive interviews and a review of candidates to ensure alignment with the school's mission and values.

The Board will consist of members who can work effectively together and with the school principal to meet the mission, vision, and student academic goals in a measurable and sustainable manner. The characteristics PIE-LV will look for in its Board members are:

- Service-oriented track record
- Proven community leadership
- Student-first thinking
- Personal connection to and passion for the school's mission
- Shared vision and an understanding of the steps necessary for implementation
- Expectation that all students can achieve success
- Understanding and support for elements contained in school's charter contract
- Cognizance of roles and responsibilities of a Board member
- Ability to work within a team structure
- Specific knowledge or experience in at least one element of governance as aforementioned and outlined in NRS 388A.320

Additionally, the board will prioritize candidates with expertise in key areas including education, finance, law, and community advocacy to ensure well-rounded governance and representation. These efforts will strengthen the board's capacity to make informed decisions that support the long-term success of the school.

- 6) 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.*

There currently are no existing relationships that could pose conflicts if our application is approved. The Board will adopt the Bylaws, Code of Ethics, and Conflict of Interest policy that outlines steps to address any conflicts.

- 7) 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?

All Board members shall be properly trained during their service on the PIE-LV Board to ensure effective governance and meaningful oversight of school performance, operations and finances. Board members will receive initial and ongoing training to gain and maintain a thorough understanding of their duties and responsibilities.

The initial board training will include, but not be limited to:

- Pathways In Education mission and vision
- Key designs and principles of the model
- Enrollment projections and proposed demographics
- Overview of Board policies
- Charter school governance
- Fiscal oversight
- Conflicts of interest
- Ethics
- Role of Board of Directors, Officers, and Committees
- Open meeting laws

Board Training will be provided by Mark Gardburg of Howard & Howard who is an approved training provider. Initial Board training will begin in May 2026 and occur as requested by the Board or deemed necessary.

Board members will also be required to participate in at least one (1) annual refresher training and documentation of such training will be provided to the authorizer. The Board may also choose to engage in professional development throughout the year as well as participate in an annual board retreat.

Topics for ongoing professional development may include:

- What is community involvement and how does it look for Pathways
- Best practices in charter school governance
- Impactful board meetings
- Governing for both innovation and outcomes
- Principal evaluation and what to look for
- New legal requirements
- Legislative updates
- Boards as fiduciaries and futurists

- 8) 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.

The PIE-LV Board will establish grievance policies and resolution procedures to be used for all complaints and disputes raised by employees, parents, and students. The complaint and grievance policy will be written and available in student and employee handbooks, as well as on the school website to ensure transparency. In every instance, the first line of reconciliation will be between the two parties involved in the grievance. If disputes cannot be resolved, the dispute will be directed to the principal, if necessary. If the grievance is with the principal and an attempt is made to resolve the

issue with no success, the individual may outline the issue or grievance in writing and submit it to the Board. The Board will establish a structured timeline for addressing complaints as follows:

Complaints will be investigated and a written report will be sent to the complainant within 60 days from the receipt of the complaint. The report will contain the following:

- Findings of fact based on evidence gathered
- Conclusion(s) of law
- Disposition of the complaint
- Rationale for such disposition
- Corrective actions, if any are warranted

This 60-day time period may be extended by written agreement of the complainant. The complainant has a right to appeal by filing a written appeal within 15 days of receiving the investigator's report. If needed, the Board may seek legal counsel or representation on behalf of the school. The goal of grievance policies and procedures, as set by the Board, is to resolve issues in a fair and equitable manner for each party.

4.2 LEADERSHIP TEAM

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

Please see **Attachment 11** for the PIE-LV Organizational charts for year one and year six.

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.

The PIE-LV Applicant Team brings extensive experience leading schools and managing multi-site operations across multiple states.

Kristi Duenas, Associate Superintendent

- Holds a Doctorate in Organizational Leadership and Management from USC and has provided strategic leadership and direct supervision across 11 schools in four states, guiding principals and directors in all aspects of school administration
- Spearheaded the strategic and operational launch of five new charter and contract schools across California, Arizona, Idaho, and Illinois, and led fiscal planning and management for budgets exceeding \$30 million

Molly Sircher, Senior Director of Educational Services

- Supervised the opening of charter and contract schools across multiple states and mentored school leadership and staff on the alternative school model, mission, and culture
- Helped secure Cognia systems accreditation for the PIE network through sustained continuous improvement efforts

Greg Marrero, Director of Operations and Implementation

- Oversees facilities and maintenance, compliance and accountability, and quality assurance across the PIE network, working directly with school leaders to ensure enrollment and fiscal goals are met
- Managed five center buildout projects valued between \$500,000 and \$3,000,000 each, overseeing all phases of construction and ensuring on-time, on-budget completion

Heather Prosser, Diverse Learner Program Supervisor

- Directs and coordinates special programs across 11 schools in four states, ensuring compliance with federal, state, and local regulations and successfully leading schools through state and federal compliance audits
- Previously served as Compliance Manager overseeing a team of 36 staff members, architecting policy frameworks that brought schools out of corrective action

Lisa Schwartz, Director of Authorizer Relations

- Cultivates and maintains relationships with authorizers and district partners across multiple states to ensure alignment to charter goals and accountability outcomes, and provides reports directly to Boards of Directors

- Served as Assistant Superintendent of Curriculum and Instruction for a district of 1,800 students and as Director of Teaching and Learning for a district of 5,500 students, providing executive-level leadership across both instructional and operational domains

b) Curriculum, instruction, and assessment.

The PIE-LV Applicant Team has extensive experience designing, implementing, and refining curriculum and instructional frameworks across multiple school and district contexts.

Kristi Duenas, Associate Superintendent

- Designed and implemented the High Quality Teaching Initiative, including a research-based rubric for highly effective instruction and a coaching cycle adopted by leaders across the PIE network

Molly Sircher, Senior Director of Educational Services

- Supported curriculum implementation and annual updating of state standards alignment across the network
- Facilitated staff professional development using RenStar assessments to inform data-driven student planning, improving assessment participation rates to above 90 percent average across the network

Heather Prosser, Diverse Learner Program Supervisor

- Led the adoption of flexible instructional frameworks that allow students with diverse learning needs to access the general education curriculum
- Oversaw the integration of progress monitoring tools and formative assessments to ensure instruction was directly tied to IEP goals and state standards

Lisa Schwartz, Director of Authorizer Relations

- Facilitated curriculum mapping using Understanding by Design backwards planning to align instruction to student outcomes
- Participated in a multi-year Jim Knight instructional coaching professional development program and served as lead coach for the district, building a culture of reflective practice and continuous instructional improvement
- Led district authorization of the International Baccalaureate Middle Years Programme, overseeing curriculum design, staff training, and community alignment

c) At-risk students and special populations.

The PIE-LV Applicant Team has a demonstrated track record of designing and implementing programs that produce measurable gains for students who have historically been underserved, including English learners, students with disabilities, and students experiencing poverty.

Kristi Duenas, Associate Superintendent

- Earned a Title I Academic Achievement Award as a school principal for demonstrated success in closing the achievement gap for student subgroups on standardized assessments
- Reduced student suspension rates by implementing positive behavioral supports and restorative alternatives to exclusionary discipline
- Received a score of 100 percent for significant achievement in the LAUSD Division of Special Education District Validation Review, recognizing a comprehensive and highly effective inclusion program

Molly Sircher, Senior Director of Educational Services

- Led Intervention Class implementation, using assessment data to inform targeted student interventions and producing positive academic skills growth for students in need of academic skill building

Heather Prosser, Diverse Learner Program Supervisor

- Monitored and implemented Multi-Tiered Systems of Support (MTSS) to identify and intervene for at-risk students, significantly reducing unnecessary formal referrals
- Developed comprehensive post-secondary transition programs for students with disabilities, with a focus on competitive employment and independent living outcomes

Lisa Schwartz, Director of Authorizer Relations

- Collaborated to redesign an English learner program serving a school district with a 33 percent EL population, resulting in a 10 percent exit rate and improved language acquisition outcomes

d) Performance management.

The PIE-LV Applicant Team has substantial experience using data and performance systems to drive continuous improvement, develop staff capacity, and ensure accountability across school and network levels.

Kristi Duenas, Associate Superintendent

- Trained and mentored eight former teachers who advanced into roles as administrators, instructional coaches, or CMO leaders, demonstrating sustained investment in talent pipeline development
- Provided staff development across a range of priority areas including student engagement, literacy and Common Core standards, discipline with dignity, students with disabilities, instructional strategies, and team building

Molly Sircher, Senior Director of Educational Services

- Designed and hosted strategic planning meetings and virtual professional development sessions for network school leaders
- Monitors academic performance data on a monthly basis and conducts semesterly data reviews aligned to network goals
- Spearheaded creation of an observation rubric tool to support instructional feedback, goal setting, and coaching for instructional staff across the network

Greg Marrero, Director of Operations and Implementation

- Led the team that identified and built out four new centers from charter approval through center opening
- Successfully relocated two schools into new facilities over the last three years
- Led the implementation team that maintains compliance and accountability across all PIE charters

Heather Prosser, Diverse Learner Program Supervisor

- Designed and facilitated targeted professional development on evidence-based practices and specialized literacy interventions for English language learners and special education students
- Conducted formal staff evaluations and observations that produced data-informed feedback for a diverse instructional team, including special education teachers, EL teachers, and related service providers

Lisa Schwartz, Director of Authorizer Relations

- Has led data analysis at both the school and district level, providing actionable support to school leaders and instructional staff to improve student outcomes

e) Parent and community engagement.

The PIE-LV Applicant Team recognizes that authentic family and community partnerships are foundational to student success. Each team member brings direct experience building the relational infrastructure that connects schools to the communities they serve.

Kristi Duenas, Associate Superintendent

- Designed and implemented a school-based family counseling program as an Assistant Principal, including identifying and securing the resources required to carry out program requirements

Molly Sircher, Senior Director of Educational Services

- Facilitated parent engagement strategic planning workshops with school leaders to identify opportunities to strengthen family involvement
- Conducted network-wide stakeholder surveys to gather input from parents and families on student needs and experiences, using findings to inform school improvement planning

Heather Prosser, Diverse Learner Program Supervisor

- Served as primary mediator in high-stakes IEP meetings, successfully building consensus and restoring trust in home-school partnerships
- Partnered with vocational rehabilitation and mental health agencies to deliver comprehensive wraparound services and transition support for families
- Connected families of unhoused students to community resources to address barriers to school participation and stability

Lisa Schwartz, Director of Authorizer Relations

- Engaged parents and community members in a collaborative process to re-envision the mission of a school, resulting in the creation of a parent foundation focused on fundraising and sustained community investment

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.

PIE-LV has identified Andrea Damore as the proposed founding Principal. Ms. Damore, a resident of Clark County for 25 years, brings over 20 years of experience in education, including more than a decade in school leadership within alternative and blended learning environments. She most recently served as the Executive Director of Academics at Beacon Academy of Nevada, where she led academic programming, oversaw schoolwide data systems, and supervised over 1,000 students and 80+ staff members.

Ms. Damore has a demonstrated track record of implementing data-driven instructional systems that improve student outcomes at the classroom, cohort, and school-wide levels. Throughout her experience, she has developed and monitored schoolwide performance systems aligned to the Nevada School Performance Framework (NSPF) and has in-depth knowledge of the Alternative Performance Framework (APF) that PIE-LV plans to be evaluated on as an alternative education high school. Ms. Damore has also led the transition to a blended learning model, and implemented Multi-Tiered Systems of Support (MTSS) to ensure all students receive targeted academic and behavioral interventions. Her leadership includes establishing consistent progress monitoring practices, improving attendance tracking, and aligning instruction to Nevada Academic Content Standards.

Ms. Damore's experience reflects a strong commitment to serving diverse and at-risk student populations. As outlined in her leadership experience, she has successfully supported students with disabilities through compliance oversight, teacher training, and differentiated instruction; improved outcomes for English Learners through implementation of structured instructional strategies; served as a McKinney-Vento liaison supporting homeless youth; and provided accelerated and advanced pathways for gifted students.

Her classroom and instructional leadership experience includes five years as an online high school teacher and department chair, where she utilized data to monitor student progress and implement targeted interventions, as well as teaching Advanced Placement courses and developing rigorous, standards-aligned curriculum.

Through her leadership roles, Ms. Damore has consistently demonstrated the ability to improve student achievement by increasing engagement, supporting credit attainment, and implementing systems that track and respond to student performance data. Her experience in alternative education settings, combined with her expertise in blended learning, data analysis, and student-centered instruction, uniquely qualifies her to lead PIE-LV and ensure strong academic outcomes for all students.

Attachment 12: Resume of Andrea Damore is included with the application.

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

The leadership structure at PIE-LV will include the Principal and the Director of Authorizer Relations. The Director of Authorizer Relations serves as a liaison between the school and the SPCSA, bringing extensive experience supporting charter schools and providing strategic guidance to the Principal to ensure alignment with performance expectations and accountability measures.

The Director works closely with the SPCSA to monitor academic, operational, and compliance benchmarks, ensuring that all required performance measures are in place and consistently reviewed. The Director of Authorizer Relations is employed directly by the school and reports to the PIE-LV Board, ensuring an independent line of accountability between school leadership and its authorizer. The Director will also work alongside the Principal to provide training and support ensuring PIE-LV is operationally ready for its planned opening in Fall 2027. The Director will collaborate with the Pathways Management Group team to ensure performance measures are actively tracked and that PIE-LV remains in alignment with Nevada-specific compliance and reporting requirements. This position is included in the financial plan at a partial FTE, with salary funded directly by the school.

This position is currently held by Lisa Schwartz, who has played a key leadership role in supporting academic performance across multiple PIE campuses nationwide. Under her leadership, PIE schools have consistently achieved strong graduation outcomes, including 92.66% at PIE-IL, 98.96% at PIE-LA, 81.80% at PIE-Nampa, and 100% at PIE-West Ada during the 2024–2025 school year. Additionally, PIE schools under her oversight have demonstrated measurable success with English Learners, including reclassification rates of up to 22% and more than 70% of students maintaining or improving language proficiency year over year. Ms. Schwartz also initiated a relationship with the A-Game, a special program from the National Charter Schools Institute, to support the PIE schools in creating an internal performance dashboard that allows the schools to measure effectiveness of the model and alignment with mission. Through A-GAME's Measure What Matters initiative, hundreds of authorizers, school leaders, board members, and partners across 39 states came together to build something lasting—a new way of thinking about accountability that honors student engagement, growth, and mission.

Further details are provided in **Attachment 13**, which includes the resume of the Director of Authorizer Relations.

- 5) Explain how the school leader will be supported, developed, and evaluated. Include the competencies used for selecting and evaluating the school leader and identify the specific leadership evaluation tool(s) the school plans to use.

The PIE-LV principal will be critical to the success of the school. The principal will be an active and proactive instructional leader who is a role model for all stakeholders. The leadership qualities expected of the principal of PIE-LV are based on research that ties principal quality to student outcomes. According to a comprehensive report by the Wallace Foundation,⁴² effective principals substantially influence student achievement, reduce absenteeism, and enhance teacher retention. The report identifies key practices of successful principals, including setting a clear vision, fostering a positive school climate, and promoting collaborative instructional leadership.

PIE-LV has identified Andrea Damore as the founding Principal. She will be supported, developed, and evaluated through a comprehensive system grounded exclusively in the Nevada Educator Performance Framework (NEPF) School Administrator Instructional Leadership and Responsibilities Standards, ensuring full alignment with state expectations for instructional leadership and school performance.

Leadership Competencies for Selection and Evaluation

Ms. Damore was selected based on her demonstrated alignment to the NEPF School Administrator Instructional Leadership and Responsibilities Standards, which will also serve as the foundation for her ongoing evaluation.

Leadership Standards

- Creating and Sustaining a Focus on Learning: Establishing a clear vision for student achievement and monitoring progress through multiple data sources
- Creating and Sustaining a Culture of Continuous Improvement: Setting high expectations, supporting teacher development, and using data to drive instructional improvement

⁴² Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>. <https://doi.org/10.59656/EL-SB1065.001>

- **Creating and Sustaining Productive Relationships:** Building a positive school climate and fostering strong relationships with staff, students, and families
- **Creating and Sustaining Structures:** Implementing systems that align curriculum, instruction, and assessment and effectively allocate resources

Responsibilities Standards

- **Manages Human Capital:** Effectively recruits, develops, supports, and retains high-quality staff to ensure strong instructional practices and student outcomes
- **Self-Reflection and Professional Growth:** Engages in ongoing reflection and professional learning to continuously improve leadership effectiveness
- **Professional Obligations:** Demonstrates ethical leadership, compliance with policies and regulations, and commitment to organizational responsibilities
- **Family and Community Engagement:** Builds and sustains meaningful partnerships with families and the community to support student success

Evaluation Process and Tool

The PIE-LV principal will be evaluated using the NEPF framework, which includes:

- A four-level performance rating scale (Highly Effective, Effective, Developing, Ineffective)
- Multiple sources of evidence, including:
 - Direct observation
 - Student achievement and school performance data
 - Staff and stakeholder feedback
 - Documentation of leadership practices

This evaluation process emphasizes continuous improvement through ongoing feedback, reflection, and goal setting.

Ongoing Support and Professional Development

Ms. Damore will receive ongoing support aligned to NEPF expectations, including:

- Monthly leadership coaching and data review sessions with Pathways Management Group (PMG)
- Participation in network-wide leadership development with Pathways schools
- Targeted professional development aligned to evaluation results and identified growth areas
- Access to PMG’s instructional team for coaching and support
- Attendance at Nevada and Las Vegas-based conferences for continued learning and networking
- Participation in national conferences such as Learning Forward, National Charter Schools Conference, National Alternative Education Association and others that align with professional development goals and school needs.

Professional development funding has been allocated in the budget, including \$5,000 in Year 0 and \$3,000 annually thereafter, to support sustained leadership growth.

The PIE-LV Board will monitor and support the professional development of the PIE-LV principal. In addition to fulfilling the requirements of the Nevada Department of Education required professional development hours for administrators. Professional development will also occur based on the evaluation feedback and identified areas for growth.

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.*

Position	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1	1	1	1
Director of Authorizer Relations	.2	.2	.2	.2	.2	.2
Post-Secondary Student Support Counselor	.5	1	1	1	1	1

Social Emotional Learning Specialist (Social Worker)	.5	1	1	1	1	1
Small Group Instruction Teacher - Language Arts	1	1	1	1	1	1
Small Group Instruction Teacher - Math	1	1	1	1	1	1
Small Group Instruction Teacher - Science	1	1	1	1	1	1
EL/TESOL Teacher	.5	1	1	1	1	1
Special Education Teacher	1	2	2	2	2	2
Individualized Instruction Teachers (IIT)	1	2	4	5	5	5
Compliance Coordinator	1	1	1	1	1	1
Center Coordinator	1	1	1	1	1	1
Total FTEs at School	9.7	13.2	15.2	16.2	16.2	16.2

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

Student-to-Teacher Ratio (SGI + IIT Teachers Only)

Year	Students	Total Teachers	Student:Teacher Ratio
Year 1	175	4	44:1
Year 2	225	5	45:1
Year 3	300	7	43:1
Year 4	330	8	41:1
Year 5	330	8	41:1
Year 6	330	9	41:1

It is important to note that not all students are on campus at the same time. Due to the flexible scheduling model, approximately 30% of students are present during any given appointment block. Each Individualized Instruction Teacher (IIT) maintains a caseload of approximately 50 students, all of whom attend scheduled appointment times throughout the week. During any single 2-hour appointment block, IITs work with only 8–9 students, allowing for highly personalized support. Similarly, Small Group Instruction (SGI) classes are capped at no more than 15 students, ensuring that actual instructional ratios remain significantly lower than overall enrollment-based calculations.

Total Adult-to-Student Ratio (All Staff Included)

Year	Students	Total FTE Staff	Adult:Student Ratio
Year 1	175	9.5	1:18
Year 2	225	13	1:17
Year 3	300	15	1:20
Year 4	330	16	1:21
Year 5	330	16	1:21
Year 6	330	16	1:21

Note: The Director of Authorizer Relations position is not included in the adult:student ratio, as they will not be at the center daily as all other positions are.

SPED Student to SPED Teacher Ratio

Year	Total Students	14% SPED Students	SPED Teachers	SPED Student:Teacher Ratio
Year 1	175	25	1	25:1
Year 2	225	32	2	16:1
Year 3	300	42	2	21:1
Year 4	330	46	2	23:1
Year 5	330	46	2	23:1
Year 6	330	46	2	23:1

Based on projected enrollment, special education students represent approximately 14% of the student population, resulting in caseloads that are at or near the state-recommended ratio of 22:1. Beginning in Year 2, the addition of a

second special education teacher ensures that caseloads remain compliant and manageable as enrollment grows. Importantly, due to the Pathways model, only approximately 30% of students are on campus at any given time. As a result, the **effective in-building ratio is significantly lower, approximately 8:1 during the first year, and 4:1 at capacity**, which allows for more intensive, individualized support during instructional time. This structure ensures that students with disabilities receive targeted services, consistent progress monitoring, and meaningful access to both individualized and small group instruction while maintaining full compliance with state requirements.

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

The staffing model is intentionally designed to fully support the school’s personalized, flexible instructional program and the unique needs of the students it serves. Instructionally, Small Group Instruction (SGI) Teachers provide targeted, standards-based lessons in core subjects with class sizes capped at a maximum of 15 students. These small classroom ratios allow teachers to closely track student progress, individualize learning, and provide timely intervention. Individualized Instruction Teachers (IITs) further reinforce this model by ensuring continuous progress monitoring, goal setting, and one-on-one academic support. With IITs meeting with no more than 8–9 students within a two-hour block, the model fosters strong, relationship-based accountability. Additionally, because only about 30% of students are on campus at any given time, in-building ratios lower, ensuring students receive consistent, individualized attention and do not fall through the cracks.

The model is further strengthened by a deliberate investment in whole-child supports. A full-time Social Emotional Learning Specialist, who is a licensed social worker, addresses barriers to learning and supports student well-being. A dedicated Post-Secondary and Student Services Counselor ensures students are actively planning for life after graduation, while a full-time EL/TESOL Teacher provides targeted language support for multilingual learners. Together, these roles ensure that academic instruction is reinforced by strong social-emotional and postsecondary guidance systems.

In addition, the inclusion of Special Education Teachers and key operational roles (Center Coordinator and Compliance Coordinator) ensure the program remains responsive, compliant, and effectively implemented. This comprehensive staffing approach creates a high-support environment, which enables the school to maintain high expectations for all students. Overall, the staffing model is not only aligned to the program design—it is essential to its successful implementation.

4.4 HUMAN RESOURCES

- 1) Describe your strategy, plans, timelines, and key selection criteria for recruiting and hiring teachers, leadership, and staff. Identify who will be responsible for the hiring processes and how the recruitment efforts will ensure that all hires are representative of the student body and aligned to the school’s design.

Strategy, Plan, and Timeline:

PIE-LV has a proposed principal, Andrea Damore and part time Director of Authorized Relations, Lisa Schwartz. The process to finalize approval and contracts will begin upon approval of the charter. Recruitment for teachers will begin in January 2027, when the Principal and HR service provider will actively build a candidate pipeline through job fairs (similar to the one attended on March 26, 2026 at the Santa Fe Station Hotel put on by the Las Vegas Job Fair), partnerships with local university education programs, and targeted outreach within the Las Vegas community. Recruitment efforts will include postings on major job platforms and advertising in local outlets such as the Las Vegas Review-Journal.

Open positions will be posted in March 2027, followed by a dedicated school-based job fair in May 2027. Formal hiring will take place between March and July 2027 and will include interviews, reference and background checks, and finalized employment agreements. All staff will be hired and onboarded by July 2027, allowing for comprehensive orientation and training prior to the August 2027 school opening.

Roles and Responsibilities for Hiring:

The Principal will lead the hiring process and make final hiring decisions. The Director of Authorizer Relations and Principal will jointly conduct interviews to ensure alignment with the school’s mission, instructional model, and accountability expectations. The PIE-LV Board will be responsible for interviewing and selecting any leadership positions that need to be filled in the future.

Selection Criteria for Teachers, Leadership, and Staff:

All candidates must meet Nevada licensure and qualification requirements. Beyond credentials, candidates will be evaluated based on their demonstrated ability to build strong relationships with students, experience working with at-risk populations, previous experience, and most of all, a heart for kids. For staff roles, selection will also prioritize experience in collaborative environments, problem-solving, and alignment to the school’s flexible, student-centered model. All hires must demonstrate a clear commitment to the school’s core values of compassion, integrity, mutual trust, mutual respect, and resilience.

Ensuring Staff Reflect the Student Body and Align to the School’s Design:

Recruitment efforts will intentionally focus on attracting candidates who reflect the cultural, linguistic, and lived experiences of the student population. This includes targeted outreach to local universities, alternative certification programs, and community-based organizations, as well as focused efforts to recruit bilingual and diverse candidates.

- 2) 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.

PIE-LV will offer a competitive benefits package designed to support staff well-being and long-term retention. All full-time employees will have access to health insurance and participation in the Nevada Public Employees’ Retirement System (PERS), along with employer-covered costs such as workers’ compensation, unemployment insurance, and other required payroll obligations. Part-time employees will not be eligible for PERS contributions or health insurance. PIE-LV may offer pop-up incentives throughout the year to support the school in meeting targets. Compensation growth is tied to performance. Staff will participate in annual evaluations, and salary increases will reflect effectiveness, professional growth, and contributions to student outcomes.

Retention is also driven by the school’s supportive work environment. A smaller staff fosters a close-knit, family-oriented culture. Additionally, built-in planning and grading time—such as no scheduled student appointments on Fridays—helps keep workloads manageable and allows teachers to focus on instruction and relationships without taking work home.

In addition, staff receive ongoing coaching, feedback, and job-embedded professional development, along with opportunities to grow into leadership and mentorship roles. As part of the Pathways network, staff are also recognized annually for their contributions, reinforcing a culture that values strong performance. PIE-LV will participate in the Great Place to Work survey to identify strengths and areas for growth.

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

Recruitment and Hiring Procedures

1. Needs Assessment

- Responsible: Principal and Director of Authorizer Relations
- Identify staffing needs based on enrollment and program requirements
- Submit staffing recommendations to the PIE-LV Board

2. Position Development

- Responsible: HR service provider
- Update job descriptions based on Principal and Board recommendations
- Establish recommended compensation ranges aligned to market benchmarks

3. Talent Acquisition

- Responsible: Recruiting Supervisor (HR service provider) and Principal
- Post positions on job boards (HR service provider) and distribute to university and educator networks (Principal)
- Principal attends recruitment events

4. Application Review and Screening

- Responsible: Principal
- Review applications and resumes
- Conduct initial candidate screenings
- Advance qualified candidates for interviews and schedule interviews

5. Interview Process

- Responsible: Principal (with support from Director of Authorizer Relations as applicable)
- Conduct interviews of candidates for staff and teachers
- Take notes on responses in order to review and make recommendations

6. Selection and Hiring Recommendation

- Responsible: Principal
- Identify top candidates and submit to HR Director for processing

7. Pre-Employment Requirements

- Responsible: HR service provider
- Ensure completion of all Nevada employment requirements, including fingerprinting and criminal background checks (per NRS 391.033)
- Coordinate timelines to ensure clearance prior to start date

8. Offer Management and Acceptance

- Responsible: Principal
- Principal extends formal offer
- Candidate signs employment agreement outlining compensation, role, schedule, and start date

9. Onboarding

- Responsible: Principal
- Principal leads orientation aligned to school mission, model, and expectations

Employee Separation Procedures

Resignation Process

1. Notification

- Responsible: Employee / Principal / HR service provider
- Employee submits written resignation (minimum two weeks' notice)
- Principal forwards documentation to Principal

2. Exit Procedures

- Responsible: Principal
- Collection of school property - tracked via checklist (Principal)
- Deactivation of system and facility access (Tech team + Principal)
- Final pay issued in accordance with Nevada labor laws (HR service provider)

Termination Process

1. Initial Intervention

- Responsible: Principal
- Provide verbal and written notice of performance concerns
- Outline clear expectations and timeline for improvement - document everything

2. Monitoring and Decision

- Responsible: Principal
- Monitor progress and document performance
- If concerns persist, initiate termination process and contact HR service provider

3. Formal Termination

- Responsible: Principal and HR service provider
- Issue formal termination notice and complete discharge documentation
- Document reason for termination and employment dates
- HR service provider processes final compensation and benefits

4. Separation Administration

- Responsible: Principal/HR service provider

- Collect school property and deactivate access
- Issue final pay in compliance with Nevada labor requirements

Criminal Background Checks

- Responsible: HR service provider
- All employees are required to complete a criminal background check in accordance with NRS 391.033 prior to employment
- HR service provider coordinates fingerprinting and clearance
- Background checks are completed before the official start date and factored into onboarding timelines

4) Describe the school's performance management system and process for teacher evaluation. Identify the teacher evaluation tool(s) the school plans to utilize.

PIE-LV will use the Nevada Educator Performance Framework (NEPF) Teacher Evaluation Tools and Protocols as the foundation of its evaluation system to ensure alignment with state expectations. During the first year of implementation, NEPF will serve as the core framework, with input from teachers used to make adjustments that better reflect the school's personalized, student-centered model.

At PIE-LV, evaluation is part of an ongoing performance management approach that emphasizes continuous feedback, coaching, and goal-setting. The process includes the following key components:

- Start of Year: Teachers complete a self-reflection using the NEPF standards. The teacher and Principal then meet to review expectations, clarify the evaluation process, and establish individual goals aligned to student outcomes.
- Throughout the Year: Teachers engage in multiple observation cycles (up to three), including both formal and informal observations. In addition, the Principal holds regular check-ins with staff to monitor progress, provide feedback, and offer targeted coaching aligned to both NEPF standards and the High-Quality Teaching Initiative (HQTI).
- Mid-Year: The teacher and Principal meet to assess progress toward goals, discuss strengths and areas for growth, and determine whether additional support or adjustments are needed.
- End of Year: Teachers complete a final self-reflection, and the Principal conducts a summative evaluation. A conference is held to review overall performance, reflect on growth, and set priorities for the upcoming year.

This approach ensures that expectations are clearly defined, feedback is consistent, and teachers are supported in refining their practice throughout the year. It also allows the evaluation system to remain aligned to both state requirements and the school's instructional model.

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

The PIE-LV principal working closely with the HR service provider will follow the below steps to address staff performance concerns.

Regular Performance Reviews

- All PIE instructional staff receive formal performance reviews each school year
- Staff are provided with transparent evaluation metrics and tools
- This structured approach enables multiple collaborative discussions throughout the year about job expectations, achievements, and concerns
- Multiple touchpoints prevent miscommunication and provide clear opportunities for improvement

Ongoing Formative Assessment

- Leadership conducts observations using the HQTI tool providing a continuous feedback loop that allows for early identification of potential issues

Progressive Intervention Process

When performance concerns arise:

- Issues are addressed promptly and professionally

- Staff are given opportunities to express their viewpoints
- Support systems are implemented to facilitate improvement
- The principal and PMG team provides mentoring and resources during corrective action
- Only after exhausting appropriate improvement measures would termination be considered

Examples of Unsatisfactory Performance/Misconduct

The following exemplify, but do not limit, what constitutes unsatisfactory performance. The PIE-LV Employee Handbook will outline the full process.

- Unprofessional conduct or language in the workplace
- Below expected work quality or quantity
- Poor attitude, rudeness or offensive behavior
- Excessive or unexcused absenteeism or tardiness
- Violation of PIE-LV policies against discrimination and/or harassment
- Violation of the school's alcohol, drugs and controlled substances policy
- Failure to timely report a work-related accident to the supervisor or giving misleading or false information during an investigation
- Behavior which endangers or threatens the safety, health or well-being of fellow employees, students, or the public
- Inappropriate relationships with students
- Insubordination, including, but not limited to, refusal to comply with instructions from a supervisor
- Theft, misappropriation, destruction or unauthorized possession of PIE-LV or others' records, property or equipment, or any form of dishonesty

This comprehensive approach ensures that performance concerns are identified early, addressed fairly, and resolved constructively, always prioritizing student success and school effectiveness.

- 6) 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.

PIE-LV will contract with a third party to provide payroll, human resources, and accounting services. PIE-LV engaged with CSMC in the development of the charter application budget. When the school is approved the Director of Authorizer Relations will be responsible for sharing a Request for Proposal with prospective service providers and making a recommendation to the board for approval. After selecting the vendor, the PIE-LV Board will enter into the contract for services and evaluate performance annually. With the support of the principal, the Director of Authorizer Relations will manage the third party relationship. \$60,000 per year has been included in the budget for Human Resources and Accounting services based on a quote from CSMC.

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?

PIE-LV will implement a student recruitment and enrollment strategy during the incubation year designed to build broad community awareness, engage families who have already expressed interest, and ensure enrollment is both representative of the community and aligned to the school's mission. Recruitment efforts will be intentional, targeted, and grounded in a strong understanding of the local Las Vegas community, particularly students who are over-age, under-credited, or seeking an alternative to traditional school settings.

Students who enroll at Pathways schools have often previously attended traditional high schools and may have earned some credits but are seeking a different environment to complete their education. As a result, enrollment trends typically show higher populations in grades 11 and 12. PIE-LV's recruitment strategy is intentionally designed to reach

and engage this population, which supports the projected enrollment distribution.

During the incubation year, the Principal will be responsible for leading recruitment and enrollment efforts, with support from the Director of Authorizer Relations and PMG’s Marketing Team. Recruitment efforts will focus not only on families who have already expressed interest, but also on expanding outreach to ensure a representative student population aligned to the school’s mission.

PIE-LV will implement the following key recruitment and marketing strategies:

Strategy #1: Build Strong Community Partnerships and Referral Pipelines

PIE-LV has established partnerships with local organizations The Empowering Project, Project 150, The Children’s Cabinet, that serve the intended student population. These partnerships will play a critical role in both supporting students and driving recruitment.

- Work with community-based organizations, nonprofits, high school counselors and other local leaders to identify and refer students who have dropped out, are at risk of dropping out, or are seeking alternative pathways.
- Maintain engagement with partners through regular communication and participation in community events

Strategy #2: Increase Visibility Through Community Engagement

PIE-LV will continue building a presence in the community to ensure broad awareness beyond initial interest groups.

- Attend local events, resource fairs, and community gatherings to connect directly with families.
- Participate in service projects and community initiatives to establish the school as a trusted partner.
- Host “PIE-LV in the Community” events to share information about the program and available supports.

Strategy #3: Implement a Targeted Marketing Campaign

PIE-LV will launch a marketing campaign designed to reach a diverse, but target audience.

- Distribute flyers and postcards around the location of the school
- Launch social media, radio, and community-based advertising campaigns
- Send targeted mailers to households within a two-mile radius in compliance with NRS 388A.450
- Develop and launch a school website with clear enrollment information, application access, and event details

Strategy #4: Host Information Sessions and Provide Direct Family Support

PIE-LV will create multiple entry points for families to learn about the school and receive support through the enrollment process.

- Host monthly virtual and in-person information sessions beginning in early 2027
- Provide follow-up sessions to assist families with applications and required documentation
- Maintain consistent communication with prospective families to ensure strong conversion from interest to enrollment

Strategy #5: Monitor Recruitment Data and Adjust Strategies

PIE-LV will implement a structured process for tracking and refining recruitment efforts.

- Track how each prospective student learns about the school
- Review enrollment data regularly, including grade-level distribution and subgroup representation
- Adjust outreach strategies as needed to ensure alignment with community demographics and enrollment goals

Timeline Overview:

Recruitment begins in Fall 2026 with marketing development and early outreach. Efforts intensify from January through June 2027 with direct outreach, information sessions, and application support. Enrollment processes, including application review and student onboarding, will be completed by July 2027 to ensure readiness for the school opening. Many of these are outlined in further detail in the Community and Enrollment section of the Incubation Year Plan. This structured, data-informed approach ensures PIE-LV is not only engaging families who have already expressed interest, but is also expanding outreach to reach a broader, more representative student population aligned to the school’s mission and design.

- 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](#)?

PIE-LV is intentionally designed to serve a diverse student population reflective of the Las Vegas community and the students most in need of alternative pathways to success. Central to the school's mission is ensuring equitable access for all students, particularly those identified in the SPCSA Needs Assessment, including students living in poverty, students zoned to attend 1- and 2-star schools, English learners, students with disabilities, and other at-risk populations.

The communities PIE-LV will serve are highly diverse, with many students currently experiencing barriers in traditional school settings. PIE-LV's model is specifically built to meet the needs of these students by offering flexible scheduling, individualized instruction, and comprehensive academic and social-emotional supports. Recruitment efforts are intentionally designed to ensure that all students, especially those who may not otherwise seek out school choice options, have access to the program by going to where they are proactively rather than waiting for them to find Pathways.

PIE-LV will implement targeted outreach strategies through partnerships with community-based organizations that already serve the intended population. These partners will help identify and refer students who may be disengaged, have dropped out, or are at risk of not graduating. This relationship-based approach ensures the school reaches students across all backgrounds and circumstances, not just those who have already expressed interest.

PIE-LV will make sure all recruitment and enrollment materials are easy for families to access, offering them in multiple English and Spanish. The school will offer both in-person and virtual information sessions, along with individualized support to help families navigate the enrollment process, removing barriers related to language, documentation, or access to information.

The enrollment process will be open and compliant with all state and federal requirements, ensuring that no student is excluded based on academic history, disability status, language proficiency, or socioeconomic background. PIE-LV will continuously monitor enrollment data, including representation across student subgroups, to ensure the student population reflects both the community and the school's intended population. Recruitment strategies will be adjusted as needed to address any gaps and maintain equitable access. Through intentional outreach, strong community partnerships, accessible processes, and ongoing monitoring, PIE-LV will ensure that all students, especially those most in need, have equal opportunity to enroll and succeed in the program.

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

PIE-LV will ensure it meets minimum enrollment through a recruitment strategy that combines early outreach, targeted marketing, and strong community partnerships. Recruitment begins in Fall 2026 with awareness campaigns and partnership development, followed by intensive outreach from January through June 2027, including direct mail, digital advertising, monthly information sessions, and community events.

In addition to engaging families who have already expressed interest, PIE-LV will leverage established partnerships with organizations that serve the target population to identify and refer students who are disengaged, overage, under-credited, or seeking alternative pathways. This targeted approach aligns with historical Pathways enrollment trends and supports projected grade-level distribution.

The school will closely monitor application and enrollment data on an ongoing basis and adjust strategies as needed to ensure targets are met. This may include increasing direct outreach efforts, such as door-to-door engagement within a two-mile radius and hosting neighborhood events or block parties with food and entertainment to connect with families, share information about the program to increase enrollment.

With multiple recruitment channels, a clear timeline with frequent monitoring, and a focus on the intended student population, PIE-LV is well-positioned to meet or exceed its minimum enrollment requirement.

- 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.

PIE-LV will utilize a structured recruitment funnel approach, grounded in the proven practices of the Pathways network, to ensure the school meets its minimum enrollment target of 175 students by the June 15, 2027 enrollment audit. This approach begins with broad community engagement and narrows to fully enrolled students, with clear benchmarks at each stage.

For Year 1, PIE-LV will aim to engage approximately 250% of enrollment, or 440 students, through recruitment efforts. From this pool, the school will put in place the following targets:

- Interest Engagement (200%): 350 students
- Completed Enrollment (125%): 220 students
- Students Enrolled by Day 1 (100%): 175 students

Recruitment efforts will intensify from January through June 2027:

- January–February: Launch direct mail, digital marketing, and monthly information sessions; begin collecting applications
- March–April: Increase application volume through targeted outreach, partnerships, and recruitment events
- May: Focus on converting applications to accepted seats and supporting families in completing enrollment requirements
- June (by June 15): Finalize enrollment documentation and confirm student roster for funding purposes

Following the enrollment audit, PIE-LV will continue enrolling and solidifying student commitment through a structured orientation process.

To ensure all 175 students are fully enrolled and prepared to begin on Day 1, PIE-LV will conduct student and family orientations during the final two weeks prior to the start of school. The school will host 10 days of orientation, with 5, 1-hr sessions per day, serving 3–4 families per session. This structure allows the school to orient approximately 15- 20 students per day, ensuring all students are fully enrolled, onboarded, and ready to start school on opening day.

Monitoring and Accountability:

The Principal will oversee all recruitment and enrollment efforts and monitor progress weekly and is ultimately accountable to the board for ensuring enrollment targets are met. The Principal will work closely with the Director of Authorizer Relations and PMG Marketing Team, who will support outreach, marketing execution, and data tracking.

Progress will be reviewed monthly and shared with the Board. Recruitment strategies will be adjusted in real time based on data trends, including increasing direct outreach efforts such as neighborhood engagement and community-based events if needed. This structured, data-driven approach ensures PIE-LV builds a strong recruitment pipeline and successfully meets its enrollment target within a one-year incubation period.

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.

To meet the needs of these students, PIE-LV offers continuous enrollment, allowing students to begin their academic journey at any point throughout the school year. Many students enrolling in Pathways have missed too much school to earn credit or are too far behind to catch up in a traditional setting. Rather than continuing in an environment where

they are unable to make meaningful progress, often leading to disengagement or behavioral challenges, students can enroll at PIE-LV and immediately begin working toward credit recovery and graduation.

Applications will open on January 1, 2027, and the enrollment window will remain open through the start of the school year. A lottery will be conducted if the number of applications exceeds available seats during the initial enrollment period.

Instruction is organized into 11 Learning Periods, providing multiple entry points throughout the year and allowing students to make consistent progress toward graduation regardless of when they enroll. Due to this structure, students also complete graduation requirements throughout the year, which creates ongoing seat availability. As a result, PIE-LV is able to continue enrolling students beyond the initial enrollment window, reducing the likelihood of lotteries after the school year begins. This flexible model ensures that students are not left waiting for a new semester to begin and can re-engage with school as soon as they are ready.

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

PIE-LV will have continuous enrollment allowing students to register throughout the year, including summer. When demand exceeds available capacity, PIE-LV will establish a waitlist, allowing students to begin as soon as space becomes available, rather than delaying enrollment for a future semester.

While PIE-LV does not anticipate exceeding capacity in its first year of operation, the school will comply with NRS 388A.453 should an enrollment lottery become necessary. In accordance with Nevada law, if the number of eligible applicants exceeds available seats, PIE-LV will conduct a public, random lottery as required. The lottery will be conducted fairly and transparently, and all applicants not initially selected will be placed on a waitlist in the order determined by the lottery. The lottery will be held no sooner than 45 days after the date on which a PIE-LV begins accepting applications for enrollment unless the sponsor of the charter school determines there is good cause to hold it sooner.

This approach allows PIE-LV to uphold both its mission to serve at-risk and credit-deficient students and its legal obligations as a public charter school, ensuring both accessibility and compliance.

- 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?

PIE-LV, in partnership with Pathways Management Group (PMG), will implement comprehensive systems to ensure all staff are knowledgeable about legal enrollment requirements and the proper servicing of special populations. PMG brings extensive experience supporting Pathways schools and will ensure all practices align with federal and state regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, McKinney-Vento, and Nevada-specific requirements.

All staff will receive targeted training during summer onboarding prior to the school opening, including dedicated sessions on legal requirements for students with disabilities, English learners, students experiencing homelessness, and other protected groups. This training will be reinforced through ongoing, job-embedded professional development throughout the year, led by the Principal, Special Education Teacher, and PMG support teams.

To ensure consistency and compliance, PIE-LV will develop clear procedures, checklists, and enrollment protocols aligned to all legal requirements. These materials will guide staff through enrollment, identification, and service provision processes and will be updated regularly to reflect any changes in law or policy.

The school will also implement internal monitoring systems, including periodic audits of enrollment documentation and student records, to ensure compliance. The Principal will maintain primary responsibility for ensuring all legal requirements are met, with support from PMG’s HR and compliance teams. Enrollment data, including representation

and services for special populations, will be regularly reviewed to ensure students are appropriately identified and served.

- 3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? What strategies will be used to retain existing students?

Once PIE-LV has opened, the student recruitment plan will shift from broad community outreach to more targeted, relationship-driven strategies. During the pre-opening year, recruitment efforts are designed to cast a wide net across the community through marketing campaigns, events, and general awareness. After opening, recruitment becomes more focused on maintaining enrollment and backfilling seats as they become available.

Post-Opening Recruitment Strategies and Activities:

Recruitment efforts will be led by the Principal and Director of Authorizer Relations and will focus on building strong, consistent pipelines from local high schools and community partners. This includes developing relationships with school counselors who are working closely with students who are over-age, under-credited, or disengaged. Key strategies and activities will include:

- Hosting counselor breakfasts with district and local high school counselors to share information about the PIE-LV model and encourage referrals for students who may benefit from an alternative pathway
- Maintaining and strengthening community partnerships with organizations serving the same population
- Hosting open houses to invite prospective students and families into the school
- Coordinating a ribbon cutting ceremony with the local Chamber of Commerce, including student ambassadors who lead tours and share their experiences
- Continuing targeted outreach through digital platforms and community events

Backfilling Vacancies:

Due to the Pathways model, students complete credits and graduate throughout the year, creating natural openings. PIE-LV will fill these vacancies through its ongoing recruitment pipelines, counselor referrals, and community partnerships. Continuous enrollment allows students to enter at multiple points during the year, ensuring seats are filled quickly and efficiently.

Enrollment Targets and Monitoring:

Enrollment targets will be monitored monthly at the end of each Learning Period (LP). New recruitment goals will be set regularly based on current enrollment data. The school’s goal is to maintain at least 90% enrollment capacity at all times, adjusting strategies as needed to meet this benchmark.

Retention Strategies:

Retention will be a core focus and will be measured monthly at both the teacher level and schoolwide. PIE-LV will maintain a goal of at least 95% student retention. Retention strategies are rooted in the school’s culture of strong relationships, consistent engagement, and ensuring students feel seen, supported, and connected to the school community. This includes individualized support, frequent communication, and opportunities for students to be actively involved in their learning environment.

- 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
9	27	34	46	50	50	50
10	34	43	59	64	64	64
11	48	62	83	91	91	91
12	49	63	83	92	92	92
Total	158	202	270	297	297	297

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	30	38	51	56	56	56
10	38	48	65	71	71	71
11	53	69	92	101	101	101
12	54	70	92	102	102	102
Total	175	225	300	330	330	330

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
9	33	42	56	62	62	62
10	42	53	72	78	78	78
11	58	76	101	111	111	111
12	60	77	101	112	112	112
Total	193	248	330	363	363	363

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.

PIE-LV’s enrollment projections are based on demonstrated demand for alternative education in Las Vegas and the proven success of the Pathways model in similar communities. The school will serve grades 9–12, growing from 175 students in Year 1 to full capacity of 330 students by Year 4. Higher enrollment in grades 11 and 12 reflects the target population, as many Pathways students enter after experiencing challenges in traditional schools and are seeking to complete remaining credits.

Growth projections are supported by a phased recruitment strategy, strong community partnerships, and continuous enrollment, which allows students to enter throughout the year as seats become available. This model supports steady, sustainable growth aligned to program capacity. Historical data below backs up enrollment projections.

Enrollment Percentage by Grade Level (SY23–SY25):

PIE Schools	Grade	SY 23	SY 24	SY25
Arizona	9	23%	15%	10%
	10	25%	27%	25%
	11	28%	27%	34%
	12	24%	31%	31%
Idaho	9	22%	22%	30%
	10	17%	22%	28%
	11	21%	26%	22%
	12	40%	28%	20%
Louisiana	9	21%	26%	19%
	10	20%	14%	23%
	11	19%	15%	30%
	12	40%	45%	27%
Illinois	9	20%	22%	31%
	10	18%	26%	26%
	11	23%	24%	23%
	12	40%	28%	20%

Based on the historical enrollment data, 9th grade students typically comprise approximately 20% of total enrollment, with 10th grade at a similar level. Enrollment then increases in the upper grades, with both 11th and 12th grade students representing roughly 30% each. These trends informed the distribution used in the enrollment tables above, resulting in a greater concentration of students in 11th and 12th grades. This pattern is consistent with typical enrollment behavior, as many students transition to Pathways after initially attending their zoned school.

PIE Historical Performance in New Market Openings

Successful Launch Track Record: The PIE network has demonstrated consistent success in meeting or exceeding Year 1 enrollment projections across multiple state expansions. When entering new markets, PIE schools have achieved an average of 85-105% of projected enrollment targets within the first academic year of operation.

Market Entry Strategy Effectiveness: PIE's proven market entry approach includes comprehensive community needs assessments, targeted outreach to at-risk youth populations, and strategic partnerships with local social service agencies, resulting in strong initial enrollment and sustained growth patterns.

Specific New Market Examples

Idaho Market Entry - PIE-Nampa (2017): PIE successfully entered the Idaho alternative education market with a Year 1 enrollment target of 220 students and exceeded projections by achieving 250 enrolled students (114% of target). This 14% over enrollment demonstrated strong community demand and effective market penetration in a previously unserved geographic region with distinct regulatory requirements and rural-suburban demographics.

Illinois Market Entry and Expansion - PIE-Chicago (2006-2019): PIE's Chicago launch represents exceptional new market success and sustained growth. The initial campus opened in 2006 with a Year 1 enrollment target of 300 students and achieved full enrollment (100% of target), immediately demonstrating the model's effectiveness in serving urban at-risk youth populations.

Authorizer-Driven Expansion: The consistent success of PIE-Chicago's original campus led Chicago Public Schools (CPS) to approve two additional PIE locations, reflecting the authorizer's confidence in PIE's educational model and community impact. This organic expansion validates PIE's ability to scale successfully within established markets.

District Partnership Recognition: In 2019, CPS specifically requested that PIE acquire and transform the campus of an underperforming alternative school, adding a fourth Chicago location. This authorizer-initiated partnership demonstrates PIE's reputation as a proven solution for improving alternative education outcomes and CPS's recognition of PIE as the preferred operator for challenging alternative education environments.

Market Validation Indicators: The Chicago expansion from one to four campuses over 13 years, driven by authorizer requests rather than PIE initiatives, provides strong evidence of sustained community demand, consistent student outcomes, and stakeholder satisfaction with PIE's alternative education model.

These examples demonstrate PIE's proven ability to not only meet initial enrollment projections in new markets but to build long-term partnerships with authorizers who actively seek PIE's expertise to improve alternative education outcomes in their communities.

6) As Attachment 14, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.

Please see **Attachment 14** for evidence of demand for the Pathways In Education - Las Vegas school.

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.

PIE-LV will prioritize consistent and meaningful engagement with families who have already demonstrated interest to ensure a strong conversion from interest to enrollment. The Principal, in collaboration with PMG's Marketing Team, will

maintain regular communication with prospective families throughout the application window using multiple platforms, including email, text messaging, the PIE-LV website, and social media.

Families will receive ongoing updates about the application process, enrollment timelines, and upcoming events. The PIE-LV website will also provide accessible information about the school model, including videos from existing Pathways schools to help families better understand the student experience.

To further support engagement, PIE-LV will host information sessions and community events at local libraries, community centers, and the school site. These events will provide opportunities for families to ask questions, receive assistance with applications, and build familiarity with the program.

Once families begin the enrollment process, PIE-LV will implement structured follow-up to ensure completion. This includes bi-weekly communication with enrolled and prospective families, sharing important updates, reminders, and highlights about the school. In addition, the school will host informal gatherings—such as meetups in local parks or community spaces—to help families build connections with staff and one another prior to the start of school. These strategies ensure that families remain informed, supported, and connected throughout the process, increasing the likelihood that interested families complete enrollment and are fully prepared to begin on the first day of school.

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 15 (“Incubation Year Planning Table”).

See **Attachment 15** for Incubation Year Planning Table. Please note that SPCSA Trainings have been included in the plan, but only the month and year have been included, as the precise date for the training series has not yet been shared.

- 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.

The founding Principal of PIE-LV, Andrea Damore, will receive comprehensive, ongoing leadership training and support from the Director of Authorizer Relations and the leadership team at Pathways Management Group (PMG), the school’s Charter Management Organization, beginning in Year 0 (the Incubation Year). Initial collaboration between Andrea Damore and Lisa Schwartz has already begun, with formal training with PMG commencing upon approval. PMG brings extensive experience in launching and scaling successful charter schools designed to serve underserved student populations.

Pathways In Education school leaders participate in biannual, three-day in-person professional development sessions with leaders from PIE campuses nationwide. These sessions promote collaboration, address common challenges, and ensure alignment with the network’s core values. Training is grounded in current research and includes best practices in alternative education, emerging trends, policy updates, and operational procedures to ensure leaders remain effective and responsive.

The Year 0 budget includes dedicated funding for professional development, which supports onboarding and leadership training for the founding Principal during the incubation period.

During Year 0, the PMG Executive Team will provide targeted leadership development aligned to pre-opening priorities and ongoing school success, including:

- Alignment of the Incubation Year Plan with SPCSA pre-opening requirements
- Talent acquisition, including hiring, onboarding, and personnel management
- Academic program implementation, including transcript review, student success planning, graduation requirements, and community partnerships

- Training on PIE-LV systems, including the learning management system (LMS), Infinite Campus, and Edmentum, with platform-specific support as needed
- Leadership development focused on staff motivation, professional culture, and team management
- Implementation of the school's discipline framework and restorative practices
- Instructional model training, including appointment structure and differentiated supports for credit-deficient students
- Nevada state assessment timelines and compliance requirements
- Special education policies and procedures, led by PMG's Diverse Learning Program Supervisor
- Enrollment processes and reporting systems, led by PMG's Director of Operations and Implementation

PMG's experience in opening and supporting Pathways schools ensures that the founding Principal and governing board are well-prepared to meet all authorizer expectations, maintain compliance, and successfully launch a high-quality program aligned to the needs of PIE-LV's target student population.

- 3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

Upon approval of the application the Director of Authorizer Relations will support the Principal, Ms. Damore, in initial development of the school with the support of PMG. The salary for the principal and part time services of Director of Authorizer Relations are included in the Year 0 budget of PIE-LV.

4.7 SERVICES

- 1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.
- a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

PIE-LV is modeled after the 11 other Pathways schools that successfully serve at-risk students using a similar hybrid learning model. All PIE schools have operated effectively without providing traditional daily student transportation. Due to the nature of the model, students are not required to attend campus Monday through Friday, which reduces transportation barriers.

The facilities plan for PIE-LV is to locate the school in an area that is easily accessible to the students it will serve, including proximity to public transit routes. Establishing the school along a public bus line is a priority, and the school will support students by assisting with access to bus passes as needed.

If, after opening, transportation is identified as a barrier for students, the Board will review and consider additional options. To proactively address potential needs, PIE-LV has initiated conversations with HopSkipDrive, a transportation provider that partners with charter schools nationwide to offer safe and reliable transportation for students. HopSkipDrive is recognized as an industry leader in providing transportation for minors. Initial discussions took place in April 2026, and upon approval, PIE-LV will explore establishing a contract to provide transportation services for students who need additional support accessing the school.

- 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.

PIE-LV will not participate in a traditional school meal program since students are at the school site for shorter time periods. Pathways In Education schools have historically provided students with healthy snack options. Students will

have access to snack options such as but not limited to granola bars, pretzels, popcorn, trail mix, fruit, vegetables, crackers, and protein bars. All snack options will be kept in a pantry easily accessible to any student. No snack option will need to be refrigerated. \$4,375 has been allocated for snacks in Year 1 and will be reviewed on a regular basis.

During our initial partner meetings, several community agencies that address food insecurity have committed to working with PIE-LV to create plans to provide services and resources to students. After meeting with Project 150, they provided a letter of support, and agreed to include PIE-LV in their food delivery services and food pantry accessibility. The Nevada Partnership for Homeless Youth has provided a letter support and a promise to ensure any PIE-LV student will have access to their support services specifically meeting urgent needs, like access to food. Communities in Schools organization is dedicated to supporting PIE-LV students to gain access to food through their partnership with Three Square Food Bank.

- c) Technology: Outline plans to ensure the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.

PIE-LV will develop a comprehensive technology infrastructure that directly supports its hybrid instructional model.

Infrastructure & Equipment

Build scalable network with campus-wide Wi-Fi, backup systems, and secure data center (Apr 2027 - May 2027)

Research student/staff computers/Chromebooks (Jun 2027)

Equip classrooms with interactive displays and telecommunications (Jun 2027 – Jul 2027)

Maintain device lifecycle management for regular updates and replacements (Ongoing beginning Jul 2027)

Software & Systems

Deploy comprehensive learning management and student information systems (Jun 2027 – Jul 2027)

Provide productivity and collaboration tools for teachers/students training in Google Suite (Jul 2027)

Security & Support

Implement multi-layered security with policies compliant with FERPA (Apr 2027 – May 2027)

Inform staff of IT support team with help desk system and professional development program (Jul 2027)

Create disaster recovery and business continuity protocols (Jun 2027 – Jul 2027)

- d) Facilities maintenance (including janitorial and landscape maintenance)

PIE-LV will contract with a janitorial company to provide services. Based on our desired location we do not anticipate needing landscaping services.

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

PIE-LV will contract with a Related Service Provider to provide nursing services. These services will include immunization monitoring and required services and reports for IEPs. PIE-LV also intends to establish a relationship with organizations that provide free immunizations such as Southern Nevada Health District and Nevada Health Centers.

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

PIE-LV will install a security system - this will include cameras inside/outside of the building. Vape detectors will also be installed in the restrooms. A security plan will be created and all staff will undergo annual safety training. Outside security services have not been included in the application or budget. It is determined that these services are required, the principal will work with PMG to identify a vendor or hire a full-time staff member.

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

All services critical to the operation of PIE-LV have been included in the budget and will be closely monitored and reviewed.

- 2) 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.

PIE-LV will implement comprehensive data security measures to comply with FERPA and other applicable regulations through end-to-end encryption for all student data at rest and in transit, robust access controls limiting information to authorized personnel with legitimate educational interests, and regular risk assessments to identify security vulnerabilities. We will conduct annual staff training on FERPA requirements, establish clear protocols for data requests and transfers, and thoroughly vet third-party vendors to ensure they appropriately manage sensitive student information. Should it arise, we will immediately notify any affected students or parents in case of unauthorized disclosures.

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.

PIE-LV intends to locate in the North Las Vegas area, specifically within or near ZIP codes 89031 or 89032, based on community need that have been referenced in section 2.1. The school is currently working with Zach Schauer of Hiltz Commercial Group to identify and evaluate potential sites. At this time, two viable properties on Craig Road, each approximately 10,000 square feet, have been identified and meet the program's facility requirements. Mr. Schauer has been in communication with property brokers regarding these sites. The addresses include:

The first option, **2106 W Craig Rd**, is an in-line retail space ($\pm 10,159$ SF) within a neighborhood center anchored by ALDI. It offers a large, mostly open layout with some existing partitioning, making it adaptable for classrooms and program space. The estimated total monthly cost is approximately \$13,000 including NNN for approximately 8,000 sq ft, making it a more cost-effective option. It is this estimate that has been used in the budget for facility lease costs.

The second option, **1650 W Craig Rd**, is a medical office space (up to $\pm 10,185$ SF) with an existing buildout that includes multiple rooms, offices, and infrastructure. This layout may align with the school's instructional model and would require fewer modifications. The estimated total monthly cost is approximately \$30,000 including NNN, reflecting a higher cost but potentially greater functional readiness. The favorable of the spaces and the one included in the budget is 2106 W. Craig Rd.

A formal Letter of Intent (LOI) has not yet been executed, as property owners are generally unwilling to hold space without confirmation of charter approval. Consistent with industry practice, PIE-LV will move forward with securing a facility immediately upon approval.

Facility Size and Configuration

PIE-LV anticipates leasing a facility between 7,000 and 10,000 square feet, sufficient to serve up to 330 students at capacity plus staff, so at least 350. Due to the flexible scheduling model, average daily occupancy will not exceed approximately 75 students at any given time.

The facility will be built-out to include:

- Four enclosed classrooms for Small Group Instruction (SGI) + 1 multipurpose
- Open student workspace to support independent learning and collaboration
- Dedicated conference and meeting spaces for counseling or meetings, special Education and EL services
- Office space for Principal
- Kitchen and student laundry facilities to support basic student needs
- Restrooms for students and staff

The facility will be equipped with appropriate educational technology, including internet connectivity, computers, and instructional tools (e.g., smartboards or projection systems), to support both independent and teacher-led instruction.

- b) The number of general education classrooms required each year.

PIE-LV will require 3–4 classrooms in Year 1, which will also be sufficient at full capacity due to staggered student schedules and flexible attendance structures. These classrooms will hold SGI classes (math, English and science) as well as a multipurpose classroom that can serve various staff and groups depending on need.

- c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.

No additional dedicated classrooms are required for special education or English Learner services. These supports are delivered through regular educational settings including small group instruction within SGI classrooms, one-on-one and small group sessions in conference or meeting spaces or at the teacher’s desk area, and Push-in to SGI classrooms and pull-out of those same SGI classrooms as needed. This flexible use of space aligns with the individualized nature of the PIE instructional model and maximizes efficiency.

- d) Space requirements for administrative functions, food services and physical education.

Administrative Functions

PIE-LV will allocate dedicated space within the facility for administrative operations, including a Principal’s office, a desk area and space for the Center Coordinator and Compliance Coordinator, as well as secure areas for student records and confidential meetings. Additional conference space will be available for staff collaboration, parent meetings, Individualized Education Program (IEP) meetings, and student support services. These may take place in the multipurpose classroom on conference space. Given the small-school model, administrative space needs are modest and integrated efficiently within the overall facility design.

Food Services

PIE-LV will not operate a full commercial kitchen or traditional cafeteria due to the flexible scheduling model and staggered student attendance. Instead, the facility will include a small kitchen or kitchenette area for staff in the staff break room. Students will have access to snacks throughout the day, and the school will partner with local vendors or programs, as needed, to meet nutritional requirements. A designated eating area within the open student space will support meal access in a flexible, non-traditional setting.

Physical Education

PIE-LV does not require a traditional gymnasium. Physical education requirements will be met through a combination of Physical Education coursework paired with independent fitness activities. PIE-LV hopes to lean into community-based partnerships (e.g., local recreation centers, parks, or fitness programs). The facility will provide space for light physical activity and wellness programming, while the flexible model allows students to engage in physical activity outside of the school site as part of their individualized learning plans.

- 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 16. 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 17.

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 school⁴³.

PIE-LV has not yet executed a lease or Letter of Intent (LOI), as property owners are generally unwilling to hold space without confirmation of charter approval. However, the school has made substantial progress toward identifying a suitable facility and has established a clear, credible plan for site selection, development, and long-term occupancy.

To date, PIE-LV has partnered with Zach Schauer of Hiltz Commercial Group to identify properties in North Las Vegas that align with the school's programmatic and geographic priorities. Through this process, two viable sites located on Craig Road, each approximately 10,000 square feet, in the zip codes 89031 and 89032, have been identified and are currently under evaluation. Both sites meet the school's size requirements and are located in areas of high student need. While no LOI has been submitted, PIE-LV will move forward with securing a facility immediately upon charter approval, consistent with standard commercial leasing practices. **Attachment 16** includes listings of the 2 properties PIE-LV has identified for potential school sites.

The facility will be configured to support the PIE-LV instructional model and will include 4 classrooms for Small Group Instruction, open student workspace for independent learning, conference rooms for IIT appointments and student support services, administrative offices, and flexible space for special education and English Learner services. Additional features will include a kitchenette, student support areas, restrooms, and appropriate technology infrastructure. Existing layouts at identified sites, particularly second-generation retail or medical office spaces, provide a strong foundation for efficient conversion with limited structural modifications.

PIE-LV will partner with Pathways Management Group (PMG) to lead all aspects of facility acquisition, development, and management. PMG has over 20 years of experience opening and operating Pathways schools and brings demonstrated expertise in identifying, securing, and preparing facilities that meet educational, operational, and regulatory requirements. This partnership provides strong evidence of the credibility of the facility plan.

Facility timeline overview

PIE-LV, in partnership with PMG, will engage directly with the City of North Las Vegas planning, zoning, and building departments immediately upon charter approval to confirm allowable use, parking requirements, and any conditional use or occupancy requirements for the selected facility. Preliminary site evaluations have considered zoning compatibility and access, and formal pre-application discussions will be conducted to ensure alignment with municipal requirements. PMG will manage the full permitting process, including building permits, fire and life safety approvals, and any required change-of-use approvals, ensuring the facility is fully compliant prior to occupancy.

The selected facility will be required to meet all applicable building codes, fire codes, health and safety regulations, and the Americans with Disabilities Act (ADA). An independent inspection will be conducted, and any required upgrades will be completed prior to occupancy. PIE-LV will obtain all required approvals and a certificate of occupancy at least 30 days prior to the first day of school.

Upon Charter Approval: Finalize Letter(s) of Intent (LOI) for one or more identified properties

Within 30–60 Days Post-Approval: Execute lease agreement

Pre-Opening Year:

- Conduct site inspections and due diligence
- Engage architects and contractors
- Complete design, permitting, and tenant improvement planning

Pre-Opening Months:

- Complete renovations
- Install technology infrastructure
- Procure and install furnishings

At Least 30 Days Prior to Opening:

⁴³ [NRS 388A.360\(1\)](#)

- Complete all required inspections (building, fire, safety, health, and sanitation)
- Obtain certificate of occupancy ensuring full compliance with all applicable codes and regulations

The facility plan is supported by a financially sustainable leasing model. Based on current market analysis of identified properties, estimated lease costs range from approximately \$20,000 to \$40,000 per month. The budget is based on the preferred property cost of estimated \$21,000 per month. The financial plan includes allocations for tenant improvements, including approximately \$700,000 for architecture and engineering and \$25,000 for space planning, which will support design, compliance upgrades, and facility readiness. Ongoing facility costs, including lease payments, maintenance, utilities, and technology infrastructure, are fully incorporated into the school's financial model and are within the budget's capacity to sustain over time.

Financing assumptions are based on a lease structure rather than debt financing, minimizing upfront capital risk while maintaining flexibility. The financial model demonstrates the ability to support total facility costs, including rent, maintenance, utilities, and related operational expenses, while maintaining overall fiscal sustainability.

In the event of delays in securing or preparing a facility, PIE-LV has contingency plans in place, including identifying alternative commercial spaces or temporary shared facilities. All contingency options will meet applicable safety and regulatory requirements, and the school will maintain communication with local jurisdictions to ensure compliance. This structured and phased approach, supported by experienced partners, identified viable sites, and a fully aligned financial plan, ensures that PIE-LV will secure a compliant, cost-effective, and long-term facility that meets the needs of its students and supports successful school operations from the first day of instruction.

- 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.

Facilities planning and renovation oversight for PIE-LV will be led by Greg Marrero, Director of Facilities at Pathways Management Group (PMG), along with his team. PMG brings extensive experience in charter school facilities acquisition, build-out, and ongoing management across multiple states.

Greg and his team have successfully secured, renovated, and managed multiple Pathways school sites, consistently delivering projects on time and within budget. Their recent experience includes site relocations in Chicago (2025) and Shreveport, Louisiana (2021), lease acquisition and build-out of the West Ada campus in Idaho (2023–24), and lease acquisition and renovation of two centers in Arizona (2023–24). Each project required coordination with local permitting agencies, contractors, architects, and school leadership to ensure readiness for opening.

Their approach includes site identification and vetting, lease negotiation support, and detailed build-out planning aligned to the school's instructional model. PMG oversees the full renovation process, including managing contractors, monitoring timelines and budgets, and ensuring all required inspections and occupancy approvals are secured. A formal renovation bid process will be conducted once a facility is identified.

Ongoing facilities management will include preventative maintenance planning, vendor coordination, and annual capital needs assessments to ensure the facility remains safe, compliant, and fully functional. This experience and infrastructure ensure that PIE-LV has the capacity to successfully acquire, prepare, and manage a facility that meets programmatic needs, regulatory requirements, and project timelines.

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

PIE-LV will implement a comprehensive facility maintenance plan to ensure a safe, clean, and well-maintained learning environment for all students and staff. Pathways Management Group (PMG) will support the school in identifying qualified local vendors to provide janitorial, pest control, HVAC, and other necessary services. The PIE-LV Board will select and enter into contracts with these providers. Janitorial services will include, at minimum, twice-weekly cleaning of classrooms, restrooms, common areas, and high-touch surfaces to maintain health and safety standards. Pest control services will be conducted quarterly, and HVAC systems will be maintained on a routine schedule, with additional service

provided as needed.

PIE-LV will be responsible for all ongoing facility-related operational costs, including utilities, janitorial services, routine maintenance, and necessary repairs. The school will also engage local service providers, including a handyman for minor repairs and installations (e.g., whiteboards and instructional technology), to ensure timely and efficient facility upkeep. The school will establish clear expectations and service schedules with all vendors to ensure consistent cleanliness and prompt response to maintenance needs. Preventative maintenance practices will be implemented to address issues proactively and minimize disruptions to the learning environment.

School leadership will conduct regular facility walkthroughs to monitor conditions, ensure cleanliness, and identify maintenance needs. Any concerns related to safety, sanitation, or building systems will be addressed promptly in coordination with vendors. This structured approach ensures the facility remains safe, compliant, and conducive to student learning at all times.

- 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 18.

When selecting a site, PIE-LV will make sure that certain building specifications such as floorplan, parking, plumbing, and electrical work, are complete in order to open in the given timeframe, ensuring we are open and prepared to serve students by the identified 27/28 School Year start date. This includes the time it takes to identify an architect, contractor, acquire the necessary licenses and permits, arrange inspections, complete furnishings, etc. PIE-LV will enter a long-term lease for the property. A breakdown of permitting has been included in the Operations tab of the Incubation year Planning Table, as all of these tasks must take place after approval and before opening.

- 6) Provide, as Attachment 19, 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 regulation⁴⁴.

See **Attachment 19** for an insurance quote for coverage for PIE-LV.

⁴⁴ [NAC 388A.140](#) and [NAC 388A.190](#)

5 FINANCIAL PLAN

- 1) How will the school ensure that all public funds are used efficiently, aligned with the approved budget, and safeguarded through effective internal controls?

PIE-LV will ensure that all public funds are used efficiently, aligned with the approved budget, and safeguarded through strong internal controls, transparent oversight, and a rigorous vendor selection process.

PIE-LV has identified Charter School Management Corporation (CSMC) as a potential provider for back-office services, including accounting, payroll, budgeting, financial reporting, compliance, and data management. Upon approval, PIE-LV will conduct a formal Request for Proposal (RFP) process, soliciting at least three proposals to secure a qualified provider. An estimate provided by CSMC has been used in the budget to estimate the cost of these services.

Vendors will be evaluated based on: a proven track record of effective financial management, alignment with the mission of serving at-risk students and expertise in charter school operations, and competitive, transparent pricing. A rubric will be developed for the RFP review. The Principal and Director of Authorizer Relations will review all proposals submitted, score on the rubric and present recommendations to the PIE-LV Board of Directors for approval.

PIE-LV will also engage an independent audit firm to ensure unbiased financial oversight. In partnership with its selected provider, the school will implement strong internal controls, including segregation of duties, approval protocols, and ongoing budget monitoring. Financial reporting will be timely, accurate, and transparent to the Board, authorizer, and state, ensuring full accountability and protection of public funds.

- 2) Describe the systems and processes the school plans to use to manage accounting, purchasing, and payroll in compliance with state requirements. If the school plans to contract for any administrative services, explain which services will be contracted and the criteria for selecting contractors.

PIE-LV will implement structured systems and clearly defined processes to ensure that accounting, purchasing, and payroll are managed in full compliance with Nevada requirements and aligned with best practices for public financial management.

To achieve this, PIE-LV will contract with a qualified third-party back-office service provider to manage key administrative and financial functions, including accounting, payroll processing, purchasing/procurement support, budgeting, financial reporting, and compliance monitoring. This approach ensures that the school leverages specialized expertise, established systems, and internal controls designed specifically for charter school operations.

The selected provider will utilize standardized financial management systems that support:

- Accurate, GAAP- and GASB-aligned accounting practices
- Timely and compliant payroll processing, including tax reporting and benefits administration
- Structured purchasing processes with approval workflows, documentation requirements, and alignment to budget thresholds
- Real-time budget tracking and financial reporting to support oversight and decision-making

All financial activities will be governed by formal internal controls, including segregation of duties, multi-level approvals, and routine reconciliation processes. The school's leadership team and Board of Directors will maintain oversight through regular financial reporting, review of budget-to-actuals, and monitoring of compliance with state and authorizer requirements.

PIE-LV will procure its back-office service provider through a formal, board-approved Request for Proposal (RFP) process upon authorization. The school will solicit multiple proposals and evaluate contractors using clear, objective criteria, including:

- Relevant experience and performance history, particularly with charter schools or public agencies
- Technical capacity and systems, including the ability to deliver compliant accounting, payroll, and purchasing functions aligned with Nevada requirements

- Strength of internal controls and reporting capabilities, ensuring accuracy, transparency, and audit readiness
- Responsiveness and service model, including ongoing support and communication with school leadership
- Cost structure, with an emphasis on transparent, competitive, and sustainable pricing

A potential provider, such as Charter School Management Corporation (CSMC), has been identified based on experience in this space; however, final selection will be determined through the competitive RFP process and approved by the Board. Together, these systems and processes ensure that accounting, purchasing, and payroll functions are managed by qualified professionals, supported by strong internal controls, and aligned with all applicable state requirements.

- 3) How will the school comply with Nevada’s financial reporting⁴⁵ and annual independent audit⁴⁶ requirements, and what financial controls will be implemented to support compliance?

In addition to the systems and services previously described, PIE-LV understands that public charter schools in Nevada are required to conduct an annual independent financial audit. This audit, conducted by a state-approved auditor, will include a review of the school’s financial statements, internal fiscal controls, Board actions, and key compliance areas, including student enrollment reporting.

PIE-LV will ensure that the audit process is fully aligned with the Nevada Department of Education’s Audit Guide and all relevant state accounting and reporting standards. The back office service provider will work directly with the selected auditor, ensure required documentation is provided, and support the school through each phase of the audit process.

To maintain year-round audit readiness and financial accountability, PIE-LV will implement strong internal controls, including segregation of duties, multi-tiered purchasing approvals, regular financial reconciliations, and monthly Board reviews of financial statements. These practices, along with the adoption of a comprehensive Fiscal Policies and Procedures Manual, will ensure transparency, compliance with Generally Accepted Accounting Principles (GAAP) and Nevada fund accounting principles, and sound stewardship of public funds.

Together, these systems and safeguards will support a successful audit outcome each year and uphold the financial integrity of PIE-LV as a public charter school.

- 4) How will the school ensure transparency and accountability to stakeholders (e.g. the SPCSA, families, taxpayers) regarding the use of public funds?

PIE-LV will ensure transparency and accountability in the use of public funds through consistent reporting, strong governance, and full compliance with state oversight requirements. The school will provide regular, detailed financial reports to the PIE-LV Board of Directors and the SPCSA, including budget-to-actual reports, cash flow statements, and key financial indicators. These reports will be reviewed during public board meetings, ensuring accessibility and visibility for families, taxpayers, and the broader community. As with all public schools, PIE-LV’s approved budget and employee salary information will be publicly available, reinforcing transparency around how public funds are allocated and spent.

PIE-LV will partner with a back-office service provider to ensure accurate financial recordkeeping and timely reporting in compliance with Nevada requirements. The school will also engage an independent audit firm, selected through a competitive RFP process, to conduct annual audits. Audit findings and reports will be shared with the Board and submitted to the SPCSA, providing an additional layer of external accountability.

Finally, the school will maintain strong internal controls and financial policies, including segregation of duties, approval protocols, and ongoing budget monitoring. Together, these practices ensure that all financial decisions are transparent, compliant, and aligned with the school’s responsibility to steward public funds effectively.

⁴⁵ [NRS Chapter 387](#) and [NAC Chapter 387](#)

⁴⁶ [NAC 387.775](#)

- 5) If the school intends to make capital purchases, including facility acquisition, construction, or renovation, what steps will it take to ensure that public funds are used efficiently, competitively, and in compliance with applicable laws? What contingency plans will be in place to address financial shortfalls?

PIE-LV will ensure that any capital purchases, including facility acquisition, construction, or renovation, are conducted efficiently, competitively, and in full compliance with Nevada law, particularly NRS Chapter 332 (Purchasing: Local Governments) and NRS Chapter 338 (Public Works).

For all major procurements, PIE-LV will utilize a formal, competitive solicitation process consistent with NRS 332.039–332.115, which requires increasing levels of competition based on cost thresholds (e.g., informal quotes for purchases between \$25,000–\$100,000 and formal advertised bidding or RFP processes for purchases exceeding \$100,000). This process will include publicly advertised solicitations, clearly defined evaluation criteria, and selection based on best value to ensure fairness, transparency, and cost-effectiveness. The PIE-LV Board will review and approve all significant contracts.

For construction or renovation projects classified as public works, PIE-LV will comply with NRS Chapter 338, including requirements related to competitive bidding, prevailing wage compliance, contractor qualifications, and contract award procedures (generally applicable to projects exceeding \$100,000). Licensed and qualified contractors will be required, and all projects will be structured to meet state labor and procurement standards.

To further safeguard public funds, PIE-LV will:

- Engage qualified professionals (e.g., architects, project managers) as needed through a compliant procurement process
- Utilize its third-party back-office provider to oversee financial tracking, contract management, and expenditure monitoring
- Implement internal controls, including approval thresholds, segregation of duties, and budget oversight by the Board.
- Consult with Mark Gardburg, a Nevada based attorney, to ensure compliance with all applicable laws.
- PIE-LV will proactively plan for potential financial shortfalls related to capital projects by:
 - Maintaining conservative budgeting practices, including contingencies within project budgets
 - Phasing projects to align with available funding and enrollment growth
 - Identifying alternative funding sources (e.g., grants, financing options, or deferral of non-essential capital expenditures)
- Conducting regular financial reviews to monitor cash flow and project costs
- Adjusting timelines or scope, if necessary, to preserve financial stability

Through these measures, PIE-LV will ensure that all capital expenditures are conducted responsibly, transparently, and in full compliance with Nevada statutes, while maintaining flexibility to respond to changing financial conditions.

- 6) As Attachment 20, 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 21 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.*

See **Attachment 20** for Budget Narrative.

See **Attachment 21** for Commitment Letter from Pathways Management Group, and Loan Repayment information.

- 7) Submit the completed Financial Plan Workbook for the proposed school as Attachment 22. *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)*⁴⁷.

See **Attachment 22** for Financial Plan Workbook.

⁴⁷ [NAC 388A.730\(2\)](#)

6 ADDENDUM

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@spsca.nv.gov.

6.1 PAST PERFORMANCE

Pursuant to [NRS 388A.249\(2\)](#), in reviewing a charter application the SPCSA must consider the “academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school.”

- 1) Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as Attachment 23.

See **Attachment 23**.

- 2) Describe the CMO/EMO’s track record regarding academic performance. Provide, as Attachment 24 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.

Arizona

Pathways In Education schools in Arizona demonstrate strong and improving academic performance within the state’s alternative accountability framework. Overall school performance increased significantly from 51.38% (C) in FY23 to 69.42% (B) in FY25, reflecting steady year-over-year growth. Notably, academic persistence rates rose from 70% to 98%, indicating highly effective student re-engagement and retention strategies. Schools also achieved 100% of students on track to graduate in FY24, with continued strong performance in FY25. Additionally, college and career readiness scores reached the maximum possible score, demonstrating that students are not only recovering credits but also preparing for postsecondary success.

Illinois

Pathways schools in Illinois, operating within the Options School Network, demonstrate strong outcomes in graduation, credit attainment, and academic growth for a highly at-risk student population. Graduation rates range from approximately 71% to as high as 96.9%, significantly exceeding expectations for alternative education settings. Students show consistent progress in core academics, with reading and math growth percentiles reaching the 50th percentile range and increasing percentages of students meeting growth targets. Credit attainment has improved across campuses, with many schools reaching 60–75% or higher, reflecting the effectiveness of Pathways’ credit recovery model. Additionally, college enrollment rates of up to 42–45% demonstrate strong postsecondary outcomes.

Idaho

Pathways In Education schools in Idaho serve a highly at-risk student population, and performance data reflects both the challenges of this population and the program’s focus on re-engagement and readiness. While proficiency rates are lower than the state average, Pathways has demonstrated strength in college and career readiness participation, with enrollment in CCR coursework reaching approximately 58–77% over time. These outcomes indicate that students are successfully accessing advanced coursework and workforce-aligned opportunities. Pathways continues to refine instructional strategies and intervention supports to improve academic achievement, with a focus on increasing

proficiency while maintaining strong engagement and persistence for students who have historically struggled in traditional settings.

Louisiana

Pathways schools in Louisiana demonstrate consistent growth and strong performance in key alternative school metrics, particularly in credit accumulation and student progress. School performance scores improved from 66.4 in 2023 to 78.8 in 2025, reflecting a clear upward trend. The High School Progress Index reached levels exceeding 110, indicating strong academic growth among students. Additionally, Pathways earned top ratings in credit accumulation, a critical measure for alternative schools serving credit-deficient students. While overall letter grades remain moderate due to the high-needs population served, Pathways has not been identified as academically unacceptable and continues to implement targeted improvements to strengthen outcomes. The data demonstrates a commitment to continuous improvement, with a focus on accelerating student progress toward graduation and postsecondary readiness.

See **Attachment 24**.

- 3) Describe the CMO/EMO's track record regarding Organizational Performance. Provide as Attachment 25, the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO.

Pathways Management Group (PMG), the Charter Management Organization for PIE-LV, has demonstrated a commitment to maintaining fiscal responsibility, strong board governance, and compliance with operational requirements, including a history of clean financial audits. While performance has been stable in many areas, PMG continuously reflects on opportunities to improve, particularly in strengthening oversight systems, increasing data transparency, and aligning school-level operations more closely with mission-driven goals. Lessons learned from prior challenges have informed more intentional practices in board training, financial planning, and accountability structures across its network of schools.

*Please note that Idaho and Louisiana only track academic performance, therefore organizational performance reports are not available.

See **Attachment 25** for available Organizational Performance Reports.

- 4) Describe the CMO/EMO's track record regarding Financial Performance. Provide, as Attachment 26, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO, such as 990's.

Pathways Management Group (PMG) has a strong track record of financial performance, demonstrated through consistent clean, independent audit reports. These results reflect PMG's commitment to sound fiscal management, including robust internal controls, accurate financial reporting, and compliance with applicable regulatory requirements. PMG maintains established financial systems, experienced financial leadership, and disciplined budgeting and oversight practices to ensure responsible stewardship of funds and long-term organizational sustainability. Documentation supporting PMG's financial performance, including the three most recent independent audits and IRS Form 990 filings, is provided in **Attachment 26**.

- 5) Provide, as Attachment 27, 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.

See **Attachment 27**.

- 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."

Does not apply, no contracts have been terminated by PMG.

- 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.

Pathways In Education - Tennessee (PIE-TN), a contract school with the TN Achievement School District (ASD) was in operation from August 2014 through June of 2022. The contract for PIE-TN was revoked in March 2022. The reason provided for revocation was that PIE-TN enrolled ineligible students which was in violation of the contract. Ineligible students in Memphis are students who do not attend Priority Schools which are the lowest-performing 5% of schools.

Tennessee Context and Resolution

PIE-Tennessee operated as a contract school with the Tennessee Achievement School District from 2014-2022, consistently using ASD-issued Enrollment Eligibility Forms throughout the enrollment process. The eligibility determination included six approved criteria: zoned address to priority school, previous priority school enrollment, homeless status, failure to test proficient on TCAP/EOC assessments, free/reduced lunch qualification, or dependent of school personnel.

The contract dispute arose from conflicting interpretations of eligibility requirements—PIE-TN followed the comprehensive six-criteria framework while ASD later claimed eligibility was determined solely by the last school attended. Importantly, the ASD contract explicitly permitted enrollment of additional students under TPCSA guidelines, provided such students comprised no more than 25% of total enrollment. PIE-TN maintained full compliance with their contractual obligations and eligibility documentation requirements throughout their operation.

Nevada Alternative Performance Framework Compliance Strategy

PIE-LV will implement a comprehensive enrollment compliance system ensuring 75% or more of students meet Nevada Alternative Performance Framework requirements as outlined in NRS 385A.740.

Technology-Driven Verification: The StudentTrac enrollment system will be programmed with Nevada's specific eligibility criteria, requiring documentation verification before enrollment completion. Automated flags will prevent processing of applications lacking required eligibility documentation.

Multi-Point Verification Process: Enrollment staff will verify student eligibility through transcript review, previous school records, assessment data, and required documentation. Each student file will include a compliance checklist signed by enrollment personnel and reviewed by administration.

Ongoing Monitoring and Reporting: Monthly enrollment reports will track Alternative Framework compliance percentages, with immediate corrective action protocols if approaching threshold limits. Quarterly compliance audits will ensure sustained adherence to Nevada requirements.

Staff Training and Accountability: All enrollment personnel will receive specialized training on Nevada Alternative Performance Framework requirements, with annual recertification and clear accountability measures for compliance maintenance.

- 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.

Pathways In Education - Arizona should have been evaluated under the alternative accountability framework for the 2022–2023 school year; however, the school missed the deadline to apply and was consequently assigned a failing performance rating. In response, the authorizer—the Arizona State Board for Charter Schools (ASBCS)—placed the school on a three-year probation.

To address the issue, the school promptly corrected the oversight by submitting the appropriate application for alternative status for the following year. As a result, the school's performance improved significantly, moving from a failing rating to a C, and then to a B in the subsequent year.

To support sustained improvement and meet the expectations of the alternative framework, the school leader developed and implemented a School Improvement Plan focused on key metrics. The school held monthly EPIC (Evaluating Performance, Improving Compliance) meetings to track progress and ensure alignment with accountability goals. Pathways Management Group (PMG) provided additional oversight by reviewing performance data monthly and sharing updates with both the board and school leadership to drive continuous improvement.

- 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

Does not apply.

- 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.

PMG does not have any schools approved that meet these criteria.

In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer(s) of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

6.2 SCALE STRATEGY

- 1) Provide the CMO/EMO's overall strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following, regardless of school location: proposed years of opening, number, and types of schools (divisions or grade levels served); any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.

PMG's strategic vision is to thoughtfully grow the Pathways network in a way that is strategic, methodical, and intentional. Expansion is driven by the goal of reaching communities where the model can have the greatest impact, particularly in school districts with high dropout rates, low graduation rates, and a demonstrated need for non-traditional educational options. The desired impact is to re-engage students who have not found success in traditional settings and support them toward graduation and postsecondary pathways.

Over the next five years, PMG's growth plan includes expansion into two new states (Nevada and Alabama). Following these openings, PMG will prioritize ensuring the success and stability of these newer schools before considering additional expansion, either within existing states or into new markets.

At the time of this application, PMG has one additional application pending with the Alabama Public Charter School Commission for a school in Tuscaloosa, Alabama, with a proposed opening in Fall 2027. Alabama was identified as a target market based on its need indicators and alignment with the Pathways model. The proposed high school in Tuscaloosa is projected to serve grades 9-12, approximately 300 students at full capacity in alignment with the PIE model. Please see pending applications referenced in Section 1.3.

PMG's growth plan does not target a fixed number of new schools each year, but instead prioritizes a disciplined approach to expansion. Each new market is carefully selected, researched, and supported to ensure long-term sustainability and fidelity to the model, allowing PMG to maximize its impact in the communities it serves.

- 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.

Nevada fits into PMG's broader growth plan as a strategically aligned market based on both need and similarity to existing successful regions. The North Las Vegas zip codes of 89030, 89031, 89032, and 89115 closely mirror the demographics of current Pathways schools in Arizona and Chicago, including comparable graduation rates

(approximately 82%) and a high concentration of students at risk of dropping out. This alignment provides confidence that the model can be effectively implemented and yield similar outcomes.

In the context of multi-state growth, Nevada represents an opportunity to apply proven practices in a new environment with familiar student needs, while continuing to build expertise within the state's specific regulatory and funding landscape. This allows PMG to deepen its operational knowledge and establish strong local partnerships before considering any additional expansion.

PMG's experience in other states demonstrates the importance of this approach. For example, in Idaho, a second school was not opened until seven years after the initial campus, allowing sufficient time to fully understand state systems and ensure consistent performance. Nevada will follow a similar trajectory, where any future growth would be informed by the performance and lessons learned from PIE-LV.

In this way, Nevada serves as both a natural extension of PMG's existing portfolio and a focused opportunity to strengthen its presence in a new state before pursuing additional expansion.

- 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.

PMG and PIE-LV will utilize a structured approach to recruiting, training, and developing school and network leaders. While PMG has a strong track record of promoting from within, school leaders are usually recruited from the local region to ensure knowledge of the community.

External Recruitment and Current Leadership:

Andrea Damore has been selected as the founding Principal of PIE-LV. She brings outstanding credentials, in-depth knowledge of the Clark County educational landscape, and a strong track record of compliance and accountability within charter schools. Her experience positions her well to recruit, develop, and lead a team of highly qualified staff. At this time, no additional school leadership positions have been formally identified.

Ensuring Strong Leadership:

The Principal is responsible for building leadership capacity at the school level through regular coaching, clear expectations, and ongoing feedback. PMG's broader network of experienced leaders also provides support and, when needed, a pipeline of candidates for future leadership roles.

Leadership Pipeline and Training:

Pathways Management Group (PMG) maintains a robust leadership pipeline through intentional, multifaceted development structures that directly support network growth. PMG invests in emerging leaders through structured mentoring relationships, collaborative book studies, and tuition support for advanced degrees, ensuring that the network continuously cultivates the talent needed to sustain and expand high quality alternative education.

- 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 28.

PMG utilizes an internal viability assessment matrix (**see Attachment 28**) to evaluate readiness for expansion. This tool assesses both internal performance and external market conditions to ensure expansion is strategic and sustainable.

Key performance indicators (KPIs) include:

- Academic outcomes (graduation rates, credit attainment, student growth)
- Enrollment stability and demand
- Financial health and budget performance

- Organizational capacity, including leadership strength and staffing pipelines
- Compliance and authorizer relationships

Expansion is only pursued when existing schools are meeting or exceeding performance expectations across these areas and when the organization has the operational capacity to support a new site.

Market readiness criteria include:

- Demonstrated need (low graduation rates, high dropout rates)
- Limited access to alternative education options
- Favorable regulatory environment
- Community alignment with the Pathways model

PMG is ready to expand at this time based on the consistent performance of its existing schools, strong operational infrastructure through PMG, and a proven track record of successful new market entry. Nevada was selected because it meets key viability criteria, including identified need in North Las Vegas communities with lower graduation rates and a high population of students at risk of dropping out. The demographics closely align with other successful Pathways markets, providing confidence in both demand and the model's ability to deliver results. This disciplined, data-driven approach ensures expansion only occurs when both organizational readiness and community need are clearly established.

- 5) Describe the steps that the CMO/EMO and local school team will take to scale the model as proposed in this application, including the people involved and the resources contributed both by the CMO/EMO and the new schools.

The PMG team will support the PIE-LV team from charter approval throughout the duration of the CMO agreement. The initial services will focus on support for the incubation year.

- Principal Professional Development - The new PIE-LV principal will work closely with the Director of Authorizer Relations and the PMG leadership team to learn how the PIE model is structured and how success is measured. The PIE-LV principal will participate in all PD provided by PMG to school leaders. Resources to be utilized will include site visits to existing PIE schools.
- Facility - The PMG Operations team will be responsible for identifying a location for PIE-LV. The PIE-LV principal and Board will be involved in finalizing the site selection. This operations team will also identify local contractors for contract work and help secure necessary services needed.
- Curriculum - The PMG Associate Superintendent will work with the instructional team to create a plan for curriculum implementation. The principal will work closely with PMG on this.

Please also refer to the Functions table in Section 6.4 that outlines functions of the CMO, Board and PIE-LV principal for more details.

- 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.

The most recent expansion efforts for PMG is the addition of two new campuses in 2024-25 for PIE-AZ, bringing the total number of campuses to three. PIE-AZ is a state-wide charter with a maximum enrollment of 900. The biggest challenge faced with the two new campuses opened just a few months apart was student enrollment. This challenge was addressed by increasing marketing efforts and supporting the PIE-AZ principal with on the ground outreach efforts. PIE-AZ is seeing steady enrollment growth. For PIE-LV PMG plans to use the incubation year for recruitment to ensure the year one target enrollment of 175 will be realized.

6.3 NETWORK CAPACITY

- 1) Provide evidence of organizational capacity to open and operate high-quality schools in accordance with the growth plan outlined above. Describe specific timelines for building or deploying organizational capacity to support the proposed schools.

As referenced in the scale strategy in Section 6.2, PMG has demonstrated the capacity to open and operate PIE schools in four states. The current staffing at PMG is sufficient to support the new schools planned to open in 2027. Beginning in Year 3 of PIE-LV the PMG team is planning for growth to be able to fully support all schools operating at full enrollment.

Pathways Management Group, has earned system accreditation by Cognia, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. Cognia, nationally recognizes districts that meet rigorous standards that focus on productive learning environments, equitable resource allocation that meet the needs of learners, and effective leadership. Earning accreditation from the Cognia Global Accreditation Commission means that the system and all of its schools are accredited, and that Pathways Management Group is recognized across the nation as a school system that meets Cognia Standards of Quality, and maintains a commitment to continuous improvement.

- 2) Provide, as Attachment 29, 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.

Please see **Attachment 29**.

- 3) Identify the CMO/EMO's leadership team and their specific roles and responsibilities.

Greg Marrero (Director of Operations and Implementation) will be responsible for the functional logistics of PIE-LV by overseeing facilities, maintenance, compliance, accountability, and quality assurance. Mr. Marrero will lead the efforts to identify a facility and ensure it is ready for opening in 2027. He is responsible for monitoring student enrollment. Additionally, he supports negotiations of contracts for all schools in the network, including leases, hiring external vendors, and all educational service providers, Online Learning Platforms, Student Information Systems, and curriculum and assessment providers.

Molly Sircher (Senior Director of Educational Services) ensures Pathways Management Group Instructional team works collaboratively with network leadership and school leaders to evaluate school program effectiveness, create strategic program goals, and applies stakeholder surveys and parent engagement efforts to drive continuous improvement efforts. Ms. Sircher supports the charter management organization through oversight of professional development, instructional resources, and post-secondary planning. Mrs. Sircher is also responsible for maintaining systems accreditation through continuous improvement efforts.

Kristi Duenas (Associate Superintendent) provides strategic leadership and supervision for the PMG team to support 11 schools across four states. Ms. Duenas drives the instructional vision for the network by overseeing the effective implementation of curriculum, instruction, assessment, special programs, and professional development, while developing and executing strategic initiatives to strengthen student outcomes in credit attainment, skill growth, and college and career readiness. She leads the PMG instructional team in designing and delivering comprehensive professional development for educators and school leaders, and ensures strong fiscal stewardship by monitoring expenditures and maintaining compliance with budget parameters.

- 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.*

Title	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
President	1	1	1	1	1	1
Associate Superintendent	1	1	1	1	1	1
Professional Development Supervisor	1	1	1	1	1	1
Senior Director of Educational Services	1	1	1	1	1	1
Director of Operations and Implementations	1	1	1	1	1	1
Operations Specialist	1	1	1	1	1	1
Instructional Support & Accountability Specialist	1	1	1	1	1	1
Manager of School Implementation (Accountability)	1	1	1	1	1	1
Manager of School Implementation (Facilities)	1	1	1	1	1	1
Diverse Learner Program Supervisor	1	1	1	1	1	1
Data Analyst	1	1	2	2	2	2
DL and Academic Support Coach	0	0	0	0	1	1
Project Support Specialist	0	0	0	1	1	1
Operations Coordinator	0	0	1	1	1	1
Instructional Coach	3	3	3	4	5	5
Total CMO FTEs	14	14	16	18	20	20

6.4 SCHOOL MANAGEMENT CONTRACTS

1) If you are a Committee to Form (not a CMO applicant), explain how and why this particular CMO/EMO was selected.

We are applying as a CMO applicant, this question is not applicable.

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.

The relationship between the PIE-LV governing board and PMG is defined through a formal CMO agreement (Attachment 31), which outlines roles, responsibilities, and performance expectations. The Board maintains oversight of PMG's work and retains the authority to terminate the contract for cause, as defined in the agreement.

To ensure strong internal controls and accountability, the Board will use a structured performance evaluation rubric included as Attachment 31.5 to regularly assess PMG's effectiveness across key operational and academic areas. This rubric establishes clear expectations, measurable performance indicators, and defined standards for service delivery. Through ongoing monitoring, regular reporting, and formal evaluation processes, the Board will ensure that PMG meets all contractual obligations and performance expectations, and will take action as needed to maintain high-quality operations and student outcomes.

Ensuring CMO Contract Compliance with Nevada Laws and Regulations

PIE-LV has engaged Howard & Howard, one of Nevada's most experienced charter school law firms, to ensure the CMO contract fully complies with all applicable state laws and regulations. Their role is to represent the school's interests—not the CMO's—and to review all contract terms to ensure compliance with Nevada requirements, including contract length and renewal provisions.

As part of this review, legal counsel has confirmed that PMG qualifies as a "charter management organization" (CMO) under NRS 388A.020, not an "educational management organization" (EMO) under NRS 388A.030. This distinction is important because certain regulations, such as NAC 388A.580, apply specifically to EMOs and not CMOs. That said, PIE-LV is committed to aligning with SPCSA expectations regardless of classification.

PIE-LV is committed to full compliance and transparency. The Board will maintain oversight of the CMO relationship and evaluate performance prior to any renewal decision, ensuring that the contract structure meets legal requirements and serves the best interests of the school and its students.

- 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 30.

PMG will provide significant support to PIE-LV during the incubation year. During this time PMG will train the principal to fully understand the Pathways model and support the principal to recruit and hire and train staff. PMG will also be responsible for finding a facility and ensuring that all tasks are completed on the pre-opening checklist. Fees to be charged by PMG are included in the CMO agreement in **Attachment 31**.

- 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 31.

PMG will provide the following services to PIE-LV:

Academic Services and Professional Development

- Implement the PIE educational program
- Implement, as deemed necessary, a leadership professional development program
- Ensure Curriculum is aligned to state standards and undergo a periodic review of materials
- Instructional coaching and with feedback protocols for continuous teacher improvement utilizing the HQTI tool
- Assessment design and data analysis systems, including formative and summative assessment tools and student progress tracking
- Professional development programs covering pedagogy, content knowledge, PIE specific program content, diverse learners, trauma, SEL and other topics as needed or requested.
- Train PIE-LV instructional and support staff in the delivery of the program to students
- Special education services coordination including IEP development support, compliance monitoring, and specialized staff training
- English Language Learner program development and support services for multilingual students and families
- McKinney Vento compliance and training for student support
- College and career readiness programming with post-secondary planning
- Extracurricular activity coordination including trips and clubs

Operational Management and Facilities

- Provide administrative services needed for operation of the school, including program development, facilities management and management of day-to-day operations.
- Locate and secure facilities adequate to meet the needs of PIE-LV and the Program, lease or otherwise contract with third parties for the use of facilities for school purposes.
- Furnish all learning centers with adequate desks, chairs, books, bookcases and other furnishings appropriate to maintain the learning centers' clean and professional appearance and suitable for the conduct of the charter school.
- Locate and secure facilities adequate to meet the needs of PIE-LV and the Program, lease or otherwise contract with third parties for the use of facilities for school purposes.
- School facility management including maintenance, safety protocols, and capital improvement planning
- Technology infrastructure including device procurement, inventory tracking, network management, and educational software licensing
- Provide and monitor enrollment and registration systems with streamlined processes for new student onboarding
- Provide all property management services needed to maintain the PIE-LV's learning centers and to keep the learning centers in clean and professional order and repairs.

Technology & Innovation Services

- Educational technology integration including learning management systems and digital curriculum platforms
- Data analytics and reporting systems that provide real-time insights into student and school performance
- Professional development in educational technology tools and digital pedagogy for teaching staff
- Network security and student data protection ensuring compliance with privacy regulations
- Provide computers for students in each learning center with Internet connections and printing capabilities.
- Provide computers for the use of each teacher.
- Arrange or provide IT and other technological support to PIE-LV.

Strategic Planning & School Development

- New school development including site selection, design planning, and pre-opening operational setup
- Strategic planning facilitation with stakeholder input and long-term vision development
- Performance monitoring and school improvement planning using data-driven decision-making protocols
- Brand management and marketing to support enrollment and community engagement across the network
- Quality assurance systems ensuring consistent educational delivery and operational standards across all schools
- Research and development initiatives to pilot innovative practices and evaluate program effectiveness

The costs associated with these services as a whole amount to 7% of the school’s revenue.

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?

This does not apply.

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	Role: Support Responsibilities: Provide and analyze student achievement data Decision-Making Authority: Limited.	Role: Oversee and Hold Accountable Responsibilities: Review and monitor student achievement data, attendance, financial reports and budget performance. Ensure alignment with school’s mission, charter commitments and accountability frameworks Decision-Making Authority: High. Board maintains ultimately accountable	Role: Implement Responsibilities: Compile, analyze and present student achievement data, attendance, financial reports and budget updates to the Board. Lead implementation of improvements based on board recommendation. Decision-Making Authority: High. Will execute strategy and provide insight on strategy.
Curriculum	Role: Arranges Responsibilities: Ensures curriculum is aligned to state standards and reviewed annually. Decision-Making Authority: High. Arranges	Role: Oversee/approve Responsibilities: Approve all curriculum. Monitor effectiveness of curriculum through program evaluations.	Role: Instructional Leadership Responsibilities: Gather input both from data and from staff on curriculum effectiveness and report to board. Recommend curriculum products and tools to

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
	for a unique educational program.	Decision-Making Authority: High. Board holds final approval authority.	Board based on data, staff feedback and student needs. Decision-Making Authority: Moderate to high. Drives implementation.
Professional Development	Role: Support Responsibilities: Provide materials and guidance for teacher training of education model, curriculum and technology. Support Principal to create PD materials. Decision-Making Authority: Moderate. High in design, delivery up to Principal. Will advise the Principal of mandatory PD and support the Principal in additional PD.	Role: Oversight/Resource Stewardship Responsibilities: Approve and monitor funds to support PD initiatives. Ensure PD aligns with school priorities and goals. Review outcome and effectiveness of staff development efforts. Support a culture of continuous improvement and organizational capacity building. Decision-Making Authority: Moderate. Ensure compliance with required training and funding approval.	Role: Implementation Responsibilities: Partner with providers to implement PD including training in instructional methods, curriculum and tech. Ensure staff participation. Align PD with staff needs, goals and student data. Provide feedback on effectiveness and report to the Board. Decision-Making Authority: High. Holds significant authority in coordinating and executing PD.
Data Management	Role: Compiles Responsibilities: Develop and maintain data systems. Provide regular reports to Principal and Board Identify trends and areas of concern Decision-Making Authority: Low. Gather and report to support.	Role: Governance Responsibilities: Review key performance reports. Monitor progress toward charter goals and accountability measures. Use data to evaluate school performance and compliance. Decision-Making Authority: Moderate.	Role: Implementation Responsibilities: Monitors real-time data input by staff. Leads data meetings. Communicates data insights to Board, staff and families. Decision-Making Authority: High. Oversees and is responsible for accuracy.
Interim Assessments (Ren Star 3x annually)	Role: Guidance Responsibilities: Establish systems for implementation. Aggregate student data. Provide reports to the Board and Principal. Support in refining instructional and intervention strategies based on data. Decision-Making Authority: Moderate. Supports implementation	Role: Governance Responsibilities: Review assessment results to monitor academic performance. Use to evaluate overall school effectiveness. Decision-Making Authority: High. Guides Principal to make changes if results are not adequate.	Role: Driver Responsibilities: Oversee administration of interim assessments (Ren Star). Analyze results at school, class and student levels. Lead data meetings to review with staff. Ensure teachers use data to plan interventions and differentiate instruction. Decision-Making Authority: High. Make school level decisions regarding targeted supports.

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
	and school responses to data.		
Promotion Criteria	<p>Role: Strategist</p> <p>Responsibilities: Ensure alignment with state requirements. Provide guidance and support to ensure consistency and fidelity.</p> <p>Decision-Making Authority: Low. Use institutional knowledge and state requirements to inform the policy.</p>	<p>Role: Steward</p> <p>Responsibilities: Review and approve promotion policy. Monitor promotion and retention data as academic performance oversight. Ensure equitable and appropriate promotion across all student populations.</p> <p>Decision-Making Authority: High. Overall authority on approved policy.</p>	<p>Role: Driver</p> <p>Responsibilities: Oversee implementation of promotion criteria at school level. Lead staff in reviewing promotion decisions in alignment with policy. Communicates promotion expectations and progress clearly to students, families and staff.</p> <p>Decision-Making Authority: Moderate. Must implement approved policy and ensure equitable implementation.</p>
Culture	<p>Role: Partner</p> <p>Responsibilities: Reinforce the networks' vision for relationship-driven, student-centered culture. Provide training and resources. Monitor climate to identify trends and areas for improvement.</p> <p>Decision-Making Authority: Low. Only support to the principal.</p>	<p>Role: Guardian</p> <p>Responsibilities: Ensure culture aligns with the school's mission and values. Review stakeholder feedback (students, families, staff). Monitor indicators such as attendance, retention, student engagement.</p> <p>Decision-Making Authority: High. Approves policies that share school culture and climate.</p>	<p>Role: Champion</p> <p>Responsibilities: Leads the day-to-day implementation of positive school culture. Models expectations for staff in building trust, accountability and student advocacy. Implements systems such as regular check-ins and student connections. Monitors culture indicators such as attendance, behavior and engagement and responds with targeted support. Engages families and community partners to reinforce supportive and inclusive school environments.</p> <p>Decision-Making Authority: High. Makes school-level decisions to strengthen school culture.</p>
Budgeting, Finance, and Accounting	<p>Role: N/A</p> <p>Responsibilities:</p>	<p>Role: Oversight</p> <p>Responsibilities: Review and approve annual budget, financial policies and major expenditures. Monitor financial performance through regular financial reports and audits. Ensure school operators in a fiscally sound and legally compliance manner.</p>	<p>Role: Operator</p> <p>Responsibilities: Manages school-level budget in alignment with approved financial plans. Monitors day-to-day expenditures and ensures efficient use of resources. Collaborates with CMO to align staffing, programming and operational decisions with budget constraints. Provide</p>

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
		<p>Decision-Making Authority: High. Holds CMO and leadership accountable for financial performance and compliance.</p>	<p>input on budget priorities based on school need and instructional goals. Decision-Making Authority: Moderate. Provides insight to priorities and makes school-level spending decisions.</p>
<p>Student Recruitment</p>	<p>Role: Strategist Responsibilities: Develop and implement recruitment and enrollment strategy. Oversee outreach campaigns, marketing materials and community engagement efforts. Analyze enrollment trends and demographic data to refine strategy. Ensure compliance with state and authorizer requirements related to enrollment and admission practices. Decision-Making Authority: Moderate. Sets strategy, spearheads outreach and marketing and adjusts approach based on data.</p>	<p>Role: Ambassador Responsibilities: Ensures enrollment practices align with school’s mission, vision and legal requirements. Reviews enrollment data and monitors progress toward recruitment goals. Advocates for the school and builds relationships with community stakeholders. Decision-Making Authority: Moderate. Provide oversight of recruitment outcomes and supports strategic direction.</p>	<p>Role: Connector Responsibilities: Leads school level recruitment efforts including community outreach, events, and partnerships. Builds relationships with families, community orgs and partners. Oversees enrollment process. Monitors enrollment progress and adjusts outreach strategies as needed. Ensures staff are engaged in recruitment and retention efforts. Decision-Making Authority: High. Makes day-to-day decisions about recruitment and outreach.</p>
<p>School Staff Recruitment and Hiring</p>	<p>Role: Support Responsibilities: Support PIE-LV with guidance and recommendations on staffing and organizational structure. Decision-Making Authority: Low</p>	<p>Role: Overseer Responsibilities: Ensures hiring practices align with the school’s mission, values and legal requirements. Approves additional staffing positions and hires the Principal. Monitor staffing structures and organizational capacity as part of organizational oversight. Decision-Making Authority: High.</p>	<p>Role: Hire/Train staff Responsibilities: Leads day selection and hiring of school-based staff. Identifies staffing needs based on enrollment, budget, programming and student needs. Conducts interviews, evaluates candidates and selects staff aligned to school’s culture and instructional model. Ensures new hires are effectively onboarded and integrated into the school community Decision-Making Authority: High.</p>
<p>Staff evaluation</p>	<p>Role: N/A Responsibilities: None Decision-Making Authority: None</p>	<p>Role: Owner (principal/director) Responsibilities: Evaluate principal and director based on the Nevada</p>	<p>Role: Owner (staff) Responsibilities: Evaluate all teachers based on the Nevada Educator Performance Framework.</p>

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
		Educator Performance Framework. Decision-Making Authority: High	Decision-Making Authority: High
HR Services (payroll, benefits, etc.)	Role: NA	Role: Trustee Responsibilities: Approves HR-related policies, compensation structures, benefits packages. Ensures HR practices align with legal requirements and org values. Decision-Making Authority: High.	Role: Manager Responsibilities: Oversees day-to-day staff needs related to HR including timekeeping, leave requests and staff support Decision-Making Authority: Medium
Development/ Fundraising	Role: Catalyst Responsibilities: Identify funding opportunities including grants, partnerships and philanthropic support. Assist with grant writing. Help set fundraising goals based on data. Decision-Making Authority: Low. Support Principal and Board only.	Role: Advocate Responsibilities: Supports efforts through connections. Promotes the school's mission to potential donors. Decision-Making Authority: High	Role: Partner Responsibilities: Supports fundraising initiatives. Builds relationships with local orgs, businesses and stakeholders. Decision-Making Authority: High.
Community Relations	Role: Support Responsibilities: Upon request - support Board and Principal by researching organizations and possible partners for them to contact. Decision-Making Authority: None.	Role: Liaison Responsibilities: Serves as the bridge between the school and the broader community. Promotes the school's mission and builds relationships with community leaders and stakeholders. Decision-Making Authority: High.	Role: Connector Responsibilities: Leads school-level community engagement efforts. Builds strong relationships with families, local orgs and community stakeholders. Decision-Making Authority: High
IT	Role: Support Responsibilities: Purchase and installation of technology. Supports the identification of IT providers that will meet school needs. Decision-Making Authority: Moderate	Role: Overseer Responsibilities: Oversees RFP and enters into a contract with an IT contractor to set up and maintain IT systems and technology. Decision-Making Authority: High.	Role: Implementer Responsibilities: Oversee day-to-day use of tech systems at school site. Contact and coordinate with contractor when issues arise. Decision-Making Authority: Moderate.
Facilities Management	Role: Lead Management Responsibilities: Supports identification and	Role: Overseer	Role: Supervisor Responsibilities: Ensures campus is safe, clear and

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
	acquisition of space. Oversees lease agreement. Coordinates maintenance, repairs and improvements. Ensure facilities meet all health, legal and safety requirements. Decision-Making Authority: Medium	Responsibilities: Approve and enter into lease agreement. Monitor risk, safety and long-term sustainability of the facility. Decision-Making Authority: High.	conducive to learning. Coordinates with CMO on maintenance requests, repairs and other facility needs. Decision-Making Authority: Medium
Vendor Management / Procurement	Role: Support Responsibilities: Initiates RFP process for vendors. Provides recommendations. Decision-Making Authority: Moderate	Role: Overseer/Evaluator Responsibilities: Select and enter into contract with vendors. Decision-Making Authority: High.	Role: Coordinator Responsibilities: Report to Board if services are not being fulfilled. Identify school-level needs for goods and services aligned to vendor responsibilities. Monitor vendor performance at the school level and verify proper tracking and management of the resource. Decision-Making Authority: Moderate.
Student Support Services - related services providers (OT, PT, Psych)	Role: Support Responsibilities: Assist with recruitment of vendors. Decision-Making Authority: Low.	Role: Overseer/Evaluator Responsibilities: Approves serve providers needed based on data and reports from Principal and CMO. Enters contract with the vendors. Monitor compliance, service delivery and student outcomes for students receiving services. Decision-Making Authority: High.	Role: Coordinator Responsibilities: Oversee implementation of related services at school site. Ensure SpED staff collaborate with services provided to support student goals. Decision-Making Authority: High

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 31.*

Please refer to Question 2 in Section 6.5 as well as the CMO agreement in Attachment 31.

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.

There are no existing or potential conflicts of interest between the PIE-LV Board and PMG.

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 32.

Please see **Attachment 32** for the PMG Tax Exempt status.

6.5 CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

This section is only required for CMO applicants that are applying directly for sponsorship.

- 1) To what extent does the governance model of the Charter Management Organization applicant require a waiver from the governance provisions of the charter school law pursuant to [NRS 388A.243](#)? If the Charter Management Organization is from another state, how does the board of the Charter Management Organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?

The governance model for PIE-LV does not require a waiver for governance provisions. The Board of PIE-LV will adhere to all of the requirements stated in [NRS 388A.320](#). Please see section 4.1 for information regarding the Board of PIE-LV.

PMG is committed to the mission and vision of PIE-LV and to building authentic, sustained relationships with Nevada residents. As an experienced charter management organization with a proven track record of launching and operating alternative schools across multiple states, PMG brings both the organizational infrastructure and the adaptive capacity needed to honor local context while maintaining fidelity to the PIE model. The PIE-LV governing board is being intentionally formed from local Clark County residents who bring direct knowledge of the Las Vegas community, its students, and its educational landscape. This structure ensures that Nevada voices hold meaningful oversight authority over school operations and strategic direction from the outset.

- 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.

This question is not applicable since the Board of PIE-LV will hold the charter, not the PMG Board.

- 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.

The PIE-LV governing board was formed through a deliberate local recruiting process, prioritizing candidates with deep roots in the Clark County community and demonstrated commitment to expanding educational opportunity for opportunity youth in the Las Vegas region. Board members were identified through community outreach and professional networks, with a focus on securing diverse expertise in areas including education, finance, law, and community advocacy. The PIE-LV board operates as an independent governing body, and there is no formal governance relationship between the PIE-LV board and the PMG board. Each board maintains its own distinct fiduciary responsibilities, with the PIE-LV board holding full oversight authority over the charter school's operations, finances, and strategic direction

7 COMPLETENESS CHECKLIST⁴⁸

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	<i>Yes, for CTF Applicants ONLY</i>	<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 <i>DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS</i>	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	
6. Addendum – all applicable questions completed	<i>Yes, for CMO applicants and CTF applicants contracting with CMO/EMO</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

⁴⁸ [NAC 388A.260\(2\)](#)

Element	Required?	Complete?	SPCSA Comments
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 <i>CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS</i> <i>REQUIRED TEMPLATE: Information Sheet for Applicant Team Members</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Resume of application preparer	<i>Yes, if someone other than CTF or CMO prepared application</i>	<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 <i>REQUIRED TEMPLATE: Board Member Roster Template</i>	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	
13. Other School Leadership Resumes OR Job Descriptions	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Evidence of Demand <i>REQUIRED TEMPLATE: Evidence of Demand Templates</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Incubation Year Planning Table <i>REQUIRED TEMPLATE: Incubation Year Planning Table</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Secured Facility Documentation	<i>Yes, if facility has been identified</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
17. Facility Preparation Schedule/Timeline	<i>Yes, if facility has been identified</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
18. Approval from Local Jurisdiction	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
19. List of Insurance Coverage <i>MUST COMPLY WITH NAC 388A.190</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Element	Required?	Complete?	Comments
20. Budget Narrative	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21. Proof of Fundraising Revenue	<i>Yes, if budget incorporates fundraising revenue</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
22. Completed Financial Plan Workbook <i>REQUIRED TEMPLATE: Financial Plan Workbook</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. CMO/EMO Data Request <i>REQUIRED TEMPLATE: EMO/CMO Data Template</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
24. Past Three Years Academic Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
25. Past Three Years Organizational Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
26. Past Three Years CMO/EMO Audits, 990s	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
27. Three Years of Audit Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
28. CMO/EMO Greenlighting Tool	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
29. Network Organizational Charts for years 1 and 5	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
30. Incubation Year MOU	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
31. CMO/EMO contract	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
32. CMO/EMO Nevada Business License	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Finding: Complete Incomplete

Notes:

**Attachment 1:
Completed, Signed, Information
Sheets and Resumes**

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

Pathways In Education – Las Vegas

2. Full name

Lisa Schwartz

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Pathways In Education Schools - IL, ID, LA, AZ - Director of Authorizer Relations, Cluster Director

School Mission and Program

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

Pathways In Education - Las Vegas (PIE-LV) is dedicated to providing an exemplary hybrid learning program that transforms the lives of high school students through a supportive environment. PIE-LV envisions that every student will have access to a flexible learning program to help them graduate and realize their dreams.

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

PIE-LV will be a hybrid learning program for HS students where students can earn credits towards graduation. Students will leave via different modalities including small group instruction, online learning, traditional independent study and experiential learning. The PIE-LV model is based on strong relationships and ensuring students have the support necessary to be successful.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.
-

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: **Pathways In Education -Illinois, a public charter school**

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?

Director of Authorizer Relations, since 2023

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).

See employment information above.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Lisa Schwartz, 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, Pathways In Education – Las Vegas (“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 turpitude¹ 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.

Lisa Schwartz

Pathways In Education – Las Vegas

Name

Proposed Charter School Name



4.15.26

Signature

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

ACADEMIC DEGREES

Concordia University, River Forest, IL– Advanced Studies in Ed Leadership

DePaul University, Chicago, Illinois - Masters of Education

Michigan State University, East Lansing, Michigan - BA Communications

PROFESSIONAL EXPERIENCES

Director of Authorizer Relations (2023- present) *Cluster Director* (2018-22),
Pathways In Education Schools

- Cultivate and maintain relationships with authorizers and district staff to ensure alignment to goals/outcomes
- Seek out and secure community partners aligned with vision/mission
- Advise Management Company regarding policy development and potential program enhancements
- Initiate partnership with national organization to develop performance goals/metrics to measure unique aspects of the Pathways model
- Review and stay current on state code and accountability metrics
- Utilize data to analyze strengths and determine areas of growth
- Collaborate with internal teams for goal achievement
- Provide leadership, mentoring, and development for school administrative teams across multiple states
- Provide reports to Board of Directors
- Seek out learning opportunities to further professional growth with a focus on innovation

Assistant Superintendent of Curriculum & Instruction, Skokie 68 (July 2014-June 2018)

- Provide curriculum leadership for 4 schools, 1,800 students
- Collaborate with Superintendent to lead with a focus on continuous improvement
- Reported to School Board on a regular basis on topics including, but not limited to: student achievement, equity and access, curriculum improvement
- Implemented Standards Based Grading and reporting
- Participated in multi-year Jim Knight Instructional Coaching professional development as lead coach
- Collaborate with English Learner Director on EL program redesign
- Instructional lead for implementation of 1:1 program in grades K-8 with a focus on using the devices for creativity, critical thinking, communication and collaboration
- Represent district and contribute to Illinois Coalition of Educational Equity Leaders
- Facilitated curriculum mapping using backwards design
- Led data analysis sessions for administrators
- Spearheaded Multi-Tiered Systems of Supports framework development
- Developed and coordinated all district professional development
- Completed Adaptive Schools training to support schools with effective practices

(Continued)

Director of Teaching & Learning, Curriculum Coordinator, Oak Park School District 97
(July 2010-June 2014)

- Provide curriculum leadership for district with 10 schools, 5,500 students
- Evaluate principals and provide instructional leadership guidance and support
- Initiate plans, application and authorization process for the International Baccalaureate Middle Years Program
- Develop and coordinate learning opportunities for teachers and administrators
- Provide guidance for development of standards-based grading and reporting
- Member of the research practitioner council for the Minority Student Achievement Network focused on action research regarding equity issues
- Member of the leadership team of the Success of all Youth initiative in conjunction with STRIVE to create a community cradle to career model
- Regularly review and report on student data and support teacher use of data
- Facilitate effective communication with district stakeholders
- Participate in collective bargaining using interest-based process

Asst. Principal, Mitchell Elementary School, Chicago Public Schools, (2006 - 2010)

- Co-leader in a dynamic school that underwent significant changes in increased student achievement and enrollment in a short time period
- Engaged parents and community members to re-envision mission of school to embrace diversity
- Designed and facilitated teacher professional development focused on Understanding by Design framework, data analysis, technology, and literacy
- Assisted with plan and implementation for content Curriculum Mapping

School Improvement Coordinator, Area 10 Office, Chicago Public Schools (2004 – 2006)

- Provide coaching and instructional support to 20 schools
- Provide targeted professional development to principals, assistant principals, and teachers focused on literacy, bilingual education, and special education
- Facilitate leaning walkthroughs focused on improvement of instruction
- Connect with community organization to create partnerships with schools

Teacher Facilitator, Office of Professional Development, CPS (2001- 2004)

- Program lead for new Teacher Orientation responsible for design, organization and management for 3000 new teachers
- Responsible for providing monthly professional development for school teams
- Research how to best support new teachers in an urban environment

National Presentations

- Association of Supervision and Curriculum Annual Conference
- National Alliance of Black School Educators
- National School Board Association Technology and Learning Conference
- National Staff Development Council Annual Conference

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

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

Pathways In Education - Las Vegas

2. Full name

Greg Marrero

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information (For CMO Applicants)*
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. Please attach your resume at the end of the Questionnaire.

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Yes, I work for a charter management organization that manages charter schools.

School Mission and Program

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

Mission:

Pathways In Education – Las Vegas (PIE-LV) provides a supportive, equitable hybrid learning environment that empowers at-risk and underserved high school students through personalized education and strong support systems. The goal is to increase graduation rates and prepare students for college, careers, and lifelong success.

Vision:

PIE-LV envisions a future where every student has access to flexible, personalized education and graduates are prepared for post-secondary pathways. The school aims to be a model for alternative education by closing opportunity gaps and helping students thrive academically, socially, and professionally.

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

2. Pathways In Education – Las Vegas uses a personalized, student-centered model that combines focused coursework, self-paced learning, and strong relationships with educators. Students take a limited number of classes at a time, follow individualized learning plans, and receive one-on-one and small-group support. The program also integrates service and experiential learning, small school environments, and high academic expectations to help students build skills, recover credits, and prepare for real-world success.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

Pathways Management Group

Describe any affiliation with any charter schools.

Yes, I work for a management charter organization that manages 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 employed by Pathways Management Group, a non-profit corporation.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Greg Marrero, 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, Pathways In Education – Las Vegas (“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 turpitude¹ 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.

Gregory Marrero
Name

Pathways In Education – Las Vegas
Proposed Charter School Name


Signature

04/13/2026
Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

GREGORY MARRERO

Professional Summary

Experienced strategic operations leader with over 15 years of expertise in enhancing school performance through systems design, compliance oversight, facilities management, and student enrollment. Demonstrated track record of successfully expanding charter operations, guiding cross-functional teams, and achieving top-notch results within multi-site educational networks. Dedicated to promoting equity, excellence, and advancing instructional objectives by providing seamless operational assistance.

Skills

- Detail Oriented
- Creative Problem Solver
- Team Player
- Operational efficiency
- Operations oversight
- Ability to Multi-task
- Excellent communicator
- Strategic planning and execution
- Strategic planning

Work History

Director of Operations and Implementation, 04/2018 to Current

Pathways Management Group – Pasadena, CA

- As the Director of Operations and Implementation is responsible for overseeing Facilities & Maintenance, Compliance & Accountability, and Quality Assurance. Works directly with school leaders to ensure enrollment and fiscal goals are met.
- Negotiate contracts for all schools in the network, including leases, hiring external vendors, and all educational service providers, including SpEd providers, Online Learning Platforms, Student Information Systems, and curriculum and assessment providers.
- Coordinate with the instructional team to identify gaps in student results and develop solutions, resulting in all schools meeting or exceeding state report card results for the most recent academic year.
- Built, managed, and developed a Compliance & Accountability team, and provides coaching and mentorship, conducts performance evaluations, and established an inclusive work culture.

- Managed five center buildout projects valued at \$500,000 to \$3,000,000 each, oversaw all phases of hiring and construction, and ensured on-time and on-budget completion.
- Identified process improvement opportunities to enhance operational effectiveness in the purchasing department and improve team productivity, resulting in the reduction of processing time from over three days to less than 24 hours.
- Works with the Accounting department and school-level Directors to develop enrollment targets, staffing levels, and spending levels so that instructional and operational goals are met.
- Meet monthly with school leaders to review enrollment and spending, making adjustments as needed to maintain school budget goals.
- Works with the marketing team and local leadership teams monthly to ensure that advertising and social media campaigns are implemented and driving enrollment to meet monthly and annual goals.

Manager of School Implementation, 11/2013 to 03/2018

Pathways Management Group – Pasadena, CA

- Instrumental in hiring, training, and coaching new leadership and staff on Pathways In Education's school model and culture.
- Acted as liaison between the California-based educational departments and instructional teams and out-of-state schools.
- Responsible for ensuring that all educational systems were effectively implemented and administered. Specific projects included overseeing Online Course Systems (Apex, Edgenuity), Student Skills Benchmarking (Renaissance Star), and Student Information Systems implementation (StudentTrac, PowerSchool).
- Managed the Quality Assurance Department.
- Developed policies and procedures to ensure academic program was effectively implemented.
- Was part of the team that opened seven new school campuses in four states.

Lead Teacher (Assistant Principal/ Academic Recovery Teacher), 10/2008 to 10/2013

Opportunities For Learning – Watts, CA

- As Lead Teacher (Assistant Principal) was responsible for the direct supervision of assigned teaching staff and day-to-day operations of the two learning centers.
- Developed and implemented comprehensive academic recovery programs to support struggling students in improving grades and overall academic performance.
- Collaborated with teachers and support staff to assess student learning needs and customize interventions to address individual academic challenges.
- Utilized data analysis to track student progress, evaluate program effectiveness, and make data-driven decisions to continuously improve academic recovery initiatives.

- Additional duties included membership on the Academic Equity Committee, Teacher Advisor for Get Lit Spoken Word Class, and WASC Committee Member.
- Identified process improvement opportunities to enhance operational effectiveness and improve team productivity, resulting in [#,\$,%] reduction in [work hours/labor costs].

Education

Administrative Clear Credential: California Administrative Clear Credential, 12/2014

California State University Fullerton - Fullerton, CA

Masters of Education: Educational Leadership and Policy Studies, California Administrative Credential, 12/2012

California State University Northridge - Northridge, CA

Clear Credential: California Clear Credential, 12/2009

University of California San Diego - San Diego, CA

Bachelor of Arts: Teacher Preparation Program, Social Science (5 –12), 12/2007

Western Governors University - Salt Lake City, UT

Undergraduate coursework: 12/1993

California State University Long Beach - Long Beach, CA

Certifications

- Administrative Clear Credential (State of California), 11/01/13
- Single Subject Teaching Credential (Social Science) (State of California), 12/01/07

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

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

Pathways In Education - Las Vegas

2. Full name

Heather Prosser

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes
 No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Yes, I work for a charter management organization that manages charter schools.

School Mission and Program

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

The mission: PIE-LV provides a hybrid learning program designed to transform the lives of high school students who have struggled in traditional settings. By offering flexible, individualized learning plans and deep personal support, the school empowers underserved youth to take ownership of their education. The primary goal is to close the opportunity gap and ensure at least 85% of enrolled students earn their diploma, creating a ripple effect of success throughout the community. The Vision: PIE-LV envisions a future where every student, regardless of their background, has access to a personalized education that prepares them for life. The school aims to be a model for alternative education, where students thrive academically and emotionally. Through strong partnerships with families and local organizations, PIE-LV ensures graduates are fully equipped for their next step—whether that is a four-year university, trade school, the military, or the workforce

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

PIE-LV operates on the belief that a changed environment produces changed outcomes. To prevent students from feeling overwhelmed, the school limits focus to just three subjects at a time, allowing for deeper mastery and faster credit recovery. Every student partners with their teacher to manage a Personalized Learning Plan that tracks everything from academic scores to personal goals. By keeping student enrollment relatively low and keeping instructional groups small, PIE-LV ensures no one gets lost in the shuffle. Learning also extends beyond the classroom through service projects and experiential trips—like sustainability lessons at Camp Blackbird or cultural tours through the South. Despite the flexible setting, PIE-LV maintains high expectations, offering AP courses and rigorous tutoring to ensure every graduate is prepared for college, trades, or the workforce.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

Pathways Management Group

Describe any affiliation with any charter schools.

Yes, I work for a management charter organization that manages 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 employed by Pathways Management Group, a non-profit corporation.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Heather Prosser, 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, Pathways In Education – Las Vegas (“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 turpitude¹ 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.

Heather Prosser

Pathways In Education – Las Vegas

Proposed Charter School Name

04/10/2026

Signature

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Education

Arkansas State University - Jonesboro, Arkansas
Certificate of Educational Leadership
Metropolitan State University of Denver – Denver, Colorado
MA - Education
Metropolitan State University of Denver – Denver, Colorado
BA - Sociology
Front Range Community College – Westminster, Colorado
General education

Certification

Special Education Director License: Colorado, Arizona, and Illinois
Special Education Generalist (K-12): Colorado, Arizona, and Illinois
Elementary Education (K-6): Colorado, Arizona, and Illinois

Experience

Pathways Management Group - Pasadena, CA -Diverse Learner Program Supervisor
(January 2024 - Current)

- Direct and coordinate the design, development, and implementation of innovative special programs (Special Education, 504, Multilingual Learners, MKV, Gifted) across 11 schools in 4 states, ensuring alignment with state/local standards and school goals.
- Provide direct administrative oversight for diverse learner programs, ensuring compliance with federal, state, and school laws, regulations, and policies.
- Supervise, mentor, and evaluate teams of leaders and teachers; plan, assign, and direct work; conduct performance appraisals and provide coaching to enhance effectiveness in a virtual/hybrid setting.
- Develop and assist with the implementation of policies, procedures, and best practices for Special Education, ELL, and 504 programs, including adapting curriculum to meet diverse student needs in a virtual environment.
- Manage program development cycles, including needs assessment, implementation, and evaluation, ensuring success in state and federal compliance audits.
- Articulate program vision and communicate effectively with stakeholders (district officials, administrators, staff, families) using technologies suited for remote collaboration; assist with parent/student concerns.
- Travel (~20%) for compliance walkthroughs, delivering professional development, test proctoring, and school events.
- Oversee selection and integration of learning technologies (LMS, assessment platforms) to support program goals.

Learning Network | Lakewood, CO -*Compliance Manager (August 2010 – January 2024)*

- Managed a total team of 36 staff members, overseeing the full talent lifecycle including recruitment, training, and performance management to drive organizational excellence.
- Architected and monitored comprehensive policy frameworks that ensured strict adherence to state and national regulations, successfully leading schools out of corrective action through meticulous audit procedures.
- Partnered with school leadership to design and deliver professional development programs, utilizing data analysis to align teacher performance with strategic institutional goals.
- Transformed virtual enrollment and family engagement by implementing streamlined data collection processes and proactive communication strategies tailored for a remote environment.

IEP Specialist & Special Education Teacher (August 2017 – August 2020)

- Directed special program support by auditing enrollment files and developing compliant IEPs, ensuring a seamless transition for students entering the virtual school system.
- Spearheaded staff capacity-building by creating a library of synchronous and asynchronous training curricula focused on special education procedures and virtual IEP management.
- Facilitated complex evaluations and assessments, fostering a collaborative environment between parents, teachers, and service providers to support student success.

Stella International School | Tokushima, Japan - *Lead Kindergarten Teacher (May 2014 – November 2016)*

- Designed and implemented multicultural curricula for an immersion setting, specializing in differentiated instruction to support language learners and students with special needs.
- Served as the primary liaison for families regarding academic growth and behavioral development, while facilitating IEP meetings to ensure inclusive educational standards.

Better Business Bureau of Denver | Denver, CO *Assistant Director of Business Operations (January 2010 – May 2013)*

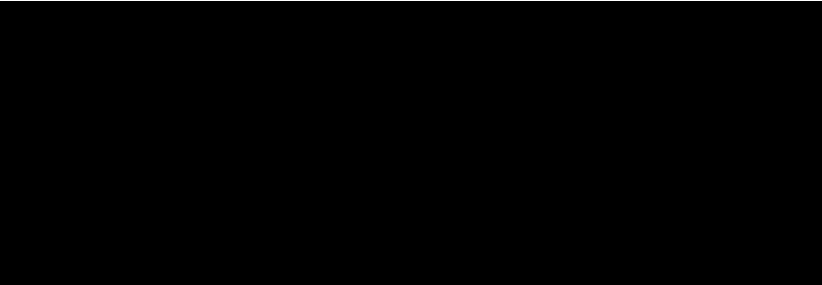
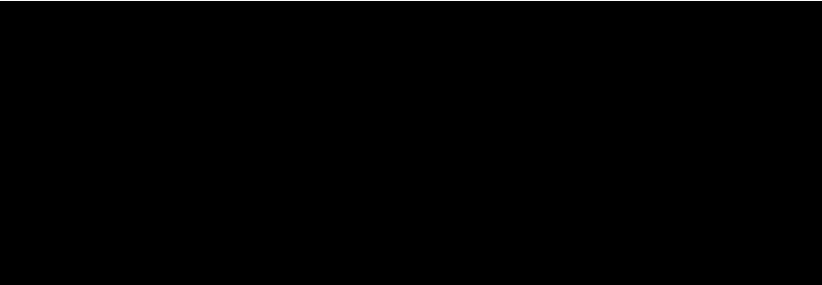
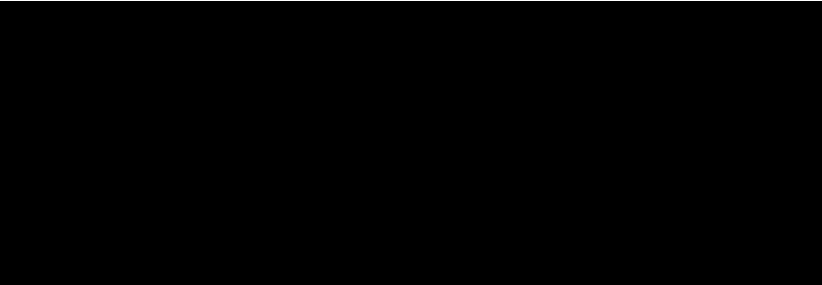
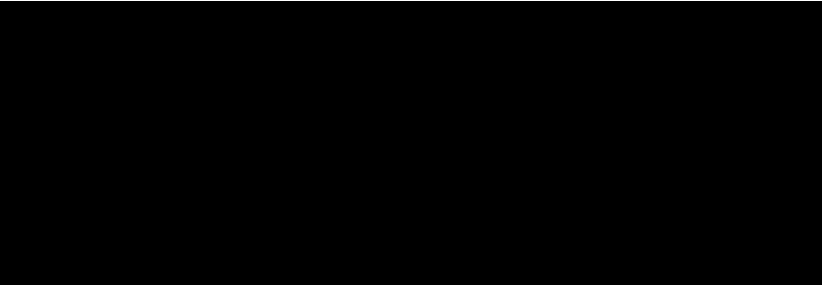
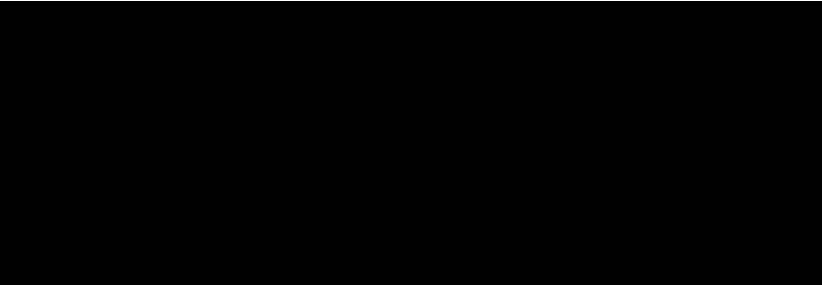
- Coordinated daily operations and special projects, prioritizing team assignments to ensure all departmental activities aligned with the organization's strategic objectives.
- Enforced internal governance and regulatory compliance in partnership with the Director, fostering a culture of accountability and operational transparency.
- Analyzed operational data to generate comprehensive stakeholder reports and maintained accessible protocols to ensure staff were equipped with current policy information.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

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 Pathways In Education - Las Vegas
2. Full name Kristi Duenas
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name 
7. Employer Address 
8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Formerly employed with: Arts in Action Community Middle School, Nueva Esperanza Charter Academy, Discovery Charter Preparatory School and I work for a charter management organization that manages charter schools.

School Mission and Program

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

The Pathways in Education mission is to help students develop the academic and personal skills they need to graduate with a high school diploma and prepare for college, a career, or any path they choose in the future. We provide a welcoming and supportive environment where students can thrive.

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

The proposed charter school's educational program provides:

Individualized Support: Personalized plans with 1:1 guidance from teachers and counselors.

Flexible Schedules: Options that fit around work, family, and life responsibilities.

Blended Learning: A mix of online and in-person instruction for a tailored learning experience.

College and Career Readiness: Opportunities like dual enrollment to earn college credits and hands-on experiences to prepare for the future. Multiple Learning Styles: Curriculum options aligned with State Standards to fit different ways students learn.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

Pathways Management Group

Describe any affiliation with any charter schools.

Formerly employed with: Arts in Action Community Middle School, Nueva Esperanza Charter Academy, Discovery Charter Preparatory School.

I also work for a management charter organization that manages 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?

My employer is a CMO that supports a network of Pathways Charter Schools.

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).

Associate Superintendent - Pathways Management Group, a non-profit organization

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

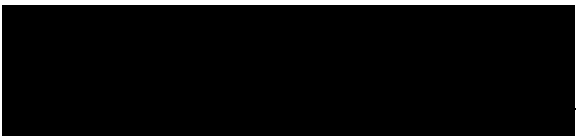
Assurances and Certification

I, Kristi Duenas, 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, Pathways In Education – Las Vegas (“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 turpitude¹ 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.

Kristi Duenas



Pathways In Education – Las Vegas

Proposed Charter School Name

4/21/26

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Kristi Murakami Dueñas, Ed.D

PROFILE

Mission-driven leader and strategic thinker with expertise in school administration, leadership development, and organizational change management. Committed to expanding high-quality, equitable learning opportunities that disrupt the cycle of poverty in under-resourced communities. Proven track record of improving student achievement for underserved populations through data-driven decision-making, effective instructional leadership, and transformative school culture. Skilled communicator and collaborator, able to articulate a compelling vision for learning to lead stakeholders towards school excellence.

ACCOMPLISHMENTS

- Spearheaded the strategic and operational launch of five new charter/contract schools: a middle school in Los Angeles, and four high schools in Arizona, Idaho and Illinois.
- Trained/mentored eight former teachers, who moved into roles as administration, coaches, or CMO leaders.
- Developed a strong team of directors and managers in four different states to increase performance in the PIE network nationwide.

EDUCATION AND CERTIFICATIONS

Doctorate of Education; Organizational Leadership and Management; University of Southern California
Masters of Science, Counseling: Marriage, Family and Child Counseling; CSU Los Angeles
Bachelor of Arts; Economics, Law and Society; University of California, Riverside
CA Single Subject Clear Teaching Credential, Social Science
CA Clear Pupil Personnel Services Credential: Child Welfare and Attendance
CA Clear Administrative Credential

EXPERIENCE

Pathways Management Group, Pathways in Education
Associate Superintendent, Senior Director of Academics

3/17- present

Provides strategic leadership and direct supervision for 11 schools across four states, guiding Directors and Principals in all aspects of school administration. Drives the instructional vision for the network by overseeing the effective implementation of curriculum, instruction, assessment, special programs, and professional development, while developing and executing strategic initiatives to strengthen student outcomes in credit attainment, skill growth, and college and career readiness. Leads the home office instructional team in designing and delivering comprehensive professional development for educators and school leaders, and ensures strong fiscal stewardship by monitoring expenditures and maintaining compliance with budget parameters. Additionally, collaborates closely with state and local authorizers, charter boards, and other stakeholders to support effective policies, accountability, and communication across the network.

Highlights and contributions:

- Designed and implemented the High-Quality Teaching Initiative, including a research-based rubric for highly effective instruction and a coaching cycle used by leaders across the network.
- Led Pathways team through a significant organizational restructuring, supporting our leaders in navigating changes to governance, management, and operations.
- Led fiscal planning and management for budgets exceeding \$30M, ensuring efficient resource utilization, compliance, and long-term organizational sustainability.

Schools in Action, Arts in Action Community Middle School
Consultant, Founding School Leader

4/16-3/17

Established the second school in the CMO, set the foundation for a strong school culture with a focus on rigorous instruction of the whole-child. Created policies and protocols to implement the School Success Plan. Responsible for overseeing all aspects of operations, human resources, student support, budget, and school development.

**Partnerships to Uplift Communities, Nueva Esperanza Charter Academy
Principal, Assistant Principal**

7/12- 6/16

Led two schools and 60 teachers/staff in establishing a warm school culture and in supporting high levels of student achievement. Responsible for staff recruitment, development and evaluation; fiscal management, student services, data analysis, parent engagement and creation of a safe, respectful and fair environment.

Highlights and contributions:

- Title 1 Academic Achievement Award for our success in closing the achievement gap for subgroups on standardized tests.
- Successfully managed budget of over 2,800,000.00; monitoring revenues and expenditures to ensure a net positive.
- Decreased student suspensions by promoting positive behavioral supports and alternatives to suspension.
- Received a 100% for significant achievement in the District Validation Review from LAUSD Division of Special Education for our comprehensive and highly effective inclusion program.
- Provided staff development on Student Engagement, Literacy-Common Core Standards, Discipline With Dignity, Students With Disabilities, Instructional Strategies, Teambuilding.

**Discovery Charter Preparatory School
Assistant Principal**

7/09-6/12

Responsible for discipline, attendance, special education and student support services. Administered a comprehensive school counseling program that promotes academic, career and personal/social development of students. Monitored student academic performance, behavior and attendance on the school-wide level to facilitate appropriate interventions. Analyzed multiple sources of data to assist in overseeing the school curriculum and instructional program. Supervised and evaluated the performance of classified and certificated personnel.

Highlights and contributions:

- Developed progressive school-wide discipline plan and student/parent handbook.
- Created professional development plan based on Charlotte Danielson's Framework for Teaching to supervise and evaluate certificated staff in order to ensure rigorous standards-based instruction.
- Established Response to Intervention framework for Discovery Prep, integrated it with existing intervention and prevention services, and provided training to teachers and staff.
- Authored Discovery Prep's Charter Petition and facilitated the charter renewal process, resulting in a 5-year renewal.
- Coordinated WASC Reports and Self-Study resulting in WASC Accreditation.
- Designed and implemented School-based family counseling program including locating the resources to carry out program requirements.

**Discovery Charter Preparatory School
Teacher, Department Chair**

2/07-7/09

Created innovative, engaging curriculum for 11th and 12th grade U.S History, Government, Economics and AP Psychology. Focused on cooperative learning to teach content in conjunction with skill development. Utilized standards and standardized test data to drive planning and assessment. Provided support for new teachers.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

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

Pathways In Education - Las Vegas

2. Full name

Molly Sircher

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following

- I am on
- 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).

Yes. Opportunities for Learning Public Charter School in California. I served as an Academic Recovery Teacher and Assistant Principal from 2008 - 2014.

I also work for a charter management organization that manages charter schools.

School Mission and Program

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

Pathways In Education – Las Vegas (PIE-LV) is committed to transforming the lives of "at-promise" high school students through an innovative hybrid learning model that prioritizes equity, personalization, and strong student-teacher relationships. PIE-LV works with underserved youth and provides comprehensive support systems that empower students to take ownership of their education and graduate as confident, lifelong learners. The vision of the program is rooted in high expectations and meaningful connections and designed to increase graduation rates and ensure students are prepared to achieve their academic and personal goals. PIE-LV will serve as a model alternative educational program that can close opportunity gaps by preparing students for postsecondary endeavors or meaningful employment and will achieve measurable success for the community PIE-LV serves.

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

Pathways In Education – Las Vegas (PIE-LV) proposes a flexible, student-centered educational program designed specifically to re-engage students who have not found success in a traditional school setting. PIE-LV’s educational model is built on a set of integrated, research-based components designed to re-engage students and help them to graduation. Central to this model is a focused learning structure in which students concentrate on a limited number of courses at one time, allowing for deeper content mastery, improved time management, and increased confidence. This approach supports credit recovery and reduces a feeling of overwhelm often experienced by students tackling 6 classes at a time as well as balancing life's challenges. Through ongoing one-on-one guidance, goal-setting, and accountability, students feel empowered to take ownership of their learning and progress and their teachers provide the flexibility and support necessary to succeed. PIE-LV will be able to achieve this personalized learning model through its intentionally designed structure: small group instruction classes capped at 12–15 students, individualized instruction teachers who work with no more than five students per instructional block, and access to wraparound services that address both academic and non-academic barriers. PIE-LV’s personalized approach ensures that each student is met where they are in their educational journey and are supported in progressing toward graduation and post-secondary readiness.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Pathways Management Group

Describe any affiliation with any charter schools.

Yes, I work for a management charter organization that manages 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 employed by PMG, a non-profit CMO. My Role is Senior Director of Educational Services

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada? NO

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Molly Sircher, 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, Pathways In Education - Las Vegas ("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 turpitude¹ 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.

Molly Sircher

Name

Pathways In Education - Las Vegas

Proposed Charter School Name

04/17/2026

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Molly Sircher

Experience

Pathways Management Group | Pasadena, CA **Senior Director of Educational Services | 12/2025 - Present**

- Collaborate with network leadership and school leaders to evaluate school program effectiveness and create strategic program goals.
- Oversee charter management organization support team for professional development, instructional resources, accountability, and operations.
- Responsible for maintaining systems accreditation through continuous improvement efforts.
- Utilize stakeholder surveys and parent engagement efforts to drive continuous improvement efforts.

Pathways Management Group | Pasadena **Director of Student Access and Excellence | 06/2021 - 11/2025**

- Serve on Instructional Leadership Team to drive educational program improvements
- Assist in creating content, scope and sequence for Leadership Fellowship Professional Development program
- Collaborate with data team to ensure alignment with authorizer accountability models across several states
- Helped secure Cognia systems accreditation through continuous improvement efforts.
- Create new reporting tools for data-driven instructional tools to monitor student performance.

Pathways Management Group | Pasadena, CA **Supervisor of School Implementation | 06/2014 - 06/2021**

- Mentor school leadership and staff on alternative school model, mission, and culture
- Supervise the opening of charter and contract schools in several states
- Create Danielson-aligned observation tool for alternative model staff members, accepted across all states and network authorizers

Opportunities for Learning | Studio City, California **Assistant Principal | 04/2010 - 04/2014**

- Supervised three school site locations and summer school programs
- Member of Equity Initiative enlisted to analyze school data and formulate action plans and interventions to improve school performance and resources.
- Executed professional development to improve instructional practices and increase student achievement.

Opportunities for Learning | Studio City, California **Academic Recovery Teacher | 04/2008 - 04/2010**

- Served as mentor, instructor, tutor, and postsecondary student advisor to "at-promise" students
- Served on Achievement Task Force, proactively identifying challenges and solutions to address achievement gaps
- Founding teacher for new school site devoted to students who experienced bullying

Education

California State University Los Angeles | Los Angeles, California **M.Arts, English Literature**

DePaul University | Chicago, Illinois **B.Ed. Secondary Education and English**

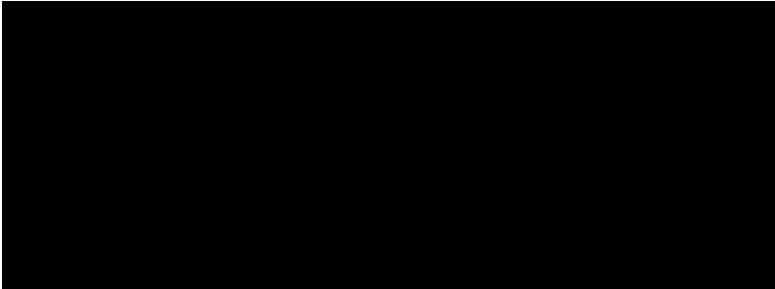
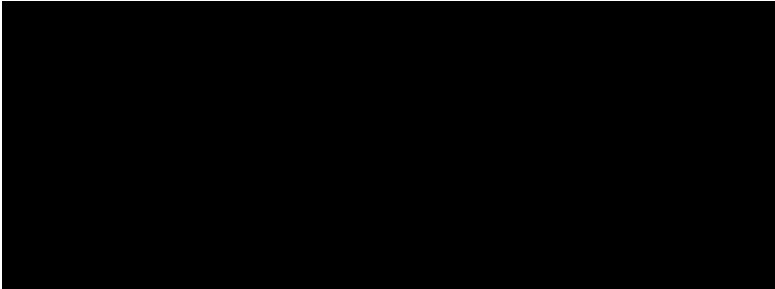
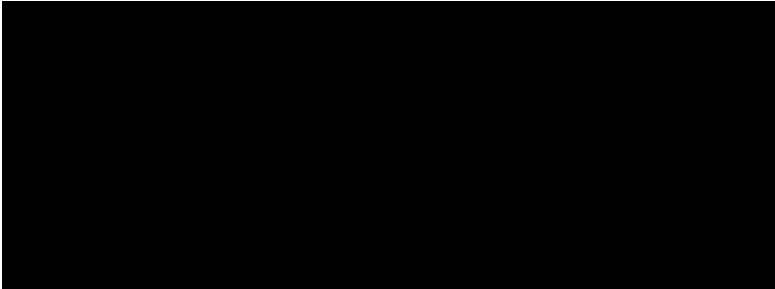
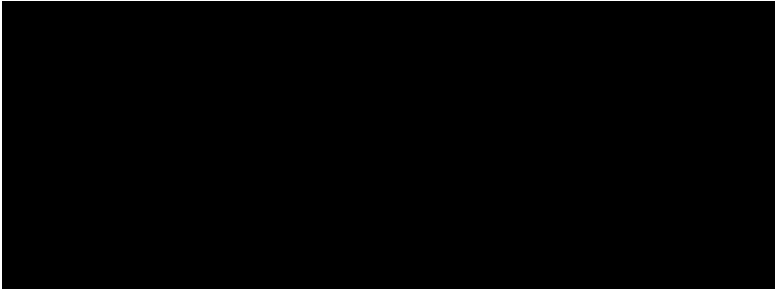
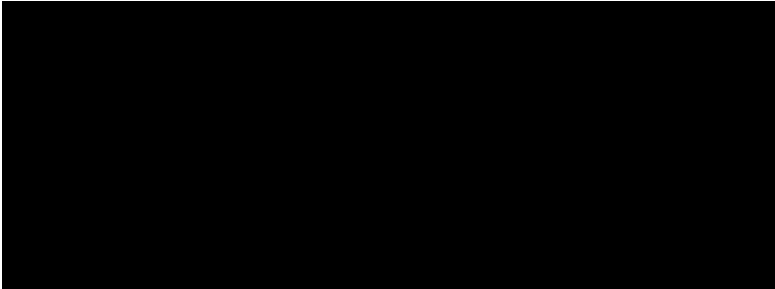
ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

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 Pathways In Education – Las Vegas
2. Full name Andrea Damore
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name 
7. Employer Address 
8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Beacon Academy of Nevada, Executive Director of Academics

School Mission and Program

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

Pathways In Education - Las Vegas will provide an hybrid educational program for the students that are most at risk from not graduating from high school. The low student to teacher ratio, reduced course load to three classes at a time, support from the school counselor and school social worker provide the necessary support for students that require a Multi-Tiered System of Supports. Students are provided with the supports and experiences to demonstrate readiness for college and career, or other post-secondary options. P.I.E.-LV will fulfill a much-needed option for students of North Las Vegas.

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

Hybrid learning allows students to complete their learning at their own pace, place, path and time allocated to their progress towards graduation. Students receive face-to-face support on campus as well as working independently from home. Self-paced individualized learning allows students and their educators to address their learning needs according to the Individualized Learning Plan and work towards graduation. In addition to completing the required graduation requirements, students will also participate in service learning and experiential learning which provides students with the ability to solve real world problems. In addition, students will also have the opportunity to travel in the U.S. as well as abroad to earn elective credits at no cost to the student and their family. A cornerstone of the program is to develop relationships with students in the classrooms where there is a low student to teacher ratio. Personalized attention to students who have struggled in school helps them create relationships with a trusted adult who is there to support them and guide them to graduation.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Consultant

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

Proposed school principal

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, Andrea Damore, 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, Pathways In Education – Las Vegas (“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 turpitude¹ 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.

Andrea Damore

Pathways In Education – Las Vegas

Name

Proposed Charter School Name

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Andrea Damore

Professional Experience:

Beacon Academy of Nevada Executive Director of Academics (2017-2025)

- Implementation of blended alternative education school program
- Oversee and monitor the daily, quarterly and annual data tracking and schoolwide performance
- Develop, monitor and implement school wide data monitoring processes for school accountability related to SIP, NSPF, and APF.
- Supervise and monitor all academic planning and scheduling for all BANV students each quarter
- Supervise and monitor campus and online attendance in accordance with BANV's NDE approved Distance Education program
- Provide the oversight and implementation of academic program for an alternative education high school.
- Provide leadership to over 1000 students and 80 plus staff members.
- Assisted in the transition from a state-wide online high school to an alternative education school using a blended learning model
- Interview, hire and coach teachers new to the online and blended school environment
- Provide consistent and visionary leadership in the areas of academics, schoolwide programs and continuous school improvement
- Develop and present regular professional development on evidence based best practices for academic and behavior interventions on maintaining the schoolwide MTSS for all students.
- Supervise, maintain and update Infinite Campus and Canvas LMS daily, quarterly and annually for BANV's unique academic programming for blended learning
- Reported directly to the Governing Board of Beacon Academy of Nevada

Curriculum Coordinator (2014-2017)

- Supervise, hire, train, and evaluate online teachers and instructional designers.
- Work with staff in establishing procedures for the continued assessment of program accomplishments in relation to instructional objectives.
- Work with teachers to develop best practices in an environment of continuous improvement.
- 504 Coordinator
- Work with Academic Counselors on schedules for students with severe gaps in education.
- Proficient with Infinite Campus:
 - Develop sections and master schedules for four terms/quarters each year.
 - Assign teachers to sections and work with Academic Counselors to make appropriate scheduling for at-risk students.
- Managed and implemented a mid-year migration of all courses from BlackBoard to GradPoint.
- Ensure delivery of high impact, interactive online material that includes cross-curricular activities.
- Develop and implement a structure and framework for digital curriculum across multiple subject areas aligned to NVACS.
- Supervise online curricular programs and manage their continuing review, evaluation and improvement.
- Review online course design at all phases as appropriate including; course outline, timeline, instructional outline, and final product.
- Oversee the management of policies and processes set forth by the best practices of quality online programs.

Clark County School District

Project Facilitator of Online Instructional Designer (2014)

- Plan, organize, and utilize resources for the development and implementation of middle school and high school curriculum.
- Implement a plan for digital course review and revision.
- Create a structure and framework for middle school and high school digital curriculum.
- Provide technical and instructional help to teachers.
- Organize meetings to discuss project goals and deadlines.
- Ensure digital content is in alignment with district syllabi and Common Core State Standards.

- Cross curricular emphasis with English Language Arts and nonfiction informational text.
- Develop and implement cross-curricular activities for multiple content areas.
- Instructional designer for high school and middle school CCSD district-wide courses.
- Utilize E-authoring tools to create interactive lessons and wrapping courses within Canvas LMS for CCSD district-wide deployment.
- Evaluate and test software providing feedback for implementation and use.
- Review online content and web resources to align with course objectives and state and district standards.
- Utilize synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards, Blackboard Instant Message, Centra, and Blackboard Collaborate)

CCSD Professional Development Instructor for Online Professional Development Education (2012-2014)

- Instructor and course developer for the Online and Blended Teacher Certification Program.
- Instructor: PDE 3144, PDE 3145, 3148 and 3155.
- Facilitated over 30 courses for teacher PDE (approximately 600 teachers).

Nevada Learning Academy, formerly Virtual High School (2009 – 2014)

- Five years full-time online Social Studies teaching experience.
- Online instructional designer for Virtual High School & CCSD. Developed digital Social Studies courses including AP U.S. History, U.S. History, AP U.S. Government, U.S. Government and World History.
- Course developer utilizing Softchalk to implement interactive lessons aligned with NVACS.
- Social Studies Department Chairperson.
- Organize and implement Teachers Assistance program for online teacher candidates.
- Utilize Blackboard and Canvas learning management systems.
- Utilize data to monitor student progress and provide interventions for success.
- Effective online communication skills utilizing Blackboard and Canvas LMS tools supplemented with weekly Centra sessions.
- Develop and implement cross-curricular multimedia projects addressing skills of 21st Century Learner and Common Core Standards.
- Member of the CCSD Blended Learning Task Force.
- Participant of School Improvement Plan Committee.
- Attendee of iNACOL Conference Nov. 2011, Presenter Nov. 2015

Liberty High School (2004- 2009)

- Social Studies Department Chairperson
- Collaborate with administration and new teachers, providing mentoring and class observations.
- World History, U.S. History and U.S. Government teacher.
- AP U.S. Government and AP U.S. History teacher.
- Work with special education teachers to utilize cooperative learning and inclusion of all students.
- Chairperson of the Writing Across the Curriculum committee.
- Member of the School Improvement Plan committee.
- Organize and sponsor of school clubs and activities: Key Club and Girls Tennis.

Summary of Personal Qualifications

- Strong written and oral communication skills.
- Able to work under pressure and meet deadlines.
- Detail oriented with strong organizational skills.
- Strong interpersonal skills.
- Work collaboratively on projects and tasks.
- Persistence, patience and strong problem solving abilities.

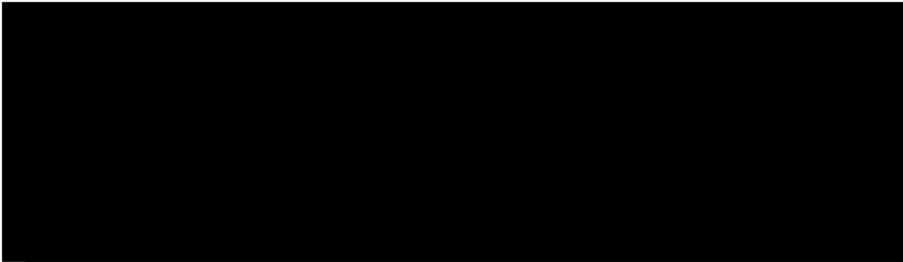
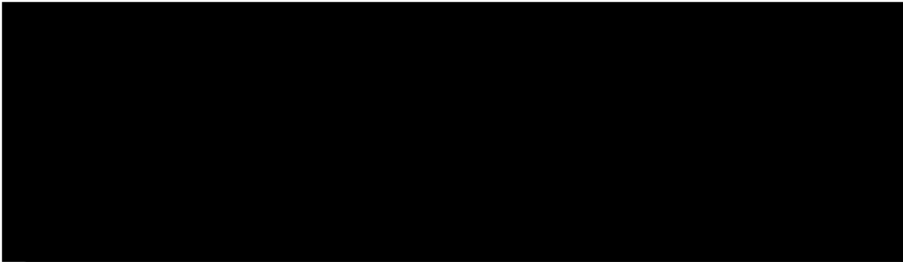
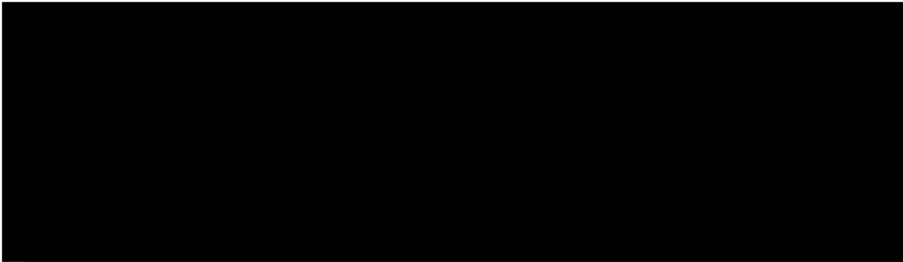
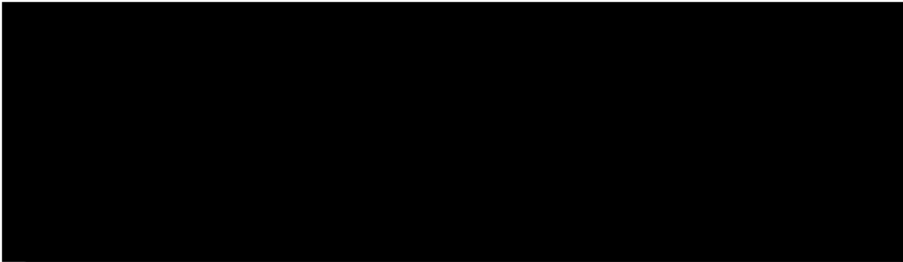
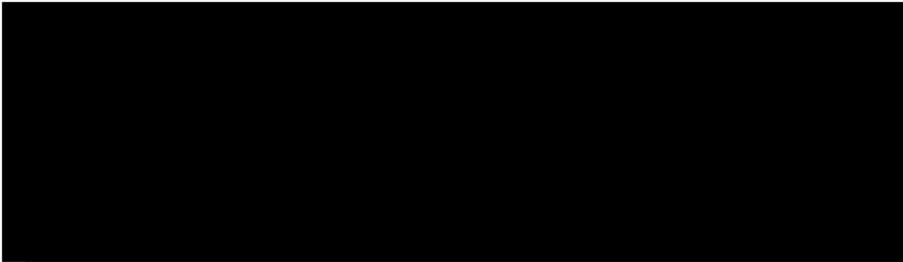
Education:

- Master's Degree in Education, Curriculum and Instruction, University of Nevada, Las Vegas
- Educational Administration and Leadership, Sierra Nevada College
- Bachelor of Arts in Political Science and History, University of California, Davis
- Nevada Teacher Licensure: Political Science, History and K-12 School Administrator

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 Pathways In Education – Las Vegas
- 2. Full name Jennifer Koski
- 3. Home Address 
- 4. Phone Number 
- 5. E-mail address 
- 6. Employer Name 
- 7. Employer Address 
- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Board Member - Opportunities for Learning - William S. Hart, Inc.
Board Member - Opportunities for Learning - Duarte, Inc.

School Mission and Program

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

The mission of Pathways In Education - Las Vegas is to transform the lives of opportunity and underserved high school students through a personalized learning model that meets each student where they are. By pairing high expectations with robust support systems, PIE-LV empowers students to take ownership of their education to achieve graduation and have their post-secondary targets established.

PIE-LV envisions a future where every student has access to a flexible, equitable education that prepares them for lifelong success across a range of post-secondary pathways. The school aspires to be a recognized model for alternative education, closing opportunity gaps and driving measurable improvements in student engagement. Through strong partnerships with families, community organizations, and institutions, PIE-LV aims to build a support network that helps all students not just succeed in school, but truly thrive in life.

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

I view these commitments through the lens of our core responsibilities to the public, both legally and ethically. Pathways In Education - Las Vegas is far more than just an alternative school. It is a focused strategy designed for the "opportunity youth" in our community – those students for whom the traditional high school structure simply didn't work. To me, this program represents a fundamental shift in how education is delivered, not just a different classroom environment. By utilizing a personalized learning model, we remove the major barriers of a rigid schedule and replace them with a flexible, equitable system that meets students exactly where they are, both academically and emotionally. We are empowering these students to take true ownership of their futures, making sure they don't just attend a graduation ceremony, but step across that stage with a concrete, measurable plan for their post-secondary lives. I see this program as a vital intervention for Las Vegas – a genuine way to bridge the opportunity gap and ensure our most underserved students have a legitimate pathway to thrive, all while remaining strictly compliant with the state's academic and fiscal standards.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

TopBloc

Describe any affiliation with any charter schools.

My employer does not contract with any affiliated charter schools to my knowledge.

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, Jennifer Koski, 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, Pathways In Education – Las Vegas “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 turpitude¹ 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.

Jennifer Koski

Pathways In Education – Las Vegas

Proposed Charter School Name

04/14/2026

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Objective

A motivated and results-driven Engagement Manager, skilled in providing exceptional service within diverse environments. Demonstrates ability to develop strong working relationships across all business levels, utilizing project management skills, HRIS facilitation, and process improvement to provide excellent results to clients and team members. A dedicated and hardworking manager and team player with an excellent work ethic who contributes to the success of any organization or company by promoting others to be their best selves. Recognized for superior time management skills, strong organization capabilities and the ability to communicate effectively in a fast paced and dynamic environment.

Experience

Project Manager, TopBloc

May 2023 – Present

- *Managed Medium and Large Enterprise Workday Implementations*
- *Mentor Associate Project Managers to ensure successful growth in roles*
- *Cultivating successful working relationships with customers as well as the TopBloc team*
- *Ensuring Executive leadership is always up to date with any and all customer needs*

Engagement Manager, Cognizant

January 2022 – May 2023

- *Manage Medium Enterprise/Launch as well as Large Enterprise/LE Workday Implementations*
- *Successful delivery of many functional areas across unique industries*
- *Cultivating successful working relationships both internally and with the customer implementation team*
- *Excellent budgetary and time management skills to ensure a successful and timely delivery*
- *Facilitating communication with Executive leadership to guarantee customer needs are met*

Operations Manager, 9Dot Education Solutions

July 2019 – September 2021

- *Managed a great team that provide compensation recommendations based on market analysis, Human Resources training and compliance on a wide variety of topics and Board of Directors support to our clients.*
- *Cultivated relationships with other institutions including Education, Human Resources, Information Technology Hardware and Software, Construction and Facilities Management. Managing and collaborating large rollouts in our HRIS (Workday) for our clients.*
- *Budget and timeline management, as well as worked with others to ensure goals are met.*
- *Board documents and Board Minutes creation, organized meetings with Executives, ensured that new properties would be fully operational within a given time period, obtained Operating Permits with the City, State and County.*

Project Manager, Pathways College

January 2016 – July 2019

- *Managed operations for a fully online, non-profit, four-year College*
- *Successfully obtained Articulation Agreements with other Colleges*
- *Organized, Edited, and submitted an application to obtain licensure to open and operate a Non-Profit College in California*
- *Managed all relations and compliance with state entities*
- *Managed operating budget*
- *Served as a Registrar to all students*
- *Implemented and rolled out the use of a SIS for all students and Employees*
- *Managed student billing*
- *Facilitated the new hire process for all new Faculty*
- *Collaborated with others throughout the WSCUC application and interview process*

Project Manager, Education Management Systems

June 2010 – December 2015

- *Managing departmental budgets in excess of \$5 million dollars for various departments*
- *Managed data analysis over 3 or more years, gathering performance and demographic data, correspondence with the California Department of Education as well as local County School Districts*
- *Creating large scale timelines and project outlines for all departments*
- *Worked closely with the Assistant Superintendent to operate 72 school sites*
- *Managed all relations and compliance with state agencies. Historically, determined the best practices in an organization that are currently not established or ineffective, and create a comprehensive, collaborative process to increase communication and efficiency.*
- *Worked with Mendocino County, CA to successfully open a sustainable farming camp for High School students*
- *Coordinated opening of several facilities in different states*



- *Completed Secretary of State Filings*
- *Booked Travel for several Executives*

Education

University of Northern Colorado – Bachelor of Arts

December 2009

Bachelors of Arts in Criminal Justice with a Minor in Anthropology with an emphasis in Archeology, Certified in Problem Oriented Policing

Skills

- *Complete knowledge of Microsoft Office Suite: (Including Projects and Visio)*
- *Complete understanding of MS Windows and Mac OS*
- *Workday Certifications: Launch, Project Management, HCM – Essentials, Applied*
- *Excellent interpersonal skills*
- *Well versed with Adobe Acrobat Pro, SmartSheets, Sharepoint, Slack, Confluence, JIRA*
- *Excellent organizational and editing skills*
- *Extensive problem-solving skills motivated by data analysis*
- *Creative, Fast Learner, Team player*

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

Pathways In Education – Las Vegas

2. Full name

Stuart Gothold

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

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

The mission of Pathways In Education - Las Vegas is to transform the lives of opportunity and underserved high school students through a personalized learning model that meets each student where they are. By pairing high expectations with robust support systems, PIE-LV empowers students to take ownership of their education to achieve graduation and have their post-secondary targets established.

PIE-LV envisions a future where every student has access to a flexible, equitable education that prepares them for lifelong success across a range of post-secondary pathways. The school aspires to be a recognized model for alternative education, closing opportunity gaps and driving measurable improvements in student engagement. Through strong partnerships with families, community organizations, and institutions, PIE-LV aims to build a support network that helps all students not just succeed in school, but truly thrive in life.

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

I view these commitments through the lens of our core responsibilities to the public, both legally and ethically. Pathways In Education - Las Vegas is far more than just an alternative school. It is a focused strategy designed for the "opportunity youth" in our community – those students for whom the traditional high school structure simply didn't work. To me, this program represents a fundamental shift in how education is delivered, not just a different classroom environment. By utilizing a personalized learning model, we remove the major barriers of a rigid schedule and replace them with a flexible, equitable system that meets students exactly where they are, both academically and emotionally. We are empowering these students to take true ownership of their futures, making sure they don't just attend a graduation ceremony, but step across that stage with a concrete, measurable plan for their post-secondary lives. I see this program as a vital intervention for Las Vegas – a genuine way to bridge the opportunity gap and ensure our most underserved students have a legitimate pathway to thrive, all while remaining strictly compliant with the state's academic and fiscal standards.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: **N/A (Retired)**

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).

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, Stuart Gothold, 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, Pathways In Education – Las Vegas “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 turpitude¹ 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.

Stuart Gothold

Pathways In Education – Las Vegas

Proposed Charter School Name

04/14/2026

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

PROFESSIONAL AND PERSONAL DATA:

Stuart E. Gothold, Ed.D.



PRESENT POSITION:

Clinical Professor of Education Emeritus
University of Southern California
Waite Phillips Hall, Rossier School of Education, Los Angeles, California 90089
Room 902C

National Advisory K-12 Board, Parsons Corp.
Coach, OFL-OFY Charter Schools Instructional Leadership Team
Executive Director, Educational Insights, national Think Tank, 1998-2009

Coordinator, LA Urban Cohorts, 100+ EdD Candidates 1995-2002
Principal Investigator, Ford Foundation Project of \$360,000
To prepare Urban Leaders 1996-2002

RETIRED (1994):

Superintendent, Los Angeles County Office of Education
9300 Imperial Highway, Downey, California 90242
Overall administrative responsibility for the office - 200 school sites,
3700 employees, 22,000 students, and an annual budget of \$395 million.

**EDUCATIONAL
BACKGROUND:**

A.B. (1956), M.Ed. (1961), Whittier College,-Whittier, California
Ed.D., University of Southern California, Los Angeles (1974)
LL.D. (Honorary), Whittier College, Whittier, California (1988)

EXPERIENCE:

1956-1961 Teacher, Grades 1-8, E1 Rancho Unified School District
1961-1967 Principal, Grades 7-9, E1 Rancho Unified School District
1967-1969 Consultant-Curriculum, Office of the Los Angeles
County Office of Education
1969-1971 Assistant Superintendent-Education, South Whittier
School District
1971-1977 Superintendent, South Whittier School District
1977-1978 Assistant Superintendent-Administration of School
Operations, Office of the Los Angeles County Office
of Education
1978-1979 Chief Deputy Superintendent, Office of the Los Angeles
County Office-of Education
1979-1994 Superintendent, Los Angeles County Office of Education

**PROFESSIONAL
MEMBERSHIPS
AND ACTIVITIES:**

Co-chair, Music Center Education Committee, Los Angeles
Member, Board of Directors, KCET Channel 28, Los Angeles
Member, Advisory Board, National Center for Foreign Language,
Washington, D.C. (1985-2002)
Chair, Board of Directors, FEDCO Educational Foundation
Founding Member, Educational Insights, Ray, Michigan
Secretary of Education Bell's appointee to the National Advisory Board
on International Education Programs, 1984
Superintendent of Public Instruction Honig's appointee to the
Governor's Commission on School Governance & Management, 1983
Member, American Association of School Administrators
Charter Member, Association of California School Administrators
President (1993-94), Southern California City Superintendents
President (1983), California Association of County Superintendents of
Schools
President (1982-83), Society of Delta Epsilon, University of Southern
California

SIGNIFICANT ACCOMPLISHMENTS:

Directed the development of strategic plan to position the LA County Office of Education as a key voice in California public education. Initiated a satellite interactive TV network serving the entire state, as well as urban Centers around the United States. Initiated a telecommunications system to transmit voice, data, and image between all educational agencies for an overall cost savings. Moved the Office of Education toward an entrepreneurial approach to service, not largely dependent on state funds. Established model choice high schools (arts and international business) on California state university campuses. Established community-based schools for at-risk youth.

PUBLICATIONS:

- Author "The L.A: Riots: Impact and Aftermath," Education Week, November 1992
"The Choice Approach to Education," Los Angeles Times, January 1990
"Educational Service Agencies-Dinosaur or Sleeping Giant?" School - Administrator, January 1982
"Educational Partnerships Make the American Dream Possible," Whittier College, The Rock, Winter 1981
"Health Education as an Integral Part of the Curriculum," School Health Review, The Journal of AAHPER, Sept-Oct., 1972
- Co-author Inquiry, A Way of Teaching, A Way of Learning, Office of the Los Angeles County Superintendent of Schools
Decisions: A Health Curriculum, Los Angeles, Macmillan Educational Services, 1971
Syllabus on the Winton Act, Arthur C. Croft, Co., 1972
Teaching Toward Inquiry, National Education Association, 1971
- Doctoral Dissertation - "Elements Deterring Communication Between Boards and Certificated Employee Councils," USC, February 1974

HONORS RECEIVED:

California State University-Los Angeles Distinguished Educator Award, 1993
University of Southern California Alumni Merit Award, 1993
California School Leadership Academy Robert Alioto Achievement Award, 1992
Thirty-First Delta Epsilon Lecturer, USC School of Education, 1984
Honorary Doctorate of Laws, Whittier College, 1988
Whittier College Alumni Achievement and Alumni Service Award, 1982, 1987
PTA: Life Membership Award, 1958; Continuing Service Award, 1975, 1982; Silver Honorary Service Award, 1983; Golden Oak Award, 1994
American Association of School Administrators' Education Industries Scholarship, 1974

COMMUNITY ACTIVITIES:

Co-chair, Los Angeles County Music Center Education Council
Member, Board of Trustees, Whittier College, 1996-1998
Member, Education Executive Committee, Los Angeles Area Chamber of Commerce
Board of Directors, Los Angeles Area Boy Scouts Council
Chairman (1980-1994), United Way Campaign, Los Angeles County Office of Education
Member, Whittier College Alumni Board (1978-81)
Member, Santa Fe Springs Rotary Club (1971-77), Los Angeles Club (honorary) (1987-1994)
Director (1970-77), Whittier Boys Club

PERSONAL:

Married: Jane Ruth, avocational archaeologist, lecturer
Children: Jon (1956), Susan (1958), Eric (1967), Ruth (1970)
Hobbies: Tennis, choral singing, hiking, photography

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

Pathways In Education – Las Vegas

2. Full name

Laura Thomas

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

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

The mission of Pathways In Education - Las Vegas is to transform the lives of opportunity and underserved high school students through a personalized learning model that meets each student where they are. By pairing high expectations with robust support systems, PIE-LV empowers students to take ownership of their education to achieve graduation and have their post-secondary targets established.

PIE-LV envisions a future where every student has access to a flexible, equitable education that prepares them for lifelong success across a range of post-secondary pathways. The school aspires to be a recognized model for alternative education, closing opportunity gaps and driving measurable improvements in student engagement. Through strong partnerships with families, community organizations, and institutions, PIE-LV aims to build a support network that helps all students not just succeed in school, but truly thrive in life.

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

I view these commitments through the lens of our core responsibilities to the public, both legally and ethically. Pathways In Education - Las Vegas is far more than just an alternative school. It is a focused strategy designed for the "opportunity youth" in our community – those students for whom the traditional high school structure simply didn't work. To me, this program represents a fundamental shift in how education is delivered, not just a different classroom environment. By utilizing a personalized learning model, we remove the major barriers of a rigid schedule and replace them with a flexible, equitable system that meets students exactly where they are, both academically and emotionally. We are empowering these students to take true ownership of their futures, making sure they don't just attend a graduation ceremony, but step across that stage with a concrete, measurable plan for their post-secondary lives. I see this program as a vital intervention for Las Vegas – a genuine way to bridge the opportunity gap and ensure our most underserved students have a legitimate pathway to thrive, all while remaining strictly compliant with the state's academic and fiscal standards.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

N/A

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

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: N/A

Describe any affiliation with any charter schools.

I am not employed and thus not affiliated with a charter school.

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 a volunteer for the Community Building Committee at Undercroft Montessori School in Tulsa, OK, and a board member of Every Student Counts, Inc.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Laura Thomas, 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, Pathways In Education – Las Vegas “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 turpitude¹ 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.

Laura Pivrotto Thomas

Name

Pathways In Education – Las Vegas

Proposed Charter School Name

4/16/2026

Signature

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.



LAURA PIVIROTTO THOMAS

WORK & VOLUNTEER HISTORY

PRESIDENT OF THE BOARD OF EVERY STUDENT COUNTS, INC., CARSON CITY, NV

2021 – current I review the financial statements and attend the board meetings for Every Student Counts and give my reasoned opinions.

BOARD MEMBER FOR PATHWAYS MANAGEMENT GROUP, INC., PASADENA, CA

2021 – current I attend board meetings for Pathways and give my reasoned opinions.

CO-CHAIR COMMUNITY BUILDING COMMITTEE (CBC), UNDERCROFT MONTESSORI SCHOOL, TULSA, OK

2016-current The CBC is responsible for community building and fundraising for Undercroft. I have organized school wide events including parents and students, bake sales, staff appreciation lunches and gifts. I have also been partially or primarily responsible for our throwing the annual fundraiser and auction.

BOARD MEMBER OF FARM STAY INN, PHILO, CA AND PATHWAYS RANCH, ESTES PARK, CO

2018-2024 As a board member I listened to reports on the decisions being made about the running of the facilities and how they were doing, physically and monetarily.

BOARD AND FUNDRAISING MEMBER OF THE TULSA, OK CHAPTER OF PLANNED PARENTHOOD OF AMERICA.

2011-2015 I was a member of the action board, helping to make decisions about how our local chapter functioned.

2016-2020 I was member of the fundraising committee and helped to put on the annual fundraising gala.

TEACHING ASSISTANT, UNIVERSITY OF WASHINGTON, SEATTLE, WA

I was a teaching assistant in the Psychology department for classes such as; Intro to Psychology, Research Methods, Statistics, and The Bio-Psychology of Women.

TEACHING ASSISTANT, UNVERISTY OF CENTRAL WASHINGTON, ELLENSBURG, WA

1999-2001. I was the teaching assistant for a variety of classes including Introduction to Psychology and Behavioral Analysis.

REASEARCH ASSISTANT, SCRIPPS COLLEGE & PITZER COLLEGE, CLAREMONT, CA

1995-1999. I worked with 3 different professors on their research projects while in college. 1) Collected survey data from park users in LA county. 2) I

collected observational data on the residents of a retirement home. 3) I helped recruit and manage infant subjects for a study on infant math abilities.

TEACHING ASSISTANT, CHILD EDUCATIONAL CENTER, LA CANADA, CA

1993-1995, I was an elementary school age teaching assistant in at the Child Educational Center in La Canada, CA.

EDUCATION

BA, SCRIPPS COLLEGE, CLARMONT, CA 1999

I received my BA in Psychology.

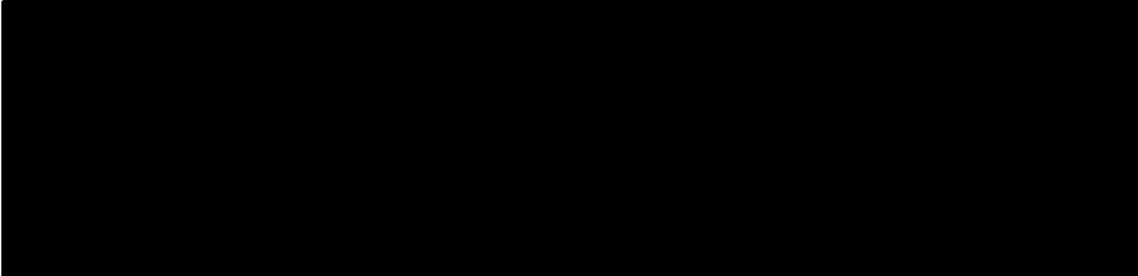
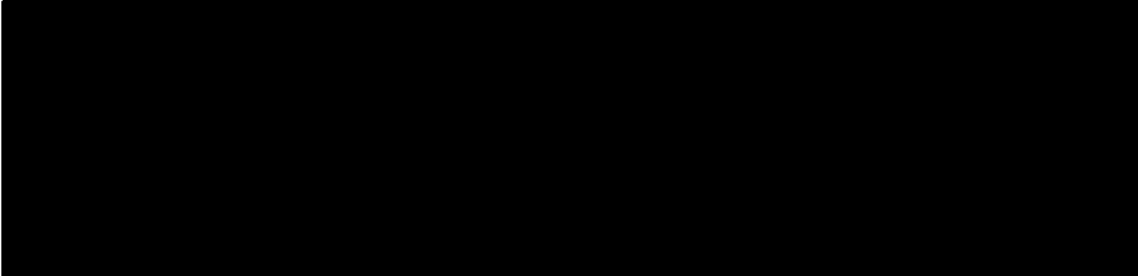
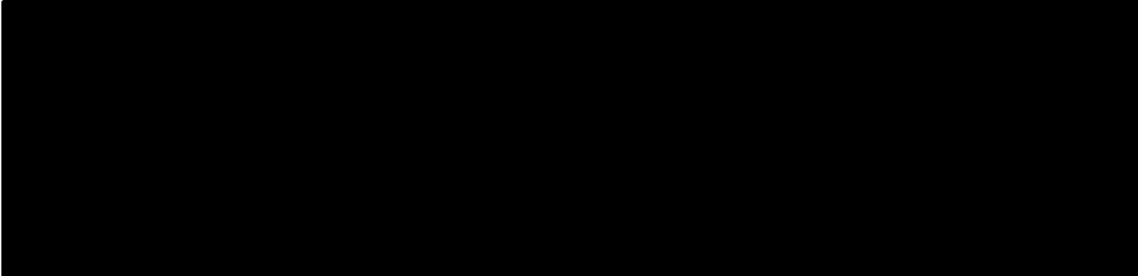
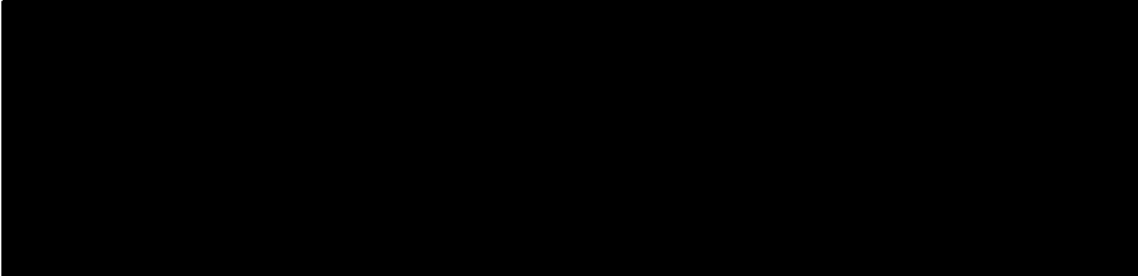
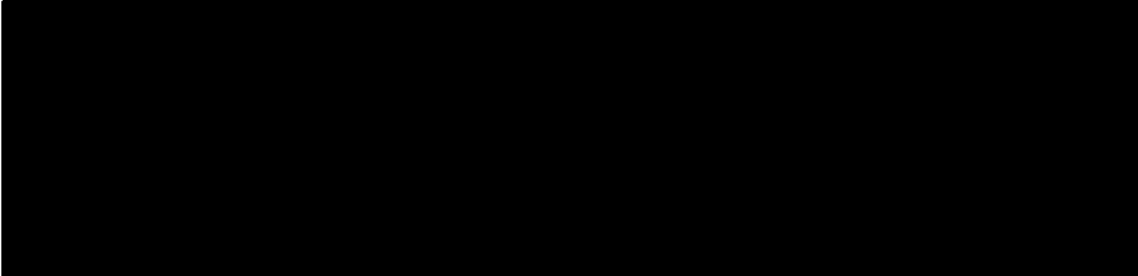
PH.D, UNIVERSITY OF WASHINGTON, SEATTLE, WA 2010

I received my Ph.D. from the Behavioral Neuroscience area of the Psychology Department. My research was on the interaction between the rod and cone systems of the human eye and how they influence perceived color in various conditions.

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 Pathways In Education – Las Vegas
- 2. Full name Frank Browne
- 3. Home Address 
- 4. Phone Number 
- 5. E-mail address 
- 6. Employer Name 
- 7. Employer Address 
- 8. Which of the following best describes you.
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

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

It's an alternative or charter non-profit school that seeks to benefit non-traditional students and/or students who've fallen through the cracks by providing them with opportunities for credit retrieval, and learning through a variety of learning modalities. Through flexible schedules, experiential learning, and in-person encouragement, Pathways in Education provides options.

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

Please see above...
Additionally, PIE provides both in and out-of-classroom learning and opportunities for travel that help students feel seen and encouraged to complete high school and make plans for post-secondary life.

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've taught and coached for approximately 30 years. I've been lucky to not only know a great many students but still be in touch with them years later. Through athletics and academics, I've been fortunate to mentor students from affluent to socio-economically depressed schools and everything in between. I was only able to afford school by enlisting in the military out of high school. In experience and hopefully wisdom, I think I can do some good.

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.

Much has been mentioned above, but aside from years of coaching, teaching, and serving as an administrator in both public and private schools, I am also a small business owner and consultant who has worked with many clients in Las Vegas who are CEOs or work in e-suites for some of Las Vegas's most prominent companies. I am also an Independent Educational Consultant and college counselor.

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

We meet somewhat regularly to assist in overall guidance and goal setting for school leadership who will run the day-to-day at the school level. As a group, we consult, discuss, and oversee the hiring of school leadership and then support them appropriately.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

We need to make sure school leadership is responsible and accountable in bringing the school's charter to life according to its stated goals. We'll do this through meetings - as a group - with school leadership. Where and when appropriate, board members will participate and accompany students from the school on experiential trips.

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: self-employed

Describe any affiliation with any charter schools. none

2. Are you a current or proposed employee of the proposed charter school?

- No, I am not a current or proposed employee of the proposed charter school.
 Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
 Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- No, I am not affiliated with any nonprofit organizations.
 Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

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, Frank Browne, 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, Pathways In Education – Las Vegas “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 turpitude¹ 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.

Frank Browne


Pathways In Education – Las Vegas
Proposed Charter School Name
04-17-2026
Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Frank Browne

PROFESSIONAL SUMMARY

U.S. Army veteran and experienced educational leader with over 20 years in academic advising, college counseling, and student development. Proven ability to mentor diverse student populations, guide academic planning, and support career readiness initiatives. Former Dean of Students and College Counselor with strong understanding of transitional challenges faced by military-affiliated students. Committed to supporting veterans and reservists in achieving academic and professional success.

CORE COMPETENCIES

- Veteran & Military Student Support
- Academic Advising & Degree Planning
- Career & College Counseling
- Student Advocacy & Retention
- Leadership & Student Development
- Cross-Cultural Communication
- Experiential & Adult Learning Strategies
- Policy & Accreditation Processes

MILITARY SERVICE

United States Army — 101st Airborne Division (1987–1991)

- Arabic Linguist; served during Desert Shield and Desert Storm
- Completed intensive language training at Defense Language Institute
- Developed leadership, discipline, and cross-cultural communication skills
- Experienced transition from military to civilian academic and professional environments

PROFESSIONAL EXPERIENCE

Summerlin Tutors LLC — Founder & Educational Consultant (2018–Present)

- Advise students and families on academic planning and college admissions strategy
- Support non-traditional and returning students with individualized educational plans
- Provide career pathway guidance and standardized test preparation

The Adelson School — Dean of Students (4 Years); College Counselor (3 Years); English Department Chair (2016–2024)

- Advised students and families on academic progression and post-secondary planning
- Guided students through college selection, applications, and essay development

- Oversaw student support systems, behavioral policy, and campus climate initiatives
- Led department curriculum alignment and faculty collaboration

The Alexander Dawson School — Dean of Students (5 Years); English Department Chair (2006–2013)

- Oversaw student life, advisory programs, and character education initiatives
- Led NWAIS accreditation self-study; school achieved full accreditation
- Provided academic and personal advising to middle and upper school students
- Taught SAT and SSAT review courses supporting college readiness

Clark County School District — AP English Literature & Honors Teacher (2002–2006)

- Taught AP and Honors English courses
- Advised students on academic advancement and post-secondary opportunities
- Served as Journalism and Yearbook Advisor

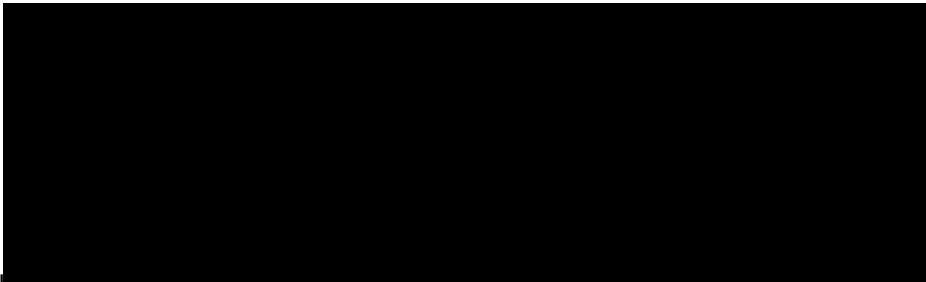
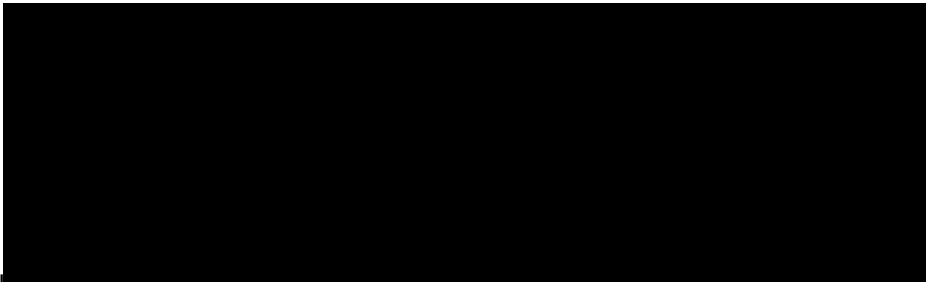
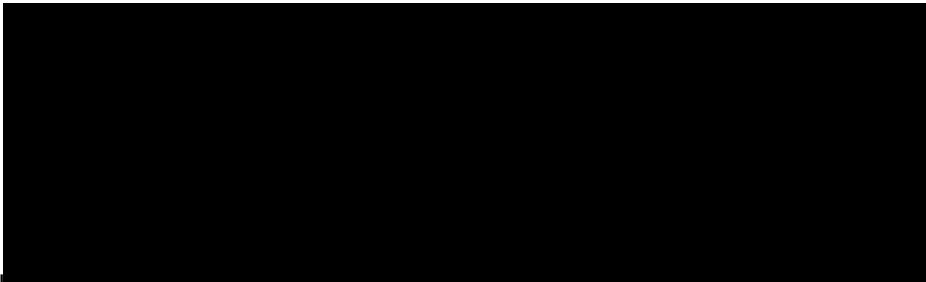
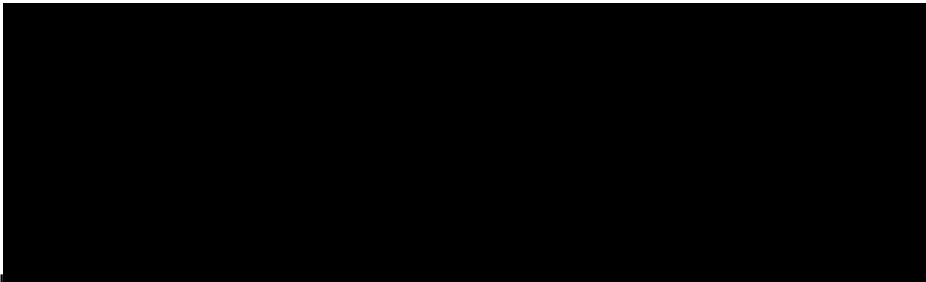
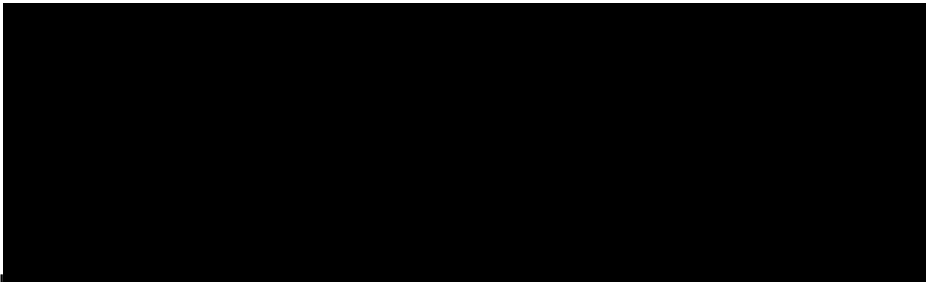
EDUCATION

- University of Nevada, Las Vegas — M.S. Educational Psychology (ABT)
- University of California, San Diego — B.A. Linguistics (EFL Specialization); College Counseling Certification
- National University — Preliminary Single Subject (CLAD) English Credential

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 Pathways In Education – Las Vegas
- 2. Full name Lawrence Ayers
- 3. Home Address 
- 4. Phone Number 
- 5. E-mail address 
- 6. Employer Name 
- 7. Employer Address 
- 8. Which of the following best describes you?
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

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

Pathways In Education’s mission is about closing systemic education gaps at scale by creating alternative pathways to graduation and adulthood for students who are often overlooked. That means ensuring the organization maintains quality, expands access, and stays financially and operationally sustainable while delivering measurable outcomes for a high-need population.

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

The educational program at Pathways In Education is a blended, student-centered model that combines independent study, in-person instruction, and individualized support to re-engage nontraditional learners.

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 interested in serving on the board because Pathways In Education addresses a specific gap in the education system, re-engaging students who are often overlooked by traditional models. The organization’s blended, flexible approach aligns with what is realistically needed to bring students back into the system and move them toward graduation and long-term stability.

From a finance perspective, I am particularly interested in supporting a model that delivers measurable outcomes for a high-need population while maintaining operational discipline. PIE’s mission sits at the intersection of education, workforce readiness, and economic mobility, and I see board service as an opportunity to contribute to scaling a model that has both social and economic impact.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

My background in finance provides a strong foundation for board-level oversight, particularly in budgeting, forecasting, and evaluating financial sustainability. I bring experience analyzing financial performance, identifying risks, and ensuring that resources are aligned with strategic priorities.

In the context of a charter school, this translates to understanding per-pupil funding models, managing variability in enrollment, and ensuring responsible allocation of funds toward instruction, student support, and long-term growth. I am comfortable reviewing financial statements, asking the right questions around assumptions, and contributing to decisions that balance mission impact with fiscal accountability.

I also understand the importance of aligning financial strategy with outcomes, ensuring that investments directly support student retention, credit completion, and post-graduation success.

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

A public charter school board member is responsible for governance, not day-to-day operations. The role is to provide strategic oversight, ensure financial health, uphold compliance with charter and regulatory requirements, and hold leadership accountable for performance.

This includes approving budgets, monitoring academic and operational outcomes, and ensuring that the school remains aligned with its mission. Board members are also responsible for risk management, long-term planning, and maintaining transparency with stakeholders.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Establish clear academic and financial performance metrics from the outset, including graduation, retention, and budget stability. Maintain disciplined financial oversight through strong budgeting, reserves, and regular performance reviews tied to enrollment trends. Hold leadership accountable to defined goals, align resources toward high-impact student support, and ensure strict compliance with charter, regulatory, and governance standards.

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: Cleveland Clinic Lou Ruvo Center for Brain Health

Describe any affiliation with any charter schools.

O’Farrell Charter School in San Diego, CA

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?

I am the finance manager for Cleveland Clinic which is a non-profit health care system. I am also on the finance committee at Las Vegas Area Council, Scouting America.

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

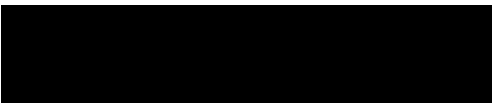
I, Lawrence Ayers, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Pathways In Education – Las Vegas “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 turpitude¹ 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.

Lawrence Ayers

Pathways In Education – Las Vegas



Proposed Charter School Name

04/23/2026

Signature

Date

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Lawrence O. Ayers II MPH, MBA, LSSGB

OBJECTIVE

Results-oriented leader with a dynamic background in management and strategic planning, skilled at optimizing processes and driving efficiency. I am excited to leverage my experience in financial management, data management, research, and strategic planning to enhance operational excellence. Seeking an opportunity to apply my expertise in cross-functional collaboration and innovative problem-solving to support organizational missions and drive continuous improvement.

HIGHLIGHTS

- **Financial Management:** Managed multimillion-dollar budgets and led strategic cost-saving initiatives, including implementation of a financial tracking system that reduced operating expenses by 10% in year one.
- **Strategic Leadership:** Built and led the Financial Affairs department at Cleveland Clinic Nevada; administratively led two Centers of Excellence grants and selected for the Cleveland Clinic *Lead Forward* executive leadership program.
- **Cross-Functional Collaboration & Research:** Led data management for a county-wide COVID-19 testing and community engagement initiative in San Diego County, collaborating across healthcare and community organizations and contributing as an author to five peer-reviewed publications.
- **Team Leadership & Development:** Led a team of 11 project managers and financial analysts; delivered organization-wide training on budgeting, grant management, and procurement systems.
- **Operational Excellence:** Streamlined accounts payable/receivable, procurement, and financial reporting workflows, improving efficiency while identifying cost savings and revenue opportunities.
- **Governance & Controls:** Implemented innovative financial management practices, strengthening controls, ensuring regulatory compliance, and enhancing financial transparency.

EDUCATION

California State University, Long Beach Master of Business Administration:	Long Beach, CA
San Diego State University Master of Public Health, Epidemiology-Biostatistics:	San Diego, CA
University of California, Davis Bachelor of Science, Nutrition Science:	Davis, CA
Cuyamaca Community College Associate of Science, Math and Science:	El Cajon, CA

RELEVANT WORK EXPERIENCE

Cleveland Clinic: <i>Financial Affairs Program Manager</i>	Las Vegas, NV 8/2022-Present
<ul style="list-style-type: none">● Provide executive oversight of Cleveland Clinic Nevada's financial operations, managing an annual budget exceeding \$100M● Lead and develop a high-performing team of project managers and financial analysts● Establish enterprise-wide workflows for Accounts Payable, Accounts Receivable, and procurement to strengthen controls and scalability● Direct budgeting, forecasting, and financial analysis to support data-driven executive decision-making● Partner with senior leadership to translate organizational objectives into actionable financial strategies● Drive cost optimization and revenue growth initiatives to ensure long-term financial sustainability● Serve as a trusted advisor and primary liaison to external stakeholders, including philanthropic partners● Lead the evaluation and implementation of financial systems to enhance reporting, governance, and efficiency	

Cleveland Clinic:Las Vegas, NV
4/2021-8/2022*Clinical Project Manager*

- Successfully managed multiple clinical research projects, ensuring adherence to timelines, budgets, and regulatory requirements
- Facilitated cross-functional collaboration among clinical teams, investigators, vendors, and stakeholders
- Developed and implemented project plans, protocols, and SOPs to streamline processes and enhance efficiency
- Led project meetings and provided regular updates to key stakeholders
- Conducted risk assessments and mitigation strategies to ensure patient safety throughout the project lifecycle.
- Managed clinical trial budgets, resource allocation, and vendor contracts
- Collaborated on regulatory submissions, including IND applications and IRB approvals

UC San Diego Health:San Diego, CA
11/2020-6/2022*Clinical Research Data Manager*

- Designed research studies to combat COVID-19 in high-burden communities
- Created, managed, and cleaned datasets
- Managed and designed recruitment strategies for study participants
- Led weekly meetings with principal investigator, research managers, and assistants
- Designed and disseminated surveys

Scripps Green Hospital:La Jolla, CA
2/2020-11/2020*Clinical Research Coordinator III*

- Collaborated with research coordinators and hospital clinicians
- Managed regulatory documents and data submissions
- Conducted informed consent procedures
- Filed IRB correspondence

Hospital Association of San Diego & Imperial Counties:San Diego, CA
7/2018-6/2020*Health Policy Intern*

- Conducted 2019 San Diego County community health needs assessment for hospitals
- Orated search findings to various hospital executive teams
- Collaborated with hospital staff on community benefit implementation plans
- Collaborated with community-based organizations and federally qualified health clinics
- Developed surveys for hospital data collection
- Researched hospital-led community health programs

Pillars of the Community:San Diego, CA
02/2015-7/2018*Health Policy Program Manager*

- Led community education campaign on California health policies
- Organized community voter rights forums
- Organized community forums on healthy eating and lifestyle choices
- Assisted in grant writing
- Managed a group of 3-5 staff members

CERTIFICATIONS**Lean Six Sigma Green Belt**

Issued 08/17/2020

*San Diego State University***SKILLS****Technical Skills**

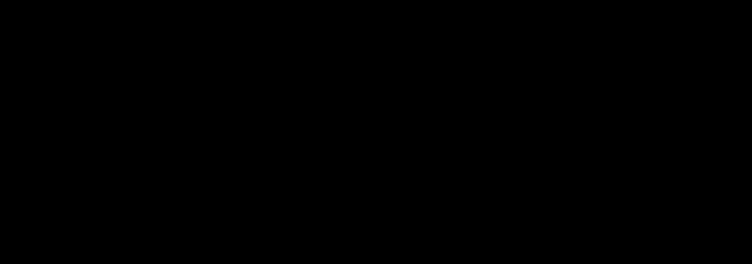
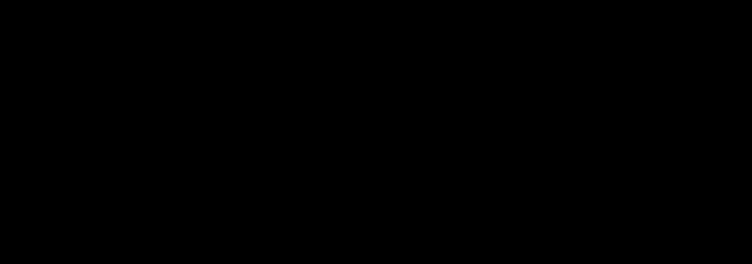
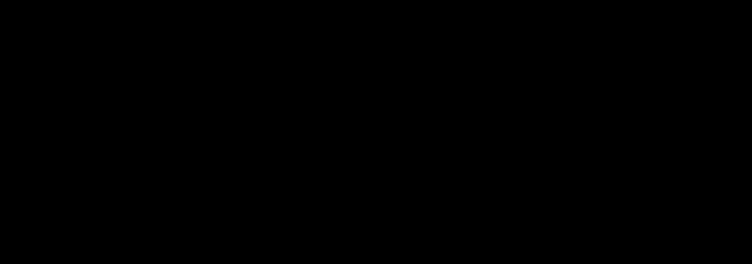
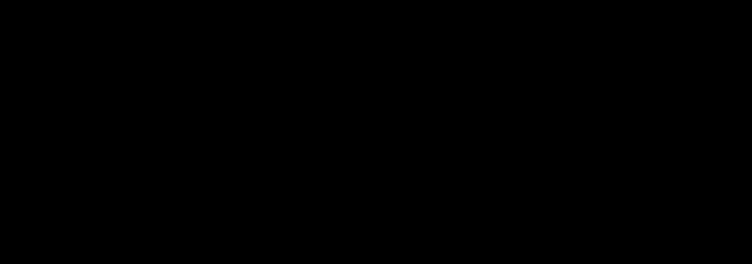
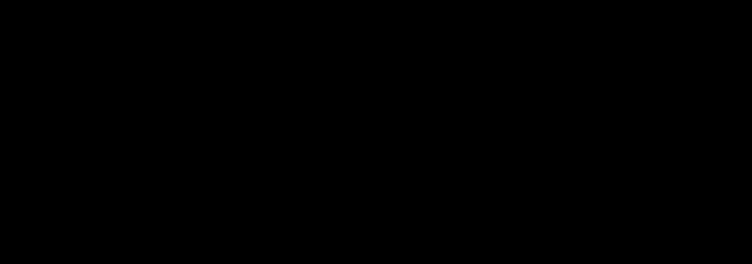
- SAS programming
- R Script
- SPSS programming
- Microsoft Office/SharePoint
- NVivo programming
- Oracle
- Electronic Medical Record (EPIC)
- Trello
- Confluence

Interpersonal Skills

- Public Speaking & Presentations
- Research Methods
- Training and Coaching
- Community engagement
- Problem Solving
- Data literacy
- Cultural Competence

Questionnaire

Background

- 1. Name of proposed charter school Pathways In Education – Las Vegas
- 2. Full name Morgan McAdorey
- 3. Home Address 
- 4. Phone Number 
- 5. E-mail address 
- 6. Employer Name 
- 7. Employer Address 
- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

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

Pathways in Education is focused on helping students who may have been struggling in traditional schools get back on track, and build a future they're proud of. They do this by giving students flexible learning options, personal support, and real encouragement so they don't just finish school, but also gain the confidence and skills to succeed in life.

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

The school is built around the student. Instead of a strict daily schedule, students learn at their own pace, get one-on-one help from teachers, and have flexibility to balance school with life. They aim to help students who may have fallen behind catch up, and graduate.

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 would like to serve on the Pathways in Education board because its mission aligns closely with my values of creating opportunity and support for people who may lack guidance or have faced significant challenges. My experience working with victims of crime, combined with a long career in human resources, has given me a unique and well rounded perspective. I believe this background would allow me to contribute meaningful insights and support the school's efforts to positively impact 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.

My knowledge and experience in victim advocacy and human resources give me a strong foundation for serving on a charter school board. Through victim advocacy, I have developed an understanding of trauma, crisis, and the challenges students and families may face, which informs how I think about student support, safety, and well-being. My human resources experience has strengthened my ability to assess organizational effectiveness, support talent development, and contribute to fair and consistent policy and culture practices. Together, this background allows me to bring a balanced perspective focused on both student needs and strong organizational governance.

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

The board focuses on governance and accountability, making sure the school is effective, financially responsible, and meeting its academic goals as outlined in its charter. Key responsibilities include overseeing school performance, hiring and evaluating the school leader, ensuring responsible financial management, approving policies, and ensuring compliance with laws and charter requirements.

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 proposed charter school board ensures success by first establishing a clear mission and understanding the charter's academic, financial, and operational expectations. It then focuses on hiring and supporting strong school leadership, setting up effective governance structures, and ensuring financial planning and oversight. The board also approves the academic model, monitors performance data regularly, ensures legal and regulatory compliance, and engages families and the community. Overall, its role is to provide strong oversight, accountability, and strategic direction while allowing school leadership to manager day -to-day operations.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: **I am employed at Light and Wonder.**

Describe any affiliation with any charter schools.

They are 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?

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, Morgan McAdorey, 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, Pathways In Education – Las Vegas “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 turpitude¹ 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.

Morgan McAdorey

Name

Pathways In Education – Las Vegas

Proposed Charter School Name

04/24/2026

Date

Signature

¹ Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

MORGAN MCADOREY

LEADERSHIP PROFILE

Versatile and innovative human resources leader with proven ability to implement employee-centric engagement and development programs to drive change and enhance the organizational culture. Recognized for balanced judgment with the capacity to unlock team synergies and build alignment among leaders with diverse visions.

Employee Relations | Talent Assessment & Development | **Employee Culture & Communication**
Training Development & Facilitation | Conflict Resolution |
Organizational Design | Wage Hour & Pay Practices | **HR Policy & Procedures**

ACHIEVEMENT HIGHLIGHTS

- **Project Implementation** – Developed and implemented customized talent management plans aligned to organizational goals. Launched new survey system for over 2000 employees, to enhance communication and disseminate change initiatives.
- **Communication and Collaboration** – Led retention and engagement efforts associated with employee engagement surveys to enhance communication and build a positive culture. Improved employee retention through implementation of departmental training, focus groups, and employee recognition that resulted in improved engagement scores by ~10%; increased engagement; retention; and actionable feedback.
- **Talent Alignment and Development** – Coached and trained employees at various levels within the organization to optimize performance and personal development driving increased results in their role. Launched internal service standards to over 2,500 leaders, which propelled the service culture.

PROFESSIONAL EXPERIENCE & CONTRIBUTIONS

HUMAN RESOURCES VICE PRESIDENT

2022-Present

Light & Wonder, Las Vegas, Nevada

Partner with Chief Product Officer and Chief Technology Officer to implement initiatives to build a performance-based culture. Lead a global team of 8 HR Business Partners, with oversight of organizational design and talent management initiatives within the Content and Technology teams.

Key Accomplishments:

- Leading the AI transformation across the studio and Technology organization, driving HR strategy, workforce readiness, and operating model changes.
- Led the HR design and implementation of a new Finance and Workday structure enabling the centralization of the Content & Technology team.
- Redesigned and implemented the HRBP model to enable a cross-business, matrixed global organization.

HUMAN RESOURCES & TALENT MANAGEMENT DIRECTOR

2017-2002

MGM Resorts International, Las Vegas, Nevada

Partner with CFO and executive leaders to implement initiatives to build a performance-based culture. Lead a team of 3 HR Business Partners, with oversight of the customization and implementation of talent management initiatives within Corporate Entities. Provide guidance, recommendations, and data-driven insights to 20 Chief and Senior Vice President level leaders to enhance employee engagement, develop leaders, build internal bench strength, and enhance process capabilities with a key focus on continuous improvement and operational excellence.

Key Accomplishments:

- Managing HR for the Technology, Digital, and Data transformation to establish four tech hubs in California, Florida, Texas, and Nevada, with 89 new positions.
- Acted as the HR Leader for a multi-year ERP System implementation for 2,000 finance leaders, providing guidance on change management strategies, training, communication plans, and utilizing employee analytics.

- Guided and influenced executives through property closures, re-openings, enhanced safety protocols, new policies, and testing guidelines due to COVID-19.

PEOPLE SERVICES SPECIALIST

2015-2017

Canyon Ranch Spa Club, Las Vegas, Nevada

Fostered an environment of continuous improvement, leadership development, and performance management in alignment with the core values and strategic plan. Provided oversight of the talent assessment process, coaching, corrective actions, and training programs to fill gaps. Cultivated a high performing leadership team through the development and facilitation of training, focused on decision making, problem-solving, and new hire orientation. Orchestrated all aspects of leave of absence administration, Workers Compensation, and OSHA.

Key Accomplishments:

- Streamlined the leave of absence administration process through enhanced processes for 400 employees.
- Lead and facilitated the rebranding of the new hire orientation.

HUMAN RESOURCES COORDINATOR

2012-2015

Canyon Ranch Spa Club, Las Vegas, Nevada

Developed and executed the talent acquisition process, including proactive recruitment strategies, enhanced interviewing processes, selection of qualified candidates, and management of the drug and background processes. Established successful relationships with executive leaders to enable change and drive employee engagement, with training, coaching, and counseling of over 400 property employees.

Key Accomplishments:

- Developed guidelines and processes to enhance the onboarding process to inspire and engage candidates through the hiring journey; created best practices, property hiring standards, and cohesive and consistent collateral for an elevated candidate experience.

ASSISTANT MANAGER

2011-2012

Mark-Taylor-Allegro at La Entrada, Property Management, Las Vegas, Nevada

Developed and fostered relationships with local associations and critical agencies to attract and recruit qualified residents. Developed a marketing strategy which increased event attendants.

Key Accomplishments:

- Increased property occupancy by 3.1% due to the strong marketing and acquisition strategy.

VICTIM ADVOCATE COORDINATOR

2006-2011

Pima County Attorney's Office Victim Services Division, Tucson, Arizona

Managed over 80 crisis volunteers, leading, guiding, and training them for optimal on-scene crisis intervention and victim support. Developed and managed the volunteer recruitment and retention plan.

Key Accomplishments:

- Facilitated a Volunteer Retention workshop at the 35th Annual North American Victim Assistance Conference in Scottsdale, Arizona.
- Winner of the 2010 Holly Reck Award for Outstanding Volunteer Management.
- Recruited one of the largest volunteer classes and achieved a 66.6% rate in volunteer retention due to a robust engagement, retention, and development strategy.
- Represented the Pima County Attorney's Office on the Child Fatality Review board for Pima County.

EDUCATION

VILLANOVA UNIVERSITY | Villanova, PA

Master Certificate, Human Resources and Management

UNIVERSITY OF ARIZONA | Tucson, AZ

Bachelor of Arts, Psychology

**Attachment 2:
Resume of Application Preparer**

Christina Saenz

Professional Summary

School finance and operations executive with 19 years of experience in charter school financial oversight, compliance, and organizational leadership. Proven track record of developing sustainable financial models through strategic budgeting, strong internal controls, and disciplined operational systems. Trusted advisor to school leadership and governing boards, ensuring accurate state reporting, regulatory compliance, and long-term fiscal stability across single-site and multi-site organizations.

Core Competencies

- Budgeting, forecasting, and financial modeling
- Charter school finance and Nevada compliance
- Financial reporting, audits, and internal controls
- Cash flow management and fiscal sustainability
- Payroll, AP/AR, and accounting oversight
- Board reporting and governance support

Professional Experience

Charter School Management Corporation (CSMC), Nevada

Regional School Business Director (2025–Present) | School Business Manager (2017–2025)

- Oversee financial and operational performance across multiple charter school sites, ensuring fiscal stability and compliance
- Lead annual budget development and multi-year financial projections aligned to enrollment and funding assumptions
- Monitor financial performance and cash flow to maintain long-term sustainability
- Implement and maintain internal controls to ensure accuracy and accountability
- Direct state financial reporting and ensure compliance with Nevada funding requirements
- Support audits and resolve findings
- Advise school leaders and boards on financial strategy and resource allocation
- Supervise and develop business staff

Director of Business & Finance | Carson Montessori School | Carson City, NV | 2007–2017

- Directed all financial and operational functions, ensuring fiscal integrity and compliance
- Developed and managed budgets, cash flow, and reporting systems
- Prepared and submitted all required state financial reports
- Established internal controls across accounting, purchasing, and payroll

- Provided financial analysis to school leadership and governing board
- Led human resources functions and compliance
- Managed facilities, vendors, and risk programs
- Supervised administrative operations

Leadership & Governance

- Partner with school leadership and governing boards on financial strategy
- Supervise and develop administrative staff
- Implement systems to improve efficiency and compliance

Education

Master of Business Administration (MBA), Western Governors University

Bachelor of Science in Accounting, Western Governors University

Additional Coursework: AAS, Food and Restaurant Management

Community Involvement

- Carson Montessori School PTO, Board Member
- Silver State Charter Schools, Board of Directors
- Additional community leadership roles

Languages

Spanish – Proficient

**Attachment 3:
Evidence of Community Partners**



2755 E. Desert Inn Rd
Suite 210-10
Las Vegas, NV 89121
702-824-8607

creativesolutionsnv.org
hello@creativesolutionsnv.org

April 21, 2026

Melissa Mackedon
Executive Director, SPCSA
3427 Goni Rd, Suite 103
Carson City, NV 89706

Dear Executive Director Mackedon,

Creative Solutions for Positive Youth Development is pleased to offer this letter of support for Pathways In Education's application to establish a charter school serving North Las Vegas youth beginning in 2027. We not only support their vision for serving at-risk youth, but also bring alignment and expertise as a committed partner.

Creative Solutions for Positive Youth Development is a Nevada-based 501(c)(3) nonprofit organization specializing in community-embedded behavioral health services and evidence-based mental wellness programming for children, adolescents, and families. Our work is grounded in ecological systems frameworks that recognize academic outcomes and social-emotional wellbeing are inseparable, particularly for young people navigating complex life circumstances.

Pathways In Education's proposed model treats social-emotional learning (SEL) not as a supplement to academics, but as the foundational infrastructure through which rigorous instruction is delivered. Youth who have not thrived in traditional school environments are frequently managing co-occurring stressors that standard academic structures are not designed to accommodate. A school that centers SEL, rather than adding it on as a supplement, represents a meaningful and necessary departure from the status quo, addressing a gap in Southern Nevada's educational landscape.

Creative Solutions and Pathways In Education have identified a shared commitment to serving systemically excluded youth with the individualized support they deserve. Together, our partnership would address barriers to mental health care, support school-based staff in recognizing and responding to student needs, and ensure that students have access to evidence-based services without ever needing to leave their school community.

We believe Pathways In Education will strengthen both the educational pipeline and the behavioral health landscape for North Las Vegas youth. We offer our full organizational support for this application and look forward to building a partnership that serves students well.

Sincerely,

[Redacted signature]

Megan Freeman, PhD
Founder & Executive Director
Creative Solutions for Positive Youth Development



HARD KNOX REHABILITATION AND MENTORING SERVICES CORP

March 2, 2026

To Whom it May Concern,

I am writing this letter in support of the Pathways In Education - Las Vegas. I believe Pathways will serve as an excellent mechanism for improving public education by focusing on student re-engagement, youth empowerment, and improving graduation rates in North Las Vegas. Our organization is honored to collaborate with the Pathways team as they work diligently building relationships with various members of the community.

I firmly believe Pathways In Education - Las Vegas will make a difference and be an asset to North Las Vegas. I look forward to assisting in any way I can to ensure the success of Pathways In Education and students they serve in the years to come.

Vance Knox, President
Hard Knox Rehabilitation And Mentoring Services Corp.



March 20th, 2025
Board of Directors
Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Charter School Authority Board Members:

My name is Michael D. Hiltz, President of Hiltz Commercial Group, I am proud to represent **Pathways in Education – Las Vegas (“PIE”)** in their search for a suitable facility in Clark County for the 2026/2027 school year within the 89030, 89031 and 89032 Zip Codes. With our team of seasoned real estate advisors, we are committed to securing the best possible facility that aligns with PIE’s expansion plans and goals. Our primary focus is supporting new Charter School applicants and existing Charter Schools in identifying and securing suitable facilities. We have a full-time research and marketing department solely dedicated to seeking viable prospective facilities within Clark County.

With more than 45 years of commercial real estate experience, including 25 years serving Southern Nevada communities, I am confident in our team’s ability to secure the right facility for PIE. Since 2017, I have assisted over 22 charter school clients, primarily start-up charter schools, as well as several more established charter schools that are expanding their footprint. I also have worked with private school clients in facility selection and acquisition (sales or leasing). At Hiltz Commercial Group, we are proud to have maintained a 100% success rate in securing suitable facilities for our clients. With our extensive background, I am confident in our ability to find the ideal facility for PIE, in terms of location, size, and price, and provide the highest level of support and service to ensure a seamless process from concept to completion.

Below are a sample of the Charter School and Private School clients that Hiltz Commercial Group has successfully represented or is assisting in facility selection and acquisition (sales and leasing) include the following:

- Coral Academy of Science Las Vegas (Eastgate and Cadence Campuses)
- Discovery Charter School (Hillpointe and Sandhill Campuses)
- Capstone Christian Academy
- Battle Born Academy
- Girls Empowerment Middle School (G.E.M.S.)
- TEACH Las Vegas Charter School
- Sage Collegiate Public Charter School
- Cactus Park Elementary – pilotED
- Vegas Vista Academy (VVA)

- Beacon Academy of Nevada
- Southern Nevada Trades High School (SNTHS)
- Pioneer Technology & Arts Academy
- Do and Be Arts Academy of Excellence

Attached on the following page(s) are photographs of just four of the beautiful facilities which my team has procured for our charter clients.

As a one-stop “concept to completion” boutique commercial real estate company, Hiltz Commercial Group provides the highest level of support and service to its clients. We will collaborate with PIE and its team including, but not limited to its Charter Founders, Executive Directors, Board Members, Attorney, Architect, Land Entitlement Consultant, and General Contractors, to assess the feasibility of prospective properties from all professional perspectives and provide the best possible advice.

We will negotiate on behalf of PIE with Owners, Landlords, Brokers, and other principals of prospective properties to acquire and/or lease space that meets PIE’s requirements and aligns with its goals. We will stay the course with PIE through the Nevada State Public School Charter Authority application and selection process, site acquisition process, entitlement process with the applicable local governmental agencies, selection of contractors, and the construction process, if so desired by the Charter School.

At Hiltz Commercial Group, we provide a seamless experience for our clients. We are excited to work with PIE and the Nevada State Charter School Authority Board to find the perfect facility that will allow them to continue to provide a quality education to its students, sense of pride for parents and an asset to the surrounding community.

Best regards,

Michael D. Hiltz
President | Managing Broker
Hiltz Commercial Group

1170 E. Sunset Rd. Suite #200A
Henderson, Nevada 89011
Direct 702.300.8524
Michael.Hiltz@hiltzgroup.com

Howard & Howard

law for business®

Ann Arbor

Chicago

Detroit

Las Vegas

Los Angeles

Peoria

direct dial: 702.667.4861

Kathryn L. James
Attorney

email: klj@h2law.com

April 15, 2026

State Public Charter School Authority (“SPCSA”)
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

re: Letter of Support for Pathways in Education – Las Vegas (“PIE-LV”)

Dear Sir or Madam:

As you may know, this law firm is extremely proud to represent approximately two dozen charter schools throughout the State of Nevada—many of whom (e.g., CASLV, Amplus, and NSHS) are among the State’s top performing, 4- and 5-star schools. This firm has over 12 years of in-depth experience in advising charter schools on legal compliance, contracting, real estate work, and related matters. This is an important and rewarding practice area, particularly due to the opportunity to work cooperatively with you and the full SPCSA executive team and board.

The purpose of this letter is to lend this firm’s full-fledged support to PIE-LV’s charter school application to the SPCSA. In our more than a year working with Pathways in Education’s team, we have been extremely impressed with their professionalism, diligence, and sincere commitment to serving the children of Southern Nevada.

We give you our pledge that as PIE-LV’s legal counsel, we will guide PIE-LV’s Board of Directors and Executive Director in, among other things: (i) sound governance practices; and (ii) the school’s strict compliance with its Charter Contract, Articles and Bylaws, NRS Chapter 388A and its regulations, the Open Meeting and Public Records Acts, local government public procurement rules (NRS Chapter 332), prevailing wage requirements (NRS Chapter 338), and all other relevant legal authorities.

If you have any questions or comments about this letter or PIE-LV generally, please do not hesitate to contact us. Thank you for your time and attention.

Sincerely,

Kathryn L. James



Bridging generations through education and companionship

Kinsella Angels Foundation
3550 W. Desert Inn Rd. Ste. 102 # 502
Las Vegas NV 89117

April 18, 2025

To Whom It May Concern,

I am writing to express my enthusiastic support for the launch of Pathways In Education – Las Vegas, a charter school model offering innovative and flexible educational pathways for students who have not found success in traditional school environments. This approach is not only timely—it is essential. For many youth, especially those facing personal, academic, or socioeconomic challenges, a one-size-fits-all system leaves them behind. Pathways redefines what education can look like, meeting students where they are and empowering them to move forward with purpose.

As Director of Operations for Kinsella Angels, an organization dedicated to guiding underserved students toward academic success, personal growth, and lifelong resilience, I have witnessed the transformative impact of schools like Pathways. Their commitment to individualized instruction, holistic support, and real-world readiness aligns directly with our mission to support students who need alternative routes to thrive. Together, we work to remove barriers and open doors—to college, career, and personal success.

The presence of Pathways In Education – Las Vegas will not only support our Kinsella Angels scholars but will also provide a much-needed option for families seeking a nurturing and flexible educational experience. Their model gives students a second chance to succeed—and in doing so, strengthens the fabric of the North Las Vegas community as a whole.

I wholeheartedly support the opening of this school and remain committed to collaborating with Pathways in service of our shared goal: helping every student realize their full potential. Please don't hesitate to reach out with any questions or concerns. Thank you for your role in making our community stronger and ensuring that resources and opportunities for success are accessible to all.

Sincerely,
Dena Anderson
Director of Operations
Kinsella Angels Organization
(612) 801-9160
Danderson@kinsellaangels.org

Kinsella Angels mission is to help youth in need with leadership and educational opportunities while decreasing social isolation in the elderly.

www.kinsellaangels.org

April 27, 2026

Dear Members of the State Public Charter School Authority,

My name is Mike Brown, and I serve as organizer for lasvegasjobs.com' local career fairs. Our job fairs are community-driven events dedicated to connecting job seekers with meaningful employment opportunities throughout the greater Las Vegas area. I'm writing today to express my support for Pathways In Education – Las Vegas (PIE-LV) to open a charter high school in Las Vegas.

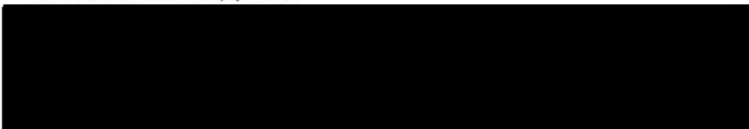
I had the genuine pleasure of working alongside the PIE-LV team at a recent job fair in North Las Vegas. Their passion for connecting young people to real opportunities was immediately evident. They didn't just show up and set up a table; they engaged with attendees, listened to their stories, and thoughtfully shared how they intend to support the youth of Las Vegas.

A dedicated charter high school led by a team as committed as Pathways could genuinely change the trajectory of hundreds of lives. From what I've seen, they understand these students' realities and meets them where they are, rather than expecting them to conform to environments that haven't served them well.

As someone whose work is centered on workforce development, I understand better than most that education and employment are deeply connected. When young people have access to a school that believes in them and prepares them with both academic skills and life skills, our entire community benefits. Pathways has demonstrated both the community presence and the genuine heart needed to make a school like this thrive.

I wholeheartedly encourage the SPCSA to approve Pathways In Education – Las Vegas, the young people of Las Vegas deserve it.

With sincere support,

A large black rectangular redaction box covering the signature area.A smaller black rectangular redaction box covering contact information.



April 23, 2025

To Whom It May Concern,

On behalf of Project 150, we are proud to express our strong support for the proposed Pathways In Education – Las Vegas charter school. As an organization deeply committed to serving youth experiencing homelessness or displacement, we understand the life-changing impact that a flexible, student-centered high school can have on a young person’s future.

Pathways In Education offers a compassionate, innovative model designed to meet students where they are—academically, socially, and emotionally. Their mission to provide a safe, supportive, and personalized learning environment aligns seamlessly with our own commitment to empowering vulnerable youth with the tools and support they need to thrive.

We see tremendous potential in a partnership with Pathways In Education – Las Vegas. By combining our outreach and wraparound services with their alternative education model, we can create a powerful network of support that guides more students toward graduation and successful post-secondary pathways.

We respectfully urge you to approve their proposal. This school would be a valuable asset to the North Las Vegas community—offering increased educational options, reducing barriers to success, and contributing to the vitality of our neighborhoods and commercial areas.

We look forward to a collaborative relationship with Pathways in Education and are confident in their ability to make a lasting difference in the lives of North Las Vegas students."

With Gratitude,



Stacy Chapter
Community Outreach Manager

BOARD OF DIRECTORS

Patrick Spargur,
*Client Coordination Manager
Bridge Counseling*

Don Purdue,
*Vice President Corporate Development
Dreamscape, Co.*

Robert B. McBeath, MD, FACS, MMM
*(Retired) President
Southwest Medical/OptumCare Nevada*

Lorraine Kalayanapruruit,
*Senior Manager, Community
The Venetian Resort Las Vegas*

Gino Wideen,
*Partner
HKA Global, Inc.*

Kate White,
*(Retired) Director of Business Intelligence
Penn National Gaming*

Chet Buchanan,
*Radio Show Host/Creator,
Chet Buchanan Show, 98.5 KLUC*

Christopher Rowe
*Managing Director, LATAM
Aristocrat*

Mike Heiman
*Senior Vice President Facilities,
Fontainebleau Las Vegas*

EXECUTIVE DIRECTOR

Kelli Kristo,
Project 150

6/9/2025
To Whom It May Concern,

It is with great enthusiasm that Boys Town Nevada welcomes Pathways In Education to North Las Vegas and wholeheartedly supports their mission to serve at-risk youth. Our organizations share a deep commitment to providing students with both social-emotional support and a strong educational foundation—two essential elements that cultivate future community leaders and strengthen our workforce.

North Las Vegas has a clear need for schools that offer individualized support, and Pathways In Education is helping to bridge that gap. Their innovative approach—including self-paced learning and flexible schedules—ensures that students with demanding workloads have the opportunity to excel in an environment tailored to their needs.

By championing these values, Pathways In Education is empowering students who may not have thrived in traditional school settings, opening doors for them to achieve personal and academic success. We proudly stand with Pathways In Education in their pursuit of creating accessible pathways to bright futures for all youth in North Las Vegas and beyond.

Sincerely,



Executive Director
Boys Town Nevada





2310 Paseo Del Prado unit A101-03
Las Vegas, NV 89102
T. 702.445.6937 | F. 702.462.6549

April 22, 2025

To Whom It May Concern:

On behalf of Solutions of Change, I am pleased to offer this letter of support for Pathways in Education. Las Vegas and their mission to serve at-risk youth in North Las Vegas. Our organization strongly aligns with Pathways' commitment to providing individualized, student-centered educational options that re-engage students who may have struggled in traditional school settings.

Pathways In Education brings a much-needed model of self-paced learning, flexible scheduling, and intensive social-emotional support, an approach that we believe is essential for helping underserved students reach graduation and pursue meaningful futures. The impact of such programming extends far beyond the classroom: by helping students graduate and chart a post-secondary path, Pathways strengthens families, bolsters the local workforce, and contributes to a more stable and vibrant community.

We have confidence in Pathways' ability to collaborate effectively with local partners, provide high-quality education, and fill a critical gap in our current school system. Their experience of operating in similar communities across the country shows their deep understanding of the challenges our students face and how to meet them with care, innovation, and results.

We fully endorse Pathways in Education's proposal and look forward to supporting their work in the years ahead.

Sincerely,
Brandon Wright
Program Manager
Solutions of Change
BWright@solutionsofchange.org
725-259-2386



1300 S. Jones
Las Vegas, NV 89146
Phone: 702-625-2417

April 29, 2025

To Whom It May Concern:

The Real Talk Youth Impacy Program (Real Talk) is excited to welcome Pathways In Education to North Las Vegas and we support their vision for serving at-risk youth. Our organization, and Pathways In Education share the value of providing social and emotional support to students as well as a strong education. These things lead to strong future community leaders and an enhanced workforce for our area.

Please consider my letter of support for Pathways In Education - Las Vegas. I believe Pathways will serve as an excellent mechanism for improving public education by focusing on student re-engagement, youth empowerment, and improving graduation rates in North Las Vegas. Real Talk is honored to collaborate with the Pathways team as they work diligently building relationships with various members of the community.

I firmly believe Pathways In Education - Las Vegas will make a difference and be an asset to North Las Vegas. I look forward to assisting in any way I can to ensure the success of Pathways In Education and students they serve in the years to come.

Therefore, it is my pleasure to write this letter in support of Pathways In Education - Las Vegas application to operate a new charter school in North Las Vegas, NV. The education of North Las Vegas's children is the City's most fundamental economic development tool. Ensuring that students graduate with a high school diploma and are guided on a path for their post-secondary journey is critical to ensure the stability of our communities.

Should you require additional information regarding this matter, please feel free to contact me via email at sheree@realtalkyip.org or (702) 625-2417.

Sincerely,



Sheree D. Corniel



Hello,

I am writing this letter in support of Pathways In Education application to operate a new charter school in North Las Vegas, NV.

There is a burgeoning gap of schools in our community providing the type of programming and curriculum Pathways offers. In a post-COVID world, the population Nevada Partnership for Homeless Youth serves is facing increased challenges gaining consistent education in traditional schools that meet their current educational needs along with access to the resources & supportive services necessary to increase retention and program completion rates.

Pathway's model of self-paced learning and flexible schedules aims to address the core issue many of the communities' youth experience due to barriers brought upon by housing insecurity, credit deficiencies and enrollment limitations. We here at NPHY support Pathways In Education's goal to ensure their outcomes are attainable for all youth in North Las Vegas and applaud the varied tracks provided to our youth enabling them to realistically work toward achieving their personal and academic goals.

Our organization is thrilled to collaborate with the Pathways team as they work diligently to provide access to flexible education and establish relationships in our community to support that goal.

Respectfully,



Richard Espinoza,
Director of Programs
NPHY



SLEEP IN HEAVENLY PEACE

NO KID SLEEPS ON THE FLOOR IN OUR TOWN!

Dear Members of the North Las Vegas City Authorizer and Nevada State Public Charter School Authority,

Sleep in Heavenly Peace (SHP) is a volunteer-driven 501(c)(3) organization that builds and delivers beds to children in need within our community.

Approximately 2-3% of children living in communities across the United States, including in your district, do not sleep in their own bed. They may co-sleep with other family members, sleep on couches, or even on the floor. A good night's sleep is crucial for a child's development. When kids have comfortable beds of their own, they can rest soundly, leading to better physical and mental health. This translates to improved academic performance, stronger emotional well-being, and a better ability to connect with others socially.

The Las Vegas, NV Chapter of SHP acknowledges that access to a bed and a restful night's sleep is intrinsically linked to the necessity of a stable and supportive educational environment, such as that offered by Pathways in Education, for the at-risk youth of North Las Vegas.

We firmly believe that Pathways in Education would provide lasting benefits to the youth of North Las Vegas, extending well beyond their high school years and laying a strong foundation for success in adulthood - something that is critically needed in this underserved community. As such, our organization is honored to collaborate with the Pathways team in establishing their presence as a vital resource for North Las Vegas.

Sincerely,



Ileana Privetera, Delivery Coordinator
Sleep in Heavenly Peace
Las Vegas, NV



Kim Young
Chief Executive Officer

BOARD OF TRUSTEES

Kim Windrow, Board Chair
Retired

Darin Balaam
Washoe County Sheriff's Office

Mary-Ann Brown
Consultant

Joe Ernst
Washoe County School District

Michael C. Dermody, Founder
Dermody

Elizabeth Florez
Washoe County Juvenile Services

Doug Flowers
Holland & Hart LLP

Rob Gaedtke,
KPS3

Ryan Gustafson
Washoe County Human Services
Agency

Shannon Keel
Grand Sierra Resort

Ryan Moser, Treasurer
Seven Post Trust Company

Eathan O'Bryant
Nevada Basketball Academy

Michael Russell, Vice Chair
United Construction

Caryn Swobe, Secretary
Swobe Strategies

Tracey Woods
Retired

4/16/2026

Andrea Damore, Principal
Pathways In Education

Dear Ms. Damore,

I am writing on behalf of The Children's Cabinet to express our support for Pathways In Education's efforts to serve at-promise youth and their families in North Las Vegas.

Pathways In Education's mission to serve students who are most at risk of not graduating from high school reflects a critical need in our southern Nevada community. Many young people in North Las Vegas face barriers that make success in traditional school settings challenging, and the expansion of a flexible, student-centered model will help ensure these students have access to a meaningful pathway toward earning their diploma.

Your school's focus on individualized learning, credit recovery, and preparing students for both post-secondary education and workforce opportunities provides an educational pathway that can better meet the needs of at-promise youth. We are encouraged by Pathways In Education's focus to provide targeted support and foster strong relationships with students in an effort to create an environment where young people can re-engage, build confidence, and achieve long-term success.

As an organization that helps fill service gaps across Nevada, The Children's Cabinet commends Pathways In Education's intention to expand access to alternative education models to ensure all students, regardless of their circumstances, have the opportunity to graduate and pursue their goals.

We look forward to partnership opportunities to support students and families in North Las Vegas.

Thank you for your leadership and commitment to this important work.

Sincerely,



Kim Young
Chief Executive Officer
The Children's Cabinet



TRAUMA
INTERVENTION
PROGRAM
(TIP) OF SOUTHERN NEVADA, INC.

Melissa Mackedon
Executive Director
SPCSA
3427 Goni Rd, Suite 103
Carson City, NV 89706

Ms. Mackedon,

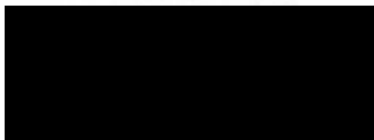
The Trauma Intervention Program (TIP) is hopeful to welcome Pathways In Education to North Las Vegas, and we strongly support their mission to serve youth who face significant barriers in traditional school settings. North Las Vegas has a limited number of schools that offer the level of individualized attention Pathways In Education provides. Their presence will create meaningful opportunities for students who may not have found success in more conventional learning environments.

The self-paced structure and flexible scheduling offered by Pathways are essential for many young people balancing academic responsibilities with work, family obligations, or personal challenges. We fully support Pathways In Education's dedication to ensuring that all students in North Las Vegas have multiple pathways to achieve both their academic and personal goals.

As part of our partnership, TIP is committed to providing professional development for school staff, including specialized training on supporting students in crisis. We look forward to working together.

Please don't hesitate to reach out should you have any questions.

With Regards,



Attachment 4: Discipline Policy

Discipline Policy

Pathways In Education – Las Vegas adheres to a discipline policy that is aligned to Nevada Revised Statutes (NRS) Chapter 392 sections 392.463 and 392.4633.

Definition of Expulsion

Expulsion shall be defined as permanent dismissals from PIE-LV, without re-enrollment privileges, and must be approved by the PIE-LV Board of Directors (“The Board”).

Definition of Suspension

Suspension shall be defined as a temporary leave of absence from PIE-LV that may occur at the discretion of the principal or director of instruction.

If a student is suspended, a meeting with parents/guardians will be convened to discuss the incident that led to the suspension and to develop a plan of action.

- ❖ Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.
- ❖ Students of compulsory attendance age will be provided alternative instruction upon suspension. This instruction will be comparable to that if the student would have attended school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.
- ❖ At the discretion of the principal or cluster director, suspension reports, conduct reports, and/or corrective action plans can be removed from a student’s permanent school file at the end of the school year if deemed in the best interest of the school and the student to do so.

Due Process Statement

PIE-LV shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in policy, regulation, or law.

Immediate Suspension

A student shall be subject to immediate suspension if the principal, the principal’s designee(s) or the cluster director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. The principal, designee(s) or cluster director shall immediately suspend any student found at the school or at a school activity to have committed any of the actions identified as items #2, 3, 4, or 14 under “Grounds for Suspension and Expulsion.”

Mandatory Expulsion

Unless the principal, designee(s) or cluster director finds that expulsion is inappropriate due to

particular circumstances, the principal, designee(s) or cluster director shall expel a student for any of the actions identified as items #1, 2, 3, 4, or 5 under “Grounds for Suspension and/or Expulsion” or for assault or battery upon any school employee.

Suspensions shall be initiated according to the following procedures:

1. ***Informal Conference.*** Suspension shall be preceded by an informal conference conducted by the teacher, supervisor, or school employee who recommended the suspension, and the principal or cluster director. At the conference, the student shall be informed of the reason for the recommended disciplinary action and the evidence against them; the student shall be given the opportunity to present their version and evidence in support of their defense.

This conference may be omitted if the lead teacher or principal/designee/ cluster director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. ***Administrative Actions.*** All recommendations for student suspension by school staff are to be submitted in writing to the principal or cluster director. All requests shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the suspension and the dates of the suspension.

All recommendations for suspension of a student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to charter school administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

3. ***Notification of Law Enforcement Authorities.*** Prior to the suspension or expulsion of any student committing assault, the principal, designee(s), or cluster director shall notify appropriate city law enforcement authorities.

The principal, designee(s), or cluster director also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms.

Within one school day after a student's suspension or expulsion, the principal, designee(s) or cluster director shall notify appropriate city law enforcement authorities by telephone or other appropriate means of any student acts that may relate to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

4. ***Notice to Parents/Guardians.*** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a minor student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. If the student is over 18 years of age or legally emancipated, the student shall be notified in writing of the suspension. This is to ensure that all due process has been afforded to students and their families and to ensure all written documents comply with state and federal laws.

In addition, written notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

5. ***Parent/Guardian Conference.*** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

Authority to Expel

A student may only be expelled by the PIE-LV Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed under "Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed under "Grounds for Suspension and/or Expulsion" upon recommendation by the principal, cluster director, an appointed hearing officer or administrative panel based on finding either or both of the following

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsions and suspensions longer than 10 school days shall be initiated according to the following procedures:

1. ***Administrative Actions.*** All recommendations for student expulsion, or suspension beyond 10 school days, are to be submitted in writing to the principal, designee(s) or cluster director by the principal. All recommendations shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the recommended expulsion and any other means of correction that were attempted but failed to bring about proper conduct.

All recommendations for expulsion of a student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to PIE-LV administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

2. ***Scheduling of Hearing.*** The student is entitled to a hearing to determine whether he/she should be expelled or suspended beyond 10 school days. The hearing shall be held within 10 school days after the principal, designee(s), or cluster director determines that one of the acts listed under “Grounds for Suspension and/or Expulsion” has occurred.

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the discretion of the principal or designee(s). Any subsequent postponement may be granted at the discretion of the principal, designee(s), or cluster director.

If the principal, designee(s), or cluster director finds it impractical to comply with these time requirements for conducting an expulsion hearing, the principal or designee(s) may, for good cause, extend the time period by an additional five school days, at which point the student will be permitted to return to school pending the hearing. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. If a parent requests an extension, the student shall not be permitted to return until the hearing is completed.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

3. ***Written Notice of the Hearing.*** The principal, designee(s), or cluster director shall forward written notice of the hearing to the student and the student’s parent/guardian at least 48 hours prior to the hearing.

The notice shall include

- a. The date and place of the hearing
- b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- c. A copy of the school’s disciplinary rules that relate to the alleged violation
- d. The opportunity for the student or the student’s parent/guardian to appear in

- person or to employ and be represented by counsel
- e. The right to inspect and obtain copies of all documents to be used at the hearing
- f. The opportunity to confront and question all witnesses who testify at the hearing
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

4. Hearing. A hearing shall be conducted as follows:

- h. *Closed Session.* The principal, designee(s), or cluster director shall conduct a hearing to consider the expulsion of the student in a session closed to the public.
- i. *Record of Hearing.* A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceeding can be made.
- j. *Presentation of Evidence.* While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the principal, designee(s), or cluster director to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and/or Expulsion." Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

- k. *Decision Within 10 Days.* The board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed, at which time the decision may be postponed for up to 24 hours.

Final Action by the Principal, Designee(s), or Cluster Director

Whether the hearing is conducted in closed session by the principal, designee(s), cluster director, a hearing officer or an administrative panel, the final action to expel shall be taken by the principal, designee(s), or cluster director after approval by the Board.

If the principal, designee(s), or cluster director conducts the hearing and reaches a decision not to

expel, this decision shall be final and the student shall be reinstated immediately. The principal, designee(s), or cluster director shall place the student in any classroom program, other instructional program, rehabilitation program or any combination of such programs, after consulting with school personnel, including the teacher(s) involved, and with the student's parent/ guardian. Upon ordering an expulsion, the principal, designee(s), or cluster director shall set a date when the student shall be reviewed for readmission to PIE-LV.

Student Behavior

For a student expelled for an act listed under "Mandatory Recommendation for Expulsion," this date shall be one year from the date the expulsion occurred, except that the principal, designee(s), or cluster director may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred.

At the time of the expulsion order, the principal, designee(s), or cluster director shall recommend a plan for the student's rehabilitation.

Maintenance of Records

The principal, designee(s), or cluster director shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.

The principal, designee(s), or cluster director shall, within five working days, honor any other district's request for information about an expulsion from the school.

Readmission Procedures after Expulsion

Readmission procedures shall be as follows:

1. A written request for readmission shall be submitted by the parent/guardian to the principal, designee(s), or cluster director.
2. The principal, designee(s), or cluster director shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the principal, designee(s), or cluster director shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. If the readmission is granted, the principal, designee(s), or cluster director shall notify the student and parent/guardian, by registered mail, of the principal, designee(s), or director of instruction's decision regarding readmission.
4. If the readmission is denied, the principal, designee(s), or cluster director shall provide written notice to the expelled student and parent/guardian describing the reason(s) for denying readmittance into the regular program.

Grounds for Suspension and/or Expulsion

Student Behavior

A student may be subject to suspension and/or expulsion when it is determined that they, while on or within view of the school, at a school sponsored activity, or a participant in the School's virtual program:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished knife, explosive, or other dangerous object.
3. Possessed, used, sold, distributed or otherwise furnished, or was under the influence of, alcoholic beverage, or intoxicant of any kind.
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the principal or director of instruction with the Board or their designee's concurrence.
14. Committed or attempted to commit a sexual assault, or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Made terrorist threats against school officials and/or school property. The making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
17. Participated in discrimination or harassment based upon a student's or staff member's actual or perceived race, color, religion, creed, national origin, ethnicity, gender, sexual orientation, gender identity or expression, weight, or disability.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including but not limited to acts outlined in the Harassment section of this policy.
20. Committed an act of academic dishonesty (in course work, on examinations, or in other academically-related activities), which includes but is not limited to the following:
 - a. Copying from another student or knowingly allowing another to copy
 - b. Using unauthorized materials and/or technologies
 - c. Plagiarizing work—the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work — including electronic media such as the Internet
 - d. Counterfeit work, including turning in as one's own work that was created, researched, or produced by another
 - e. Theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic)

Mandatory Discipline for Certain Weapons Violations

If a learner is determined to have brought any of the following weapons to school or upon school property in violation of this and other district policies, the learner shall be suspended for a period of **not less than one (1) calendar year or recommended for expulsion**, except that the superintendent may modify such suspension or recommendation for expulsion on a case-by-case basis: firearm, blackjack, concealable firearm, explosive weapon, firearm silencer, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, “taser” (or stun-gun), mace, pepper spray or switchblade knife.

For purposes of this section, a “knife” means a dagger, dirk, stiletto or bladed-hand instrument

that is readily capable of inflicting serious physical injury or death by cutting or stabbing a person. In determining whether a learner will be subject to a mandatory one (1) year suspension, a “knife” shall not include any ordinary pocketknife with a blade of four inches in length or less.

However, an ordinary pocketknife with a blade of any length is a “weapon” as that term is used in this and other district policies and the possession, sale, use or transfer of a pocketknife on school property will subject a learner disciplinary action, including, but not limited to, suspension and/ or expulsion.

Students with Disabilities: Suspensions and Expulsion Procedures

Suspension

Student Behavior

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion that apply to regular education students.

All the procedural safeguards established by PIE-LV policies and regulations shall be observed in considering the suspension of students with disabilities.

The Board or designee(s) may suspend a student with a disability for up to five consecutive school days for a single incident of misconduct, or 10 cumulative days throughout the school year without changes to placement (FAPE FREE days). The student may be suspended for up to 30 (20 cumulative) school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by The Board or designee(s) pursuant to Federal and state law. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, consistent with requirements related to discipline, is appropriate for a student with a disability who violates the code of student conduct, in accordance with [34 CFR 300.530(a)] [20 U.S.C. 1415(k)(1)(A)].

If the student poses an immediate threat to the safety of themselves or others, The Board or designee(s) may suspend the student for up to but not more than 10 consecutive school days. In the case of a dangerous student, suspension may exceed 10 consecutive school days, and/or the student’s placement may be changed, if the parent/guardian so agrees or if a court order so provides.

If a student with disability possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, they shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student’s IEP team or school site committee shall determine the student’s alternative educational setting. (20 USC 1415)

Monitoring of Suspensions

Whenever a student identified as an individual with a disability has been suspended on three separate occasions or for a total of five days, whichever occurs first, the student’s Individualized Education Program (IEP) team or school site committee shall meet to consider

1. Whether the student’s misconduct was related to their disability

2. Whether the misconduct was the result of an inappropriate placement
3. Whether a change in placement has occurred as a result of the cumulative suspensions.

Based on its findings, the IEP team or school site committee shall determine whether to initiate alternatives to suspend, a change in placement, or other changes to the student's IEP or accommodation plan.

Expulsion

Student Behavior

The Board of PIE-LV shall have the only authority to expel a student with disabilities. Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team or school site committee meeting held under conditions and with possible consequences indicated below.

Manifestation Determination

1. The parent/guardian shall receive written notice of the PIE-LV intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by PIE-LV. That parent/ guardian shall also have the right to an independent assessment.
2. The Manifestation Determination shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and their disability.
3. The IEP team shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and PIE-LV within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call.
4. The parent/guardian shall be notified of their right to participate in the meeting at least 48 hours before the meeting. This notice shall specify
 - a. That the meeting may be held without the parent/guardian's participation unless they request a postponement for up to three additional school days
 - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of themselves or others.
5. In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, PIE-LV shall keep documentation such as (Code of Federal Regulations, Title 34, Part 300.345).
 - a. Detailed records of telephone calls made or attempted and the results of those calls.
 - b. Copies of correspondence sent to parents/guardians and any responses received.
 - c. Detailed records of visits made to the parent/guardian's home or place of

employment and the results of those visits.

6. PIE-LV shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if they continue to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and choose not to participate, the meeting may be conducted without the parent/guardian's participation.

Student Behavior

7. The IEP team shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records.
8. If the IEP team determines that the alleged misconduct was caused by, or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed.
9. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students.
10. When expulsion is recommended, the IEP team should also recommend a potential rehabilitation plan for the student, if appropriate.

Due Process and Expulsion Hearings

If the parent/guardian disagrees with the decision of the IEP team, they have a right to a due process hearing conducted pursuant to the United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36.

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence until after completion of

1. The pre-expulsion assessment
2. The IEP team or school site committee meeting
3. Due process hearings and appeals, if initiated.

The Board may expel a student with disability only if an IEP team has determined the following:

1. The misconduct was not caused by, or a direct manifestation of, the student's identified disability
2. The student was appropriately placed at the time the misconduct occurred.

Services During Expulsion

During the term of the expulsion, a special education student shall continue to be offered a

program of appropriate educational services that is individually designed to meet their unique learning needs. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

Readmission

Student Behavior

Readmission procedures for students with disabilities shall parallel those used for all students. The Board or designee(s) may consider the input of the student's IEP team or school site committee when developing recommendations regarding a request for readmission; an IEP team or school site committee meeting shall be convened to determine whether a new IEP or accommodation plan is appropriate.

Appeals and Complaints

Any individual or group may bring a complaint to the PIE-LV Board alleging a violation of PIE-LV policies, procedures, or other applicable laws relating to the management or operation of the School. The complaint may be presented to The Board in an open meeting or in written form. The Board will respond at/or prior to the next public meeting of The Board. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. If the individual or group determines that The Board did not adequately address the complaint, the individual or group may bring the complaint to the Board of the local school district. If the individual or group determines that The Board does not adequately address the complaint, the individual or group may bring the complaint to the Board of Regents. The Board of the local school district have the authority to take appropriate action.

**Attachment 5:
Proposed Alternative Annual
School Calendar**

Pathways In Education - Las Vegas SY 2027-2028 Proposed Alternative Calendar



August	August 2027						
	Su	M	Tu	W	Th	F	Sa
2-6: All Staff PD	1	2	3	4	5	6	7
9: First Day of Classes	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
Total Days of Instruction: 17							

September	September 2027						
	Su	M	Tu	W	Th	F	Sa
3: Teacher PD Day- No School for Students				1	2	3	4
6: Labor Day-No School							
22 - 23: Renaissance Star Test for All Students*	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		
Total Days of Instruction: 20							

October	October 2027						
	Su	M	Tu	W	Th	F	Sa
11: Teacher PD Day- No School for Students						1	2
16: Pre-ACT	3	4	5	6	7	8	9
29: Nevada Day - No School	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Total Days of Instruction: 19	31						

November	November 2027						
	Su	M	Tu	W	Th	F	Sa
5: Teacher PD Day- No School for Students							
11: Veterans Day-No School							
24-26: Thanksgiving Break-No School		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
Total Days of Instruction: 17	28	29	30				

December	December 2027						
	Su	M	Tu	W	Th	F	Sa
3: Teacher PD Day- No School for Students				1	2	3	4
20-31 Winter Break- No School							
	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	
Total Days of Instruction: 12							

January	January 2028						
	Su	M	Tu	W	Th	F	Sa
7: Teacher PD Day- No School for Students							
12 - 13: Renaissance Star Test for All Students*							1
17 Dr. Martin Luther King Jr. Day: No School	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
Total Days of Instruction: 19	30	31					

February 2028	February						
	Su	M	Tu	W	Th	F	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					
Total Days of Instruction: 19							

March 2028	March						
	Su	M	Tu	W	Th	F	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		
Total Days of Instruction: 17							

April 2028	April						
	Su	M	Tu	W	Th	F	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							
Total Days of Instruction: 19							

May 2028	May						
	Su	M	Tu	W	Th	F	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				
Total Days of Instruction: 21							

June 2028	June						
	Su	M	Tu	W	Th	F	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		
Total Days of Instruction: 11							

Total Days of Instruction: 191
Total PD Days: 15
Teacher Professional Development Day
First and Last Day of Classes
Holidays and School Breaks
*Students will have access to their teachers on this day
Projected ACT Testing

Pathways In Education - Las Vegas SY 2028-2029 Proposed Alternative Calendar



July	July 2028						
	Su	M	Tu	W	Th	F	Sa
4: Independence Day - No School							1
5: First Day of Classes							
7: Teacher PD Day- No School for Students	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
Total Days of Instruction: 20	30	31					

August	August 2028						
	Su	M	Tu	W	Th	F	Sa
4: Teacher PD Day- No School for Students							
			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		
Total Days of Instruction: 22							

September	September 2028						
	Su	M	Tu	W	Th	F	Sa
1: Teacher PD Day- No School for Students							
4: Labor Day - No School						1	2
21 - 22: Renaissance Star Test for All Students	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
Total Days of Instruction: 19							

October	October 2028						
	Su	M	Tu	W	Th	F	Sa
6: Teacher PD Day- No School for Students	1	2	3	4	5	6	7
27: Nevada Day - No School	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
Total Days of Instruction: 20							

November	November 2028						
	Su	M	Tu	W	Th	F	Sa
3: Teacher PD Day- No School for Students							
11: Veterans Day Observance - No School				1	2	3	4
22 - 24: Thanksgiving Break- No School	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		
Total Days of Instruction: 17							

December	December 2028						
	Su	M	Tu	W	Th	F	Sa
1: Teacher PD Day- No School for Students							
18 - 29 Winter Break- No School						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
Total Days of Instruction: 10	31						

January	January 2029						
	Su	M	Tu	W	Th	F	Sa
5: Teacher PD Day- No School for Students							
10 - 11: Renaissance Star Test for All Students*		1	2	3	4	5	6
15 Dr. Martin Luther King Jr. Day: No School	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			
Total Days of Instruction: 21							

February 2029	February						
	Su	M	Tu	W	Th	F	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				
Total Days of Instruction: 18							

March 2029	March						
	Su	M	Tu	W	Th	F	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	
Total Days of Instruction: 16							

April 2029	April						
	Su	M	Tu	W	Th	F	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						
Total Days of Instruction: 20							

May 2029	May						
	Su	M	Tu	W	Th	F	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			
Total Days of Instruction: 21							

June 2028	June						
	Su	M	Tu	W	Th	F	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	
Total Days of Instruction: 10							

Total Days of Instruction: 214
Total PD Days: 12
Teacher Professional Development Day
First and Last Day of Classes
Holidays and School Breaks
Students will have access to their teachers on this day
Projected ACT Testing

**Attachment 6:
Teacher and Student Schedule for
Grades Served in Year 1**

Pathways In Education - Las Vegas

Student Schedule Samples

At Pathways In Education – Las Vegas (PIE-LV), students are enrolled in three courses during each of the 11 Learning Periods throughout the academic year. This structure is designed to support students who are often credit deficient by providing accelerated learning opportunities and enabling them to recover credits needed for graduation. PIE-LV operates five days a week, from 7:30 AM to 4:00 PM. Students have scheduled classes and appointments Monday through Thursday, with the option to attend additional appointments or to come in for extra help on Fridays.

Students are scheduled, at a minimum, to attend in-person sessions twice per week for two-hour appointments (either Monday/Wednesday or Tuesday/Thursday). During these sessions, students meet with their Individualized Instruction Teacher (IIT) for a structured check-in, which includes a personal connection, academic review, and support for any challenges they are facing. Students will also take all assessments when on campus during this time. Students may also connect students with content specialists, counselors, interventionists, or other support staff as needed. In addition to their scheduled appointments, students are encouraged to participate in clubs, field trips, school events, additional Small Group Instruction (SGI) classes, counseling sessions, and Social-Emotional Learning (SEL) activities.

Twice weekly, Purposeful Practices derived from the Trauma Skilled Schools framework are incorporated into the two-hour appointments. These practices serve to reset and re-engage students' focus between the first and second hour, promoting more productive learning sessions.

Below are a few sample student schedules. It should be noted that there are many other options for schedules since the PIE-LV model is designed to meet the needs of individual students.

Student Weekly Schedule Sample: Working Student

	Monday	Tuesday	Wednesday	Thursday	Friday	
8am - 9am	Homework	Work	Homework	Work	Work	
9am - 10am						
10am - 11am						
11am - 12pm						
12pm - 1pm	Lunch		Lunch			
1pm - 2pm	School Appointment Time w/IIT		School Appointment Time w/IIT			
2pm - 3pm	Appt w/SEL		Free Time			
3pm - 4pm						
4pm - 5pm						Homework time
5pm - 6pm	Homework time					
6pm - 7pm						
7pm - 8pm		Homework time	Homework time			
8pm - 9pm						
9pm-10pm						

Total Weekly School Time: 35 hours

Student Weekly Schedule Sample: Non-working Student

	Monday	Tuesday	Wednesday	Thursday	Friday	
8am-9am	Take sister to school	Take sister to school	Take sister to school	Take sister to school	Take sister to school	
9am - 10am	Prepare for the day and catch the bus	Prepare for the day and catch the bus	Prepare for the day and catch the bus	Prepare for the day and catch the bus	Homework time	
10am - 11am	SGI English Class	ACT Tutoring	SGI English Class	ACT Tutoring		
11am - 12pm			Lunch			Lunch
12pm - 1pm	School Appointment Time w/IIT		Lunch	School Appointment Time w/IIT		Lunch
1pm - 2pm	Head home and do homework	Homework time	Travel Home	Homework time		CCC- Post Secondary Workshop - Financial Aid Attend a post-secondary workshop on financial aid with parents
2pm - 3pm			Volunteer			
3pm - 4pm			Volunteer			
4pm - 5pm	Volunteer					
5pm - 6pm	Volunteer	Babysit little sister	Free Time	Babysit little sister		Free Time
6pm - 7pm						
7pm - 8pm		Babysit little sister	Free Time	Babysit little sister		
8pm - 9pm						
9pm-10pm						

Total Weekly School Time: 26 hours

Student Weekly Schedule Sample: Student with IEP

	Monday	Tuesday	Wednesday	Thursday	Friday
8am-9am					Homework time
9am - 10am		Minutes w/SPED Teacher		Minutes w/SPED Teacher	
10am - 11am	Homework time	School Appointment Time w/IIT	Homework time	School Appointment Time w/IIT	
11am - 12pm					
12pm - 1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm - 2pm	Homework time	SGI Math Class (with IEP Accommodations: Extended time for assignments, Preferential seating, Visual supports and graphic organizers, Breaks as needed)	Homework time	SGI Math Class (with IEP Accommodations: Extended time for assignments, Preferential seating, Visual supports and graphic organizers, Breaks as needed)	Dedicated Job Search time
2pm - 3pm					
3pm - 4pm		Travel Home/relax		Travel Home/relax	Homework time
4pm - 5pm		Free time		Free Time	
5pm - 6pm					

Total Weekly School Time: 25 hours

Sample IIT Teacher Schedule

An Individualized Instruction Teacher (IIT) at PIE-LV begins the day at 7:30 AM by preparing for student appointments which might include reviewing schedules, printing attendance sheets, and welcoming students. The first student session begins at 8:00 AM, with each IIT typically supporting a group of 8–9 students during a structured two-hour block.

Students sign in, then begin working on independent study materials or preparing for unit assessments. Throughout the session, the IIT conducts individual check-ins with each student, beginning with a personal wellness inquiry before shifting to academic progress. These one-on-one conversations include reviewing completed work, addressing challenges, and establishing specific goals for the session and the time between appointments.

Each two-hour session follows a consistent structure:

- **Opening:** Relationship building and goal setting
- **Work Period:** Independent study, testing, tutoring, and academic support
- **Closing:** Confirmation of next steps and progress expectations

This appointment cycle is repeated at 10:00 AM and 1:00 PM. After the final student session concludes at 3:00 PM, the IIT focuses on grading, data entry, family outreach, team collaboration, and onboarding new students. This structured schedule ensures individualized academic support, strong student relationships, and continuous communication with families and staff.

The following details outline a sample schedule for a PIE-LV Individual Instruction Teacher/Small Group Instruction teacher, as this teacher will take on aspects of both roles until enrollment increases.

SGI/IIT Weekly Schedule Sample (Year 1 until at capacity)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8am	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day
8am - 9am	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	Teacher Prep: grading, filing, email student progress report
9am - 10am					
10am - 11am	IIT Appointments (with 8 students)	SGI Math Class - - Alg 2	IIT Appointments (with 8 students)	SGI Math Class - - Alg 2	Staff Meeting
11am - 12pm					
12pm - 1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm - 2pm	SGI Math Class - Alg 1	SGI Math Class - Geometry	SGI Math Class - Alg 1	SGI Math Class - Geometry	Staff Meeting cont'd
2pm - 3pm					
3pm - 4pm	Teacher Prep/ Grading	Teacher Prep/ Grading	New Student Orientation	Teacher Prep/ Grading	Teacher Prep: grading, filing, email student progress report

Once enrollment increases IIT's will fill their schedule with student appointments and SGI teachers will fill their schedules with content classes and tutoring timeslots as seen below:

Individualized Instruction Teacher Schedule (Full student case load)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8am	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day
8am - 9am	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	Teacher Prep: grading, filing, email student progress report
9am - 10am					
10am - 11am	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	Staff Meeting
11am - 12pm					
12pm - 1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm - 2pm	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	IIT Appointments (with 8 students)	Staff Meeting cont'd
2pm - 3pm					
3pm - 4pm	Teacher Prep/Grading	Teacher Prep/Grading	New Student Orientation	Teacher Prep/Grading	Teacher Prep: grading, filing, email student progress report

SGI Teacher Schedule (full enrollment at the school)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8am	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day	Arrive at Center, prepare for day
8am - 9am	SGI Algebra I	Open Math Tutoring for all students at the center	SGI Algebra I	Open Math Tutoring for all students at the center	Teacher Prep: grading, filing, email student progress report
9am - 10am					
10am - 11am	SGI Geometry	Math Intervention/ skills building - small cohort	SGI Geometry	Math Intervention/ skills building - small cohort	Staff Meeting
11am - 12pm					
12pm - 1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm - 2pm	Open Math Tutoring for All student at the center	SGI Algebra II	Open Math Tutoring for All student at the center	SGI Algebra II	Staff Meeting cont'd
2pm - 3pm					
3pm - 4pm	Teacher Prep/ Grading	Teacher Prep/Grading	New Student Orientation	Teacher Prep/Grading	Teacher Prep: email student progress report

**Attachment 7:
Agreement for Dual Credit
Partnership**

April 16, 2026

Dear Nevada State Public Charter School Authority,

It is my pleasure to write this letter in support of Pathways In Education – Las Vegas’ application to operate a new charter school in North Las Vegas, Nevada. Pathways In Education is designed to cater to the unique needs of today’s high school students, offering diverse educational approaches from independent study to small group instruction and inspiring experiential learning trips.

The College of Southern Nevada (CSN) is dedicated to helping community members gain the skills and expand the knowledge they need for future success. Pathways In Education shares this commitment by creating an inclusive and supportive learning environment for all students, which aligns strongly with CSN’s values and the needs of Southern Nevada. Upon approval, CSN is prepared to partner with Pathways In Education to offer dual credit opportunities for students.

CSN is excited to partner with Pathways In Education in improving educational outcomes for students in Southern Nevada. We are confident that the leadership behind this initiative is committed to academic pathways and meaningful community engagement. Their focus on supporting adolescents pursuing a range of opportunities will be a prodigious asset to the North Las Vegas community. I wholeheartedly support the approval and launch of Pathways In Education – Las Vegas, and I am enthusiastic about the positive impact it will have on our students and families.

Sincerely,



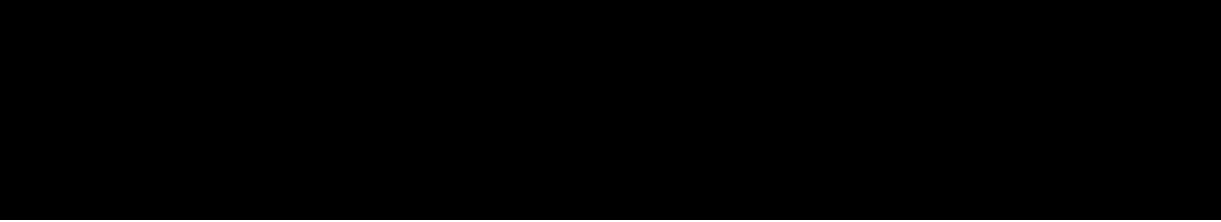
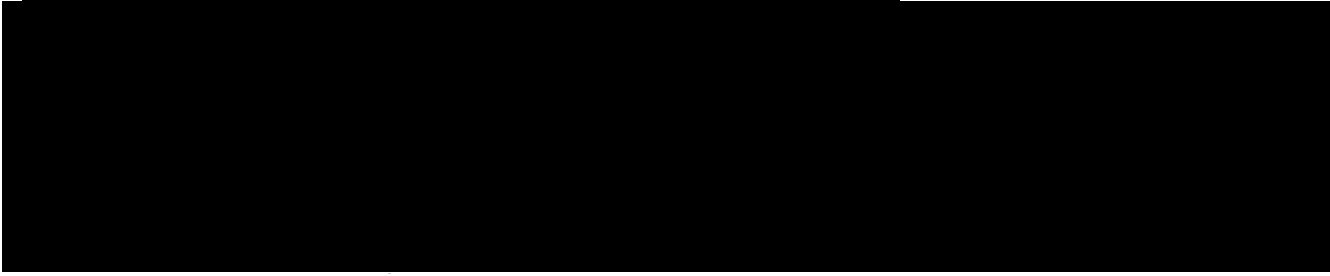
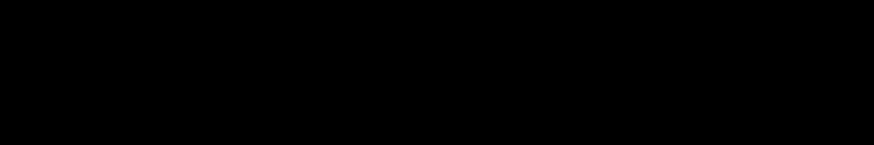
Stacy Klippenstein, Ed.D.
President
College of Southern Nevada



Fwd: Thank you for meeting with Pathways In Education

2 messages

Tue, Apr 14, 2026 at 1:37 PM

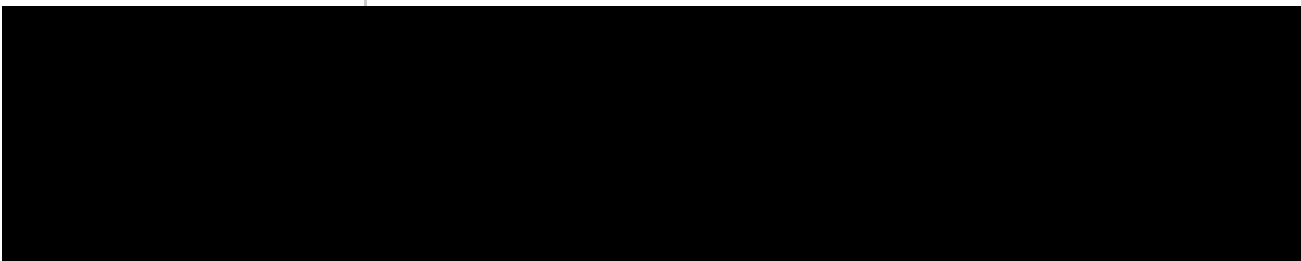


excited to work with the
College of Southern Nevada to give amazing opportunities to Pathways In Education students up on approval and
opening our doors.

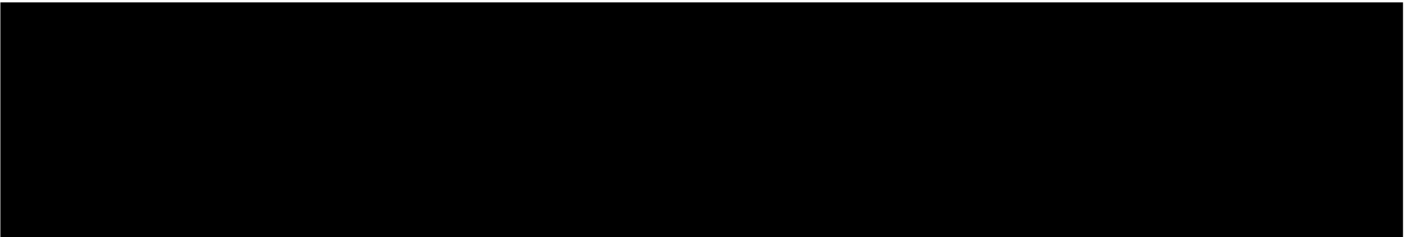
I'm particularly excited to learn about the new college success course (ALS 101) and CAPS 124 to help students with
Career Development, because I have seen first hand the value they can really have for students.

I did have 1 question: I found the Course Descriptions on the website. Are all courses available to dual credit students? Or
do you have a particular course offerings list for dual credit?

Your letter is invaluable to our application and we are very grateful. You will be hearing from us soon with updates as the



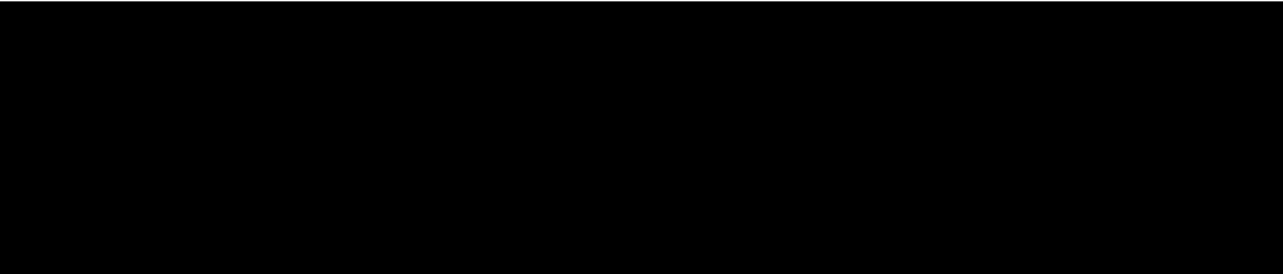
We 2, 2026 at 3:18 PM



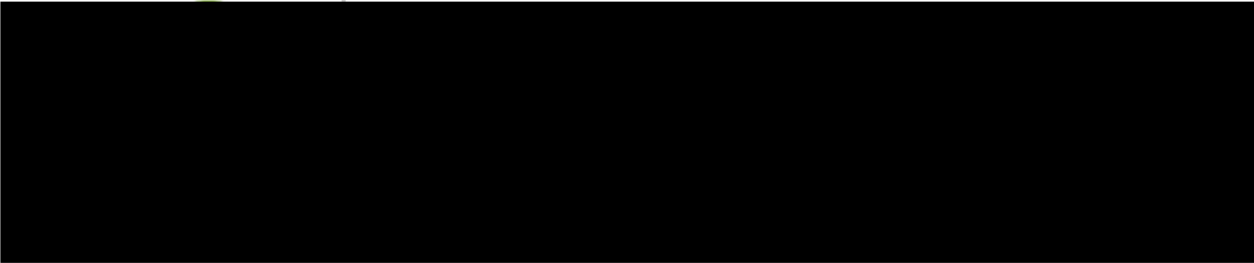
efforts

and the important work you've set out to do.
Please reach out should you need any additional information; we would be happy to assist.

Kindest regards,
Felicia Ford

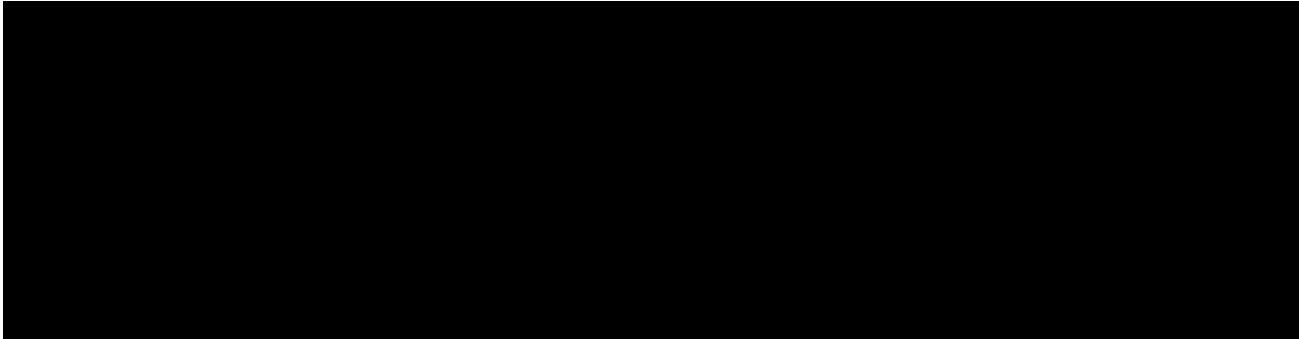



I hope you are having a wonderful week! I wanted to follow up on the letter of support and see if you have an update.
ty of north Las



our letter next

We are incredibly grateful and excited for this partnership. CSN is such an asset to the community and we are excited to extend the opportunities to our students.

It was so great meeting with you and Andrea. I'm looking forward to partnering with your school in the near future.

I should have a signed letter of support to you early next week.

Regarding your question, students can enroll in any CSN course that does not have a prerequisite which is the majority of courses. There are some courses with prerequisite that fall under a few categories: 1) students may need to submit ACT/SAT or take placement exam (ie. Math); 2) there is a required sequence to the courses (i.e. French I then French II); and 3) in Health Sciences there are programs that are considered Limited Entry. Students have to be admitted to the program before they are able to enroll in program courses.

Have a wonderful end of your week.

Thank you,

Leticia Wells

Director

Dual Credit & Early College Programming

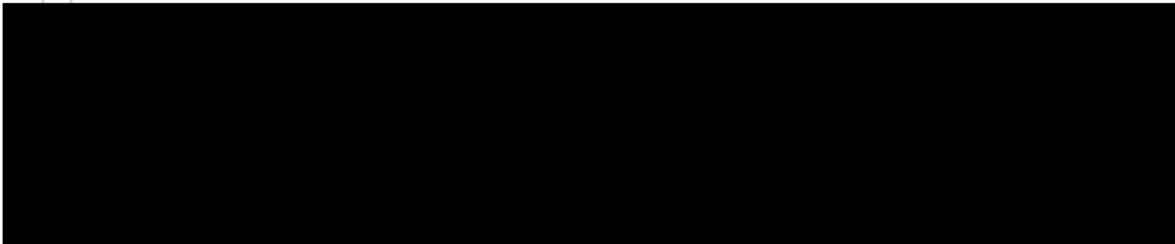
Academic Affairs



College of Southern Nevada

[6375 W Charleston Blvd | Las Vegas, NV 89146](https://www.csn.edu)

www.csn.edu/dualcredit



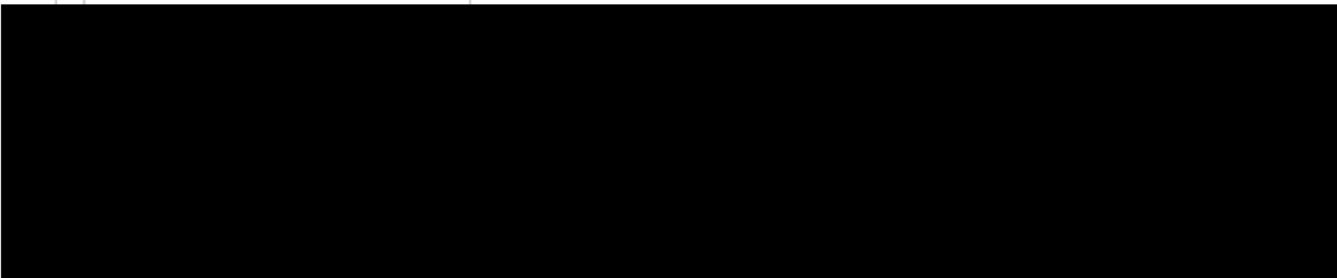
Hey Leticia,

Thank you so much for taking the time today to re-connect with me and meet Andrea. We are so excited to work with the College of Southern Nevada to give amazing opportunities to Pathways In Education students up on approval and opening our doors.

I'm particularly excited to learn about the new college success course (ALS 101) and CAPS 124 to help students with Career Development, because I have seen first hand the value they can really have for students.

I did have 1 question: I found the Course Descriptions on the website. Are all courses available to dual credit students? Or do you have a particular course offerings list for dual credit?

Your letter is invaluable to our application and we are very grateful. You will be hearing from us soon with updates as the application process moves forward.



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LOS Pathways In Education - Las Vegas.pdf

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PATHWAYS
IN EDUCATION



Thank You and Follow-Up on Letter of Support

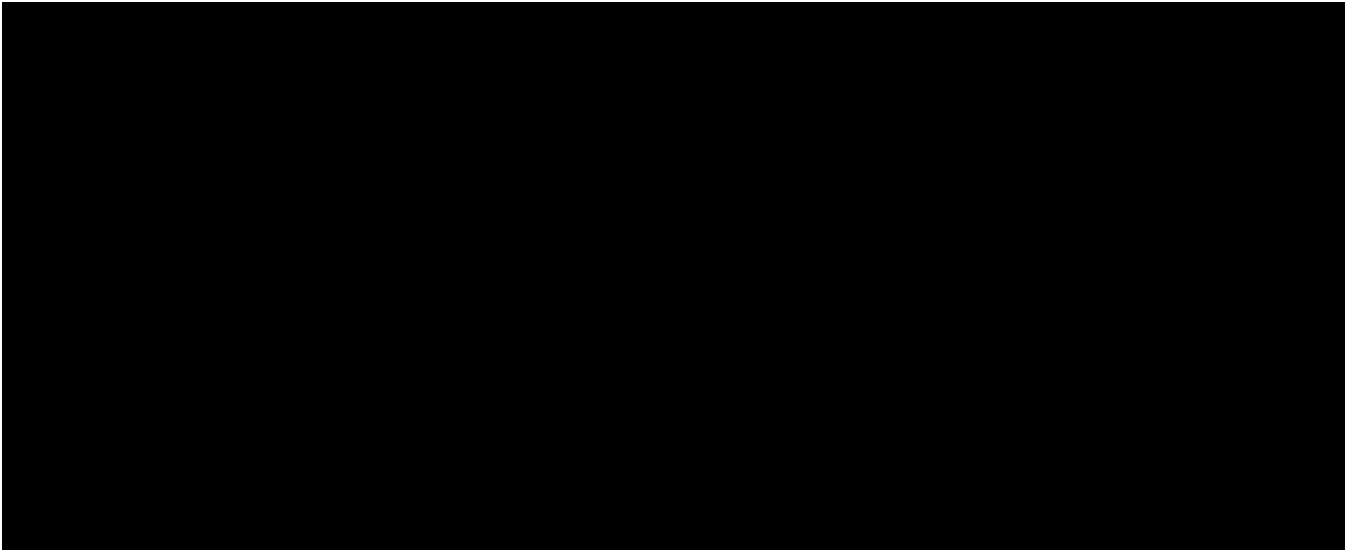


Apr 4, 2025 at 3:38 PM

about the College of Southern Nevada and the incredible programs you're offering to give students early exposure to college coursework. The confidence these opportunities build can truly transform how students see their potential and their ability to succeed in college.

Based on our conversation, it sounds like the Dual Credit program would be a strong fit for the Pathways In Education – Las Vegas model. You mentioned the possibility of providing a letter of support for our school, which we would greatly appreciate. The letter could highlight the alignment between our shared goals of empowering students and our anticipated partnership in helping them reach their full potential. It would also be valuable to include your support for the approval of our charter.

I look forward to continuing our collaboration to better serve students in our community and truly appreciate your support.



**Attachment 8:
NDE Approvals for Distance
Education**

**PATHWAYS**
IN EDUCATION

Distance Education

ue, Jul 29, 2025 at 2:20 PM

I hope you are well. My team and I are currently in the charter approval process for Pathways In Education – Las Vegas (PIE-LV). We were working on the distance education application and realized we had a few questions before we could complete this. Below is some information about our model that pertains to our questions.

PIE-LV's curriculum will be delivered through **three primary instructional modalities**, which students may choose based on their learning preferences and academic needs:

1. **Online instruction** through Edmentum, our digital courseware platform;
2. **In-person small group direct instruction** led by credentialed teachers; and
3. **Student Activity Workbooks (SAWs)**, which allow students to independently engage with course content through textbook-based, paper-and-pencil assignments.

We understand that the online instruction through Edmentum would most likely qualify through distance education (although students do have an in-person requirement to meet with their instructors at minimum 2 hours, 2 days a week.) Our question primarily comes to our paper Student Activity Workbooks and if they qualify as distance education programs, and if so, what materials would be required in order to gain approval.

Student Activity Workbook (SAW):

A SAW is a paper-based instructional packet aligned with Nevada standards and paired with a state approved textbook and designed to deliver a full course of study in a printed format. Each SAW contains clearly structured assignments, reading selections, skill-building exercises, and assessments. The SAW supports self-paced learning with ongoing teacher support and is particularly suited for students who prefer tactile, offline engagement or need flexible pacing.

In examining Nevada code, **NRS 388.826**, distance education is defined as: *“Synchronous or asynchronous instruction which is delivered by means of video, computer, television, or the Internet or other electronic means of communication, or any combination thereof, in such a manner that the person supervising or providing the instruction and the pupil receiving the instruction are separated geographically for a majority of the time during which the instruction is delivered.”*

We would appreciate the opportunity to meet with you briefly to better understand what information would be required for the Distance Learning Application. We look forward to your guidance and to ensuring PIE-LV meets all necessary academic and compliance standards.

Warm regards,
Lisa

Learn more about Pathways In Education here: <https://info.pathwaysineducation.org/schools>



PATHWAYS
IN EDUCATION

Nikki Servatius <nikkiservatius@pathwaysedu.org>

Distance Education

Our team has confirmed that as long as the Edmentum Distance Education courses you are using are listed on the Nevada Department of Education's approved course list, you should be in compliance. Please ensure you are referencing the list available on our [web page](#), as we have encountered issues where applicants used vendor-provided course lists that included courses not approved for Distance Education in Nevada.

Since you will be operating as a charter school, any textbooks or supplemental materials used with your students do not require approval from the Nevada Department of Education.

I hope this information is helpful.

Regards,

[Quoted text hidden]

**Attachment 9:
Board Membership Roster**

ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

Proposed Board Member Name	Proposed Position on Board, if applicable <i>(ex. Chair, Vice Chair, Treasurer, etc.)</i>	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) <i>(select one for each member)</i>				Committee Assignment(s), if applicable
			(a) Teacher or licensed personnel	(b) teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	
Frank Browne	Board Member	Educational Consultant at Summerlin Tutors LLC	X				TBD
Lawrence Ayers	Board Member	Financial Affairs Program Manager at Cleveland Clinic				X	TBD
Morgan McAdorey	Board Member	HR VP at Light and Wonder				X	TBD

**Attachment 10:
Bylaws, Code of Ethics, and
Conflict of Interest Policy**

**1st AMENDED AND RESTATED BYLAWS
OF
PATHWAYS IN EDUCATION – LAS VEGAS, INC.
A Nevada Nonprofit Public Benefit Corporation**

**ARTICLE I
PURPOSE**

The purpose of Pathways In Education – Las Vegas, Inc. (“the Corporation”) shall be to engage in charitable and educational purposes. The Corporation’s primary activity shall be the operation of a charter school (the “School”) formed under Chapter 388A of the Nevada Revised Statutes (the “NRS”), also known as the “Nevada Charter School Law” and the School’s “Charter Contract” with its local or state authorizer (the “Authorizer”).

**ARTICLE II
OFFICES**

Section 1. PRINCIPAL OFFICES. The Corporation’s principal office shall be located at such place in Clark County, Nevada or elsewhere as the Board of Directors (the “Board”) shall from time to time determine. The Board is granted full power and authority to change the location of the Corporation’s principal office.

Section 2. OTHER OFFICES The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to do business.

**ARTICLE III
DEDICATION OF ASSETS**

This Corporation’s assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any person or individual, or to any Director or Officer of the Corporation. If the Corporation is authorized to operate a School, then upon such authorization, liquidation or dissolution shall be conducted pursuant to NRS Chapter 82 (the “Nevada Nonprofit Corporation Law”). On liquidation or dissolution, all properties and assets remaining after payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit trust, foundation or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3). Inasmuch, as the purpose of the Corporation shall be to further educational interests only, by the end of each of the Corporation’s fiscal years (if ever applicable), and after payment of all debts and liabilities of the Corporation, the Corporation shall expend all of its net income with the exception of a reserve not to exceed three percent (three to five percent (5%)) on endeavors that benefit similar alternative educational students including, but not limited to scholarships, buildings for classrooms or aid instruction. The management and oversight of the processes and procedures for such expenditures may be delegated to the Corporation to any management company with which it contracts for management services. Said contributions shall be made no less frequently than four times per year.

**ARTICLE IV
MEMBERSHIP**

Section 1. SOLE MEMBER. Education in Motion, a California nonprofit public benefit corporation, shall be the Sole Member of the Corporation. Any references herein to "Sole Member" shall specifically mean Education in Motion.

Section 2. REQUIREMENTS FOR MEMBERSHIP. The Sole Member may, in its sole discretion, admit additional members to the Corporation, under such criteria as the Sole Member may, from time to time, establish. If additional members are admitted by the Sole Member, then these Bylaws shall be amended accordingly to reflect such admission including but not limited to adding the additional members into these Bylaws and adding provisions outlining the procedures by which the members may exercise any action required or permitted to be taken by the members.

Section 3. NO ELECTION OF OFFICERS BY THE SOLE MEMBER. The Sole Member shall have no right or authority to select or remove Officers of the Corporation, except to designate the initial officers. Otherwise, Officers shall be elected by the Board of Directors as provided in Article VII, below.

Section 4. ACTIONS OF THE SOLE MEMBER. An action required or permitted to be taken by the Sole Member may be taken at any annual meeting, regular meeting or special meeting of the Sole Member's board of directors in accordance with the Sole Member's bylaws.

Section 5. ACTION BY SOLE MEMBER WITHOUT A MEETING. Any action which is required to be or may be taken at a meeting of the Sole Member's board of directors may be taken without a meeting if one or more written consents describing the action so taken are signed by all members of the Sole Member's board of directors in accordance with the Sole Member's Bylaws. The consents shall have the same force and effect as a vote at a meeting duly held and may be described as such in any document.

ARTICLE V BOARD OF DIRECTORS

Section 1. MANAGEMENT. The Board shall manage the business and affairs of the Corporation. The powers of the Corporation shall be exercised by the Board except as otherwise authorized by statute, the Articles of Incorporation, these Bylaws and resolutions duly adopted by the Board. No Director of the Corporation may simultaneously serve as an Officer of the Corporation or as a Director or Officer of the Sole Member.

Section 2. NUMBER OF DIRECTORS. The authorized number of Directors shall be not less than three (other than during a temporary vacancy, if the Board was then three (3) members), nor more than seven (7) unless changed by a duly adopted amendment to these bylaws.

Section 3. APPOINTMENT AND TERM OF OFFICE OF DIRECTORS. Directors shall be appointed by the Sole Member. Directors shall be appointed for three (3) year terms to the extent possible; however, (i) Directors may from time to time be appointed on less than three-year terms in order to create a staggering of terms. Terms for the Directors shall expire effective as of the end of the fiscal year (June 30th) at the end of the Director's three (3) year term. Each Director, including a Director appointed to fill a vacancy, shall hold office until the expiration of the term for which appointed and until a successor has been appointed by the Sole

Member, or until their earlier death, resignation or removal. No Director shall simultaneously serve as a Director or Officer of this Corporation and of the Sole Member.

Section 4. VACANCIES. A vacancy or vacancies shall be deemed to exist in the event of the death, resignation or removal of any Director, or increase in the size of the Board. Any Director may resign effective upon giving written notice to an Officer of the Corporation or the Board of Directors, unless the notice specifies a later time for that resignation to become effective. The President, Vice President(s), Secretary, and Treasurer are authorized agents of the Corporation for purposes of receiving notice of resignation. If the resignation of a Director is effective at a future time, the Sole Member may designate a successor to take office when the resignation becomes effective. The Sole Member shall have the exclusive power to appoint Directors of the Corporation to fill any vacant Board position in compliance with Article V, Section 3. A Director appointed to fill a vacancy shall take office immediately upon appointment and shall hold office for the unexpired term of their predecessor.

Section 5. CONFLICTS OF INTEREST.

(a) In these Bylaws, a "Conflict of Interest" shall exist when a Director has a "pecuniary interest," as defined in NRS Chapter 281A (the Nevada Ethics in Government Law), and due to such pecuniary interest, the "independence of judgment of a reasonable person in the [Director's] situation would be materially affected" thereby is an objective (i.e., not subjective) matter.

(b) In the event of a Conflict of Interest, a Director shall recuse him/herself, meaning no Director shall vote on any matter or transaction concerning or with any individual, entity or matter which such Director has, or within a twelve-month period preceding the vote had, such a pecuniary interest. As set forth in the Nevada Ethics in Government Law, each Director shall disclose in writing all Conflicts of Interest to the Board of Directors prior to the discussion of the underlying matter or transaction by the Board of Directors and shall draw to the attention of the Board of Directors such Conflict of Interest at any subsequent meetings at which such matter or transaction is discussed. Following such disclosure, a Director shall be entitled to take part in the deliberations of the Board of Directors concerning such matter or transaction but shall not be entitled to vote on the applicable matter or transaction. Upon recusal, the necessary quorum to act upon the matter, and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the recusing member were not a member of the Board, Committee, or Subcommittee. The question of whether a Conflict of Interest exists shall, in the absence of certainty, be determined by the vote of a majority of disinterested Directors (i.e., those who do not have the alleged pecuniary interest) present at the meeting called for the purpose of discussing the transaction or matter to which the Conflict of Interest relates. Following the meeting, the minutes shall reflect that a disclosure was made, what due diligence was conducted by the Board, the Directors voting on the matter, and that the Director having the conflict of interest recused him/herself from the vote.

(c) The Nevada Ethics in Government Law states that "[b]ecause abstention by a public officer disrupts the normal course of representative government and deprives the public and the officer's constituents of a voice in governmental affairs, the provisions of this section are intended to require abstention only in clear cases." However, it is the official policy of the Corporation to encourage a Director's recusal in all "gray" areas so as to promote and preserve the School's reputation for excellence in governance.

Section 6. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No Director or Officer shall own any interest in any vendor or other third-party entity with which the Corporation engages in any business or contractual relationship of any kind.

Section 7. REMOVAL OF DIRECTOR. A Director may be removed at any time from the Board of Directors with cause by the Sole Member. For purposes of this Section 7, cause exists if the Director has been declared of unsound mind by a final order of court, is convicted of a misdemeanor or felony, is found by final order or judgment of any court to have breached a duty under the Nevada Nonprofit Corporation Law governing standard of conduct or engages in conduct that materially adversely affects the reputation or integrity of the Corporation. No reduction of the authorized number of Directors shall have the effect by itself of removing any Director before the expiration of the Director's term of office.

Section 8. POWERS. Subject to the provisions of the Nevada Nonprofit Corporation Law and these Bylaws, the business and affairs of the Corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors.

The Board shall employ a chief executive officer (who will be known as the School's Principal, but who is not a Board member) (the "Principal"). The Principal shall serve as the Board's single point of delegation for the entirety of School operations, financial management, and programs. The Principal shall serve at the Board's pleasure and shall be accountable to it as a collective. The Board of Directors shall delegate to the Principal sufficient authority as it deems necessary and prudent for the management of the School, but reserves to itself the power to:

(a) Select and remove all Board Officers, agents, and the Principal of the Corporation; prescribe powers and duties for them that are consistent with law, the Articles of Incorporation and these Bylaws; fix their compensation; and require from them security for faithful service;

(b) Provide indemnification of Director Officers, and agents;

(c) Change the principal executive office or the principal business office of the Corporation in Nevada from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country and conduct business within or outside Nevada; and designate any place within or outside of Nevada for the holding of any meeting or meetings, including annual meetings;

(d) Adopt, make, and use a corporate seal and alter the form of the seal;

(e) Borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities;

(f) Ratify contracts for acquisition of any interest in real property and major contracts, defined as a contract which significantly encumbers the assets of the Corporation;

(g) Delegate any portion of the management of the activities of the Corporation to a nonprofit or for-profit management organization (provided that has been pre-approved by the School's Authorizer, if so required under the Nevada Charter School Law), or to any other

qualified persons/entities, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors and subject to the requirements set forth Article IX, Section 1;

(h) Approve the annual budget which shall be monitored and adjusted as necessary throughout the fiscal year, and submit a final budget to the state pursuant to Nevada law;

(i) Cause to be kept a complete record of all the minutes, actions and proceedings of the Board;

(j) Cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant approved by the NDE and to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition;

(k) Ensure that the School accomplishes the student outcomes set forth in its charter and that it meets the standards set forth in its Authorizer School Performance Framework; and

(l) Ensure that the School's money and assets are reasonably safeguarded against fraud, waste, and abuse and that school's financial records are managed according to Generally Accepted Accounting Principles and any other applicable standards and that the School meets the financial performance standards set forth in its Authorizer School Performance Framework.

Section 9. PLACE OF MEETINGS AND MEETING BY TELEPHONE. Regular meetings of the Board of Directors may be held in any place within the State of Nevada as designated from time to time by resolution of the Board. In the absence of any such designation, regular meetings shall be held at the principal place of business in Nevada. Special meetings of the Board shall be held in any place within Nevada as designated in the notice of the meeting or, if not stated in the notice or there is no notice, at the principal place of business in Nevada. Any meeting, regular or special, may be held by video or telephone conference or similar communication equipment, so long as all Directors participating in the meeting can hear one another, and all shareholders shall be deemed to be present in person at the meeting.

Section 10. ANNUAL MEETING. The Board of Directors shall hold an annual meeting each year on the date and time as may be designated by the President or the Board of Directors. At such annual meeting any business to come before the Board may be conducted, including election of officers.

Section 11. OTHER REGULAR MEETINGS. Other regular meetings of the Board shall be held at such times and places as may be designated by the President or the Board of Directors.

Section 12. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President, any Vice President, the Treasurer, the Secretary, or any two Directors. There shall be such advance notice of special meetings as is required by the Open Meeting Law.

Section 13. NOTICE OF MEETINGS. All notices of meetings shall be sent or otherwise given in accordance with Article V, Section 14 and the Open Meeting Law. The notice

shall specify the place, date and hour of the meeting and the general nature of the business to be transacted and include such content as is required by the Open Meeting Law.

Section 14. MANNER OF GIVING NOTICE; AFFIDAVIT OF NOTICE. Notice of any meeting requiring a notice shall be given either personally or by first-class mail, email, fax, or other written communication, charges prepaid, addressed to the Directors at the address of each Director appearing on the books of the Corporation or given by that Director to the Corporation for the purpose of notice. If no such address appears on the Corporation's books or is given, notice shall be deemed to have been given if sent to that Director by first-class mail, email, fax or other written communication to the Corporation's principal executive office, or if published at least once in a newspaper of general circulation in the county where the office is located. Notice shall be deemed to have been given at the time when delivered personally or deposited in the mail, emailed, faxed, or sent by telephone or other means of written communication (provided, however, that any delivery before or after business hours or on a non-business day shall be deemed given at the start of business on the same or next business day, as the case may be.

If any notice addressed to a Director at the address of that Director appearing on the books of the Corporation is returned to the Corporation by the United States Postal Service or internet provider marked to indicate that the United States Postal Service or internet provider is unable to deliver the notice to the Director at that address, all future notices or reports shall be deemed to have been duly given without further mailing if these shall be available to the Director on written demand of the Director at the principal executive office of the Corporation for a period of one (1) year from the date of the giving of the notice.

An affidavit of the mailing or other means of giving any notice of any Directors' meeting shall be executed by the Secretary of the Corporation (or designee) giving the notice, and shall be filed and maintained in the minute book of the Corporation.

Section 15. WAIVER OF NOTICE OF MEETING. Notice of a meeting need not be given to a Director who signs a waiver of notice to attend the meeting, or who signs an approval of the minutes of such meeting that shall not be given to a Director who attends the meeting without protest, prior thereto or at its commencement, the lack of notice to such Director. All such waivers and approvals shall be filed with the corporate records or made part of the minutes of the meeting.

Section 6. QUORUM. A majority (51%) of the existing number of Directors then in office shall constitute a quorum for the transaction of business, except to adjourn, as provided in Article V, Section 2. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 17. ELIGIBILITY TO VOTE. Subject to the Nevada Nonprofit Corporation Law, Directors in good standing on the record date shall be entitled to vote at any meeting of the Directors.

Section 18. MANNER OF VOTING. Voting may be by voice or ballot.

Section 19. NUMBER OF VOTES. Each Director may cast one vote on each matter submitted to a vote of the Directors.

Section 20. APPROVAL BY MAJORITY VOTE. Except as otherwise provided in these Bylaws, if a quorum is present, the affirmative vote of a majority of Directors present at the meeting shall be deemed the act of the Board of Directors unless the vote of a greater number is required by the Nevada Nonprofit Corporation Law or by the Articles of Incorporation. Motions shall only pass with a majority vote of the quorum present at the board meeting defined in Article IV, Section 16. In the event of a tie vote, the motion does not pass. A motion that does not pass does not preclude the Board of Directors from voting on the same motion in the same meeting or at a future meeting of the Board of Directors.

Section 21. ADJOURNMENT. A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting of the Board of Directors.

Section 22. OPEN MEETING LAWS. Notwithstanding anything in these Bylaws to the contrary, if the Corporation is authorized to operate a School and is therefore required to comply with the Open Meeting Laws of the State of Nevada (NRS Chapter 241), then upon such authorization, all meetings of the Board of Directors held on and after the Corporation's and Authorizer's entry into the Charter Contract shall be called and held in accordance with the Open Meeting Laws of the State of Nevada.

Section 23. FEES AND COMPENSATION OF DIRECTORS. Directors shall not receive compensation for their services but may be reimbursed for reasonable expenses incurred in connection with their service as Directors.

ARTICLE VI COMMITTEES OF THE BOARD OF DIRECTORS

Section 1. The Board of Directors may, by resolution adopted by a majority of the Directors in office, may designate one or more committees, each of which shall consist of two or more Directors and shall have and exercise the authority of the Board of Directors in the management of this Corporation to the extent provided in the designating resolution. Other committees not having the authority of the Board of Directors in the management of this Corporation may be designated by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Each such committee shall have such duties and authority as are from time to time delegated to it by the Board of Directors.

Committees of the Board of Directors and members of such committees are governed by Article IV of these Bylaws with respect to meetings, notice and waiver of notice, quorum and voting requirements and compliance with the Open Meeting Laws of the State of Nevada; provided, however, that no committee shall be required to hold an annual meeting and provided, further, that a majority of the number of persons serving on a committee immediately before a meeting begins shall constitute a quorum for the transaction of business at such meeting of such committee.

All committees so appointed shall, unless otherwise provided by the Board of Directors in the case of committees not having the authority of the Board of Directors, keep regular minutes of the transactions of their meetings and shall cause such minutes to be recorded in books kept for that purpose in the office of this Corporation and shall report the same to the Board of Directors at or prior to its next meeting. The Secretary of this Corporation may act as secretary of any such committee if the committee so requests.

A committee of the Board of Directors may not:

- (a) Authorize distributions to Directors, Officers, agents or employees except in exchange for value received;
- (b) Approve or recommend dissolution, merger or the sale, pledge or transfer of all or substantially all of this Corporation's assets;
- (c) Unless otherwise stated in these Bylaws or the Articles of Incorporation, elect, appoint or remove Directors or fill vacancies on the Board of Directors or any of its committees; or
- (d) Adopt, amend, or repeal the Articles of Incorporation or these Bylaws.

ARTICLE VII OFFICERS

Section 1. OFFICERS. The Officers of the Corporation shall be President, Secretary, and a Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently with the President of the Corporation and as otherwise prohibited by the Articles of Incorporation or these Bylaws.

Members of the Board of Directors shall serve as Officers of the Corporation. An individual who will not be simultaneously serving on the Board of Directors shall not be appointed as an Officer of the Corporation.

Section 2. ELECTION OF OFFICERS. The Officers of the Corporation shall be chosen by, and serve at the pleasure of, the Board of Directors.

Section 3. REMOVAL OF OFFICERS. The Board of Directors may remove an Officer for cause without cause. For purposes of this Article VII, Section 3, "cause" is defined as a dereliction in the performance of their duties, mental incapacity, engaging in conduct that adversely affects the reputation or integrity of the Corporation, or being convicted of a misdemeanor or felony. This Article VII, Section 3 shall not be construed as requiring the Board to have cause to remove an Officer.

Section 4. RESIGNATION OF OFFICERS. An Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect on the date of receipt of the notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 5. VACANCY IN THE OFFICE OF THE PRESIDENT. A vacancy in the office of the President because of death, resignation, removal, disqualification or any other cause shall be immediately filled on an interim basis in the following succession: Secretary and the Treasurer, and at such time as the Board of Directors appoints a new President of the Corporation.

Section 6. PRESIDENT. The President shall have the powers and duties of governance usually vested in the office of president of a Corporation, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws. The President shall preside at all meetings of the Board of Directors.

Section 7. SECRETARY. The Secretary shall keep or cause to be kept, at the principal executive office of the Corporation or such other place as the Board of Directors may direct, (i) a book of minutes of all meetings and actions of Directors, with the time and place of holding such meeting, whether regular or special, and, if special, how authorized the notice given, the names of those present; and (ii) a copy of the Articles of Incorporation, Bylaws, and Charter Contract.

The Secretary shall give, or cause to be given, notice and minutes of meetings of the Board of Directors required by the Bylaws or by law to be given, and shall keep the seal of the Corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or by the Bylaws.

Section 8. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The Treasurer is responsible for assisting the Board in the oversight of the School's financial management and periodically verifying school compliance with internal controls. However, the Treasurer does not possess the Board's authority to unilaterally direct the CEO, finance director (a/k/a CFO) or any other staff or to make management determinations regarding budgeting, spending, and accounting.

The books of account shall at all reasonable times be open to inspection by any Director. The Treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors.

The Treasurer (or anyone) shall (i) disburse the funds of the Corporation as may be ordered by the Board of Directors and (ii) render to the President and Directors, whenever they request it, an account of all of their transactions as Treasurer and of the financial condition of the Corporation.

The Treasurer shall have such powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

Section 9. SALARIES AND COMPENSATION OF OFFICERS. Officers shall not receive compensation for their services, but may be reimbursed reasonable expenses incurred in connection with their service as Officers.

Section 10. GOVERNANCE VS. MANAGEMENT. In accordance with sound charter school governance principles, to the extent an Officer is required in this Article VII to cause or require the Principal to carry out some function, that obligation is satisfied by a general or specific instruction from the Principal to do so and any non-compliance by the Principal shall not constitute a breach of duty or failure on the Officer's part, for which any liability could be imposed.

ARTICLE VIII INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

The Corporation shall, to the maximum extent permitted by the Nevada Nonprofit Corporation Law, indemnify, hold harmless and defend each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection

with any proceeding arising by reason of the fact any such person is or was an agent of the Corporation if such person was found by the Board to be acting in good faith and in a manner such person reasonably believed to be in the best interests of the Corporation, and, in case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. For purposes of this Section, an "agent" of the Corporation includes any person or entity who is or was a Director, Officer, employee, or other agent of the Corporation or (in the context of acting hereunder) the Sole Member, or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of the Sole Member or another Corporation, partnership, joint venture, trust, or other enterprise, or as a Director, Officer, employee, or agent of a corporation which was a predecessor corporation of the Corporation or of another enterprise (including a subsidiary) at the request of such predecessor corporation.

ARTICLE IX RECORDS AND REPORTS

Section 1. MAINTENANCE AND INSPECTION OF BYLAWS. The Corporation shall keep at its principal executive office, or if its principal executive office is not in the State of Nevada, then at its principal business office in this state, the original or a copy of the Bylaws as amended to date. The Corporation's annual tax returns shall also be available for public inspection at the Corporation's principal office during regular business hours.

Section 2. MAINTENANCE AND INSPECTION OF OTHER CORPORATE RECORDS. The accounting books and records and minutes of proceedings of the Board of Directors, shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written form and the accounting books and records shall be kept either in written form or in any other form in the event of being converted into written form.

Section 3. SOLE MEMBER'S RIGHT TO INSPECT ACCOUNTING RECORDS AND MINUTES. In written demand on the Corporation, the Sole Member may inspect, copy, and make extracts of the accounting books and records of the Corporation and the minutes of the proceedings of the Board of Directors at any reasonable time for a purpose reasonably related to the Sole Member's interest as a member of the Corporation. Any such inspection and copying may be made in person or by the Sole Member's agent or attorney, and the right to inspection includes the right to copy and make extracts of documents. This right of inspection extends to records of any subsidiary of the Corporation. Notwithstanding the foregoing, the Corporation reserves the right to redact records where the disclosure of the same to the Sole Member might infringe upon an applicable law (e.g., the Family Educational Rights and Privacy Act ("FERPA")) or common-law or statutory privilege (e.g., attorney/client privilege).

Section 4. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the principal properties of the Corporation, and the records of any subsidiary of the Corporation. This inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extracts of documents.

Section 5. FINANCIAL STATEMENTS. A copy of any annual financial statement and any income statement of the Corporation for each quarterly period of each fiscal year, and any accompanying balance sheet of the Corporation as of the end of each such period, that has been prepared by the Corporation shall be kept on file in the principal executive office of the Corporation.

Section 6. ANNUAL REPORT. The Board shall cause an annual report and audit report to be sent to the Directors within four months after the end of the Corporation's fiscal year. The report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds
- (c) The Corporation's revenue or receipts, both restricted and unrestricted to particular purposes;
- (d) The Corporation's expenses or disbursements for both general and restricted purposes; and
- (e) An independent accountants' report, or, in the absence thereof, the certificate of an authorized Officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

The requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors who requests it in writing.

Section 7. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. A copy of the annual statement shall be provided to all Directors, or as a separate report if no annual report is issued, the Corporation shall, within four months after the end of the Corporation's fiscal year, annually prepare and mail or deliver to the Sole Member and each Director of the Corporation a statement of any transaction or indemnification of the following kind:

- (a) A transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (b) in which an "interested person" had a direct or indirect material financial interest, and (c) which involved more than \$50,000 or was one of several transactions with the same interested person involving in the aggregate, more than \$50,000. For this purpose, an interested person is either:
 - (1) Any Director or Officer of the Corporation, its parent or subsidiary (but mere common Directorship shall not be considered such an interest); or
 - (2) Any Member. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest in the transaction, and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, the interest of the partnership need be stated.
- (b) Any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any Officer or Director of the Corporation under Article VIII of these Bylaws.

ARTICLE X

GENERAL CORPORATE MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board of Directors (and if there is no such resolution, by the President).

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. The Board of Directors, except as otherwise provided in these Bylaws, may authorize any Officer or Officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and this authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board of Directors or within the agency power of an Officer, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Nevada Nonprofit Corporation Law shall govern the construction of these Bylaws. The Corporation shall, however, be governed by a Board of Directors and any reference in said laws to "Directors" or to the "Board of Directors" shall be deemed to refer to said Board of Directors. Without limiting the generality of this provision, the singular number in the plural, the plural number includes the singular, and the term "person" include both a Corporation and a natural person.

ARTICLE

CONTRACTS AND LOANS BY DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No Director or Officer of this Corporation nor any other corporation, firm, association or other entity in which one or more of this Corporation's Directors or Officers have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation or any corporation in which this Corporation is a partner or holds any ownership interest.

Section 2. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not be bound by any promise or guarantee the obligation of any Director or Officer without the approval of the authorizer; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties if that Director or Officer would be entitled to reimbursement for such expenses by the Corporation.

ARTICLE XII AMENDMENTS

Section 1. AMENDMENTS. The Articles of Incorporation of the Corporation may be amended, restated, or repealed, in whole or in part, by a majority vote of the Board of Directors and upon approval by the Sole Member. These Bylaws may be amended, restated, or repealed, in whole or in part, only by the Sole Member.

ARTICLE XIII WINDING UP AND DISSOLUTION

Section 1. PROCEDURE. The Corporation may be wound up and dissolved upon a super majority vote of the Board of Directors and subsequent approval by the Sole Member. A super majority vote shall require a minimum of seventy percent (70%) of all the Board of Directors then in office.

Section 2. DISTRIBUTION OF ASSETS. The assets of the Corporation shall be distributed and allocated as provided herein. Any Corporation assets not provided as provided above shall be distributed to such tax-exempt charitable organizations that may meet the general objectives and mission of the Corporation, or to a community foundation or other charitable organization which will carry out the Corporation's mission, in such manner as the Board of Directors deems reasonable and appropriate. Such termination and dissolution shall be subject to and bound by all then applicable rules of the Internal Revenue Code, and with such approval and consent as may be required by the Internal Revenue Service.

CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify:

(1) That I am the duly elected and acting Secretary of Pathways in Education – Las Vegas, Inc.; and

(2) That the foregoing Bylaws, comprising twelve (12) pages constitute the Bylaws of such corporation as duly adopted by Education In Motion, the Sole Member Pathways in Education – Las Vegas, Inc. as of _____, 2026.

IN WITNESS WHEREOF, I have hereto subscribed my name this _____ of _____, 2026.

Secretary
Pathways in Education – Las Vegas, Inc.



PATHWAYS IN EDUCATION – LAS VEGAS, INC.

Code of Ethics of the Board of Directors

Goal: To establish and operate a set of ethical principles and policies for the Board of Directors of Pathways in Education - Las Vegas (the “*Board*”), to set parameters and provide guidance and direction for Board conduct and decision-making.

Code: Members of the Board of Directors of Pathways in Education - Las Vegas (the “*School*”) are committed to observing and promoting the highest standard of ethical conduct in the performance of their responsibilities on the Board of the School.

Board members hereby pledge to accept this code as a minimum set of guidelines for their ethical conduct and shall:

Accountability

1. Faithfully abide by the School’s Articles of Incorporation, Bylaws, policies, and Charter Contract with its authorizer, the State Public Charter School Authority of the State of Nevada (the “*Authorizer*”).
2. Exercise reasonable care, loyalty, good faith, and due diligence in organizational affairs.
3. Fully disclose, at the earliest opportunity in the formation or ongoing affairs of the School, any perceived or actual conflict of interest. (See NRS 281A.420.)
4. Fully disclose, at the earliest opportunity in the formation or ongoing affairs of the School, any fact that would have material significance in Board decision-making.
5. Remain accountable for the prudent fiscal management of the School to the Board, Authorizer, and other school sector, and where applicable, to the government and funding bodies.

Professional Excellence

6. Maintain a professional level of courtesy, respect, and objectivity in all School activities.
7. Strive to uphold those practices, assist other School members of the Board, and uphold the highest standards of conduct.

No Personal Fiduciary Gain

8. Exercise the powers vested for the good of all stakeholders of the School rather than for his or her own personal benefit or that of the nonprofit or other category or sector (e.g., teachers or parents) that they may represent.
9. Abstain from voting on matters where to do so would be legally required under NRS Chapter 281A (the “*Nevada Ethics in Government Law*”), a copy of which is available

online, as of April 2025, at <https://www.leg.state.nv.us/NRS/NRS-281A.html>. The Nevada Ethics in Government Law applies to each Director (as a “Public Officer”) pursuant to NAC 388A.525(7). Generally speaking, abstention (a/k/a recusal) is required when the “independence of judgment of a reasonable person in the public officer’s situation would be materially affected” by his/her financial interest. That is an objective test based on what a reasonable person would do under the circumstances. (See NRS 281A (3) and (4)(a).) Nevertheless, the Nevada Ethics in Government Law discourages abstention except in “clear cases.”

Equal Opportunity

10. Ensure the right of all School stakeholders to appropriate effective services, rights and benefits without discrimination on the basis of race, gender, religion, ethnicity, disability, sexual orientation, gender identity/expression, or other protected class of people under Nevada or federal law. (See NRS 388A.453(6))

Confidential Information

11. Respect the confidentiality of sensitive information known to Board service, it being acknowledged and agreed that student and employee information are in particular subject to federal and state law protections

Collaboration & Cooperation

12. Respect the diversity of opinions expressed or acted on by School Board committees and membership and formally register and dissent appropriately
13. Promote collaboration, cooperation, and partnership among School stakeholders.

Legal Qualifications : Nothing in this Code of Conduct is intended to: (A) limit, reduce, or materially change the statutory common-law, contractual rights, benefits, interests, or advantages with which each Board member may have (i) the protections of the business-judgment rule and similar liability-limiting principles; (ii) indemnification for Board actions; and (iii) quasi-governmental or government immunities (e.g., under NRS Chapter 41, particularly for “discretionary” functions); nor (B) create any rights, remedies, or causes of action in parties, including other School stakeholders (e.g., students, parents, or staff) or the school’s authority.

(End of Code of Ethics)



PATHWAYS IN EDUCATION – LAS VEGAS, INC.
Conflict of Interest and Standards of Conduct Policy, and
Disclosure of Financial Interests

The Board of Directors of Pathways In Education – Las Vegas, Inc., a Nevada nonprofit corporation and charter school operator (“*Corporation*”), has adopted the following Conflict of Interest and Standards of Conduct Policy (“*Policy*”). The Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interests applicable to nonprofit and charitable organizations.

1. Designated Positions. Each person who is a Director on the Corporation’s Board of Directors (“*Director*”) or who serves in the capacity of president, vice president, treasurer or secretary for the Corporation (“*Officer*”), shall be subject to this Policy.

2. Interested Person. Any Director or Officer who has a Conflict of Interest (defined in Section 5 below) is an interested person (“*Interested Person*”) for the purposes of this Policy.

3. Statement of Policy. The purpose of the Policy is to protect the Corporation’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person or might result in a possible excusable benefit transaction. Any material conflicts and interests, financial or otherwise, that could reasonably and objectively impair an Interested Person’s independence must be disclosed in accordance with this Policy. Interested Persons are expected to conduct their personal affairs in a manner that does not affect the Corporation’s integrity, reputation, or credibility. Duty conduct that affects the Corporation’s legitimate business interests or an Interested Person’s ability to perform his or her work will not be tolerated.

4. Pecuniary Interest Defined. An Interested Person has a “*Pecuniary Interest*” if, pursuant to NRS 281A.139 (amended from time to time), he/she has “any beneficial or detrimental interest in a matter that consists of or is measured in money or is otherwise related to money, including, without limitation: 1. Anything of economic value; and 2. Payments or other money which a person is owed or otherwise entitled to by virtue of any statute, regulation, code, ordinance or contract or other agreement.”

5. Conflict of Interest Defined. All Directors and Officers are required to avoid any Conflicts of Interest during his or her tenure or position with the Corporation. A “*Conflict of Interest*” exists when, due to the person’s Pecuniary Interest, the “independence of judgment of a reasonable person in [such person’s] situation would be materially affected” thereby—as an objective (i.e., not subjective) matter.

6. Duty to Disclose. An Interested Person shall disclose any Conflict of Interest to the Board of Directors. The Interested Person will be given the opportunity to disclose all material facts to the Board of Directors to consider the proposed transaction or arrangements.

7. Procedures for Addressing Conflicts of Interest. Upon disclosure of an Conflict of Interest, and all material facts, and after any discussion with them, the Interested Person shall leave the meeting, and the remaining independent Directors on the Board of Directors (“*Independent Directors*”) shall review the Conflict of Interest to determine whether the Corporation 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. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the independent Directors shall determine by a majority vote whether the transaction or arrangement is in the Corporation’s best interest, for its own benefit, and whether it is fair, reasonable, and complies with the Corporation’s Bylaws (including Article V, Sections 5-6). The Independent Directors may then decide whether to enter into that transaction in conformity with such determination. In any event, the Interested Person shall abstain and recuse himself/herself from any vote related to a Conflict of Interest, and absent good cause, as determined by the Independent Directors, the Interested Person shall be excluded from participating in any Corporation or Board of Directors business related to a Conflict of Interest. The Board of Directors meeting minutes shall reflect any time an Interested Person discloses a Conflict of Interest, recusal of the Interested Person, the nature of the Conflict of Interest, the content of the discussion, and record of any votes taken in connection with the proceedings.

8. Policy Violations. If the Board of Directors has reasonable cause to believe a Director or Officer has failed to disclose a Conflict of Interest, it shall inform the Director or Officer of the basis for such belief and afford the Director or Officer an opportunity to explain the alleged failure to disclose. If, after hearing the Director or Officer’s response and after making further investigation as warranted by the circumstances, the Independent Directors determine that the Director or Officer has failed to disclose a Conflict of Interest, then appropriate disciplinary and corrective action may be taken.

9. Distribution of Policy. A copy shall be distributed to each Director and Officer of the Corporation for his/her execution, thereby acknowledging receipt, review, and understanding of the Policy, the terms of which they agree to be bound.

10. Acknowledgment of Independence

Each Director and Officer executing this Policy further acknowledges that it is his/her legal duty to fulfill his/her position independently and free from the influence of any other person or entity.

The undersigned Directors and Officers hereby certify that they have received a copy of the Policy, have read and understood it, and agree to abide by its terms.

Signed: _____

Name: _____

Title: _____

Date: _____

Signed: _____

Name: _____

Title: _____

Date: _____

Signed: _____

Name: _____

Title: _____

Date: _____

Signed: _____

Name: _____

Title: _____

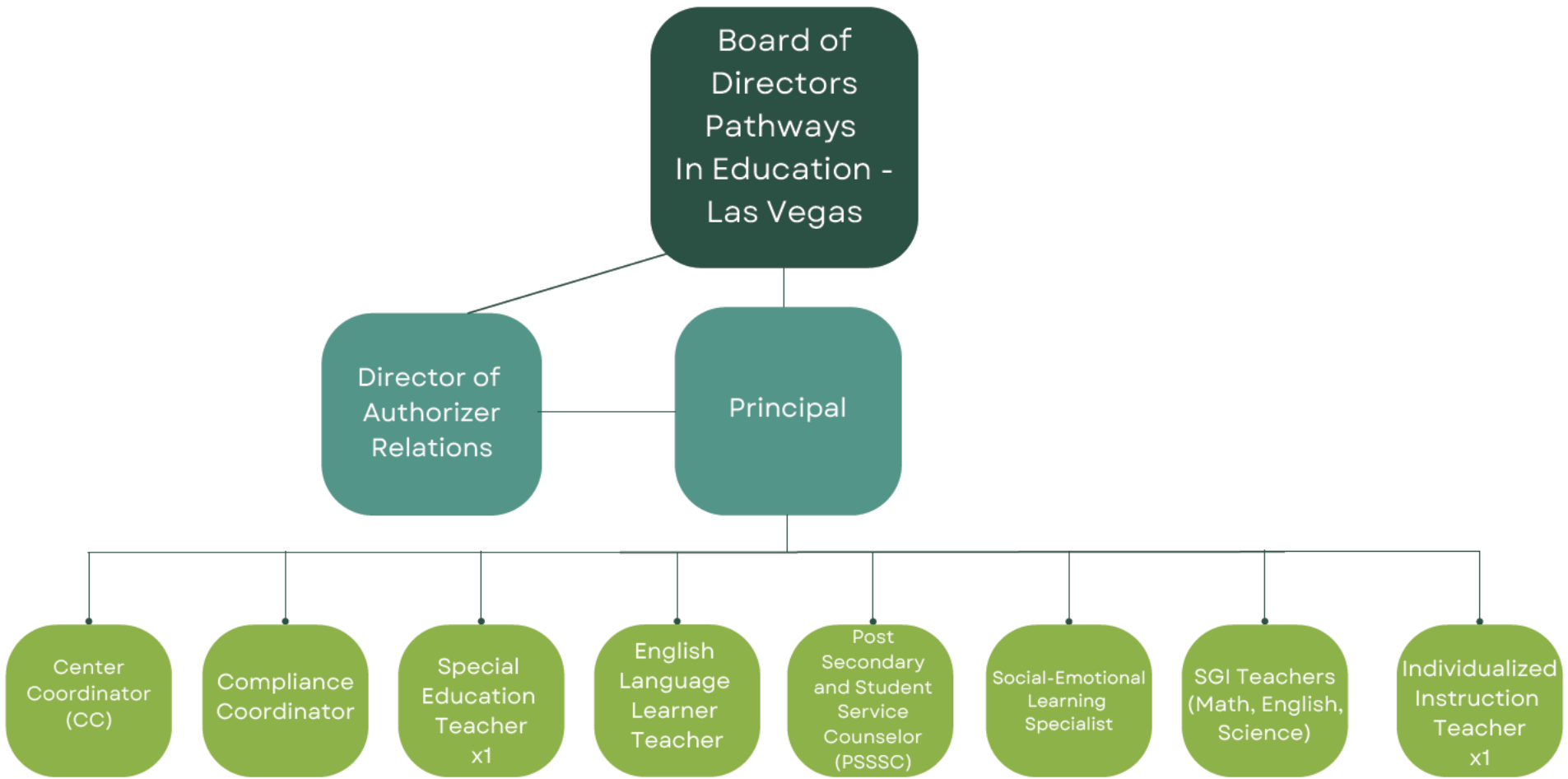
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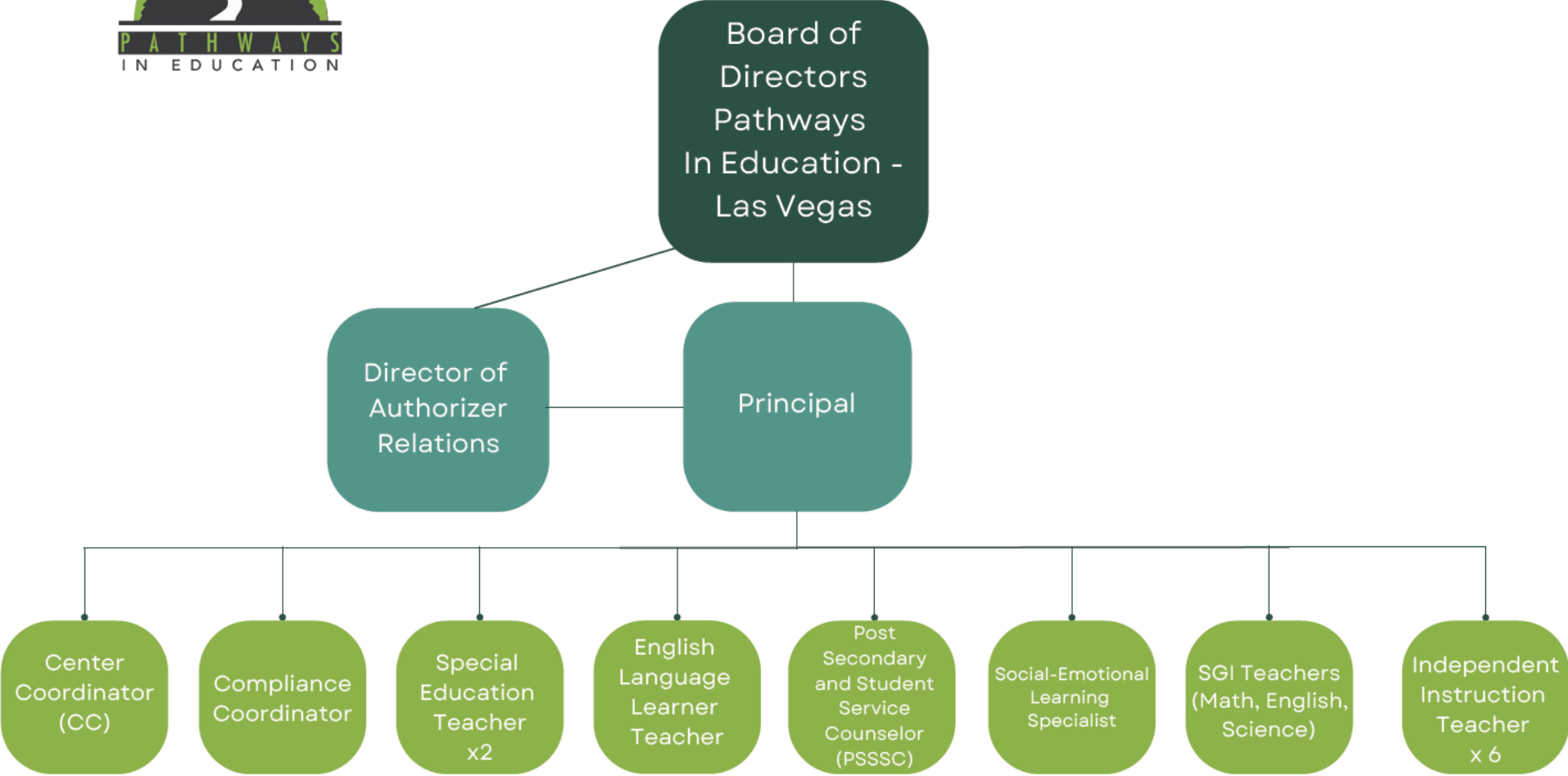
**Attachment 11:
School Organizational Charts for
Year 1 & At Capacity**



PIE-LV Organizational Chart Year 1



PIE-LV Organizational Chart at Capacity



**Attachment 12:
School Leader Resume**

Andrea Damore

Professional Experience:

Beacon Academy of Nevada

Executive Director of Academics (2017-2025)

- Implementation of blended alternative education school program
- Oversee and monitor the daily, quarterly and annual data tracking and schoolwide performance
- Develop, monitor and implement school wide data monitoring processes for school accountability related to SIP, NSPF, and APF.
- Supervise and monitor all academic planning and scheduling for all BANV students each quarter
- Supervise and monitor campus and online attendance in accordance with BANV's NDE approved Distance Education program
- Provide the oversight and implementation of academic program for an alternative education high school.
- Provide leadership to over 1000 students and 80 plus staff members.
- Assisted in the transition from a state-wide online high school to an alternative education school using a blended learning model
- Interview, hire and coach teachers new to the online and blended school environment
- Provide consistent and visionary leadership in the areas of academics, schoolwide programs and continuous school improvement
- Develop and present regular professional development on evidence based best practices for academic and behavior interventions on maintaining the schoolwide MTSS for all students.
- Supervise, maintain and update Infinite Campus and Canvas LMS daily, quarterly and annually for BANV's unique academic programming for blended learning
- Reported directly to the Governing Board of Beacon Academy of Nevada

Curriculum Coordinator (2014-2017)

- Supervise, hire, train, and evaluate online teachers and instructional designers.
- Work with staff in establishing procedures for the continued assessment of program accomplishments in relation to instructional objectives.
- Work with teachers to develop best practices in an environment of continuous improvement.
- 504 Coordinator
- Work with Academic Counselors on schedules for students with severe gaps in education.
- Proficient with Infinite Campus:
 - Develop sections and master schedules for four terms/quarters each year.
 - Assign teachers to sections and work with Academic Counselors to make appropriate scheduling for at-risk students.
- Managed and implemented a mid-year migration of all courses from BlackBoard to GradPoint.
- Ensure delivery of high impact, interactive online material that includes cross-curricular activities.
- Develop and implement a structure and framework for digital curriculum across multiple subject areas aligned to NVACS.
- Supervise online curricular programs and manage their continuing review, evaluation and improvement.
- Review online course design at all phases as appropriate including; course outline, timeline, instructional outline, and final product.
- Oversee the management of policies and processes set forth by the best practices of quality online programs.

Clark County School District

Project Facilitator of Online Instructional Designer (2014)

- Plan, organize, and utilize resources for the development and implementation of middle school and high school curriculum.
- Implement a plan for digital course review and revision.
- Create a structure and framework for middle school and high school digital curriculum.
- Provide technical and instructional help to teachers.
- Organize meetings to discuss project goals and deadlines.
- Ensure digital content is in alignment with district syllabi and Common Core State Standards.

- Cross curricular emphasis with English Language Arts and nonfiction informational text.
- Develop and implement cross-curricular activities for multiple content areas.
- Instructional designer for high school and middle school CCSD district-wide courses.
- Utilize E-authoring tools to create interactive lessons and wrapping courses within Canvas LMS for CCSD district-wide deployment.
- Evaluate and test software providing feedback for implementation and use.
- Review online content and web resources to align with course objectives and state and district standards.
- Utilize synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards, Blackboard Instant Message, Centra, and Blackboard Collaborate)

CCSD Professional Development Instructor for Online Professional Development Education (2012-2014)

- Instructor and course developer for the Online and Blended Teacher Certification Program.
- Instructor: PDE 3144, PDE 3145, 3148 and 3155.
- Facilitated over 30 courses for teacher PDE (approximately 600 teachers).

Nevada Learning Academy, formerly Virtual High School (2009 – 2014)

- Five years full-time online Social Studies teaching experience.
- Online instructional designer for Virtual High School & CCSD. Developed digital Social Studies courses including AP U.S. History, U.S. History, AP U.S. Government, U.S. Government and World History.
- Course developer utilizing Softchalk to implement interactive lessons aligned with NVACS.
- Social Studies Department Chairperson.
- Organize and implement Teachers Assistance program for online teacher candidates.
- Utilize Blackboard and Canvas learning management systems.
- Utilize data to monitor student progress and provide interventions for success.
- Effective online communication skills utilizing Blackboard and Canvas LMS tools supplemented with weekly Centra sessions.
- Develop and implement cross-curricular multimedia projects addressing skills of 21st Century Learner and Common Core Standards.
- Member of the CCSD Blended Learning Task Force.
- Participant of School Improvement Plan Committee.
- Attendee of iNACOL Conference Nov. 2011, Presenter Nov. 2015

Liberty High School (2004- 2009)

- Social Studies Department Chairperson
- Collaborate with administration and new teachers, providing mentoring and class observations.
- World History, U.S. History and U.S. Government teacher.
- AP U.S. Government and AP U.S. History teacher.
- Work with special education teachers to utilize cooperative learning and inclusion of all students.
- Chairperson of the Writing Across the Curriculum committee.
- Member of the School Improvement Plan committee.
- Organize and sponsor of school clubs and activities: Key Club and Girls Tennis.

Summary of Personal Qualifications

- Strong written and oral communication skills.
- Able to work under pressure and meet deadlines.
- Detail oriented with strong organizational skills.
- Strong interpersonal skills.
- Work collaboratively on projects and tasks.
- Persistence, patience and strong problem solving abilities.

Education:

- Master's Degree in Education, Curriculum and Instruction, University of Nevada, Las Vegas
- Educational Administration and Leadership, Sierra Nevada College
- Bachelor of Arts in Political Science and History, University of California, Davis
- Nevada Teacher Licensure: Political Science, History and K-12 School Administrator

**Attachment 13:
Other School Leadership Resume**

Lisa Schwartz

ACADEMIC DEGREES

Concordia University, River Forest, IL– Advanced Studies in Ed Leadership

DePaul University, Chicago, Illinois - Masters of Education

Michigan State University, East Lansing, Michigan - BA Communications

PROFESSIONAL EXPERIENCES

Director of Authorizer Relations (2023- present) *Cluster Director* (2018-22),
Pathways In Education Schools

- Cultivate and maintain relationships with authorizers and district staff to ensure alignment to goals/outcomes
- Seek out and secure community partners aligned with vision/mission
- Advise Management Company regarding policy development and potential program enhancements
- Initiate partnership with national organization to develop performance goals/metrics to measure unique aspects of the Pathways model
- Review and stay current on state code and accountability metrics
- Utilize data to analyze strengths and determine areas of growth
- Collaborate with internal teams for goal achievement
- Provide leadership, mentoring, and development for school administrative teams across multiple states
- Provide reports to Board of Directors
- Seek out learning opportunities to further professional growth with a focus on innovation

Assistant Superintendent of Curriculum & Instruction, Skokie 68 (July 2014-June 2018)

- Provide curriculum leadership for 4 schools, 1,800 students
- Collaborate with Superintendent to lead with a focus on continuous improvement
- Reported to School Board on a regular basis on topics including, but not limited to: student achievement, equity and access, curriculum improvement
- Implemented Standards Based Grading and reporting
- Participated in multi-year Jim Knight Instructional Coaching professional development as lead coach
- Collaborate with English Learner Director on EL program redesign
- Instructional lead for implementation of 1:1 program in grades K-8 with a focus on using the devices for creativity, critical thinking, communication and collaboration
- Represent district and contribute to Illinois Coalition of Educational Equity Leaders
- Facilitated curriculum mapping using backwards design
- Led data analysis sessions for administrators
- Spearheaded Multi-Tiered Systems of Supports framework development
- Developed and coordinated all district professional development
- Completed Adaptive Schools training to support schools with effective practices

(Continued)

Director of Teaching & Learning, Curriculum Coordinator, Oak Park School District 97
(July 2010-June 2014)

- Provide curriculum leadership for district with 10 schools, 5,500 students
- Evaluate principals and provide instructional leadership guidance and support
- Initiate plans, application and authorization process for the International Baccalaureate Middle Years Program
- Develop and coordinate learning opportunities for teachers and administrators
- Provide guidance for development of standards-based grading and reporting
- Member of the research practitioner council for the Minority Student Achievement Network focused on action research regarding equity issues
- Member of the leadership team of the Success of all Youth initiative in conjunction with STRIVE to create a community cradle to career model
- Regularly review and report on student data and support teacher use of data
- Facilitate effective communication with district stakeholders
- Participate in collective bargaining using interest-based process

Asst. Principal, Mitchell Elementary School, Chicago Public Schools, (2006 - 2010)

- Co-leader in a dynamic school that underwent significant changes in increased student achievement and enrollment in a short time period
- Engaged parents and community members to re-envision mission of school to embrace diversity
- Designed and facilitated teacher professional development focused on Understanding by Design framework, data analysis, technology, and literacy
- Assisted with plan and implementation for content Curriculum Mapping

School Improvement Coordinator, Area 10 Office, Chicago Public Schools (2004 – 2006)

- Provide coaching and instructional support to 20 schools
- Provide targeted professional development to principals, assistant principals, and teachers focused on literacy, bilingual education, and special education
- Facilitate leaning walkthroughs focused on improvement of instruction
- Connect with community organization to create partnerships with schools

Teacher Facilitator, Office of Professional Development, CPS (2001- 2004)

- Program lead for new Teacher Orientation responsible for design, organization and management for 3000 new teachers
- Responsible for providing monthly professional development for school teams
- Research how to best support new teachers in an urban environment

National Presentations

- Association of Supervision and Curriculum Annual Conference
- National Alliance of Black School Educators
- National School Board Association Technology and Learning Conference
- National Staff Development Council Annual Conference

**Attachment 14:
Evidence of Demand**

**Attachment 15:
Incubation Year Planning Table**

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
School Initiation & Lease Acquisition			
Site Research & Selection			
Identify potential sites based on requirements	PMG	1/1/2026	1/5/2026
Final site visits	PMG - PIE-LV Board	9/1/2026	11/1/2026
Final site selection & approval	PIE-LV Board	9/1/2026	12/30/2026
Lease Process			
Draft and Submit LOI	PMG	10/1/2026	1/5/2027
Lease Negotiations	PIE-LV Board, PMG	9/1/2026	10/1/2026
Review of negotiated lease terms	PIE-LV Board	10/1/2026	11/1/2026
Approve lease	PIE-LV Board	11/5/2026	11/30/2026
Liability Insurance			
Receive FEIN from Attorney	PMG	11/1/2026	1/5/2027
Send brokerage the contract/charter terms, lease information, and FEIN	PMG	11/1/2026	6/1/2027
Insurance is secured	PMG	11/1/2026	1/5/2027
Nevada Department of Education Reporting IDs			
Request school/district National Center for Education Statistics (NCES) ID	PMG	1/5/2027	3/5/2027
Ensure PIE-LV is in Nevada Department of Education Directory	PMG	1/5/2027	3/5/2027
SPCSA Training: Reporting Requirements and Epicenter	Principal, Director of Authorizer Relations, PMG	5/2027	5/2027
Nevada State Vendor Number			
Register as a vendor with the Nevada State Controller's Office	PMG	1/5/2027	3/5/2027
Federal Grant Registration			
Register for Unique Entity Identifier (UEI)	PMG	1/5/2027	3/5/2027
Management Contract			
PIE-LV Board approval of management agreement with PMG	PIE-LV Board	1/5/2027	3/5/2027
Obtain Business License			
	PMG	9/1/2025	5/29/2026
Construction & Build-Out			
Permits			
Conduct Traffic impact study	Contractor, PMG	2/1/2027	3/14/2027

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
Apply for building permit	Contractor, PMG	11/1/2026	1/1/2027
Submit architectural/engineering drawings (including fire/life safety compliance)	Contractor, PMG	11/1/2026	1/1/2027
City review of submitted plans	City, Contractor	12/1/2026	3/1/2027
Building and safety permits obtained Additionally, provide a construction schedule demonstrating that the school will have a TCO or COO in place 30 days before the first day of school.4	Contractor	11/1/2026	3/15/2027
Construction - facility buildout	Contractor	2/1/2027	6/12/2026
IT Infrastructure Setup and IT Equipment Orders			
IT Needs Assessment			
Identify device counts for students, staff, and school leadership	PMG	10/1/2026	1/5/2026
Identify network/ISP needs	PMG	10/1/2026	1/1/2026
Identify additional technology needs (Promethean boards, special education technology accommodations, printers, cameras, etc.)	PMG	10/1/2026	1/1/2026
Align technology needs with budget and capital expenditures	Back Office Service Provider	11/1/2026	1/15/2027
RFP Process for IT Provider			
Research IT providers who are able to fulfill IT needs and requirements	PMG	5/18/2026	7/10/2026
Develop detailed scope of work	PMG	5/1/2026	6/1/2026
Receive bids from approximately five vendors who can provide the services requested	PMG, PIE-LV Board		
Board evaluates submitted proposals	PMG	6/1/2027	7/1/2027
Notice of Intent to Award is issued and a contract draft is requested	PMG	6/1/2027	7/1/2027
Attorney reviews the contract and revisions are made, as needed	Legal Counsel	6/1/2027	7/1/2027
PIE-LV Board approves IT vendor	PIE-LV Board	6/1/2027	7/1/2027
Network & IT Infrastructure Setup			
Create network plan including firewall setup, network security, IP schema, VLAN setup, and wireless access point placements	IT Vendor	4/15/2027	5/29/2027
Install internet service	IT Vendor	4/16/2027	5/30/2027
Install firewall and network security, ensuring this is configured with content filtering, threat protection, and role-based access control	IT Vendor	4/17/2027	5/31/2027
Rack and mount network equipment	IT Vendor	4/18/2027	6/1/2027
Run ethernet cabling and terminate drops	IT Vendor	4/19/2027	6/2/2027

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
Install wireless access points	IT Vendor	4/20/2027	6/3/2027
Configure guest network access	IT Vendor	5/1/2027	5/30/2027
IT Equipment Orders and Device Configurations			
Research state-specific technology/computer requirements	IT Vendor	5/1/2027	5/10/2027
Create drafted equipment order list based on initial IT Needs Assessment	IT Vendor	5/10/2027	5/15/2027
Provide IT vendor state-specific research and drafted equipment list	PMG	5/15/2027	5/20/2027
Receive estimated cost/quote IT vendor	IT Vendor	5/20/2027	6/1/2027
Submit estimated costs/quote for approvals	IT Vendor	6/1/2027	6/5/2027
Submit IT order	IT Vendor	6/10/2027	6/20/2027
IT vendor receives equipment (i.e., computers, Chromebooks, office phones)	IT Vendor	6/25/2027	6/30/2027
All devices labeled and tagged	IT Vendor	7/1/2027	7/15/2027
Install OS and security software - push baseline configurations, endpoint protection, and encryption	IT Vendor	7/1/2027	7/30/2027
Deploy mobile device management (MDM) to manage student device usage and filtering	IT Vendor	7/1/2027	7/30/2027
Set up emails and configure Google Workspace with single sign-on	IT Vendor	7/1/2027	7/30/2027
Set up VOIP system	IT Vendor	7/1/2027	7/30/2027
SPCSA Training: Infinite Campus Coding	Principal, Compliance Coordinator	7/1/2027	7/1/2027
System Testing and Launch			
Conduct network performance test	IT Vendor, Principal	6/20/2027	7/17/2027
Distribute devices	Principal	8/1/2027	Ongoing
Finalize SOPs and troubleshooting procedures via helpdesk contact and ticketing process	PMG	7/1/2027	7/30/2027
Ensure backup and recovery plans are active and that this system has been configured and tested	IT Vendor	7/30/2027	7/30/2027
Furniture			
Furniture, Fixtures & Equipment Plans (FF&E Plans)			
FF&E Plan reviewed	PMG	1/1/2026	1/15/2027
Furniture needs are identified	PMG	1/15/2027	1/15/2027
RFP Process for Furniture Vendor			

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
Research furniture vendors	PMG	1/15/2027	2/15/2027
Develop draft list of furniture needed	PMG	2/15/2027	2/28/2027
Receive bids from approximately five vendors who can provide the furniture requested within the timeframe needed	PMG	3/1/2027	4/1/2027
Evaluates submitted furniture proposals	PIE-LV Board	4/1/2027	5/1/2027
Notice of Intent to Award is issued and a contract draft is requested	PIE-LV Board	5/1/2027	5/10/2027
Attorney reviews the contract and revisions are made, as needed	Legal Counsel	5/10/2027	6/1/2027
PIE-LV Board approves furniture vendor	PIE-LV Board	6/1/2027	6/1/2027
Furniture requirements and drafted order is approved	PMG	6/15/2027	6/30/2027
Place furniture orders	PMG	7/1/2027	7/15/2027
Furniture Delivery & Install			
Furniture orders processed, produced, and shipped by vendors	Furniture Vendor	6/1/2027	6/15/2027
Install furniture	Furniture Vendor	6/15/2027	6/30/2027
Post-Construction Site Enhancements			
Utilities			
Open commercial account for utilities	PMG	4/1/2027	4/15/2027
Set up payments for utilities with Accounting Department	PMG	4/1/2027	4/15/2027
Turn on utilities	PMG	4/1/2027	4/15/2027
Blinds/Window Tint			
Research and determine vendor for blinds and/or window tints	PMG	5/15/2027	5/21/2027
Request estimate for blinds	PMG	5/24/2027	6/4/2027
Review and approvals for blinds quote	PMG	6/5/2027	6/10/2027
Place order for blinds	PMG	6/15/2027	6/15/2027
Install blinds	Vendor	6/15/2027	6/26/2027
Signage			
Research and identify signage vendor	PMG	3/1/2027	4/30/2027
Contract with vendor for services	PIE-LV Board	5/1/2027	5/20/2027
Signage vendor obtains necessary permits	Vendor	6/1/2027	6/15/2027
Signage production and shipping via vendor	Vendor	6/16/2027	6/30/2027

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
Signage installation	Vendor	7/1/2027	7/15/2027
Purchasing of Start-Up Appliances & Facilities Plans			
Order Small Equipment & Appliances			
Determine small equipment and appliances needed (microwave, refrigerator, whiteboards, etc)	PMG	5/1/2027	6/26/2027
Small equipment and appliances draft orders approved	Principal	6/1/2027	6/15/2027
Order appliances and small equipment	PMG	6/1/2027	6/15/2027
Appliances and small equipment delivered	PMG	7/1/2027	7/15/2027
Order office supplies from Staples.com for site	PMG	6/1/2027	6/10/2027
Maintenance Plans			
Vendor protocols and maintenance schedules for janitorial, HVAC, pest control, etc.	PMG	9/30/2026	7/3/2027
Scout various janitorial providers and give to Principal for Board to select	PMG	6/15/2027	7/1/2027
Approve contract with janitorial vendor	PIE-LV Board	7/1/2027	7/20/2027
Facilities Closeout			
Re-Key Site	PMG	6/1/2027	6/19/2027
School Set-Up & Organization			
Unpack curriculum, office supplies, etc. and organize the center to be ready for student instruction	Principal, School Staff	6/15/2027	7/17/2027
Local Police & Fire Department Notification			
Notify local police and fire departments of school's location, authorized contact person, and anticipated student enrollment. Provide evidence that the local police and fire department have been notified and any action items required by public safety officers have been shared with the SPCSA. Provide evidence of communication of the following information: <ul style="list-style-type: none"> - Location of the school - Floor plan of the school - Names of authorized contact persons for the charter school, including, without limitations, the principal and vice principal of the school - The number of pupils enrolled in the charter school - The maximum number of pupils that may enroll in the charter school 	PMG	4/1/2027	5/15/2027
Required Postings			
State and federal employment laws are posted in an easily accessible area	PMG	7/1/2027	7/17/2027
Identification of School Contacts			

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
Update Epicenter with all required school contacts (School Leader, Financial Officer, McKinney Vento Point Person, SPED Point Person, Foster Point Person, ESOL Point Person, Assessment and Accountability Point Person, Title I Point Person, and PIE-LV Board Members)	PMG	7/1/2027	7/17/2027
Entitlements - Submit copies of zoning permits and land use approval.	Principal, PMG	1/1/2027	3/15/2027
School Location - Provide evidence that the location of the school is identified and publicly known (i.e., on school website). Submit a screenshot or URL of the school's website that identifies the location of the school.	Principal, PMG	5/1/2027	6/15/2027
Confirmation of Insurance Coverage - obtain insurance from an authorized insurer and submit the certificate, listing the SPCSA as additional insured. Pursuant to NAC 388A.190, industrial insurance coverage is to be in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive of NRS. A charter school shall obtain insurance from an authorized insurer and submit the certificate(s) including an Endorsement--Broad Form Policy, listing the SPCSA as named insured as well as NAC 388A.190.1(b)2-4. All required coverages listed in NAC 388A.190 must be present on the submitted certificate(s). If Workers Compensation is through a different provider, submit that certificate as well. If any coverages are NOT noted on the certificate but indicated within the policy, please submit both and indicate the page number where coverage(s) can be found.	Principal, PMG	3/1/2027	6/15/2027
Certificate of Occupancy - Submit a copy of the Certificate of Occupancy or Temporary Certificate of Occupancy demonstrating compliance with NRS 388A.360, which requires a school facility to be inspected and meets the requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation.	Principal, PMG		30 days before first day of school
Adequate and accessible space - Submit a copy of the written procedures for accommodation of handicapped persons in compliance with ADA	Principal, PMG	6/1/2027	7/15/2027
SPCSA Training: Serving Students in Foster Care and Homeless Students & Title I Program Training	Principal, PMG	2/2027	2/2027
SPCSA Training: Overview of Restorative Justice Plan Requirements	Principal, Other School Staff that manage school safety and student discipline	8/2027	8/2027

Data

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
SPCSA Training: Accountability and Assessment Orientation	Principal, Staff responsible for assessments, accountability, data, and reporting	6/2027	6/2027
SPCSA Training: Nevada School Performance Framework (NSPF)	Principal, Staff responsible for assessments, accountability, data, and reporting, Optional for School Board Members	6/2027	6/2027
Preparation for Walkthrough (Checklist)- June/July 2027			
Instructional Materials & Supplies - Instructional materials and supplies are visible and evident	Principal, Center Coordinator	At walkthrough	At walkthrough
Accessibility - Clear procedure for entrance and egress from the building that ensures student safety	Principal, Center Coordinator	At walkthrough	At walkthrough
Fire Extinguishers - Fire extinguishers on all floors have been inspected and tagged.	Principal, Center Coordinator	At walkthrough	At walkthrough
Elevators - Current Elevator permits are posted	Principal, Center Coordinator	At walkthrough	At walkthrough
Mandated Reporting - Mandated Reporting policies and evidence of training conducted (ex. sign-in sheet)	Principal, Center Coordinator	At walkthrough	At walkthrough
Hazardous Areas - All electrical rooms, mechanical rooms, breaker or fuse boxes, janitorial closets with cleaners/chemicals, and other hazardous areas off limit to students are locked except when accessed by authorized personnel	Principal, Center Coordinator	At walkthrough	At walkthrough
Informational/Directional Signage - Exterior signage identifying the school name and address and interior signage for rooms, bathrooms, and directions.	Principal, Center Coordinator	At walkthrough	At walkthrough
Safety Signage - Exit and fire/evacuation signage posted; classrooms have posted evacuation plan	Principal, Center Coordinator	At walkthrough	At walkthrough
Symbols/Signs - Space is free from all religious symbols, signs, or representations.	Principal, Center Coordinator	At walkthrough	At walkthrough
Postings and Policies - Required state and federal employment laws are posted in an area that staff can readily access/review them.	Principal, Center Coordinator	At walkthrough	At walkthrough
Securing Student Records - All student records (academic, IEP, health, etc.) are stored in lockable storage containers or password protected electronic storage system.	Principal, Center Coordinator	At walkthrough	At walkthrough
Nurse's office 1. Adequate Space for Treatment and Storage of Medical Records. 2. Locking medical cabinet and lockable refrigerator. 3. Sharps container for the disposal of sharps, including needles, syringes, etc.	Principal, Center Coordinator	At walkthrough	At walkthrough
Working Internet Access - School has working internet access, as verified by SPCSA staff during walkthrough	Principal, Center Coordinator	At walkthrough	At walkthrough

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
Assessment Administration Readiness - Evidence that school have been added to relevant assessment systems and applicable school staff have accounts for training and administration purposes.	Principal, Center Coordinator	At walkthrough	At walkthrough
Management: Administration, Staff, Personnel			
Employee Handbook - Provide a copy of the handbook and evidence of a plan to distribute it to all employees to SPCSA. Staff Handbook sections covering procurement, reimbursements, petty cash, reporting requirements, and contracting procedures	PIE-LV Board	1/1/2027	3/15/2027
Staff Evaluation Measures and Process - "Provide a copy of the performance evaluation criteria, designed evaluation, and outlined process, with timetable, for: - School leader - Teachers - Other school administrators and non-instructional staff"	PIE-LV Board, Principal	11/1/2027	1/15/2027
Registration with Department of Public Safety - create an account with the Department of Public Safety to conduct background checks. Provide evidence this account has been created and is active.	PIE-LV Board, Principal	1/1/2027	4/15/2027
All Staff Report - "Provide a copy of the staff report, in accordance with the staffing plan in the charter application. On the Detail tab, complete data cells for all persons who are or will be employed/contracted in the current school year at the time of completing this report. Submitted reports must reflect the nearest FTE for each person for the current school year based on drop-down options. All applicable cells must have data entered. Please refer to the directions in each column in the template. Note: This report will be updated and submitted again in October."	Principal	5/1/2027	7/15/2027
Completed background checks - Certify that the charter school has completed and plans to continue to complete background checks for each employee and any identified student-facing volunteers.	Principal, PMG	4/1/2027	7/15/2027
Employee Contracts/Job Agreements - Provide an employee contract template or sample of a signed employee contract with position description and employment terms.	Principal	6/1/2027	7/15/2027
Health Services - Develop a written plan for the provision of required health services (i.e., hearing and vision screenings) pursuant to NRS 388A.547.	Principal	3/1/2027	4/15/2027

PIE-LV Incubation Year Plan Operations

Task Description	Assigned To	Start	End
<p>Annual School Committee Emergency Operations Plan Review for Crisis/Emergency - annually provide evidence of the School Committee's annual review of the Emergency Operations Plan. Provide evidence of a list of participants that comply with NRS 388.247 and evidence the meeting was held (for example, a sign in sheet).</p> <p>Additionally, complete the Notice of Completion and post to the school's website. Submit a screenshot or URL that demonstrates the Notice has been posted.</p>	PIE-LV Board, Principal, PMG	5/1/2027	7/30/2027
<p>Emergency Operations Plan Review for Crisis/Emergency - Develop an Emergency Operations Plan and submit to the Nevada Division of Emergency .</p> <p>1. Submit the Emergency Operations Plan to the Nevada Division of Emergency Management's Emergency Response Plan Portal</p> <p>2. Submit the confirmation of your plan submission to DEM as well as copies of each EOP.</p>	PIE-LV Board, Principal, PMG	6/1/2027	7/15/2027
<p>School Nurse - Provide written evidence the school has made arrangements to be staffed with a school nurse and has procedures for administering medicine.</p>	Principal, PMG	4/1/2027	7/17/2027

PIE-LV Incubation Year Plan

Curriculum & Instruction

Task Description	Assigned To	Start	End
Academic Programming & Curriculum			
Develop comprehensive curriculum list with summaries, pacing guides, and SY 27-28 Course Catalog	Principal, PMG	4/17/2027	6/28/2027
Complete Distance Ed Program Application for approval to Nevada Department of Education	Principal	4/1/2027	5/1/2027
Finalize SY 27-28 Course Catalog for all PIE-LV students	Principal, PMG	5/20/2027	6/29/2027
Complete list of required instructional materials and supplies; verify all will be on campus before first day of SY 27-28	Principal & PMG	5/17/2027	6/11/2027
Ensure instructional materials and supplies are appropriately distributed throughout the center	Principal & PMG	7/1/2027	7/12/2027
Scheduling & Staffing			
Develop master schedule and staffing plan (annual calendar, daily schedule, and staffing assignments)	Principal	1/15/2027	2/24/2027
Finalize daily school schedule (morning, afternoon, and evening sessions; instructional minutes; planning time)	Principal	2/15/2027	3/15/2027
Calendars & Communications			
Publish SY 27-28 Student Calendar (first/last days, LP dates, assessments, PD days, events, etc.)	Principal	1/20/2027	2/8/2027
Publish SY 27-28 Staff Calendar (assessments, PD days, meetings, breaks)	Principal	1/20/2027	2/8/2027
Publish SY 27-28 PD Calendar (annual trainings, leadership meetings, required trainings)	Principal	1/20/2027	2/8/2027
Finalize and publish school appointment schedule (available to staff, parents, and students)	Principal	4/30/2027	6/14/2027
Professional Development (PD)			
Finalize Pre-opening PD Plan (trainings by role, content, and organizational model; include IEP training)	Principal	6/15/2027	7/29/2027
Finalize Y1 and Annual PD Plan	Principal	10/1/2026	11/30/2026
Conduct all Summer PD sessions and verify staff completion	Principal	7/12/2027	7/30/2027
School-Specific Goals & Student Supports			
SPCSA Training: School Performance Plan Requirements	Principal, PMG	2/2027	2/2027
Finalize all school-specific goals (academic and non-academic) for Years 1-7	Director of Authorizer Relations & Principal	5/25/2026	6/22/2026
Develop and finalize socio-emotional support plan (staff and contracted services as needed)	Principal, PMG	11/15/2026	2/1/2027
SPCSA Training: Overview of Monitoring and Evaluation	Principal, Staff that have leadership roles/any additional individuals who will be supporting the site evaluation process	9/2027	9/2027
Data and Reporting Systems - Provide a signed contract with Infinite Campus, the implementation/training plan, and the members of the school's staff that will participate in the training/implementation.	Principal, PIE-LV Board	1/1/2027	2/15/2027

PIE-LV Incubation Year Plan

Curriculum & Instruction

Task Description	Assigned To	Start	End
School Performance Plan - submit a board approved School Performance Plan for the 2027-28 school year in Plan4Learning. Certify via Epicenter that the plan has been submitted.	Principal, PIE-LV Board	1/1/2027	3/3/2027
Annual Testing Calendar Submission - Develop an assessment calendar that provides specific testing dates (not the general NDE windows) for the following assessments, at minimum: -High School Science (grade 9 or 10) -ACT (grade 11) -Nevada Alternate Assessment (grade 11), including dates for math, ELA, and science -WIDA ACCESS for ELLs (grades K-12) -WIDA screener (grades K-12) -Career and Tehcnical Education (CTE Program Completers) -Civics Test (Before graduation) Note: The school's proposed assessment calendar may need to change upon the release of the 2027-28 calendar from NDE	Principal	3/15/2027	5/15/2027

PIE-LV Incubation Year Plan

Enrollment/Community

Task Description	Assigned To	Start	End
Parent + Community			
Marketing, Awareness & Enrollment			
Update existing PIE-LV website with enrollment info, FAQs, and contact forms	PMG	3/1/2027	4/5/2027
Ensure website includes event calendar, application link, and contact for admissions inquiries	PMG	3/1/2027	4/5/2027
Arrange for digital and print marketing materials for community distribution (flyers, banners, press releases)	PMG & Principal	9/1/2026	10/9/2026
Implement digital outreach campaign (social media, local radio, community newsletters) promoting enrollment	PMG	9/1/2026	11/16/2026
Send flyers to households within a two-mile radius of the school promoting PIE-LV enrollment and information sessions, complied with NRS 388A.450. Provide a copy of the mailer and a receipt for sending to SPCSA	Principal	1/1/2027	2/2/2027
Attend local school choice fairs, community expos, and back-to-school events to promote PIE-LV	Principal	8/2/2027	9/1/2027
Arrange for radio and social media advertising campaign promoting enrollment opportunities.	PMG	1/1/2027	Ongoing
Community Engagement & Partnerships			
Build Strong Community Partnerships and Referral Pipelines	Principal	8/17/2026	Ongoing
Increase Visibility Through Community Engagement	Principal	8/17/2026	Ongoing
Arrange a Targeted Marketing Campaign	Principal, PMG	8/17/2026	Ongoing
Host Information Sessions and Provide Direct Family Support	Principal	8/17/2026	Ongoing
Monitor Recruitment Data and Adjust Strategies	Principal	8/17/2026	Ongoing
Identify additional local businesses, non-profits, and organizations for partnerships	Principal & Director of Authorizer Relations	8/17/2026	Ongoing
Participate in community events, fairs, and service projects to increase visibility	Principal	11/2/2026	Ongoing
Secure memberships in local chambers of commerce and begin attending monthly meetings	Principal	7/1/2026	Ongoing
Host "PIE-LV in the Community" events highlighting student opportunities and support services	Principal	8/2/2027	Ongoing
Collect signatures of support and letters from local leaders and community partners	Director of Authorizer Relations & Principal	8/18/2025	7/1/2027
Information Sessions & Family Outreach			
Develop presentation materials and handouts for information sessions	Principal	6/1/2026	1/5/2027
Schedule and hold monthly information sessions for prospective families (virtual & in-person)	Principal	2/1/2027	6/30/2027
Offer follow-up sessions to assist families with enrollment documents and FAQs	Principal	2/1/2027	6/30/2027
Orientation & Family Integration			
Schedule New Student & Parent Orientation sessions for incoming families	Principal	5/3/2027	7/12/2027
Provide families with access to the PIE-LV Student Handbook and contact information; submit a copy of the handbook AND a completed checklist	Principal	1/15/2027	3/15/2027
Enrollment Operations and Documentation			
SPCSA Training: Student Enrollment (Lotteries, Enrollment Paperwork, Enrollment Audits)	Principal, PMG	1/2027	1/2027
Finalize and make available the official Student Application form and pre-enrollment materials.	Principal	4/1/2027	5/1/2027
Student Lottery Policy, Application, and Lottery Dates - "The charter school has a board approved lottery policy, calendar, and proposed application to be used for students to submit names to the lottery for the upcoming school year. The application is compliant with NRS 388A.453, NRS 388A.456, and R131-16.	PMG, Principal	1/2027	1/2027

PIE-LV Incubation Year Plan Enrollment/Community

Task Description	Assigned To	Start	End
Document lottery procedures, hold required lotteries (if applicable), and maintain all associated records.	Principal	1/15/2027	2/1/2027
Adopt policy outlining application deadlines, capacity by grade level, enrollment limitations, and lottery procedures as required by statute.	Principal and PIE-LV Board	10/1/2026	11/2/2026
Implement procedures to verify student residency before final enrollment.	Principal	10/1/2026	1/1/2027
Ensure student records (including IEPs, health, and discipline records) are requested or received prior to the start of school.	Principal and SPED teacher	2/1/2027	7/15/2027
Prepare and present to the Board student enrollment statistics and waitlist data, disaggregated by subgroup.	Principal	3/8/2027	8/2/2027
Provide final student roster to teachers prior to the start of the school year.	Principal	7/28/2027	7/1/2027
McKinney-Vento Policy - approved policies and procedures describing how the school identifies and provides supports for students eligible under the McKinney-Vento Homeless Assistance Act	Principal, PIE-LV Board	1/15/2027	3/15/2027
Foster Care Policy - school board has approved policies and procedures describing how the school identifies and provides supports for students in foster care. For high schools, policies must address partial credit and the awarding of high school diplomas pursuant to NRS 389.320-389.330.	Principal, PIE-LV Board	1/16/2027	3/16/2027
School Calendar - approved a school calendar. Submit the draft calendar to Epicenter and the NDE portal	Principal, PIE-LV Board	3/15/2027	5/1/2027
Gender Identity Policy and Training - In accordance with NAC 388.880, submit policy and evidence of a plan to provide the training for the 2027-2028 school year.	PIE-LV Board, Principal	2/17/2027	5/17/2027
Records and Data Security			
Establish locked or secured electronic storage for all academic, attendance, discipline, and assessment records.	Principal	10/1/2026	1/7/2027
Maintain locked or separate secured electronic storage for all student health records.	Principal	1/1/2027	5/6/2027

PIE-LV Incubation Year Plan

Human Resources

Task Description	Assigned To	Start	End
Talent Acquisition & Leadership			
Post Principal job position open and interview candidates	Back Office Service Provider	5/18/2026	7/24/2026
Identify and hire School Principal.	PIE-LV Board	5/18/2026	7/24/2026
Select and finalize full benefits package(s) for full-time staff. <ul style="list-style-type: none"> • Identify health insurance options • Establish contributions to public retirement funds 	Back Office Service Provider	8/10/2026	9/14/2026
Establish and document Retirement Plan information for eligible employees	Back Office Service Provider	6/1/2027	7/1/2027
Recruitment			
Attend job fairs and conduct college/university outreach to recruit candidates for anticipated PIE positions.	Principal and Back Office Service Provider	1/1/2027	6/30/2027
Post all open positions on online platforms (e.g., Indeed.com).	Back Office Service Provider	3/1/2027	3/15/2027
Host PIE Job Fair to recruit school staff.	Back Office Service Provider, Principal	5/3/2027	5/3/2027
Hire school staff based on projected SY 2027-28 enrollment (175 students), including: Complete all hiring steps: <ul style="list-style-type: none"> • Job interviews • Reference and background checks • Offer letters and employment agreements on file 	Principal, Back Office Service Provider	3/1/2027	7/1/2027
Special Education Staffing & Compliance			
Ensure contracts are signed for special education teachers, support staff, and/or service providers (as needed).	Back Office Service Provider	7/1/2027	7/15/2027
Onboarding & Orientation			
Staff Professional Development and Orientation - Provide the plan for staff orientation to familiarize them with mission and program of school and to clarify their roles and responsibilities. Provide a schedule and communication to staff regarding the orientation.	Principal, PMG	6/1/2027	7/15/2027
New Staff Onboarding	All staff	6/2/2027	7/15/2027
Welcome to new staff training	All staff	6/3/2027	6/3/2027
HQTI Training	All teachers	6/4/2027	6/4/2027
Instruction and Curriculum	All staff	6/5/2027	6/5/2027
Virtual Program	All Teachers	6/8/2027	6/8/2027
Learning Periods and Units	All Staff	6/9/2027	6/9/2027
Enrollment	All Staff	6/10/2027	6/10/2027
Orientation	All staff	6/11/2027	6/11/2027
Guides and Goals	All staff	6/12/2027	6/12/2027
Center Team	All staff	6/13/2027	6/13/2027
Student attendance and truancy	All staff	6/14/2027	6/14/2027

Routines and Procedures	Individualized Instruction Teachers	6/15/2027	6/15/2027
Routines and Procedures	Small Group Instruction Teachers Sped Teachers	6/16/2027	6/16/2027
Appointment Time	Individualized Instruction Teachers and Center Coordinators	6/17/2027	6/17/2027
Pacing: Unit Planning/ Scope and Sequence	Small Group Instruction Teachers	6/18/2027	6/18/2027
Special Education in Independent Study 101	All staff	6/19/2027	6/19/2027
English Language learners in Independent Study 101	All staff	6/20/2027	6/20/2027

PIE-LV Incubation Year Plan

Governance

Task Description	Assigned To	Start	End
Board meetings for the upcoming school year are scheduled, and schedule is posted on the school's website. Submit a screenshot or URL of the school's website that shows the board meeting calendar for the upcoming school year.	PIE-LV Board	8/2026	
Board Member Disclosure Forms and Resumes - All board members have completed disclosure forms and submitted a resume or professional bio and copy of teacher license, if applicable.	PIE-LV Board	completed	completed
Board Policy - Criminal Background Check- The charter school board has adopted a criminal background check policy for board members, staff, and volunteers in alignment with NRS 388A. 323 and NRS 386.588.	PIE-LV Board	8/2026	8/2026
Non-profit Incorporation "The charter school has a certificate of incorporation or similar documentation, if applicable. Additionally, the charter school has filed for a tax-exempt letter and federal identification number from the IRS. Submit documentation for BOTH the certification of incorporation and the tax-exempt letter/federal identification number from the IRS."	PIE-LV Board	3/2026	9/2026
Fill any board vacancies including parent spot and begin setting policy direction for the school	PIE-LV Board	8/1/2026	7/1/2027
SPCSA Training: Governance Standards Training	PIE-LV Board, Principal, Director of Authorizer Relations	1/2027	1/2027
Draft and file Articles of Incorporation	PIE-LV Board	completed	completed
Approve Board Bylaws and Board Policies	PIE-LV Board	8/1/2026	3/15/2027
SPCSA Training: Bylaws Training	PIE-LV Board	12/2027	12/2027
Board Policy and Procedures Manual, Code of Ethics, and Bylaws - The charter school board has adopted a Policy and Procedures Manual, Code of Ethics, and Bylaws.	PIE-LV Board, Principal, Director of Authorizer Relations	2/2027	2/2027
Schedule and/or complete Initial Board Governance Training (governance, compliance, ethics, charter law)	PIE-LV Board and external contractor	5/18/2026	6/2/2026
SPCSA Training: Open Meeting Law Training	PIE-LV Board, Principal, Director of Authorizer Relations	1/2027	1/2027
Review evaluation process for school leaders, including tools and performance timelines	PIE-LV Board	9/1/2026	
SPCSA Training: School Performance Plan Requirements	Principal	2/2027	2/2027
Develop Board self-evaluation process and tools	PIE-LV Board	5/19/2026	6/30/2026
Establish Annual Board and School Goals aligned with mission and accountability framework	PIE-LV Board	5/18/2026	7/2/2026
SPCSA Training: SPCSA Academic Performance Framework	Principal, Director of Authorizer Relations, PIE-LV Board	7/2027	7/2027
SPCSA Training: SPCSA Financial and Organizational Performance Frameworks	Principal, PIE-LV Board, PMG financial staff	7/2027	7/2027
Approve ESP Evaluation Rubric	PIE-LV Board	9/1/2026	9/1/2026
SPCA Training: Amendments Process and Procedures	Principal	5/2027	5/2027

PIE-LV Incubation Year Plan

Governance

Task Description	Assigned To	Start	End
Ongoing Monthly Tasks			
Incubation Year Board Meeting Agendas, Minutes, and Draft Minutes - As board meetings occur, the agendas are submitted to Epicenter and properly posted on the school's website and notice.nv.gov. Approved meeting minutes for all board meetings are submitted to Epicenter and posted on the school's website. https://notice.nv.gov/	PIE-LV Board	On-Going Monthly Tasks	On-Going Monthly Tasks
Identification of Governing Board Contacts in Epicenter - Update Epicenter with all governing board member information, including term lengths. Board center should be updated as necessary, and the roster in Epicenter should match the roster on the school's website.	PIE-LV Board	On-Going Monthly Tasks	On-Going Monthly Tasks
Identification of School Contacts in Epicenter - Update Epicenter with all required school contacts as they are hired and identified: <ul style="list-style-type: none"> - School Leader - Financial Officer - Grant Contact - McKinney Vento Contact - SPED Contact - Foster Contact - EL Contact - Assessment and Accountability Contact - Title I Contact - Emergency Contact -Charter School Attorney (if applicable) 	PIE-LV Board, Principal	On-Going Monthly Tasks	On-Going Monthly Tasks
Monthly Enrollment Report - Complete the survey monthly to provide data regarding student enrollment. Survey link: https://forms.office.com/g/zTvtpMbU2y	Compliance Coordinator, Data Analyst	On-Going Monthly Tasks	On-Going Monthly Tasks
SPCSA Check-Ins - Starting in December 2025, school leaders and representatives from the board meet with SPCSA staff monthly regarding the progress of pre-opening tasks throughout the incubation year.	PIE-LV Board, Principal	On-Going Monthly Tasks	On-Going Monthly Tasks
SPCSA Training - School leaders and/or governing board members must participate in all training required by the SPCSA for new schools.	PIE-LV Board, Principal	On-Going Monthly Tasks	On-Going Monthly Tasks

PIE-LV Incubation Year Plan

Finance

Task Description	Assigned To	Start	End
Develop and approve Board Policy on Financial Procedures, including cash management, check signatures, document storage, financial reporting, spending limitations, and emergency procedures	PIE-LV Board	8/1/2026	8/1/2026
SPCSA Training: Fiscal Policies and Procedures	Principal, Director of Authorizer Relations, PIE-LV Board,	12/2026	12/2026
Apply for CSP grant	PIE-LV Board	TBD	TBD
SPCSA Training: Introduction to the Grant Management System	Principal, PIE-LV Board, Director of Authorizer Relations	7/2027	7/2027
Develop and approve Payroll Policies and Procedures, including payroll cycles, reporting, and compliance	PIE-LV Board	8/1/2026	8/1/2026
Approve Board Policy on Payroll Deductions	PIE-LV Board	8/1/2026	8/1/2026
Prepare and approve Initial Annual Budget demonstrating the school's ability to operate through the full academic year	PMG, PIE-LV Board	8/1/2026	8/1/2026
Submit all State Vendor Input Forms and other required documentation to generate public funding payments	PMG, PIE-LV Board	8/1/2026	8/1/2026
Review and confirm financial readiness prior to school opening, ensuring all systems and compliance processes are in place	PMG, PIE-LV Board	6/1/2027	7/15/2027
PERS - Provide confirmation from Public Employee Retirement System (PERS)	PMG, PIE-LV Board	1/1/2027	2/15/2027
Fiscal Policies and Procedures - fiscal policies and procedures that are compliant with Uniform Guidance 2 C.F.R. Part 200. 1) Submit a copy of the charter school's written Fiscal Policies and Procedures Manual that includes each of the required seven fiscal topics (Internal Controls, Allowability of Costs, Accounting and Financial Management Systems, Procurement Systems, Audit Resolution, Inventory Management, and Records Retention). 2) Complete and submit the Fiscal Policies and Procedures Checklist (see attached resource document). Please read the additional instructions and guidance included in the checklist. *During the self-assessment, if it is discovered that one or more required criteria is omitted, please make the necessary corrections prior to submitting.	PIE-LV Board	10/1/2026	2/15/2027
Grant Management System - Complete the application for access to the SPCSA's Grant Management System (GMS). Certify that the school has completed the GMS application.	PMG, PIE-LV Board	4/1/2027	5/15/2027
Nevada Bank - Establish a bank account in Nevada (NRS 388a.411) to receive state and federal funds. Provide a letter or document demonstrating that the schools has established such an account.	PMG, PIE-LV Board	1/15/2027	3/15/2027

PIE-LV Incubation Year Plan

Finance

Task Description	Assigned To	Start	End
Budget--Tentative - board is required to review the school's tentative budget for 2027/28 fiscal year and host a budget hearing for public input. Provide the following documents: 1. Tentative Budget for the fiscal year with detailed assumptions for all key revenues and expenditures, including reasonable enrollment. 2. Evidence the Budget has been made available to the public. 3. Evidence of the Scheduled Budget Hearing during the 2nd or 3rd week in May (can be in conjunction with a board meeting).	PMG,PIE-LV Board	1/1/2027	4/15/2027
Federal Grant Registration - register for Unique Entity Identifier (UEI). Provide written evidence of the UEI.	PMG,PIE-LV Board	1/15/2027	3/15/2027
Accounting System and Chart of Accounts - charter school and board must be prepared to conduct extensive accounting and financial reporting. Include the following items: 1. Identify the accounting system the charter school plans to use, including internal controls and fiscal policies. 2. Provide evidence of or attestation that school will use the state chart of accounts and has the appropriate accounting systems in place to do so. 3. Provide documentation of employment of or contract with an accountant, bookkeeper, or other person or entity to handle fiscal duties at the school.	Principal, PIE-LV Board	1/15/2027	4/15/2027
New and Expanding School Grant Information - Provide enrollment projections, including special populations, and complete any required paperwork to qualify for new/expanding school provision under federal grants.	PMG, PIE-LV Board	3/1/2027	5/15/2027
Budget (Final) - board must approve a final budget for the 2027--2028 fiscal year with detailed assumptions for all key revenues and expenditures. The Final Budget should include revenue based on the fully enrolled student count at the time of board approval and accurately incorporate expenses for the identified facility.	PIE-LV Board, PMG	3/1/2027	6/8/2027
Nevada State Vendor Registration - obtain registration for Nevada state vendor number. Provide evidence of registration, including either the paper or online form submitted to the Controller's Office.	PIE-LV Board	9/1/2026	
Five-year Budget - governing board should develop and approve a five-year budget aligned to provisions of approved charter application and submit to Epicenter.	PIE-LV Board, PMG	4/1/2027	6/15/2027
Detailed monthly cash-flow projection for first-year of operations - board should develop monthly cash flow projections for the first year of operations and submit to Epicenter.	PIE-LV Board, PMG	4/1/2027	6/15/2027

PIE-LV Incubation Year Plan

SPED/EL

Task Description	Assigned To	Start	End
Develop and approve Board Policy on Special Populations, including compliance with IDEA, Section 504, and ESSA requirements. Submit these approved policies and sign and submit the Special Education Attestation included in the Epicenter task.	PMG, PIE-LV Board	2/15/2027	3/15/2027
SPCSA Training: Special Education and IDEA Program Services for School Leaders	Principal & PMG Curriculum Team	1/2027	1/2027
Identify and hire or contract Special Education Teacher and ELL Teacher	PMG, Principal	4/1/2027	7/1/2027
Develop Special Education Plan outlining identification, service delivery, documentation, and reporting processes	Principal, PMG	2/1/2027	4/15/2027
Develop English Learner (EL) Plan detailing identification, placement, language instruction, progress monitoring, and parent communication procedures	Principal, PMG	3/1/2027	4/15/2027
EL Policies and Handbook - The charter school board has approved policies and procedures describing how the school will provide services to English Learners in compliance with state and federal laws and regulations.	Principal, PIE-LV Board	2/2027	2/2027
Create and adopt Child Find Procedures to ensure timely identification and evaluation of students with disabilities	Principal, PMG	3/1/2027	5/1/2027
Establish Partnership Agreements or MOUs (if applicable) with external service providers for speech, OT/PT, or counseling	Director of Authorizer Relations, Principal	3/1/2026	5/15/2027
Provide training for all instructional and administrative staff on ELL and SPED policies, legal obligations, and accommodations	Principal, PMG, SPED/ELL Teachers	7/1/2027	7/15/2027
Procure and/or adopt IEP and ELL data management systems compatible with state reporting platforms	SPED/ELL Teachers, PMGs	6/1/2027	7/1/2027
Ensure state reporting readiness for SPED and ELL programs (student information, compliance documentation, and staffing)	SPED/ELL Teachers, PMG, Principal	6/1/2027	7/15/2027
Submit all required documentation to the Nevada State Department of Education verifying compliance and readiness to serve students with disabilities and English Learners	Director of Authorizer Relations, Principal, PMG	7/1/2027	8/1/2027
Review and confirm program readiness prior to school opening, ensuring all staffing, systems, and procedures are in place	PIE-LV Board	7/1/2027	8/1/2027
SPCSA Training: Special Education and IDEA Program Services for Special Education Staff	Principal, PMG, Special Education Teacher	9/2027	9/2027
SPCSA Training: English Language Learners (ELL)	SPED/ELL Teachers, PMG, Principal	3/2027	3/2027

**Attachment 16:
Secured Facility Documentation**

Retail/Medical For Lease

1650 W. CRAIG RD.

North Las Vegas, NV 89032

Listed By:



AVAILABLE
±10,185 SF
(Demisable)

W. Craig Rd. // 53,000 VPD

TURN-KEY MEDICAL OFFICE SPACE AVAILABLE

VICINITY MAP

The trade area consists of ±457,754 residents with an average household income of ±\$88,157 within a 5-mile radius.



Daytime Population
377,956



Median Age
35.1



Medium Home Value
\$397,750

Nearby Amenities ±5-Mile Radius

- 1 Cannery Hotel & Casino (200 rooms) - 2.6 miles
- 2 Craig Ranch Regional Park (170 AC) - 0.7 miles
- 3 VA Medical Center - 6.7 miles
- 4 Hylo Park Mixed-Use (73-Acre Redevelopment) - 4.8 miles
- 5 Canyon Springs High School (±2,824 students) - 2.2 miles
- 6 Cheyenne High School (±2,110 students) - 2.0 miles
- 7 College of Southern Nevada (±34,000 students) - 5.2 miles
- 8 Shadow Creek Golf Course (350 AC) - 4.3 miles



SITE =

For Lease

In-line Retail Space Available Next to New ALDI



SUBJECT
± 10,159 SF

2106 W. Craig Road
North Las Vegas, NV 89032

Jason Otter
Founding Partner
702.954.4109
jotter@logicCRE.com
S.0168161.LLC

Cooper Powell
Senior Associate
702.954.4154
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Madeline Nuha
Associate
702.954.4131
mnuha@logicCRE.com
BS.0146665

Property Photos



**Attachment 17:
Facility Preparation
Schedule/Timeline**

Pathways In Education - Las Vegas

Opening August 2027

Task Description	Assigned To	End
School Initiation & Lease Acquisition		
Site Research & Selection		
Identify potential sites based on requirements	Facilities	8/23/2027
Final site visits by Operations		
Final site selection		
Lease Process		
Draft and Submit LOI	Facilities	9/13/2027
Lease Negotiations		
Review of negotiated lease terms		
Confirm and approve lease		
Share Lease Information		
Send copy of lease to Office of the President, Legal, Accounting, Risk Mgmt, and School Implementation	Operations	9/13/2027
Share physical address and mailing address to project team		
Liability Insurance		
Receive charter contract from School Implementation Department	Risk Management	9/13/2027
Receive FEIN from Legal Department		
Receive copy of lease and statement of values (SOV) from Operations Department		
Send brokerage the contract/charter terms, lease information, and FEIN		
Brokerage researches state-specific carriers to determine feasibility of current insurance plans		
Insurance is secured		
Articles of Incorporation		
Draft and file Articles of Incorporation	Board Relations	8/3/2026
Obtain EIN from IRS		
File for 501(c)(3)		
Nevada Department of Education Reporting IDs		
Request school/district NCES ID	Operations	8/21/2026
Ensure PIE-Nevada is in Nevada Department of Education Directory		
Nevada State Vendor Number		
Register as a vendor with the Nevada State Controller's Office	Operations	8/21/2026
Federal Grant Registration		
Register for Unique Entity Identifier (UEI)	Operations	8/21/2026
Federal Tax Exemption Status		
Apply for tax exemption status - retain copy of tax-exempt letter and federal tax ID number	Accounting	8/21/2026

Pathways In Education - Las Vegas

Opening August 2027

Task Description	Assigned To	End
Management Contract		
Board approval of management agreement with CMO	Board Relations	8/21/2026
Obtain Business License	Operations	5/28/2027
Policy Development		
*Policies below are not exhaustive and represent priority policies that would be included in the first round of board approvals		
Policy Development & Approval Process		
Policy reserach and development		
Legal compliance check		
Board committee review		
Board approval of first round of policies	School Policy	11/13/2026
Board approval of final policies required prior to opening		
Policies are integrated into student, parent, and staff handbooks where required		
Policies are posted to school website where required		
Boards & Governance		
Board by-laws		
Board governance policy manual	School Policy, Board Relations	8/28/2026
Conflict of interest policy		
Criminal background check policy		
Handbooks		
Parent and student handbook	School Policy	10/23/2026
Staff handbook		
Special Populations		
Special education policies and procedures compliant with IDEA and Nevada law		
504 policy		
EL policies and procedures aligned to state and federal laws	School Policy, Diverse Learners	9/25/2026
ELL Access Plan		
McKinney Vento policy		
Foster care policy		
Diverse gender identity and expression policy		
Students		
Complaint resolution policy		
Attendance and truanacy policy		

Pathways In Education - Las Vegas

Opening August 2027

Task Description	Assigned To	End
Bullying, harassment, and anti-discrimination policy	School Policy	9/25/2026
Code of conduct policy		
FERPA policy		
Student records policy		
Staff	HR	10/23/2026
Acceptable use policy		
Mandated reporter policy		
Title IX/anti-discrimination policy	School Policy, Operations	9/25/2026
School Safety		
Develop Emergency Operations/Safety Plan		
Medication administration policy		
Immunization and communicable disease policy	School Policy, Operations	9/25/2026
Suicide prevention policy		
Construction & Build-Out		
Permits	Contractor, Operations	11/13/2026
Traffic impact study		
Zoning compliance review: Confirm school is allowed "by right" or apply for Conditional Use Permit, if needed		
Apply for building permit		
Submit architectural/engineering drawings (including fire/life safety compliance)		
City review of submitted plans		
Building and safety permits obtained	Contractor	6/11/2027
Construction		
Architectural design		
Demolition plan		
Engineering		
Demolition		
Framing		
MEP rough-in inspection - mechanical, electrical, plumbing		
Drywall		
Ceiling grid		
Electrical and fire trim		
Plumbing trim		

Pathways In Education - Las Vegas

Opening August 2027

Task Description	Assigned To	End
Painting		
Install security system		
Fire marshal inspection		
Final inspection		
Apply for a COO		
Touch up and cleaning		
<u>IT Infrastructure Setup and IT Equipment Orders</u>		
IT Needs Assessment	Operations	8/28/2026
Identify device counts for students, staff, and school leadership		
Identify network/ISP needs		
Identify additional technology needs (Promethean boards, special education technology accommodations, printers, cameras, etc.)		
Align technology needs with budget and capital expenditures		
RFP Process for IT Provider	Operations	10/9/2026
Research IT providers who are able to fulfill IT needs and requirements		
Develop detailed scope of work		
Receive bids from approximately five vendors who can provide the services requested		
Committee evaluates submitted proposals		
Notice of Intent to Award is issued and a contract draft is requested		
Legal Department reviews the contract and revisions are made, as needed		
Board approves IT vendor		
Network & IT Infrastructure Setup	IT Vendor	5/28/2027
Create network plan including firewall setup, network security, IP schema, VLAN setup, and wireless access point placements		
Install internet service		
Install firewall and network security, ensuring this is configured with content filtering, threat protection, and role-based access control		
Rack and mount network equipment		
Run ethernet cabling and terminate drops		
Install wireless access points		
Configure guest network access		
IT Equipment Orders and Device Configurations		
Research state-specific technology/computer requirements		
Create drafted equipment order list based on initial IT Needs Assessment		

Pathways In Education - Las Vegas

Opening August 2027

Task Description	Assigned To	End
Provide IT vendor state-specific research and drafted equipment list	IT Vendor	7/9/2027
Receive estimated cost/quote IT vendor		
Submit estimated costs/quote for approvals		
Submit order to Purchasing Department once IT order is approved		
IT vendor receives equipment (i.e., computers, Chromebooks, office phones)		
All devices labeled and tagged		
Install OS and security software - push baseline configurations, endpoint protection, and encryption		
Deploy mobile device management (MDM) to manage student device usage and filtering		
Set up emails and configure Google Workspace with single sign-on		
Set up VOIP system		
System Testing and Launch	IT Vendor, School Leadership	7/16/2027
Conduct network performance test		
Distrbute devices		
Finalize SOPs and troubleshooting procedures via helpdesk contact and ticketing process		
Ensure backup and recovery plans are active and that this system has been configured and tested		
Furniture		
Furniture, Fixtures & Equipment Plans (FF&E Plans)	Operations	1/8/2027
FF&E Plan reviewed		
Furniture needs are identified		
RFP Process for Furniture Vendor	Operations	2/5/2027
Research furniture vendors		
Develop draft list of furniture needed		
Receive bids from approximately five vendors who can provide the furniture requested within the timeframe needed		
Committee evaluates submitted proposals		
Notice of Intent to Award is issued and a contract draft is requested		
Legal Department reviews the contract and revisions are made, as needed		
Board approves furniture vendor		
Furniture requirements and drafted order is approved		
Place furniture orders		
Furniture Delivery & Install	Furniture Vendor	6/18/2027
Furniture orders processed, produced, and shipped by vendors		
Install furniture		

Pathways In Education - Las Vegas

Opening August 2027

Task Description	Assigned To	End
Post-Construction Site Enhancements		
Utilities		
Open commercial account for utilities	Operations	2/5/2027
Set up payments for utilities with Accounting Department		
Turn on utilities		
Blinds/Window Tint		
Research and determine vendor for blinds and/or window tints	Operations	6/25/2027
Request estimate for blinds		
Review and approvals for blinds quote		
Place order for blinds		
Install blinds		
Banner Support and Installation		
Research whether or not a permit is required to put up a temporary banner	Operations	3/5/2027
Share local requirements with project team		
Apply for necessary permit		
Obtain permit for temporary banner		
Install banner at center		
Signage		
Research and identify signage vendor	Operations	6/25/2027
Contract with vendor for services		
Signage vendor obtains necessary permits		
Signage production and shipping via vendor		
Signage installation		
Purchasing of Start-Up Appliances & Facilities Plans		
Order Small Equipment & Appliances		
Determine small equipment and appliances needed (microwave, refrigerator, whiteboards, etc)	Purchasing	6/25/2027
Small equipment and appliances draft orders approved		
Order appliances and small equipment		
Appliances and small equipment delivered		
Order office supplies from Staples.com for site		
Maintenance Plans		
Vendor protocols and maintenance schedules for janitorial, HVAC, pest control, etc.	Facilities	7/2/2027
School Safety Plans		

Pathways In Education - Las Vegas

Opening August 2027

Task Description	Assigned To	End
Develop Emergency Operations Plan	Operations	7/2/2027
Post evacuation map in a visible location		
Facilities Closeout		
Re-Key Site	Facilities	6/18/2027
School Set-Up & Organization	School Staff	7/16/2027
Unpack curriculum, office supplies, etc. and organize the center to be ready for student instruction		
Local Police & Fire Department Notification	Operations	6/18/2027
Notify local police and fire departments of school's location, authorized contact person, and anticipated student enrollment		
Required Postings	Operations	7/16/2027
State and federal employment laws are posted in an easily accessible area		
Identification of School Contacts	Operations	7/16/2027
Update Epicenter with all required school contacts (School Leader, Financial Officer, McKinney Vento Point Person, SPED Point Person, Foster Point Person, ELL Point Person, Assessment and Accountability Point Person, Title I Point Person, and Board Members)		
Secure Operations/Facilities Related Documentation	Operations	7/16/2027
Certificate of Occupancy (COO)		
State fire marshall inspection report		
Certificate of insurance		
Floor plan with room uses labeled - submit to SPCSA		
Emergency Operations Plan		
Written procedures for ADA compliance and accommodation of handicapped persons		
Written procedures outlining student drop off and pick up		
Written documentation that PIE-Nevada has made arrangements to contract nursing services		
Written plan outlining procedures for required health services and screenings, monitoring student health needs, and administering medication including Epipens		
Copy of each administrators' and teachers' Nevada License or License Number		
Staff directory at the time of school opening		
Evidence of an established bank account in Nevada		
Signed management contract with CMO		
Copy of approved by-laws		
Copy of all approved policies		
Copy of Articles of Incorporation		

Attachment 18:
Approval From Local Jurisdiction
(Not Including)

**Attachment 19:
Insurance Coverage Quote**



INSURANCE PREMIUM INDICATION

Prepared For:

Pathways in Education – Las Vegas

320 N Halstead St

Ste 220

Pasadena, CA 91107

Prepared By:

The Baldwin Group West LLC

15901 Red Hill Ave, Ste 100

Tustin, CA 92780

Date: 4/14/2026



The
**Baldwin
Group**

General Liability/Umbrella

Insurer: Philadelphia Indemnity Insurance Company

A.M. Best Rating: A++ XV

Policy Term: TBD

Additional Annual Premium: \$3,250 (Indication Estimate)

Coverage Detail	
General Aggregate	\$2,000,000
Products/Completed Operations Aggregate	\$2,000,000
Personal/Advertising Injury	\$1,000,000
Each Occurrence	\$1,000,000
Damage to Rented Premises - Each Occurrence	\$300,000
Medical Expense - Any One Person	\$5,000
Umbrella Liability - Aggregate Limit	\$5,000,000

Classification	Exposure	Premium Basis
Nevada		
School- Public - High School	300	Number of Students

Sexual or Physical Abuse or Molestation

Insurer: Philadelphia Indemnity Insurance Company

A.M. Best Rating: A++ XV

Policy Term: TBD

Additional Annual Premium: \$500 (Indication Estimate)

Coverage Detail	
Aggregate Limit	\$1,000,000
Each Abusive Conduct Limit	\$1,000,000
Employee Defense Coverage	Included

Property

Insurer: Philadelphia Indemnity Insurance Company

A.M. Best Rating: A++ XV

Policy Term: TBD

Additional Annual Premium: \$3,350 (Indication Estimate)

LOC #	SUBJECT	LIMIT	DED	VALUATION	CO-INS %	CAUSE OF LOSS
1-1	Building / TIB	\$ 10,000	\$5,000	Agreed Value	100%	Special (Including theft)
1-1	Business Personal Property	\$ 150,000	\$5,000	Agreed Value	100%	Special (Including theft)
1-1	Business Income/Ext Expense	\$1,000,000	72 Hrs	Agreed Value	100%	Special (Including theft)
1-1	Computers	\$ 100,000	\$5,000	Replacement Cost	100%	Special (Including theft)

Indication based on the following information:

State of Nevada

Due to weather conditions, deductible could be subject to higher limits.

Commercial Auto

Insurer: Philadelphia Indemnity Insurance Company

A.M. Best Rating: A++ XV

Policy Term: TBD

Additional Annual Premium: \$250 (Indication Estimate)

Coverage	Limit	Applies To/Symbol
Liability	Each Accident: \$1,000,000	8, 9
Comprehensive/OTC	\$1,000 Deductible	8
Collision	\$1,000 Deductible	8

Hired and Borrowed Auto	
Hired/Borrowed Liability	Yes
Non-Owned Auto Liability	Yes

COVERED AUTO SYMBOLS		
(1) ANY AUTO	(4) OWNED AUTOS OTHER THAN PRIVATE PASSENGER	(7) AUTOS SPECIFIED ON SCHEDULE
(2) ALL OWNED AUTOS	(5) ALL OWNED AUTOS WHICH REQUIRE NO-FAULT COVERAGE	(8) HIRED AUTOS
(3) OWNED PRIVATE PASSENGER AUTOS	(6) OWNED AUTOS SUBJECT TO COMPULSORY U.M. LAW	(9) NON-OWNED AUTOS

Workers Compensation

Insurer: Oak River Insurance Company

A.M. Best Rating: A++ XV

Policy Term: TBD

Additional Annual Premium: \$6,458 (Indication Estimate)

Workers' Compensation - Part I	
Statutory Limits	NV

Employers Liability - Part II	
Bodily Injury by Accident - Each Accident	\$1,000,000
Bodily Injury by Disease - Policy Limit	\$1,000,000
Bodily Injury by Disease - Each Employee	\$1,000,000

Other States - Part III	
Other States Coverage	All states except ND, OH, WA, WY

State	Est Annual Payroll
NV	1,563,447

Crime

Insurer: Hiscox Insurance Company Inc

A.M. Best Rating: XV

Policy Term: TBD

Additional Annual Premium: \$2,668 (Indication Estimate)

Coverage	Limit	Deductible
Employee Theft & Client Coverage	\$1,000,000	
ERISA Fidelity	\$100,000	
Forgery or Alteration	\$1,000,000	
Computer Fraud and Funds Transfer Fraud	\$1,000,000	
Deductible: Per Occurrence		\$5,000

Schedule of Additional Coverages and Limits	Limit
Business Travel Accident Benefit	\$50,000
Conference Cancellation	\$25,000
Donation Assurance	\$50,000
Emergency Real Estate Consulting Fee	\$50,000
Fundraising Event Blackout	\$25,000
Identity Theft Expense	\$50,000
Image Restoration and Counseling	\$50,000
Key Individual Replacement Expenses	\$50,000
Kidnap Expense	\$50,000
Political Unrest	\$5,000 per employee / \$25,000 policy limit
Temporary Meeting Space Reimbursement	\$25,000
Terrorism Travel Reimbursement	\$50,000
Travel Delay Reimbursement	\$1,500
Workplace Violence Counseling	\$50,000

Educators Legal Liability, Including Employment Practice Liability

Insurer: Indian Harbor Insurance Company – Non Admitted

A.M. Best Rating: A+ XV

Policy Term: TBD

Additional Annual Premium: \$19,000 (Indication Estimate)

Coverage	Limit
A. Educators Legal Liability-Including Directors & Officers Liability	\$5,000,000
B. Employment Practices Liability and Third Party	\$5,000,000
General Aggregate Limit – Policy Limit	\$5,000,000

Deductible	Limit
Educators Legal Liability	\$50,000
Employment Practices Liability	\$100,000

Retroactive Date:
(Date the entity is added)

Student Accident – (Base & Catastrophe)

Insurer: Philadelphia Indemnity Insurance Company

A.M. Best Rating: A++ XV

Policy Term: TBD

Additional Annual Premium: \$742 (Indication Estimate)

Coverage	Limit
(1st Policy) Student Accident Base Accident Insurance Policy	
All enrolled students of the policyholder grades 7-12	
Benefit Schedule	
Accident Medical Expense – Per Participant, Per Accident	\$50,000
Accident Medical Expense Aggregate	No Aggregate
Benefit Amount	100% of Usual & Customary Charge
Deductible	\$0
Benefit Period	2 Years
	Full Excess
Plan Type	
(2nd Policy) Student Accident Catastrophe Accident Insurance Policy	
All enrolled students of the policyholder grades 7-12	
Accident Medical Expense – Per Participant, Per Accident	\$1,000,000
Accident Medical Expense Aggregate	No Aggregate
Benefit Amount	100% of Usual & Customary Charge
Deductible	\$50,000
Benefit Period	10 Years
Plan Time	Full Excess

ENDORSEMENTS, LIMITATIONS, WARRANTIES AND EXCLUSIONS INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- Coverage Territory limited to the United States unless otherwise specified.
- All Students School Time Activities, All Interscholastic Sports, Excluding Interscholastic Tackle Football
 - See policies for additional coverage, limitations and exclusions

Carrier Rating Statement

Guide to Best's Financial Strength Ratings

AM Best's Financial Strength Rating is an independent opinion of an Insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. The rating is based on a comprehensive quantitative evaluation of a company's balance sheet strength, operating performance, and business profile.

Financial Strength Rating

	Rating	Descriptor	Definition
Secure	A++, A+	Superior	Assigned to companies that have in AM Best's opinion, a superior ability to meet their ongoing Insurance obligations.
	A, A-	Excellent	Assigned to companies that have in AM Best's opinion, an excellent ability to meet their ongoing Insurance obligations.
	B++, B+	Good	Assigned to companies that have in AM Best's opinion, a good ability to meet their ongoing Insurance obligations.
Vulnerable	B, B-	Fair	Assigned to companies that have in AM Best's opinion, a fair ability to meet their ongoing Insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
	C++, C+	Marginal	Assigned to companies that have in AM Best's opinion, a marginal ability to meet their ongoing Insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
	C, C-	Weak	Assigned to companies that have in AM Best's opinion, a weak ability to meet their ongoing Insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
	D	Poor	Assigned to companies that have in AM Best's opinion, a poor ability to meet their ongoing Insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
	E	Under Regulatory Supervision	Assigned to companies (and possible their subsidiaries/affiliates) placed under significant form of regulatory supervision, control or restraint - Including cease and desist orders, conservatorship or rehabilitation, but not liquidation - that prevents conduct of normal, ongoing operations.
	F	In Liquidation	Assigned to companies placed in liquidation by a court of law or by forced liquidation.
	S	Suspended	Assigned to rated companies when sudden and significant events affect their balance sheet strength or operating performance and rating implications cannot be evaluated due to lack of timely or adequate information.

Financial Size Category

Class	Adjusted Policy Holder Surplus	Class	Adjusted Policy Holder Surplus
I	Less than \$1 million	IX	\$250 million to \$500 million
II	\$1 million to \$2 million	X	\$500 million to \$750 million
III	\$2 million to \$5 million	XI	\$750 million to \$1 billion
IV	\$5 million to \$10 million	XII	\$1 billion to \$1.25 billion

Guide to Best's Financial Strength Ratings

V	\$10 million to \$25 million	XIII	\$1.25 billion to \$1.5 billion
VI	\$25 million to \$50 million	XIV	\$1.5 billion to \$2 billion
VII	\$50 million to \$100 million	XV	\$2 billion or greater
VIII	\$100 million to \$250 million		

Rating Outlooks

Assigned to an interactive Financial Strength Rating (A++ to D) to indicate its potential direction over an intermediate term, generally defined as 12 to 36 months.

Positive	Indicates possible rating upgrade due to favorable financial/market trends relative to the current rating level.
Negative	Indicates possible rating downgrade due to unfavorable financial/market trends relative to the current rating level.
Stable	Indicates low likelihood of a rating change due to stable financial/market trends.

Rating Modifiers

Modifier	Description	Definition
u	Under Review	Indicates the rating may change in the near term, typically within six months. Generally is event driven, with positive, negative or developing implications
pd	Public Data	Indicates rating assigned to insurer that chose not to participate in A.M. Best's interactive rating process.
s	Syndicate	Indicates rating assigned to a Lloyd's syndicate.

Affiliation Codes

Not Rated Categories

Assigned to companies reported on A.M. Best, but not assigned a Best's Rating.

NR-1: Insufficient Data	NR-2: Insufficient Size and/or Operating Experience	NR-3: Rating Procedure Inapplicable
NR-4: Company Request	NR-5: Not Formally Followed	

Rating Disclosure

The Financial Strength Rating opinion addressed the relative ability of an Insurer to meet its ongoing insurance obligations. The ratings are not assigned to specific insurance policies or contracts and do not address any other risk, including, but not limited to, an insurer's claims-payment policies or procedures; the ability of an insurer to dispute or deny claims payment on the grounds of misrepresentation or fraud; or any specific liability contractually borne by the policy or contract holder. A Financial Strength Rating is not a recommendation to purchase, hold or terminate an insurance policy contract or any other financial obligation issued by an insurer, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. In arriving at a rate decision, A.M. Best relies on third-party audited financial data and/or other information provided to it. While this information is believed reliable, A.M. Best does not independently verify the accuracy or reliability of the information. For additional details, see A.M. Best's Terms of Use at www.ambest.com.

Financial Strength Ratings are distributed via press release and/or the A.M. Best Web Site at www.ambest.com and are published in the Rating Actions section of BestWeek.

Attachment 20: Budget Narrative

Attachment 20: Budget Narrative

6(a): Per-Pupil Revenue

The proposed school's primary source of operating revenue is state funding generated through the Nevada Pupil-Centered Funding Plan (PCFP). All per-pupil revenue projections are based exclusively on the figures and methodology provided by the State Public Charter School Authority (SPCSA) within the required Financial Plan workbook, with no independent adjustments.

Revenue is calculated using Average Daily Enrollment (ADE), the funding methodology used in Nevada. Because ADE is based on enrollment rather than attendance, projections align directly to anticipated student enrollment as reflected in the financial plan. Enrollment is projected to grow from approximately 175 students in Year 1 to 330 students by Year 5, with revenue increasing proportionally.

Per-pupil funding includes the base PCFP allocation and applicable weighted funding for eligible student groups, including English Learners, at-risk students, and gifted and talented students. In accordance with Nevada funding rules, state special education and certain weighted funding streams are not assumed in Year 1, as these are based on prior-year validated enrollment data.

No local revenue sources, such as fees or fundraising, are included. This ensures that the school's operating budget is grounded in stable and predictable state funding rather than variable income sources.

Overall, the per-pupil revenue assumptions are conservative, compliant, and aligned with SPCSA guidance, ensuring a realistic and sustainable financial foundation. This stable, enrollment-driven revenue foundation informs the school's broader funding strategy, including supplemental federal funding and startup financing described below, and ensures a reliable and predictable base to support ongoing operations.

6(b) Anticipated Funding Sources

Building on this foundation, the school's funding structure is designed to ensure financial stability by relying primarily on predictable public funding sources while limiting dependence on variable or uncertain revenue streams.

State funding generated through the Nevada Pupil-Centered Funding Plan (PCFP), as described in Section 6(a), remains the primary revenue source. In addition, the school will receive federal funding through Title I, Part A and Individuals with Disabilities Education Act (IDEA) programs. Federal revenue projections are based on per-pupil estimates of \$100 per eligible Title I student and \$900 per eligible IDEA student, applied to projected student subgroup counts. These funds

are restricted and will be used exclusively for allowable program purposes in compliance with federal requirements.

The financial plan does not assume any ongoing revenue from fundraising, donations, or grants to support core operations. This approach ensures that the school is not reliant on variable income sources and that the operating model is fully sustainable based on public funding alone.

To support startup and early operations, the school will utilize a secured loan in the amount of \$1,500,000 provided by the Charter Management Organization (CMO). The loan carries an interest rate of 4.62%, with principal repayment deferred until Year 7. These funds are allocated to cover pre-opening expenses, initial operating costs, and working capital to ensure adequate liquidity during the school’s enrollment ramp-up period. Because this funding is secured and contractually obligated, it represents a reliable and committed resource rather than anticipated or speculative revenue.

STARTUP FUNDING		
Revenue Item	Year 0	Notes
Other Revenue:		
Loan Proceeds > 12 months	\$ 1,500,000	Secured
Sub-total Other Revenue:	\$ 1,500,000	
4.62% interest; principal deferred to Year 7		

A portion of total funding is restricted based on statutory and programmatic requirements. Federal funds (Title I and IDEA) are restricted to allowable uses under federal law. Additionally, weighted PCFP funding for English Learners, at-risk students, and gifted and talented students must be used to support services and programs aligned to those student populations. The school will implement internal controls and budgeting practices to ensure that all restricted funds are used in compliance with applicable requirements.

Overall, the school’s financial model is intentionally stable and cost-controlled. By relying primarily on state and federal funding streams and securing startup capital through a committed loan, the school minimizes financial risk and ensures that core operations are not dependent on uncertain or fluctuating revenue sources. These stable and secured funding sources directly inform the school’s expenditure plan, aligning resources to program priorities while maintaining long-term financial sustainability.

6(c) Anticipated Expenditures

In alignment with the financial model described above, the school’s expenditure plan is designed to support the academic program while maintaining long-term financial sustainability. All cost assumptions are based on a combination of Nevada market benchmarks, existing

charter school data, and known contractual obligations, and are aligned directly to the staffing plan and enrollment projections included in the financial model.

Annual Expenditure Projections						
School Year:	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Wages	\$ 127,000	\$ 613,845	\$ 851,705	\$1,006,416	\$1,103,120	\$1,136,221
Benefits	\$ 79,382	\$ 372,015	\$ 486,451	\$ 567,661	\$ 615,849	\$ 628,779
Purchased Services	\$ 891,205	\$ 542,075	\$ 619,451	\$ 690,832	\$ 739,271	\$ 791,582
Supplies	\$ 146,100	\$ 95,625	\$ 110,635	\$ 157,910	\$ 133,615	\$ 131,720
Capital Expenditures (Property, equipment):	\$ 68,750	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 5,000
Debt Service (principal & interest)	\$ 51,975	\$ 69,300	\$ 69,300	\$ 69,300	\$ 69,300	\$ 69,300
Total Expenditures:	\$1,364,412	\$1,697,860	\$2,139,542	\$2,494,119	\$2,663,155	\$2,762,601

Personnel costs represent the largest portion of the school’s budget and are aligned to the planned staffing model. In Year 1, the school will employ approximately 9.70 full-time equivalent (FTE) staff, growing to 16.20 FTE by Year 5 as enrollment increases. Instructional staff, administrative leadership, and support personnel increase as enrollment grows to maintain appropriate student-to-staff ratios.

Annual Staff FTE						
School Year:	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Instructional	0.00	5.50	8.00	10.00	11.00	11.00
Admin	1.20	1.20	1.20	1.20	1.20	1.20
Support	0.00	3.00	4.00	4.00	4.00	4.00
Total Staff:	1.20	9.70	13.20	15.20	16.20	16.20

Salary assumptions are based on regional benchmarks. Licensed instructional staff are projected to begin at approximately \$60,873, which is above the current Clark County School District starting salary, ensuring competitiveness in recruitment. Administrative leadership is budgeted at approximately \$100,000, reflecting the anticipated experience level required to lead the school. All salaries include an annual increase of 3% to account for cost-of-living adjustments and retention.

Salary Assumptions		
	Starting Salary	Annual Increase
Teacher/Licensed Staff	\$ 60,873.00	3%
Admin	\$ 10,000.00	3%
Support	\$ 41,600.00	3%

Employee benefits are calculated using standard rates applicable in Nevada. The Public Employees’ Retirement System (PERS) contribution rate is projected at 38.5% for eligible employees working at least 0.75 FTE. Additional benefits include Social Security (6.25% for

applicable staff), Medicare (1.45%), unemployment insurance (2.95%), workers' compensation (0.89%), and employer-sponsored health insurance estimated at \$9,840 per full-time employee annually. These assumptions reflect current statutory requirements and market-based benefit costs.

Benefits Assumptions	
Benefit	Rate / Cost
PERS	38.50%
Social Security	6.25%
Medicare	1.45%
Unemployment	2.95%
Workers Comp	0.89%
Health Insurance	\$9,840 per employee

Purchased services represent a significant but necessary portion of expenditures and include several key components. The school will contract with the Charter Management Organization (CMO) for comprehensive management services at a rate of 7% of PCFP adjusted base funding. This fee includes support for compliance, professional development, technology services, student and staff recruitment, and operational oversight. Facilities costs reflect a lease assumption of approximately \$2.05 per square foot per month for a 10,000 square foot facility, totaling approximately \$246,000 annually. Additional purchased services include contracted special education services at approximately \$700 per identified student, transportation costs estimated at \$9,000 annually, and payroll and accounting services provided by CSMC at \$60,000 annually. These costs reflect existing contracts, established rates, and comparable charter school benchmarks.

Purchased Services Breakdown	
Service	Cost Basis
CMO Fee	7% of PCFP adjusted base funding
Facility Lease	\$2.05/sq ft × 10,000 sq ft
SPED Services	\$700 per SPED student
Payroll/Accounting	\$60,000 annually
Transportation	\$9,000 annually

Supplies, materials, and equipment costs scale with enrollment and program needs. Initial startup and capital expenditures are supported by the CMO-provided loan and include investments in furniture, instructional materials, and technology necessary to support the educational program.

Annual Expenditure Projections						
School Year:	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Wages	\$ 127,000	\$ 613,845	\$ 851,705	\$1,006,416	\$1,103,120	\$1,136,221
Benefits	\$ 79,382	\$ 372,015	\$ 486,451	\$ 567,661	\$ 615,849	\$ 628,779
Purchased Services	\$ 891,205	\$ 542,075	\$ 619,451	\$ 690,832	\$ 739,271	\$ 791,582
Supplies	\$ 146,100	\$ 95,625	\$ 110,635	\$ 157,910	\$ 133,615	\$ 131,720
Capital Expenditures (Property, equipment):	\$ 68,750	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 5,000
Debt Service (principal & interest)	\$ 51,975	\$ 69,300	\$ 69,300	\$ 69,300	\$ 69,300	\$ 69,300
Total Expenditures:	\$1,364,412	\$1,697,860	\$2,139,542	\$2,494,119	\$2,663,155	\$2,762,601

Expenditure Composition by Category (Multi-Year %)						
School Year:	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Wages		36.2%	39.8%	40.4%	41.4%	41.1%
Benefits		21.9%	22.7%	22.8%	23.1%	22.8%
Purchased Services		31.9%	29.0%	27.7%	27.8%	28.7%
Supplies		5.6%	5.2%	6.3%	5.0%	4.8%
Capital Expenditures (Property, equipment):		0.3%	0.1%	0.1%	0.1%	0.2%
Debt Service (principal & interest)		4.1%	3.2%	2.8%	2.6%	2.5%
% of Total Expenditures	\$ -	100%	100%	100%	100%	100%

The budget also includes a contingency allocation equal to approximately 3% of total expenditures to account for unforeseen costs or enrollment variability. This contingency reflects a prudent fiscal management approach that strengthens the school’s ability to absorb enrollment variability and unforeseen costs.

Debt service costs are associated with the \$1.5 million startup loan, which carries a 4.62% interest rate. Interest payments are included in the financial projections, with principal repayment deferred until Year 7, allowing the school to prioritize operational stability during its initial growth phase.

Overall, expenditures are intentionally structured to balance program quality with fiscal sustainability. Staffing and variable costs are scalable based on enrollment, while fixed costs are carefully managed through contractual agreements and conservative assumptions. This approach ensures that the school can maintain financial health while delivering a high-quality educational program. Within this overall cost structure, certain expenditures are directly tied to federally funded and weighted student programs, as described below, while maintaining financial flexibility and program quality. This approach supports a scalable operating model in which the school can maintain financial stability and achieve break-even at enrollment levels aligned with its conservative projections.

6(d) Federal / Weighted Funding and Adaptation Plan

As part of the overall financial model, the financial plan includes projected revenue from federal programs and state-weighted funding streams based on anticipated student population

characteristics. These projections are intentionally conservative and are aligned to enrollment assumptions and historical benchmarks for similar schools serving comparable populations.

Based on enrollment projections, the school anticipates serving a considerable proportion of at-risk students, along with meaningful populations of English Learners (EL), students with disabilities (SPED), and a small number of gifted and talented students. Subgroup projections are derived from community demographics, comparable charter school data, and the targeted student population outlined in the application.

Average Daily Enrollment Projections (ADE)						
School Year:		2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Weighted Populations ADE		Year 1	Year 2	Year 3	Year 4	Year 5
SPED		25	32	39	42	46
	% of total ADE	14.3%	14.2%	14.2%	14.0%	13.9%
ELL		44	44	44	44	44
	% of total ADE	25.1%	19.6%	16.0%	14.7%	13.3%
At-Risk		149	191	234	255	281
	% of total ADE	85.1%	84.9%	85.1%	85.0%	85.2%
Gate		4	5	6	6	7
	% of total ADE	2.3%	2.2%	2.2%	2.0%	2.1%

Federal funding assumptions include Title I, Part A and Individuals with Disabilities Education Act (IDEA) funding. Title I revenue is projected using an estimated per-pupil allocation of approximately \$100 applied to the anticipated number of students qualifying for free and reduced-price lunch, with a multiplier to reflect concentration of poverty. IDEA funding is projected at approximately \$900 per identified special education student. These assumptions are conservative and reflect typical funding levels for similarly situated schools.

ANNUAL REVENUE PROJECTIONS							
School Year:	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	
ANNUAL REVENUE ESTIMATES							
Revenue Item	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Federal Revenue:							
Federal IDEA per pupil estimate		\$ 22,500	\$ 28,800	\$ 35,100	\$ 37,800	\$ 41,400	Restricted
Title I Part A per pupil estimate (if qualified and funds available)		\$ 14,080	\$ 18,080	\$ 22,080	\$ 24,000	\$ 26,400	Restricted
Sub-total Federal Revenue:	\$ -	\$ 36,580	\$ 46,880	\$ 57,180	\$ 61,800	\$ 67,800	Restricted
Federal Revenue %	0.00%	2.15%	1.90%	1.92%	1.90%	1.91%	
Per Pupil Revenue:	-	\$ 209	\$ 208	\$ 208	\$ 206	\$ 205	

State-weighted funding streams under the PCFP are also included for English Learners, at-risk students, and gifted and talented students beginning in Year 2, as these allocations are based on validated prior-year enrollment data. Consistent with Nevada funding rules, no state special education or weighted funding is assumed in Year 1 of operation.

All federal and restricted state funds will be used in strict compliance with applicable laws and regulations. The school ensures that federal funds are used only for allowable and reasonable expenses and adheres to the supplement, not supplant requirement by ensuring that federal funds enhance, rather than replace, core instructional services funded through state and local revenue. Program-specific budgets and internal controls will be implemented to ensure proper allocation and tracking of restricted funds.

If actual student enrollment or subgroup composition differs from projections, or if per-pupil allocations vary from estimates, the school will adjust its budget accordingly. Because staffing and programmatic costs are designed to scale with enrollment, the school can modify staffing levels, contracted services, and discretionary expenditures to align with available resources. Variable costs such as instructional staffing, supplies, and contracted services can be adjusted based on actual student needs.

If federal funding is reduced or delayed, the school's financial model is not dependent on these funds for core operations. Federal revenue represents a supplemental funding source, and the school's primary operating budget is supported by state funding. As a result, any reduction in federal funds would primarily impact supplemental services rather than core instructional programming.

Overall, the school's approach to federal and weighted funding is conservative, compliant, and adaptable, ensuring alignment with regulatory requirements while maintaining financial stability under varying conditions.

**Attachment 21:
Proof of Loan Commitment**



April 8, 2026

To Whom It May Concern,

Pathways in Education – Las Vegas, Inc. (PIE-LV) is seeking a loan from Pathways Management Group (PMG) to provide external funding in support of their new charter school. We think this project is very much aligned with PMG’s mission in supporting charter schools serving at-risk students and underserved youth through a hybrid learning program.

We are in full support of the Pathways school network and its dedication to highlighting the unique needs and strengths of every student.

Upon approval of their application, we look forward to working with PIE-LV to support their financial needs and have committed to a loan of \$1,500,000.

Respectfully,



Jamie Donahue
Secretary/Treasurer



320 N. Halstead, Pasadena CA 91107

PIE-LV Startup Loan Assumptions

Loan Amount (\$)	\$1,500,000
Annual Interest Rate	4.62%
Monthly Interest Rate	0.39%
Loan Start Date	10/1/2026
Total Term (Months)	120
Principal Deferral (Months)	72
First Principal Payment Date	10/1/2032
Principal Amortization Months	48
Monthly Principal After Deferral (\$)	\$31,250.00
Repayment Structure	Interest-only through month 72; principal begins

Model Notes

- Monthly schedule is built for 120 months beginning October 2026.
- Interest accrues monthly at the stated AFR / 12.
- Principal is zero through month 72 and amortizes evenly over the final 48 months.
- Annual summary is aligned to Nevada/SPCSA fiscal-year style (July 1 to June 30).
- SY11 / FY2037 captures the final Jul-Sep 2036 tail of the 10-year loan term.

Monthly Loan Schedule

Period	Payment Month	Fiscal Year	Beginning Balance	Interest Expense (\$)	Principal Repayment	Total Debt Service	Ending Balance (\$)
1	Oct-26	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
2	Nov-26	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
3	Dec-26	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
4	Jan-27	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
5	Feb-27	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
6	Mar-27	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
7	Apr-27	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
8	May-27	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
9	Jun-27	2027	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
10	Jul-27	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
11	Aug-27	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
12	Sep-27	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
13	Oct-27	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
14	Nov-27	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
15	Dec-27	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
16	Jan-28	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
17	Feb-28	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
18	Mar-28	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
19	Apr-28	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
20	May-28	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
21	Jun-28	2028	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
22	Jul-28	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
23	Aug-28	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
24	Sep-28	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
25	Oct-28	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
26	Nov-28	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
27	Dec-28	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
28	Jan-29	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
29	Feb-29	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
30	Mar-29	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
31	Apr-29	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
32	May-29	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
33	Jun-29	2029	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
34	Jul-29	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
35	Aug-29	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
36	Sep-29	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
37	Oct-29	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
38	Nov-29	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
39	Dec-29	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
40	Jan-30	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
41	Feb-30	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
42	Mar-30	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
43	Apr-30	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
44	May-30	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
45	Jun-30	2030	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
46	Jul-30	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
47	Aug-30	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
48	Sep-30	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
49	Oct-30	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
50	Nov-30	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
51	Dec-30	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
52	Jan-31	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
53	Feb-31	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
54	Mar-31	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
55	Apr-31	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
56	May-31	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
57	Jun-31	2031	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
58	Jul-31	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
59	Aug-31	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
60	Sep-31	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
61	Oct-31	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
62	Nov-31	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
63	Dec-31	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00

Monthly Loan Schedule

Period	Payment Month	Fiscal Year	Beginning Balance	Interest Expense (\$)	Principal Repayment	Total Debt Service	Ending Balance (\$)
64	Jan-32	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
65	Feb-32	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
66	Mar-32	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
67	Apr-32	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
68	May-32	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
69	Jun-32	2032	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
70	Jul-32	2033	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
71	Aug-32	2033	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
72	Sep-32	2033	\$1,500,000.00	\$5,775.00	-	\$5,775.00	\$1,500,000.00
73	Oct-32	2033	\$1,500,000.00	\$5,775.00	\$31,250.00	\$37,025.00	\$1,468,750.00
74	Nov-32	2033	\$1,468,750.00	\$5,654.69	\$31,250.00	\$36,904.69	\$1,437,500.00
75	Dec-32	2033	\$1,437,500.00	\$5,534.38	\$31,250.00	\$36,784.38	\$1,406,250.00
76	Jan-33	2033	\$1,406,250.00	\$5,414.06	\$31,250.00	\$36,664.06	\$1,375,000.00
77	Feb-33	2033	\$1,375,000.00	\$5,293.75	\$31,250.00	\$36,543.75	\$1,343,750.00
78	Mar-33	2033	\$1,343,750.00	\$5,173.44	\$31,250.00	\$36,423.44	\$1,312,500.00
79	Apr-33	2033	\$1,312,500.00	\$5,053.13	\$31,250.00	\$36,303.13	\$1,281,250.00
80	May-33	2033	\$1,281,250.00	\$4,932.81	\$31,250.00	\$36,182.81	\$1,250,000.00
81	Jun-33	2033	\$1,250,000.00	\$4,812.50	\$31,250.00	\$36,062.50	\$1,218,750.00
82	Jul-33	2034	\$1,218,750.00	\$4,692.19	\$31,250.00	\$35,942.19	\$1,187,500.00
83	Aug-33	2034	\$1,187,500.00	\$4,571.88	\$31,250.00	\$35,821.88	\$1,156,250.00
84	Sep-33	2034	\$1,156,250.00	\$4,451.56	\$31,250.00	\$35,701.56	\$1,125,000.00
85	Oct-33	2034	\$1,125,000.00	\$4,331.25	\$31,250.00	\$35,581.25	\$1,093,750.00
86	Nov-33	2034	\$1,093,750.00	\$4,210.94	\$31,250.00	\$35,460.94	\$1,062,500.00
87	Dec-33	2034	\$1,062,500.00	\$4,090.63	\$31,250.00	\$35,340.63	\$1,031,250.00
88	Jan-34	2034	\$1,031,250.00	\$3,970.31	\$31,250.00	\$35,220.31	\$1,000,000.00
89	Feb-34	2034	\$1,000,000.00	\$3,850.00	\$31,250.00	\$35,100.00	\$968,750.00
90	Mar-34	2034	\$968,750.00	\$3,729.69	\$31,250.00	\$34,979.69	\$937,500.00
91	Apr-34	2034	\$937,500.00	\$3,609.38	\$31,250.00	\$34,859.38	\$906,250.00
92	May-34	2034	\$906,250.00	\$3,489.06	\$31,250.00	\$34,739.06	\$875,000.00
93	Jun-34	2034	\$875,000.00	\$3,368.75	\$31,250.00	\$34,618.75	\$843,750.00
94	Jul-34	2035	\$843,750.00	\$3,248.44	\$31,250.00	\$34,498.44	\$812,500.00
95	Aug-34	2035	\$812,500.00	\$3,128.13	\$31,250.00	\$34,378.13	\$781,250.00
96	Sep-34	2035	\$781,250.00	\$3,007.81	\$31,250.00	\$34,257.81	\$750,000.00
97	Oct-34	2035	\$750,000.00	\$2,887.50	\$31,250.00	\$34,137.50	\$718,750.00
98	Nov-34	2035	\$718,750.00	\$2,767.19	\$31,250.00	\$34,017.19	\$687,500.00
99	Dec-34	2035	\$687,500.00	\$2,646.88	\$31,250.00	\$33,896.88	\$656,250.00
100	Jan-35	2035	\$656,250.00	\$2,526.56	\$31,250.00	\$33,776.56	\$625,000.00
101	Feb-35	2035	\$625,000.00	\$2,406.25	\$31,250.00	\$33,656.25	\$593,750.00
102	Mar-35	2035	\$593,750.00	\$2,285.94	\$31,250.00	\$33,535.94	\$562,500.00
103	Apr-35	2035	\$562,500.00	\$2,165.63	\$31,250.00	\$33,415.63	\$531,250.00
104	May-35	2035	\$531,250.00	\$2,045.31	\$31,250.00	\$33,295.31	\$500,000.00
105	Jun-35	2035	\$500,000.00	\$1,925.00	\$31,250.00	\$33,175.00	\$468,750.00
106	Jul-35	2036	\$468,750.00	\$1,804.69	\$31,250.00	\$33,054.69	\$437,500.00
107	Aug-35	2036	\$437,500.00	\$1,684.38	\$31,250.00	\$32,934.38	\$406,250.00
108	Sep-35	2036	\$406,250.00	\$1,564.06	\$31,250.00	\$32,814.06	\$375,000.00
109	Oct-35	2036	\$375,000.00	\$1,443.75	\$31,250.00	\$32,693.75	\$343,750.00
110	Nov-35	2036	\$343,750.00	\$1,323.44	\$31,250.00	\$32,573.44	\$312,500.00
111	Dec-35	2036	\$312,500.00	\$1,203.13	\$31,250.00	\$32,453.13	\$281,250.00
112	Jan-36	2036	\$281,250.00	\$1,082.81	\$31,250.00	\$32,332.81	\$250,000.00
113	Feb-36	2036	\$250,000.00	\$962.50	\$31,250.00	\$32,212.50	\$218,750.00
114	Mar-36	2036	\$218,750.00	\$842.19	\$31,250.00	\$32,092.19	\$187,500.00
115	Apr-36	2036	\$187,500.00	\$721.88	\$31,250.00	\$31,971.88	\$156,250.00
116	May-36	2036	\$156,250.00	\$601.56	\$31,250.00	\$31,851.56	\$125,000.00
117	Jun-36	2036	\$125,000.00	\$481.25	\$31,250.00	\$31,731.25	\$93,750.00
118	Jul-36	2037	\$93,750.00	\$360.94	\$31,250.00	\$31,610.94	\$62,500.00
119	Aug-36	2037	\$62,500.00	\$240.63	\$31,250.00	\$31,490.63	\$31,250.00
120	Sep-36	2037	\$31,250.00	\$120.31	\$31,250.00	\$31,370.31	-
Total				\$557,287.50	\$1,500,000.00	\$2,057,287.50	-

Annual Debt Schedule for SPCSA Financial Projections

Fiscal Year	Start Date	End Date	Beginning Balance (\$)	Interest Expense (\$)	Principal Repayment (\$)	Total Debt Service (\$)	Ending Balance (\$)	Months in FY
FY2027	7/1/2026	6/30/2027	\$1,500,000	\$51,975	-	\$51,975	\$1,500,000	9
FY2028	7/1/2027	6/30/2028	\$1,500,000	\$69,300	-	\$69,300	\$1,500,000	12
FY2029	7/1/2028	6/30/2029	\$1,500,000	\$69,300	-	\$69,300	\$1,500,000	12
FY2030	7/1/2029	6/30/2030	\$1,500,000	\$69,300	-	\$69,300	\$1,500,000	12
FY2031	7/1/2030	6/30/2031	\$1,500,000	\$69,300	-	\$69,300	\$1,500,000	12
FY2032	7/1/2031	6/30/2032	\$1,500,000	\$69,300	-	\$69,300	\$1,500,000	12
FY2033	7/1/2032	6/30/2033	\$1,500,000	\$64,969	\$281,250	\$346,219	\$1,218,750	12
FY2034	7/1/2033	6/30/2034	\$1,218,750	\$48,366	\$375,000	\$423,366	\$843,750	12
FY2035	7/1/2034	6/30/2035	\$843,750	\$31,041	\$375,000	\$406,041	\$468,750	12
FY2036	7/1/2035	6/30/2036	\$468,750	\$13,716	\$375,000	\$388,716	\$93,750	12
FY2037	7/1/2036	6/30/2037	\$93,750	\$722	\$93,750	\$94,472	-	3
Total Loan Term				\$557,288	\$1,500,000	\$2,057,288	-	

Use rows 4-14 to reflect annual interest expense, principal repayment, and total debt service in the financial projections.

Debt Input Lines

These lines are structured to drop into annual financial projections. SY11 captures the Jul-Sep 2036 tail of the 10-year loan.

Line Item	SY12026-27	SY22027-28	SY32028-29	SY42029-30	SY52030-31	SY62031-32	SY72032-33	SY82033-34	SY92034-35	SY102035-36	SY112036-37	Total
Interest Expense (\$)	\$51,975	\$69,300	\$69,300	\$69,300	\$69,300	\$69,300	\$64,969	\$48,366	\$31,041	\$13,716	\$722	\$557,288
Principal Repayment (\$)	-	-	-	-	-	-	\$281,250	\$375,000	\$375,000	\$375,000	\$93,750	\$1,500,000
Total Debt Service (\$)	\$51,975	\$69,300	\$69,300	\$69,300	\$69,300	\$69,300	\$346,219	\$423,366	\$406,041	\$388,716	\$94,472	\$2,057,288
Ending Balance (\$)	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,218,750	\$843,750	\$468,750	\$93,750	-	-

**Attachment 24:
Past Three Years Academic Reports
for All Affiliated Schools**



ARIZONA DEPARTMENT OF EDUCATION

State Accountability

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Alicia Santana

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Pathways in Education (850102) FY 2023



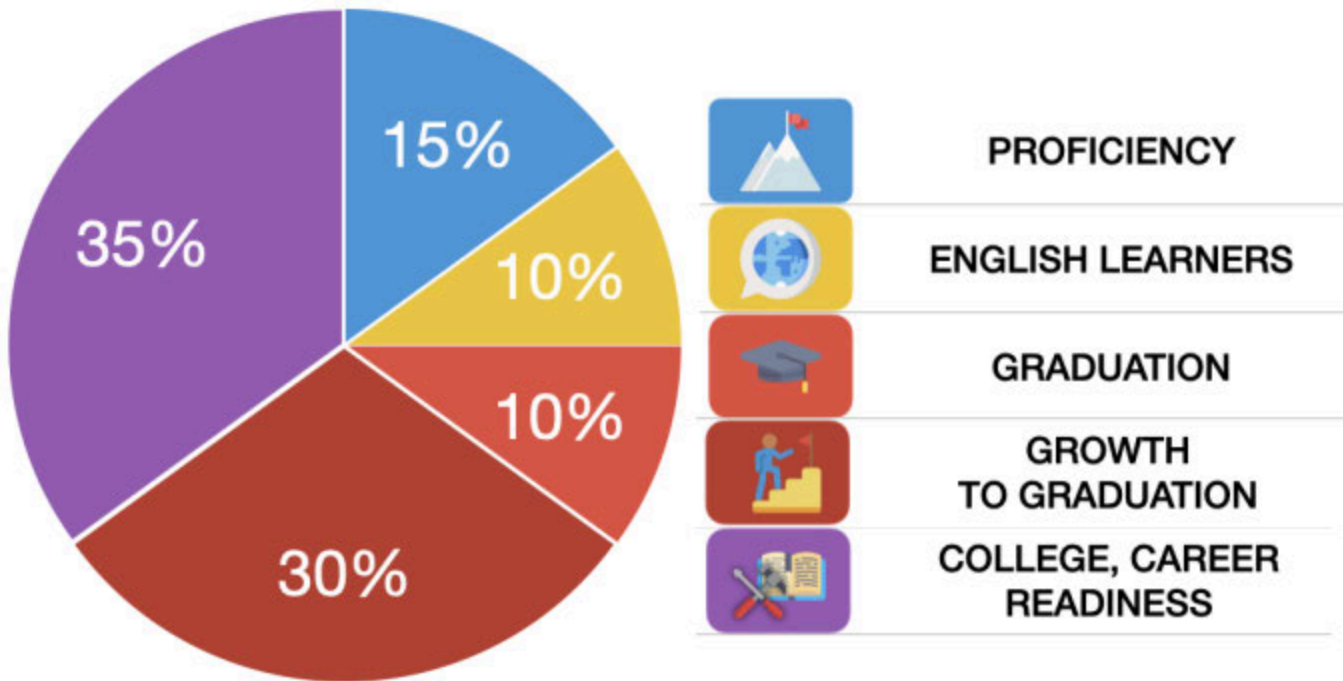
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Category		Weight	Points
Proficiency		15%	1.2
Growth to Graduation	Academic Persistence	10%	7.0
	Credits Earned	10%	
	On-Track to Graduate	10%	1.5
EL Proficiency and Growth		10%	
Graduation Rate		10%	4.5
College and Career Ready - Self-Report Score		35%	26.9
Total Point Sum			41.1
Total Points Eligible			80.0
Percentage Earned			51.38
Total Bonus Points			0.0

Total Points Earned	51.38
Percent Tested	64.29
Alternative A-F Letter Grade	C



Alternative

Proficiency		15%
Test	%	
ACT ELA	11.58	
ACT Math	12.0	
MCAA ELA		
MCAA Math		
Percent Proficient All Students	7.98	
Total Proficiency Points	1.2	

Growth to Graduation				30%	
Measure	Numerator	Denominator	% Earned	% Available	Total Points
Academic Persistence	104.0	149.0	70.0	100.0	7.0
Credits Earned					
On-Track to Graduate	28.0	188.0	14.89	100.0	1.5

Credits Earned and On-Track to Graduate data were self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade.

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		2.0
Total EL Growth Points		
EL Proficiency and Growth Points		

Graduation Rate	10%
------------------------	------------

Best of 4-, 5-, 6-, 7-year Graduation Rate		10%
Current Year	%	Points Earned
4	22.73	0.0
5	28.24	0.0
6	45.0	4.5
7	30.77	0.0
Best of 4-, 5-, 6-, 7-year Graduation Rate Points		4.5

College and Career Ready - Self-Report Score		35%
Metric	Weight	Points Earned
Self-Report CCR Points	35	26.9
College and Career Ready - Self-Report Total Points		26.9

College and Career Ready data was self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade.

Bonus Points				
	School%	80% of State Average	State Average	Points
Graduation Rate - Mckinney-Vento		23.95	29.94	
Graduation Rate - Foster Care		13.71	17.14	
Graduation Rate - Special Education		29.52	36.9	

ACT Aspire Bonus Points	85.71			0.0
Total Score				
A-Alt	B-Alt	C-Alt	D-Alt	F-Alt
100 - 83%	82.99 - 65%	64.99 - 47%	46.99 - 29%	28.99 - 0%

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.

Alternative A-F Letter Grade	C
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Alicia Santana

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Pathways in Education (850102) FY 2024



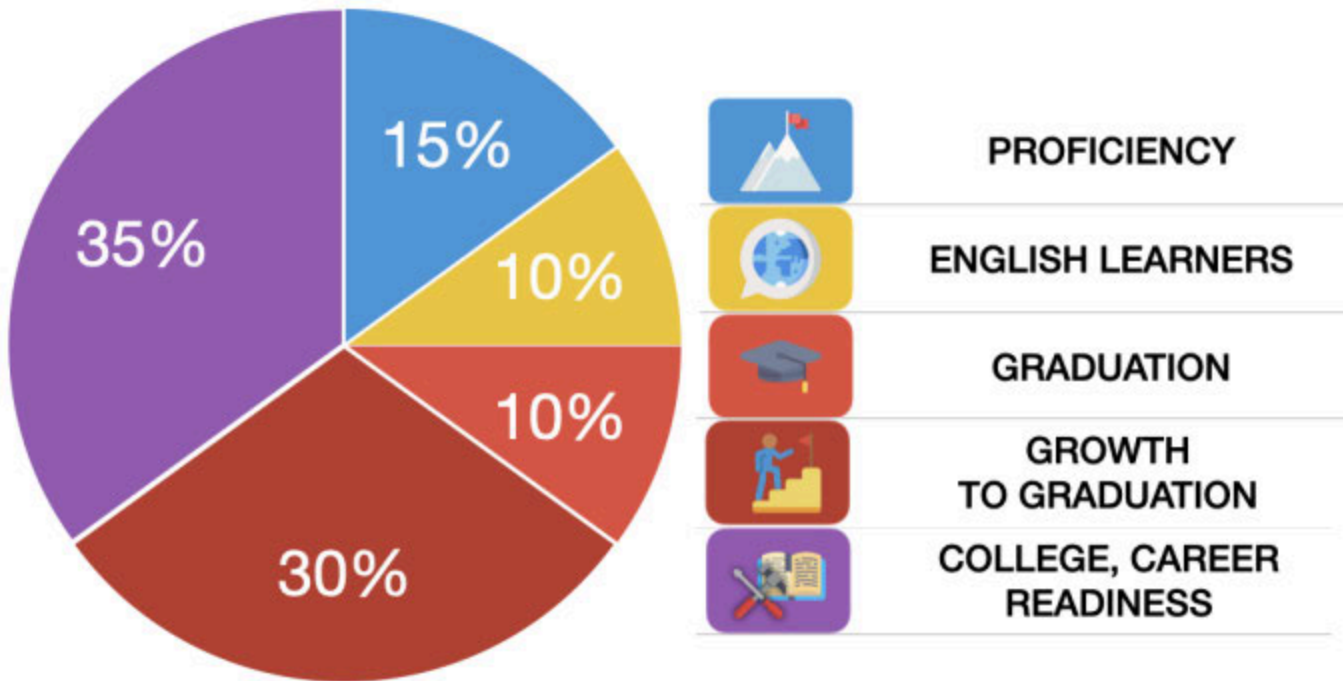
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Category		Weight	Points
Proficiency		15%	1.9
Growth to Graduation	Academic Persistence	10%	8.4
	Credits Earned	10%	1.6
	On-Track to Graduate	10%	10.0
EL Proficiency and Growth		10%	
Graduation Rate		10%	4.68
College and Career Ready - Self-Report Score		35%	35.0
Total Point Sum			61.58
Total Points Eligible			90.0
Percentage Earned			68.42
Total Bonus Points			0.0

Total Points Earned	68.42
Percent Tested	83.78
Alternative A-F Letter Grade	B



Alternative

Proficiency		15%
Test		%
ACT ELA		15.0
ACT Math		13.75
MSAA ELA		
MSAA Math		
Percent Proficient All Students		12.68
Total Proficiency Points		1.9

Growth to Graduation				30%	
Measure	Numerator	Denominator	% Earned	% Available	Total Points
Academic Persistence	135.0	161.0	84.0	100.0	8.4
Credits Earned	35.0	214.0	16.36	100.0	1.6
On-Track to Graduate	18.0	18.0	100.0	100.0	10.0

Credits Earned and On-Track to Graduate data were self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade.

EL Proficiency and Growth	10%	View Data (/FY2024/Home/EL)
Total EL Proficiency Points		2.0
Total EL Growth Points		
EL Proficiency and Growth Points		

Graduation Rate	10%
------------------------	------------

Best of 4-, 5-, 6-, 7-year Graduation Rate		10%
Current Year	%	Points Earned
4	12.5	0.0
5	20.99	0.0
6	33.33	0.0
7	46.77	4.68
Best of 4-, 5-, 6-, 7-year Graduation Rate Points		4.68

College and Career Ready - Self-Report Score		35%
Metric	Weight	Points Earned
Self-Report CCR Points	35	35.0
College and Career Ready - Self-Report Total Points		35.0

College and Career Ready data was self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade.

Bonus Points				
	School%	80% of State Average	State Average	Points
Graduation Rate - Mckinney-Vento		24.23	30.29	
Graduation Rate - Foster Care		10.29	12.86	
Graduation Rate - Special Education		31.3	39.13	

ACT Aspire Bonus Points	80.0			0.0
Total Score				
A-Alt	B-Alt	C-Alt	D-Alt	F-Alt
100 - 83%	82.99 - 65%	64.99 - 47%	46.99 - 29%	28.99 - 0%

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.

Alternative A-F Letter Grade	B
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Pathways in Education (850102) FY 2025



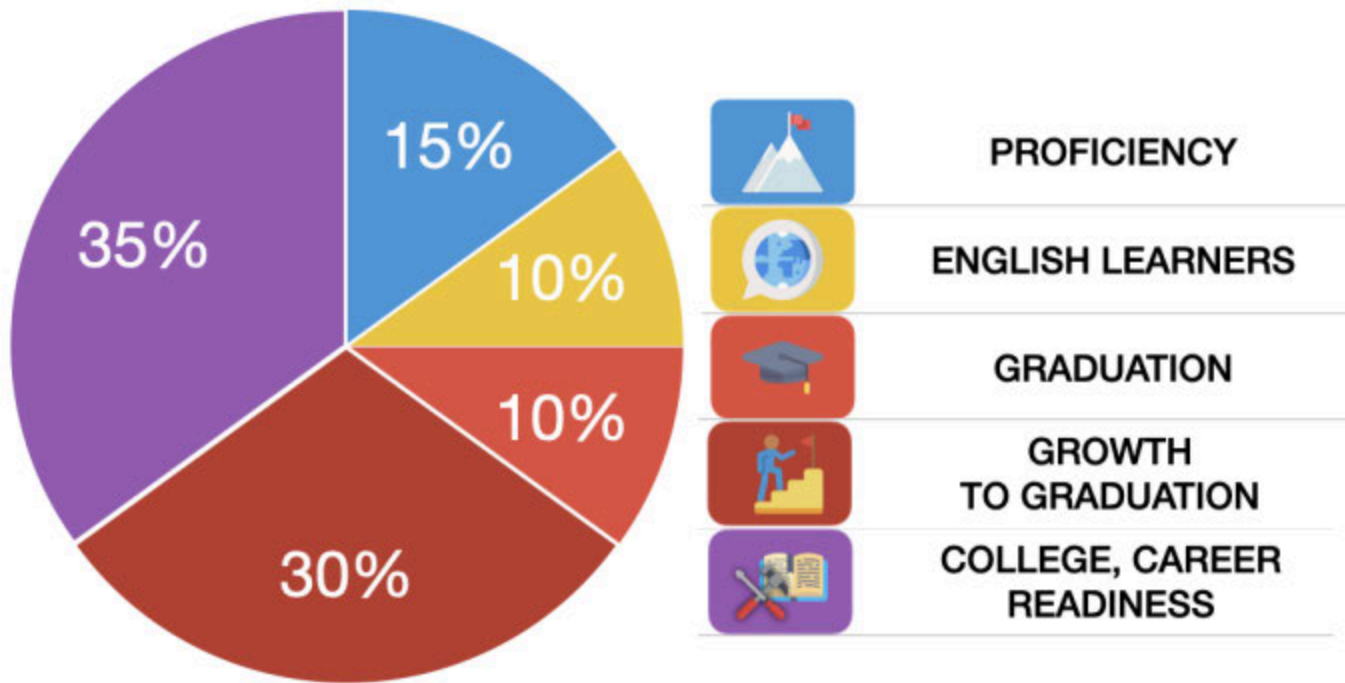
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Category		Weight	Points
Proficiency		15%	2.62
Growth to Graduation	Academic Persistence	10%	9.8
	Credits Earned	10%	2.7
	On-Track to Graduate	10%	8.5
EL Proficiency and Growth		10%	
Graduation Rate		10%	3.86
College and Career Ready - Self-Report Score		35%	35.0
Total Point Sum			62.48
Total Points Eligible			90.0
Percentage Earned			69.42
Total Bonus Points			0.0

Total Points Earned	69.42
Percent Tested	75.47
Alternative A-F Letter Grade	B



Alternative

Proficiency		15%
Test	%	
ACT ELA	26.36	
ACT Math	17.58	
MSAA ELA		
MSAA Math		
Percent Proficient All Students	17.45	
Total Proficiency Points	2.62	

Growth to Graduation				30%	
Measure	Numerator	Denominator	% Earned	% Available	Total Points
Academic Persistence	125.0	127.0	98.0	100.0	9.8
Credits Earned	30.0	113.0			2.7

On-Track to Graduate	11.0	13.0			8.5
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Credits Earned and On-Track to Graduate data were self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade.

EL Proficiency and Growth	10%	View Data (/FY2025/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		
EL Proficiency and Growth Points		

Graduation Rate	10%
------------------------	------------

Best of 4-, 5-, 6-, 7-year Graduation Rate	10%	
Current Year	%	Points Earned
4	6.56	0.0
5	17.86	0.0
6	25.58	0.0
7	38.55	3.86
Best of 4-, 5-, 6-, 7-year Graduation Rate Points		3.86

College and Career Ready - Self-Report Score	35%	
Metric	Weight	Points Earned
Self-Report CCR Points	35	35.0
College and Career Ready - Self-Report Total Points		35.0

College and Career Ready data was self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade.

Bonus Points				
	School%	80% of State Average	State Average	Points
Graduation Rate - Mckinney-Vento	6.67	25.54	31.92	0.0
Graduation Rate - Foster Care		11.02	13.78	

Graduation Rate - Special Education	27.27	35.51	44.39	0.0
ACT Aspire Bonus Points	61.9			0.0

Total Score				
A-Alt	B-Alt	C-Alt	D-Alt	F-Alt
100 - 83%	82.99 - 65%	64.99 - 47%	46.99 - 29%	28.99 - 0%

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.

Alternative A-F Letter Grade	B
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PATHWAYS - HUMBOLDT PARK HS SY23 Options School Metrics Report

Metric	Metric Rate	Points	Weight	Weighted Score
5_Essentials	Organized	4	10%	0.4
Attendance	76.7	3	10%	0.3
Attendance_Growth	87.4	4	5%	0.2
College_Enrollment	42.4	4	5%	0.2
Credit_Attainment	26.3	1	5%	0.1
ECCC	7.9	2	5%	0.1
Graduation	86	4	10%	0.4
Learn_Plan_Succeed	100	5	5%	0.3
Math_Growth_PCTL	36	2	10%	0.2
Math_Make_Target	42.9	2	10%	0.2
Reading_Growth_PCTL	30	2	10%	0.2
Reading_Make_Target	27.6	1	10%	0.1
Stabilization	74	3	5%	0.2
TOTAL	-	-	-	2.9

Your status is: Intensive Academic Support

PATHWAYS - BRIGHTON PARK HS SY23 Options School Metrics Report

Metric	Metric Rate	Points	Weight	Weighted Score
5_Essentials	Organized	4	10%	0.4
Attendance	81.9	4	10%	0.4
Attendance_Growth	83.9	4	5%	0.2
College_Enrollment	29.2	3	5%	0.2
Credit_Attainment	33	1	5%	0.1
ECCC	11.2	3	5%	0.2
Graduation	76	3	10%	0.3
Learn_Plan_Succeed	99.2	5	5%	0.3
Math_Growth_PCTL	37	2	10%	0.2
Math_Make_Target	38.8	2	10%	0.2
Reading_Growth_PCTL	39	2	10%	0.2
Reading_Make_Target	45.7	3	10%	0.3
Stabilization	66.2	2	5%	0.1
TOTAL	-	-	-	3.1

Your status is: Good Standing

PATHWAYS - AVONDALE HS SY23 Options School Metrics Report

Metric	Metric Rate	Points	Weight	Weighted Score
5_Essentials	Organized	4	10%	0.4
Attendance	85.2	4	10%	0.4
Attendance_Growth	91.7	5	5%	0.3
College_Enrollment	44.9	4	5%	0.2
Credit_Attainment	37	1	5%	0.1
ECCC	12.2	3	5%	0.2
Graduation	72.2	3	10%	0.3
Learn_Plan_Succeed	98.9	5	5%	0.3
Math_Growth_PCTL	42	3	10%	0.3
Math_Make_Target	50.4	3	10%	0.3
Reading_Growth_PCTL	39	2	10%	0.2
Reading_Make_Target	37.7	2	10%	0.2
Stabilization	66.6	2	5%	0.1
TOTAL	-	-	-	3.3

Your status is: Good Standing

PATHWAYS - ASHBURN HS SY23 Options School Metrics Report

Metric	Metric Rate	Points	Weight	Weighted Score
5_Essentials	Organized	4	10%	0.4
Attendance	80.6	4	10%	0.4
Attendance_Growth	84	4	5%	0.2
College_Enrollment	26.8	3	5%	0.2
Credit_Attainment	33.5	1	5%	0.1
ECCC	9.8	2	5%	0.1
Graduation	71.1	3	10%	0.3
Learn_Plan_Succeed	98.8	5	5%	0.3
Math_Growth_PCTL	36	2	10%	0.2
Math_Make_Target	40.4	2	10%	0.2
Reading_Growth_PCTL	42	3	10%	0.3
Reading_Make_Target	46.8	3	10%	0.3
Stabilization	73.8	3	5%	0.2
TOTAL	-	-	-	3.2

Your status is: Good Standing

Pathways - Humboldt Park HS SY24 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	68.1	2	0.1	0.2
ATTD_GROWTH	60.5	2	0.05	0.1
COLLEGE_ENROLLMENT	34.1	4	0.05	0.2
CREDIT_ATTAIN	45.8	2	0.05	0.1
ECCC	3.2	1	0.05	0.05
GRAD	95.1	5	0.1	0.5
LPS	96.8	5	0.05	0.25
MATH_GROWTH_PCTL	35.9	2	0.1	0.2
MATH_MAKE_TARGET	40	2	0.1	0.2
MVMS	Moderately Organized	3	0.1	0.3
READING_GROWTH_PCTL	39.09	2	0.1	0.2
READING_MAKE_TARGET	44.66	2	0.1	0.2
STABILIZATION	71	3	0.05	0.15
STATUS				Intensive Academic Support
TOTALSCORE				2.65

Pathways - Brighton Park HS SY24 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	68.7	2	0.1	0.2
ATTD_GROWTH	57.3	1	0.05	0.05
COLLEGE_ENROLLMENT	28.3	3	0.05	0.15
CREDIT_ATTAIN	53.8	3	0.05	0.15
ECCC	10.6	3	0.05	0.15
GRAD	78.7	3	0.1	0.3
LPS	99.1	5	0.05	0.25
MATH_GROWTH_PCTL	37.25	1	0.1	0.1
MATH_MAKE_TARGET	43.75	1	0.1	0.1
MVMS	Well Organized	5	0.1	0.5
READING_GROWTH_PCTL	38.99	1	0.1	0.1
READING_MAKE_TARGET	41.54	1	0.1	0.1
STABILIZATION	70.5	3	0.05	0.15
STATUS				Intensive Academic Support
TOTALSCORE				2.3

Pathways - Ashburn HS SY24 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	66.7	2	0.1	0.2
ATTD_GROWTH	51.5	1	0.05	0.05
COLLEGE_ENROLLMENT	22.1	3	0.05	0.15
CREDIT_ATTAIN	45.7	2	0.05	0.1
ECCC	6.2	2	0.05	0.1
GRAD	74.4	3	0.1	0.3
LPS	98.9	5	0.05	0.25
MATH_GROWTH_PCTL	40.04	3	0.1	0.3
MATH_MAKE_TARGET	45.21	3	0.1	0.3
MVMS	Well Organized	5	0.1	0.5
READING_GROWTH_PCTL	44.72	3	0.1	0.3
READING_MAKE_TARGET	53.85	3	0.1	0.3
STABILIZATION	71.3	3	0.05	0.15
STATUS				Good Standing
TOTALSCORE				3

Pathways - Avondale HS SY24 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	66.4	2	0.1	0.2
ATTD_GROWTH	49.4	1	0.05	0.05
COLLEGE_ENROLLMENT	34	4	0.05	0.2
CREDIT_ATTAIN	52.9	3	0.05	0.15
ECCC	6	2	0.05	0.1
GRAD	79.4	3	0.1	0.3
LPS	97.8	5	0.05	0.25
MATH_GROWTH_PCTL	50.74	4	0.1	0.4
MATH_MAKE_TARGET	62.88	4	0.1	0.4
MVMS	Well Organized	5	0.1	0.5
READING_GROWTH_PCTL	44.82	3	0.1	0.3
READING_MAKE_TARGET	48.47	3	0.1	0.3
STABILIZATION	64.7	2	0.05	0.1
STATUS				Good Standing
TOTALSCORE				3.25

Pathways - Humboldt Park HS SY25 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	70.1	3	0.1111	0.3333
ATTD_GROWTH	65.6	2	0.0555	0.111
COLLEGE_ENROLLMENT	43.6	4	0.0555	0.222
CREDIT_ATTAIN	63.6	4	0.0555	0.222
ECCC	17.5	3	0.0555	0.1665
GRAD	96.9	5	0.1111	0.5555
LPS	100	5	0.0555	0.2775
MATH_GROWTH_PCTL	49.04	3	0.1111	0.3333
MATH_MAKE_TARGET	66.99	5	0.1111	0.5555
READING_GROWTH_PCTL	47.17	3	0.1111	0.3333
READING_MAKE_TARGET	57	4	0.1111	0.4444
STABILIZATION	77	3	0.0555	0.1665
STATUS				Good Standing
TOTALSCORE				3.7208

Pathways - Avondale HS SY25 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	71.7	3	0.1111	0.3333
ATTD_GROWTH	69.6	2	0.0555	0.111
COLLEGE_ENROLLMENT	35.3	4	0.0555	0.222
CREDIT_ATTAIN	62.3	4	0.0555	0.222
ECCC	13.9	3	0.0555	0.1665
GRAD	89	4	0.1111	0.4444
LPS	99.2	5	0.0555	0.2775
MATH_GROWTH_PCTL	50.28	4	0.1111	0.4444
MATH_MAKE_TARGET	63.82	4	0.1111	0.4444
READING_GROWTH_PCTL	53.51	4	0.1111	0.4444
READING_MAKE_TARGET	65.17	5	0.1111	0.5555
STABILIZATION	71.6	3	0.0555	0.1665
STATUS				Good Standing
TOTALSCORE				3.8319

Pathways - Ashburn HS SY25 Options School Metrics Report


Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	72.4	3	0.1111	0.3333
ATTD_GROWTH	69	2	0.0555	0.111
COLLEGE_ENROLLMENT	31.8	4	0.0555	0.222
CREDIT_ATTAIN	68.7	4	0.0555	0.222
ECCC	12.5	3	0.0555	0.1665
GRAD	92.4	5	0.1111	0.5555
LPS	97.9	5	0.0555	0.2775
MATH_GROWTH_PCTL	44.81	3	0.1111	0.3333
MATH_MAKE_TARGET	53.42	3	0.1111	0.3333
READING_GROWTH_PCTL	49.71	3	0.1111	0.3333
READING_MAKE_TARGET	58.37	4	0.1111	0.4444
STABILIZATION	80.5	4	0.0555	0.222
STATUS				Good Standing
TOTALSCORE				3.5541

Pathways - Brighton Park HS SY25 Options School Metrics Report


Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	73.8	3	0.1111	0.3333
ATTD_GROWTH	76.7	3	0.0555	0.1665
COLLEGE_ENROLLMENT	30.8	4	0.0555	0.222
CREDIT_ATTAIN	74.8	5	0.0555	0.2775
ECCC	14.9	3	0.0555	0.1665
GRAD	94.3	5	0.1111	0.5555
LPS	96	5	0.0555	0.2775
MATH_GROWTH_PCTL	48.51	3	0.1111	0.3333
MATH_MAKE_TARGET	60	4	0.1111	0.4444
READING_GROWTH_PCTL	52.43	4	0.1111	0.4444
READING_MAKE_TARGET	61.89	4	0.1111	0.4444
STABILIZATION	80.4	4	0.0555	0.222
STATUS				Good Standing
TOTALSCORE				3.8873


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
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Chronic Absenteeism

 2023 - 2024

Chronic Absenteeism


 Past Years' Data

School	<2% 
District	<2% 
State	15.0%


Student Breakdown


Pathways In Education: Nampa


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
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Idaho Standards Achievement Test - ISAT/IDAA

 2023 - 2024

Does Not Meet State Goal or Target

English Language Arts/Literacy

 Past Years' Data

School	37.0%
State Target: 68.7%	
District	37.0%
State	53.3%

Student Breakdown

Pathways In Education: Nampa

Idaho Standards Achievement Test - ISAT/IDAA Past Years' Data

Mathematics

Groups	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Student Group	N/A i	<10% i	<11% i	<10% i	8.0%
Asian	N/A i	N/A i	N/A i	N/A i	N* i
Black/African American	N/A i	N/A i	N/A i	N/A i	N* i
Hispanic or Latino	N/A i	<24% i	<23% i	<20% i	<18% i
Native American or Alaskan Native	N/A i	N/A i	N/A i	N/A i	N* i
Native Hawaiian or Pacific Islander	N/A i	N/A i	N/A i	N/A i	N* i
Multiracial	N/A i	N* i	N* i	N/A i	N* i
White	N/A i	<19% i	<23% i	<18% i	<14% i
Female	N/A i	<25% i	<18% i	<15% i	<12% i
Male	N/A i	<17% i	<29% i	<24% i	<19% i

Pathways In Education: Nampa

Graduation Rate Past Years' Data

Four-Year Graduation Rate

Groups	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Student Group	13.9%	12.7%	11.3%	16.2%	15.8%
Asian	N* i	N* i	N* i	N* i	N* i
Black/African American	N* i	N* i	N* i	N* i	N* i
Hispanic or Latino	<14% i	<13% i	<12% i	<15% i	<14% i
Native American or Alaskan Native	N* i	N* i	N* i	N* i	N* i
Native Hawaiian or Pacific Islander	N* i	N* i	N* i	N* i	N* i
Multiracial	N* i	N* i	N* i	N* i	N* i
White	14.7%	15.5%	13.5%	21.9%	20.8%
Female	13.8%	13.5%	13.0%	19.5%	18.3%
Male	14.1%	11.9%	9.0%	11.7%	12.5%

Pathways In Education: Nampa				
Graduation Rate Past Years' Data				
Five-Year Graduation Rate				
Groups	2019-2020	2020-2021	2021-2022	2022-2023
All Student Group	21.9%	23.9%	22.7%	24.8%
Asian	N* i	N* i	N* i	N* i
Black/African American	N* i	N* i	N* i	N* i
Hispanic or Latino	14.3%	<24% i	14.8%	<26% i
Native American or Alaskan Native	N* i	N* i	N* i	N* i
Native Hawaiian or Pacific Islander	N* i	N* i	N* i	N* i
Multiracial	N* i	N* i	N* i	N* i
White	25.2%	26.0%	25.3%	27.0%
Female	20.9%	25.5%	26.0%	27.5%
Male	23.3%	22.3%	18.1%	21.3%

Pathways In Education: Nampa

College and Career Readiness Course Enrollment Past Years' Data

College and Career Readiness

[Download](#) ▼

Groups	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Student Group	77.4%	77.1%	52.2%	57.6%	59.5%
Asian	N* i	N* i	N* i	N* i	N* i
Black/African American	N* i	N* i	N* i	N* i	N* i
Hispanic or Latino	N* i	>74% i	N* i	<55% i	N* i
Native American or Alaskan Native	N* i	N* i	N* i	N* i	N* i
Native Hawaiian or Pacific Islander	N* i	N* i	N* i	N* i	N* i

Pathways In Education: Nampa


Idaho Standards Achievement Test - ISAT/IDAA Past Years' Data

English Language Arts/Literacy


Groups	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Student Group	N/A i	50.8%	35.7%	24.6%	37.0%
Asian	N/A i	N/A i	N/A i	N/A i	N* i
Black/African American	N/A i	N/A i	N/A i	N/A i	N* i
Hispanic or Latino	N/A i	>50% i	40.7%	24.1%	36.4%
Native American or Alaskan Native	N/A i	N/A i	N/A i	N/A i	N* i
Native Hawaiian or Pacific Islander	N/A i	N/A i	N/A i	N/A i	N* i
Multiracial	N/A i	N* i	N* i	N/A i	N* i
White	N/A i	48.4%	< 41% i	25.0%	32.5%
Female	N/A i	58.3%	42.9%	< 40% i	44.9%
Male	N/A i	45.7%	23.8%	< 25% i	25.0%


Pathways In Education - West Ada


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
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Chronic Absenteeism

 2024 - 2025

Chronic Absenteeism

 Past Years' Data

District

<4% 

State

14.6%

Student Breakdown

College and Career Readiness Course Enrollment

📅 2024 - 2025

College and Career Readiness

📊 Past Years' Data

Course Enrollment

68.4%

State

81.9%

School Components

Participated in advanced opportunities;

N* 



Received industry-recognized certifications;

N* 



Participated in recognized high-school apprenticeship programs

N* 



Student Breakdown

Graduation Rate

📅 2024 - 2025

Does Not Meet State Goal or Target

Four-Year Graduation Rate

[📊 Past Years' Data](#)

District 12.5%

State Target: 82.5%

State 82.5%

Student Breakdown

📅 2023 - 2024

Five-Year Graduation Rate

[📊 Past Years' Data](#)

District N/A 📘

State 84.5%

Student Breakdown

Go On Rate 📘

📅 2025 - 2026

Coming Soon

Go On Rate

[📊 Past Years' Data](#)

District


N/Av 

State

N/Av 

Student Breakdown

Dual Credit Opportunities

 2025 - 2026

Coming Soon

Concurrent Enrollment/Dual Credit

 Past Years' Data


District

N/Av 

State

N/Av 

Student Breakdown

 2025 - 2026

Coming Soon

International Baccalaureate (IB)

 Past Years' Data

District

N/Av 

State

N/Av 

Student Breakdown

📅 2025 - 2026

Coming Soon

Advanced Placement College Board (AP)

📊 Past Years' Data

District

N/Av ⓘ

State

N/Av ⓘ

Student Breakdown

📅 2025 - 2026

Coming Soon

Career & Technical Education (CTE)

📊 Past Years' Data

District

N/Av ⓘ


State

N/Av ⓘ


Student Breakdown

Pathways In Education - West Ada


IDAHO


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Student Growth toward Proficiency - ISAT

 2024 - 2025

English Language Arts/Literacy

 Past Years' Data


District

N/A 

State

56.6%


Student Breakdown

 2024 - 2025

Mathematics

 Past Years' Data

District


N/A 

State

51.2%

Student Breakdown

English Learners Achieving English Language Growth toward Proficiency

 2024 - 2025

EL Growth toward Proficiency

 Past Years' Data

District

N* 

State Target: 62.5%

State

47.5%


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Pathways In Education - West Ada


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
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Idaho Standards Achievement Test - ISAT/IDAA

 2024 - 2025

Does Not Meet State Goal or Target

English Language Arts/Literacy

 Past Years' Data

District 43.8%

State Target: 53.6%

State 53.2%

Student Breakdown

State Assessment Participation

📅 2024 - 2025

Mathematics

📊 Past Years' Data

District

N* 

State Target: 42.6%

State

42.3%

Student Breakdown

State Assessment Participation

📅 2024 - 2025

Science

📊 Past Years' Data

District

29.4%


State

41.7%


Student Breakdown

State Assessment Participation

Idaho Reading Indicator Proficiency i

 2025 - 2026


Idaho Reading Indicator Fall

 Past Years' Data


District	N/A i
State	57.0%

Student Breakdown

State Assessment Participation

 2024 - 2025

Idaho Reading Indicator Spring


 Past Years' Data

District	N/A i
State	70.9%

Student Breakdown

State Assessment Participation

English Learners Achieving English Language Proficiency i

 2024 - 2025

EL Achieving English Language

 Past Years' Data

District

N* i

State


8.0%

Student Breakdown

State Assessment Participation

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2023 School Performance Scores and Letter Grades: Alternative Schools

Site Code	School	School System	School Type (Elementary, Middle, High, Combination)	2023 Letter Grade New Alternative Formula	2023 SP5 New Alternative Formula	2023 Letter Grade Equivalents for Key Indices				2023 Results Details										
						2023 KB & High School Progress Letter Grade Equivalent	2023 Core Credit Accumulation Letter Grade Equivalent	2023 Second Year Dropout Credit Accumulation Letter Grade Equivalent	2023 12th Grade Strength of Diploma Letter Grade Equivalent	2023 KB & High School Progress Index	2023 KB Progress Index	2023 KB Interests & Opportunities Index	2023 High School Progress Index	2023 Core Academic Credit Accumulation Index	2023 Second Year Dropout Credit Accumulation Index	2023 12th Grade Strength of Diploma Index	2023 High School Interests & Opportunities Index	2023 Top Gains Honoree	2023 Opportunity Honoree	2023 Academically Unacceptable Schools (AUS)
009104	Academic Recovery Ombudsman	Caddo Parish	Combination School	C	66.2	C	F	A		61.3	~	75	59	41.1	94.5		75	No	No	Not in AUS
009108	Pathways in Education-Louisiana	Caddo Parish	High School	C	66.4	C	F	A	F	73.2			73.2	33.2	99.1	47.1	112.5	No	No	Not in AUS
009111	AmiKIDS Caddo	Caddo Parish	Elementary/Middle School	C	74.3	C				72.3	72.3	112.5	~	72.9	117.2			No	No	Not in AUS
015014	Concordia Education Center	Concordia Parish	Combination School	A	96.9	A	C	A		94.9	92.7	112.5		72.9	117.2		112.5	Yes	Yes	Not in AUS
017001	Arlington Preparatory Academy	East Baton Rouge Parish	High School	B	87.6	C	F	A	A	74.3			74.3	33.2	143.6	100	95.6	No	No	Not in AUS
017063	Northdale Superintendent's Acad	East Baton Rouge Parish	Combination School	C	73.5	D	D	A	A	56.6	54.6	91.6	59.9	52.1	132.8	92.5	91.6	No	No	Not in AUS
017092	EBR Readiness Superintendent A	East Baton Rouge Parish	Combination School	C	72.1	C	D	A		64.8	69.5	112.5	55.7	51	103.8		112.5	No	No	Not in AUS
026103	Frederick Douglass Community S	Jefferson Parish	Elementary/Middle School	C	66.8	C				68.3	68.3	37.5						No	No	Not in AUS
026112	Strehle Community School	Jefferson Parish	Combination School	B	80.6	B	F	A	A	76.7	~	137.6	76.5	39.4	96.3	103.4	137.6	No	No	Not in AUS
026123	JCFA	Jefferson Parish	High School	B	82	C	F	A	C	~			~	49.9	126.4	69.2	112.5	No	No	Not in AUS
028056	Edward J Sam Accelerated Schoo	Lafayette Parish	Combination School	A	103.3	A	C	A	A	92	88.1	>145	~	70.6	141.7	101.4	>145	Yes	Yes	Not in AUS
033010	Christian Acres Alternative Schoo	Juvenile Site	Combination School	D	54.4	F	F	A		~	~	75	~	33	102.5		75	No	No	Not in AUS
035030	Natchitoches Parish Technical an	Natchitoches Parish	Combination School	B	77.9	D	D	A	A	57	68.3	105	44.9	54.6	119.5	95.3	105	No	No	Not in AUS
036132	Travis Hill School	Orleans Parish	Combination School	C	73.4	C	C	A	C	63.7	~	112.5	64.4	65.8	94.5	62.5	112.5	No	No	Not in AUS
041008	Ware Youth Center	Juvenile Site	High School	F	48.3	A	F	F		~			~	<5	34.6		<5	No	No	AUS 5
041012	Red River Academic Academy	Red River Parish	Elementary/Middle School	A	100.7	A				98.1	98.1	>145						Yes	Yes	Not in AUS
044019	C.F. Rowley Alternative School	St. Bernard Parish	Combination School	C	68.7	C	F	D	A	67	69.3	112.5	63.2	43	56.4	105.3	112.5	No	No	Not in AUS
053045	Florida Parishes Juvenile Detenti	Juvenile Site	Combination School	D	56.2	B	F			~	~	>145	~	14.5			>145	No	No	Not in AUS
065023	Sherrouse School	City of Monroe School District	Combination School	F	47.3	D	F	F		52.3	46.7	112.5	68.8	16.1	40.3		112.5	No	No	AUS 6+
307001	Howard School	Howard School	Combination School	B	81	B	F	B		89.8	~	>145	~	37.5	86		>145	No	No	Not in AUS
360001	The NET Charter High School	Orleans Parish	Combination School	B	82.9	A	D	A	F	90.2	~	>145	90.7	55.5	120.4	42.9	>145	Yes	No	Not in AUS
360002	The NET 2 Charter High School	Orleans Parish	Combination School	B	77.1	C	C	A	F	70.4	~	>145	74.6	64.5	108	48.9	>145	No	No	Not in AUS
360003	New Orleans Accelerated High Sc	Orleans Parish	Combination School	B	76.5	C	C	A	D	62.5	~	37.5	64.7	66.1	131.3	50.8	37.5	No	No	Not in AUS
A02002	Riverside Alternative High School	Office of Juvenile Justice	High School	B	85.1	C	D	A		~			~	58.5	120		112.5	No	No	Not in AUS
A02003	Southside Alternative High School	Office of Juvenile Justice	Combination School	C	70	C	D	A		60.6	~	112.5	63.4	51.2	91.1		112.5	No	No	Not in AUS
A02004	Central Southwest Alternative Hi	Office of Juvenile Justice	High School	F	49.6	F	F	B		~			~	24.8	76.9		112.5	No	No	AUS 2
W1A001	JCFA-East	JCFA-East	High School	A	95.8	A	B	A	C	~			~	80.3	121.4	70.8	112.5	Yes	Yes	Not in AUS
W1D001	JCFA Lafayette	JCFA Lafayette	High School	B	87.4	B	C	A	B	~			~	60.8	129.7	77.1	112.5	No	No	Not in AUS

2024 School Performance Scores and Letter Grades: Alternative Schools

Site Code	School	School System	School Type (Elementary, Middle, High, Combination)	2024 Letter Grade New Alternative Formula	2024 SPS New Alternative Formula	2024 Letter Grade Equivalents for Key Indices				2024 Results Details										
						2024 K8 & High School Progress Letter Grade Equivalent	2024 Core Credit Accumulation Letter Grade Equivalent	2024 Second Year Dropout Credit Accumulation Letter Grade Equivalent	2024 12th Grade Strength of Diploma Letter Grade Equivalent	2024 K8 & High School Progress Index	2024 K8 Progress Index	2024 K8 Interests & Opportunities Index	2024 High School Progress Index	2024 Core Academic Credit Accumulation Index	2024 Second Year Dropout Credit Accumulation Index	2024 12th Grade Strength of Diploma Index	2024 High School Interests & Opportunities Index	2024 Top Gains Honoree	2024 Opportunity Honoree	2024 Academically Unacceptable Schools (AUS)
009104	Academic Recovery Ombudsman	Caddo Parish	Combination School	C	66.5	D	F	C	C	62.5	~	105	60.3	45.7	77.2	72.1	105	No	No	Not in AUS
009108	Pathways in Education-Louisiana	Caddo Parish	High School	C	70.2	C	F	A	C	74.7	~	112.5	74.7	32.3	95.7	69.4	112.5	No	No	Not in AUS
009111	AmiKIDs Caddo	Caddo Parish	Elementary/Middle School	B	85.4	B	A	A	B	84	84	112.5	~	108.3	118.8	87	>145	No	Yes	Not in AUS
015014	Concordia Education Center	Concordia Parish	Combination School	A	105.1	A	A	A	B	98.7	~	>145	~	108.3	118.8	87	>145	Yes	No	Not in AUS
017001	Arlington Preparatory Academy	East Baton Rouge Parish	Combination School	B	83.1	C	F	A	C	67.3	~	112.5	67.3	30.7	>145	75	141.1	No	No	Not in AUS
017063	Northdale Superintendent's Academy	East Baton Rouge Parish	Combination School	C	74.8	D	F	A		62.4	63.2	124.9	61.5	37.8	136		124.9	No	No	Not in AUS
017092	EBR Readiness Superintendent's Academy	East Baton Rouge Parish	Combination School	B	81	C	D	A		65.6	67.7	>145	63.2	64.4	119.4		>145	No	No	Not in AUS
026103	Frederick Douglass Community School	Jefferson Parish	Elementary/Middle School	C	75.3	C				75.3	75.3	75						No	Yes	Not in AUS
026112	Strehle Community School	Jefferson Parish	Combination School	C	77.4	C	F	A	A	68.8	~	100	68	39.1	104.4	97.3	100	No	No	Not in AUS
026123	JCFA	Jefferson Parish	High School	B	92.4	B	C	A	B	82.8	~	112.5	82.8	68.6	127.8	85	112.5	No	No	Not in AUS
028056	Edward J Sam Accelerated School	Lafayette Parish	Combination School	A	98.9	A	D	A	A	100.8	90.6	>145	112.5	57.9	118.3	99.9	>145	Yes	Yes	Not in AUS
033010	Christian Acres Alternative School	Juvenile Site	Combination School	C	72.8	D	D	A		~	~	112.5	~	60.3	107.7		112.5	No	No	Not in AUS
035030	Natchitoches Parish Technical Academy	Natchitoches Parish	Combination School	C	73.6	D	F	B	B	63.3	70	>145	54.3	47.7	93.2	85.9	>145	No	No	Not in AUS
036132	Travis Hill School	Orleans Parish	Combination School	C	77.4	D	B	A	F	58.5	~	108.3	57.2	80.1	116.4	42.9	108.3	No	Yes	Not in AUS
041008	Ware Youth Center	Juvenile Site	High School	D	51.7	B	F	C		~	~	~	~	<5	70.5		37.5	No	No	Not in AUS
041012	Red River Academic Academy	Red River Parish	Elementary/Middle School	A	110.2	A				108.5	108.5	141.8						Yes	Yes	Not in AUS
044019	C.F. Rowley Alternative School	St. Bernard Parish	Combination School	B	84.6	C	C	A	C	72.2	81.8	138.8	57.9	79.8	113.8	73.3	138.8	No	No	Not in AUS
053045	Florida Parishes Juvenile Detention Center	Juvenile Site	Combination School	D	51	C	F	D		~	~	112.5	~	<5	59.1		112.5	No	No	Not in AUS
065023	Sherrouse School	City of Monroe School District	Combination School	F	45.5	D	F	F		53.3	48.8	118.8	65.4	<5	42.8		118.8	No	No	AUS 6+
307001	Howard School	Howard School	Combination School	C	75.9	B	F	A		~	~	113.9	~	12.8	96.1		113.9	No	No	Not in AUS
360001	The NET Charter High School	Orleans Parish	Combination School	B	83.3	B	C	A	F	88.2	~	>145	90.6	65.7	112.9	43.3	>145	No	No	Not in AUS
360002	The NET 2 Charter High School	Orleans Parish	Combination School	B	89.7	C	B	A	C	70.4	~	>145	72.4	80.4	122.8	69.3	>145	No	No	Not in AUS
360003	New Orleans Accelerated High School	Orleans Parish	Combination School	C	76.4	D	D	A	D	68.2	~	143.5	68.6	63.8	103	53.3	143.5	No	No	Not in AUS
A02002	Riverside Alternative High School	Office of Juvenile Justice	Combination School	A	101	B	B	A		89	~	>145	87.7	82.1	123.8		>145	No	Yes	Not in AUS
A02003	Southside Alternative High School	Office of Juvenile Justice	Combination School	C	76.7	F	D	A		46.9	~	>145	44.4	58.9	112.8		>145	No	No	Not in AUS
A02004	Central Southwest Alternative High School	Office of Juvenile Justice	Combination School	C	66.1	D	F	A	F	~	~	~	~	36.7	102.9	45.5	>145	No	No	Not in AUS
A02005	Central Southwest Alternative High School	Office of Juvenile Justice	Combination School	F	26.4	F	F			~	~	<5	~	11.2	~		<5	No	No	AUS 1
W1A001	JCFA-East	JCFA-East	High School	A	99.7	B	B	A	B	86.9	~	~	86.9	86	131.1	90.4	112.5	No	Yes	Not in AUS
W1D001	JCFA Lafayette	JCFA Lafayette	High School	A	106.1	A	C	A	A	~	~	~	~	71.1	>145	103.6	112.5	Yes	Yes	Not in AUS



2025 School Performance Scores and Letter Grades: Alternative Schools

Site Code	School	School System	School Type (Elementary, Middle, High, Combination)	2025 Letter Grade Equivalents for Key Indices						2025 Results Details										
				2025 Letter Grade New Alternative Formula	2025 SPS New Alternative Formula	2025 KB & High School Progress Letter Grade Equivalent	2025 Core Credit Accumulation Letter Grade Equivalent	2025 Second Year Dropout Credit Accumulation Letter Grade Equivalent	2025 12th Grade Strength of Diploma Letter Grade Equivalent	2025 KB & High School Progress Index	2025 KB Progress Index	2025 KB Interests & Opportunities Index	2025 High School Progress Index	2025 Core Academic Credit Accumulation Index	2025 Second Year Dropout Credit Accumulation Index	12th Grade Strength of Diploma Index [2023-2024 and 2024-2025]	2025 High School Interests & Opportunities Index	2025 Top Gains Honoree	2025 Opportunity Honoree	2025 Academically Unacceptable Schools (AUS)
009108	Pathways in Education-Louisiana Inc	Caddo Parish	High School	C	78.8	D	D	A	D	59.4			59.4	65.3	110.1	63.1	>143	No	No	Not in AUS

**Attachment 25:
Past Three Years Organizational
Reports for All Affiliated Schools**

Organization Pathways in Education- Arizona, Inc.

Phone: 2021 Nor & Hills rd S Ste 100, Pasadena California 91107, (626) 792-3333, www.google.com/maps?c=... Website: https://www.pathwayseducation.com/ Status: Open

Financia Performance - FY2025 [Expand All](#)

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard

- > Going Concern ▲
- > Default ▲
- > Available Reserve ▲
- > Revenues Exceed Expenses ▲
- > Facility & Debt Costs Covered ▲
- > Stable or Increasing # of Students ▲
- > GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

This optional explanation allows charter holders to provide additional details related to their financial performance. It does not impact their rating.

Financial Dashboard Explanation For Fiscal Year 2025:

Financia Performance - FY2024 [Expand All](#)

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard

- > Going Concern ▲
- > Default ▲
- > Available Reserve ▲
- > Revenues Exceed Expenses ▲
- > Facility & Debt Costs Covered ▲
- > Stable or Increasing # of Students ▲
- > GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

This optional explanation allows charter holders to provide additional details related to their financial performance. It does not impact their rating.

Financial Dashboard Explanation For Fiscal Year 2024:

Financia Performance - FY2023 [Expand All](#)

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard

- > Going Concern ▲
- > Default ▲
- > Available Reserve ▲
- > Revenues Exceed Expenses ▲
- > Facility & Debt Costs Covered ▲
- > Stable or Increasing # of Students ▲
- > GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

This optional explanation allows charter holders to provide additional details related to their financial performance. It does not impact their rating.

Financial Dashboard Explanation For Fiscal Year 2023:



Contact

Arizona State Board for Charter Schools
1700 W. Washington St, Suite 304,
Phoenix, AZ 85007

Phone: (602) 364-3080

Organization Pathways in Education- Arizona, Inc.

Phone: 303 North Halls Road Suite 100 Paradise California 91107
Website: https://www.pieducation.org/
Status: Open

Details (7 tabs) | Charter Repts & Principals (7 tabs) | Schools (7 tabs) | Financial Performance (7 tabs) | Operational Performance (7 tabs) | Academic Performance (7 tabs) | Academic Performance (School) (7 tabs)

Operational Performance

Click on any of the 'Issue links' to see detailed information

Summary table with columns for years 2022-2026 and rows for Overall Rating and Board Expectations. All entries indicate 'Meets the Board's Operational Performance Standard' or 'Expectations'.

Main performance table with columns for years 2022-2026 and rows for various measures such as '1a. Does the delivery of the education program...', '2a. Do the charter holder's annual audit reporting packages...', '2b. Is the charter holder administering student admission...', '2c. Is the charter holder maintaining a safe environment...', '2d. Is the charter holder transparent in its operations?', and '3. Is the charter holder complying with all other obligations?'.

This optional explanation allows charter holders to provide additional details related to their operational performance. It does not impact their rating.

Explanation for FY 2022:

Explanation for FY 2023:

Explanation for FY 2024:

Explanation for FY 2025:

Explanation for FY 2026:

PATHWAYS - ASHBURN HS SY23 Options School Metrics Report

Metric	Metric Rate	Points	Weight	Weighted Score
5_Essentials	Organized	4	10%	0.4
Attendance	80.6	4	10%	0.4
Attendance_Growth	84	4	5%	0.2
College_Enrollment	26.8	3	5%	0.2
Credit_Attainment	33.5	1	5%	0.1
ECCC	9.8	2	5%	0.1
Graduation	71.1	3	10%	0.3
Learn_Plan_Succeed	98.8	5	5%	0.3
Math_Growth_PCTL	36	2	10%	0.2
Math_Make_Target	40.4	2	10%	0.2
Reading_Growth_PCTL	42	3	10%	0.3
Reading_Make_Target	46.8	3	10%	0.3
Stabilization	73.8	3	5%	0.2
TOTAL	-	-	-	3.2

Your status is: Good Standing

PATHWAYS - AVONDALE HS SY23 Options School Metrics Report

Metric	Metric Rate	Points	Weight	Weighted Score
5_Essentials	Organized	4	10%	0.4
Attendance	85.2	4	10%	0.4
Attendance_Growth	91.7	5	5%	0.3
College_Enrollment	44.9	4	5%	0.2
Credit_Attainment	37	1	5%	0.1
ECCC	12.2	3	5%	0.2
Graduation	72.2	3	10%	0.3
Learn_Plan_Succeed	98.9	5	5%	0.3
Math_Growth_PCTL	42	3	10%	0.3
Math_Make_Target	50.4	3	10%	0.3
Reading_Growth_PCTL	39	2	10%	0.2
Reading_Make_Target	37.7	2	10%	0.2
Stabilization	66.6	2	5%	0.1
TOTAL	-	-	-	3.3

Your status is: Good Standing

PATHWAYS - BRIGHTON PARK HS SY23 Options School Metrics Report

Metric	Metric Rate	Points	Weight	Weighted Score
5_Essentials	Organized	4	10%	0.4
Attendance	81.9	4	10%	0.4
Attendance_Growth	83.9	4	5%	0.2
College_Enrollment	29.2	3	5%	0.2
Credit_Attainment	33	1	5%	0.1
ECCC	11.2	3	5%	0.2
Graduation	76	3	10%	0.3
Learn_Plan_Succeed	99.2	5	5%	0.3
Math_Growth_PCTL	37	2	10%	0.2
Math_Make_Target	38.8	2	10%	0.2
Reading_Growth_PCTL	39	2	10%	0.2
Reading_Make_Target	45.7	3	10%	0.3
Stabilization	66.2	2	5%	0.1
TOTAL	-	-	-	3.1

Your status is: Good Standing

PATHWAYS - HUMBOLDT PARK HS SY23 Options School Metrics Report

Metric	Metric Rate	Points	Weight	Weighted Score
5_Essentials	Organized	4	10%	0.4
Attendance	76.7	3	10%	0.3
Attendance_Growth	87.4	4	5%	0.2
College_Enrollment	42.4	4	5%	0.2
Credit_Attainment	26.3	1	5%	0.1
ECCC	7.9	2	5%	0.1
Graduation	86	4	10%	0.4
Learn_Plan_Succeed	100	5	5%	0.3
Math_Growth_PCTL	36	2	10%	0.2
Math_Make_Target	42.9	2	10%	0.2
Reading_Growth_PCTL	30	2	10%	0.2
Reading_Make_Target	27.6	1	10%	0.1
Stabilization	74	3	5%	0.2
TOTAL	-	-	-	2.9

Your status is: Intensive Academic Support

Pathways - Ashburn HS SY24 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	66.7	2	0.1	0.2
ATTD_GROWTH	51.5	1	0.05	0.05
COLLEGE_ENROLLMENT	22.1	3	0.05	0.15
CREDIT_ATTAIN	45.7	2	0.05	0.1
ECCC	6.2	2	0.05	0.1
GRAD	74.4	3	0.1	0.3
LPS	98.9	5	0.05	0.25
MATH_GROWTH_PCTL	40.04	3	0.1	0.3
MATH_MAKE_TARGET	45.21	3	0.1	0.3
MVMS	Well Organized	5	0.1	0.5
READING_GROWTH_PCTL	44.72	3	0.1	0.3
READING_MAKE_TARGET	53.85	3	0.1	0.3
STABILIZATION	71.3	3	0.05	0.15
STATUS				Good Standing
TOTALSCORE				3

Pathways - Avondale HS SY24 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	66.4	2	0.1	0.2
ATTD_GROWTH	49.4	1	0.05	0.05
COLLEGE_ENROLLMENT	34	4	0.05	0.2
CREDIT_ATTAIN	52.9	3	0.05	0.15
ECCC	6	2	0.05	0.1
GRAD	79.4	3	0.1	0.3
LPS	97.8	5	0.05	0.25
MATH_GROWTH_PCTL	50.74	4	0.1	0.4
MATH_MAKE_TARGET	62.88	4	0.1	0.4
MVMS	Well Organized	5	0.1	0.5
READING_GROWTH_PCTL	44.82	3	0.1	0.3
READING_MAKE_TARGET	48.47	3	0.1	0.3
STABILIZATION	64.7	2	0.05	0.1
STATUS				Good Standing
TOTALSCORE				3.25

Pathways - Brighton Park HS SY24 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	68.7	2	0.1	0.2
ATTD_GROWTH	57.3	1	0.05	0.05
COLLEGE_ENROLLMENT	28.3	3	0.05	0.15
CREDIT_ATTAIN	53.8	3	0.05	0.15
ECCC	10.6	3	0.05	0.15
GRAD	78.7	3	0.1	0.3
LPS	99.1	5	0.05	0.25
MATH_GROWTH_PCTL	37.25	1	0.1	0.1
MATH_MAKE_TARGET	43.75	1	0.1	0.1
MVMS	Well Organized	5	0.1	0.5
READING_GROWTH_PCTL	38.99	1	0.1	0.1
READING_MAKE_TARGET	41.54	1	0.1	0.1
STABILIZATION	70.5	3	0.05	0.15
STATUS				Intensive Academic Support
TOTALSCORE				2.3

Pathways - Humboldt Park HS SY24 Options School Metrics Report

Metric	RATE	POINTS	WGHT	WGHTEDPOINTS
ATTD	68.1	2	0.1	0.2
ATTD_GROWTH	60.5	2	0.05	0.1
COLLEGE_ENROLLMENT	34.1	4	0.05	0.2
CREDIT_ATTAIN	45.8	2	0.05	0.1
ECCC	3.2	1	0.05	0.05
GRAD	95.1	5	0.1	0.5
LPS	96.8	5	0.05	0.25
MATH_GROWTH_PCTL	35.9	2	0.1	0.2
MATH_MAKE_TARGET	40	2	0.1	0.2
MVMS	Moderately Organized	3	0.1	0.3
READING_GROWTH_PCTL	39.09	2	0.1	0.2
READING_MAKE_TARGET	44.66	2	0.1	0.2
STABILIZATION	71	3	0.05	0.15
STATUS				Intensive Academic Support
TOTALSCORE				2.65



Pathways in Education

SY 2024-2025 Options Scorecard

Inclusive Programming & Equitable Systems (IPES)

Diverse Learners
English Learners
Discipline
Teacher Licensure

Organization

Governance
STLS
Parent Issues
Safety
Transportation
Timeliness



Organizational

Governance

School ▾	PAC Meetings Rating	PAC Bylaws Rating	PAC Minutes Rating	Cert. of Good Standing Rating	FOIA Training Rating	Overall Governance Rating
PATHWAYS - ASHBURN HS	N/A	N/A	N/A	Meets	Meets	Meets
PATHWAYS - AVONDALE HS	N/A	N/A	N/A	Meets	Meets	Meets
PATHWAYS - BRIGHTON PARK ...	N/A	N/A	N/A	Meets	Meets	Meets
PATHWAYS - HUMBOLDT PARK...	N/A	N/A	N/A	Meets	Meets	Meets

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Students in Temporary Living Situations

School ▾	STLS Policy Rating	STLS In-Service Training Rating	STLS Liaison Training Rating	STLS Attestation Rating	Overall STLS Rating
PATHWAYS - ASHBURN HS	N/A	Meets	Meets	Meets	Meets
PATHWAYS - AVONDALE HS	N/A	Meets	Meets	Meets	Meets
PATHWAYS - BRIGHTON PARK HS	N/A	Meets	Meets	Meets	Meets
PATHWAYS - HUMBOLDT PARK HS	N/A	Meets	Meets	Meets	Meets

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Parent Issue Resolution

School ▾	Parent Issue Resolution Rating	Parent Issue Resolution Notes	Parent Complaint Procedure - Website Rating	Overall Parent Issues Rating
PATHWAYS - ASHBURN HS	Meets	N/A	Meets	Meets
PATHWAYS - AVONDALE HS	Meets	N/A	Meets	Meets
PATHWAYS - BRIGHTON PARK HS	Meets	N/A	Meets	Meets
PATHWAYS - HUMBOLDT PARK HS	Meets	N/A	Meets	Meets

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Safety

School ▾	Overall Safety Rating
PATHWAYS - ASHBURN HS	Meets
PATHWAYS - AVONDALE HS	Meets
PATHWAYS - BRIGHTON PARK HS	Meets
PATHWAYS - HUMBOLDT PARK HS	Meets

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School ▾	Emergency Management Plan Rating	Allergen Drill Rating	Fire Drill Rating	Bus Drill Rating	Lockdown Drill Rating	Shelter in Place Drill Rating
PATHWAYS - ASHBURN HS	Meets	Meets	Meets	Meets	Meets	Meets
PATHWAYS - AVONDALE HS	Meets	Meets	Meets	Meets	Meets	Meets
PATHWAYS - BRIGHTON PARK HS	Meets	Meets	Meets	Meets	Meets	Meets
PATHWAYS - HUMBOLDT PARK ...	Meets	Meets	Meets	Meets	Meets	Meets

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School ▾	Title IX Training Rating	SPSR Rating	Protecting Chicago's Children Rating	Outstanding Title IX Complaints Rating	Mandated Reporter Training Rating
PATHWAYS - ASHBURN HS	Meets	Meets	Meets	Meets	Meets
PATHWAYS - AVONDALE HS	Meets	Meets	Meets	Meets	Meets
PATHWAYS - BRIGHTON PA...	Meets	Meets	Meets	Meets	Meets
PATHWAYS - HUMBOLDT P...	Meets	Meets	Meets	Meets	Meets

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Timeliness

School ▾	Timeliness Rating	Timeliness Rate
PATHWAYS - ASHBURN HS	Does Not Meet	77%
PATHWAYS - AVONDALE HS	Does Not Meet	77%
PATHWAYS - BRIGHTON PARK HS	Does Not Meet	77%
PATHWAYS - HUMBOLDT PARK HS	Does Not Meet	77%

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Transportation

School ▾	Transportation Policy Rating
PATHWAYS - ASHBURN HS	Meets
PATHWAYS - AVONDALE HS	Meets
PATHWAYS - BRIGHTON PARK HS	Meets
PATHWAYS - HUMBOLDT PARK ...	Meets

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**Attachment 26:
Past Three Years CMO Audits, 990s**

PATHWAYS MANAGEMENT GROUP, INC.

Financial Statements

For the Year Ended June 30, 2022

with

Independent Auditors' Report

PATHWAYS MANAGEMENT GROUP, INC.

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ALMICH & ASSOCIATES

Certified Public Accounting and Business Services

INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Pathways Management Group, Inc.:

Opinion

We have audited the accompanying financial statements of Pathways Management Group, Inc. (a California not-for-profit public benefit corporation), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Pathways Management Group, Inc. as of June 30, 2022,, and the results of its operations and cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pathways Management Group, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Pathways Management Group, Inc.'s ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

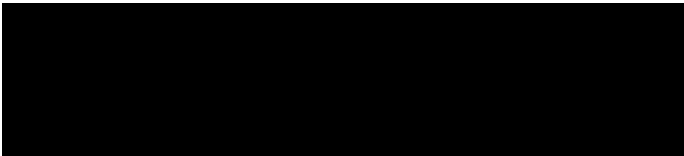
Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements taken as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Pathways Management Group, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events considered in the aggregate, that raise substantial doubt about Pathways Management Group, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.



LAKE FOREST, California
November 3, 2023

PATHWAYS MANAGEMENT GROUP, INC.
Statement of Financial Position
June 30, 2022

Assets

Assets:	
Cash and cash equivalents	\$ 11,808,249
Marketable securities	11,249,117
Accounts receivable	82,721
Accounts receivable from affiliates	1,636,037
Prepaid expenses	30,456
Notes receivable	884,999
Accrued interest on notes receivable	135,085
Due from affiliates, net	<u>158,851</u>
Total assets	<u><u>\$ 25,985,515</u></u>

Liabilities and Net Assets

Liabilities:	
Accounts payable and accrued expenses	\$ 234,879
Accounts payable to affiliates	410,793
CARES Act loan	<u>1,020,602</u>
Total liabilities	1,666,274
Net assets without donors restrictions	<u>24,319,241</u>
Total liabilities and net assets	<u><u>\$ 25,985,515</u></u>

See accompanying notes to financial statements

PATHWAYS MANAGEMENT GROUP, INC.
Statement of Activities
For the Year Ended June 30, 2022

Revenues:	
Management service revenue	\$ 4,526,825
Government program	261,949
Interest income	63,091
Unrealized gain on marketable securities	37,809
Total revenues	<u>4,889,674</u>
Costs and expenses:	
Program services - education	6,124,420
Supporting services - management and general	187,659
Total costs and expenses	<u>6,312,079</u>
Change in net assets without donors restrictions	(1,422,405)
Net assets without donors restrictions, beginning of year	<u>25,741,646</u>
Net assets without donors restrictions, end of year	<u><u>\$ 24,319,241</u></u>

See accompanying notes to financial statements

PATHWAYS MANAGEMENT GROUP, INC.
Statement of Functional Expenses
For the Year Ended June 30, 2022

	Program Services - Education	Supporting Services - Management and General	Total
Personnel costs	\$ 2,462,118	\$ 24,870	\$ 2,486,988
Management service fees	1,688,450	-	1,688,450
Professional fees	179,810	19,979	199,789
Other miscellaneous	79,891	50,598	130,489
Facilities	109,632	15,292	124,924
Insurance and taxes	-	49,873	49,873
Program donation expense	1,512,603	-	1,512,603
Travel	30,956	-	30,956
Depreciation and amortization	25,318	2,812	28,130
Dues and subscriptions	585	5,269	5,854
Marketing	-	452	452
Services charges	-	16,037	16,037
Student services	35,057	-	35,057
Interest expense	-	2,477	2,477
	<u>\$ 6,124,420</u>	<u>\$ 187,659</u>	<u>\$ 6,312,079</u>

See accompanying notes to financial statements

PATHWAYS MANAGEMENT GROUP, INC.
Statement of Cash Flows
For the Year Ended June 30, 2022

Cash flows from operating activities:	
Change in net assets without donors restrictions	\$ (1,422,405)
Adjustments to reconcile change in net assets without donors restrictions to net cash used by operating activities:	
Depreciation and amortization	28,130
Program donation expense - forgiven note receivable	1,200,000
Unrealized gain on marketable securities	(37,809)
Changes in assets and liabilities -	
Accounts receivable	1,315,264
Accounts receivable from affiliates	(926,546)
Prepaid expenses	(4,101)
Accounts payable and accrued expenses	(155,010)
Accounts payable to affiliates	(286,331)
Net cash used by operating activities	<u>(288,808)</u>
Cash flows from financing activities:	
Purchases of marketable securities	(11,211,308)
Decrease in due from affiliates, net	51,825
Principal payments received on notes receivable	5,394,483
Decrease in accrued interest on notes receivable	184,822
Net cash used by financing activities	<u>(5,580,178)</u>
Decrease in cash	(5,868,986)
Cash and cash equivalents, beginning of year	<u>17,677,235</u>
Cash and cash equivalents, end of year	<u><u>\$ 11,808,249</u></u>

See accompanying notes to financial statements

PATHWAYS MANAGEMENT GROUP, INC.
Notes to Financial Statements
June 30, 2022

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Pathways Management Group, Inc. (the Organization, a California non-profit public benefit corporation) was incorporated in November 2010. The Organization's sole member is Persistence and Positivity, Inc., a California non-profit public benefit corporation. The Organization currently manages numerous affiliated entities including a group of charter schools (collectively, the Affiliates) under the terms of individualized contracts with each. The Organization manages the Affiliates' facilities and provides the educational programming for independent study-based instruction. In addition, the Organization provides funding to the charter school affiliates.

Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting and in accordance with generally accepted accounting principles for not-for-profit organizations.

Net assets, revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Organization and changes therein are classified and reported as follows:

Net assets without donor restrictions – Net assets that are not subject to donor-imposed stipulations.

Net assets with donor restrictions – Net assets subject to donor-imposed stipulations that need to be maintained permanently by the Organization or whose restrictions will be met either by the actions of the Organization or the passage of time.

The Organization has no net assets with donor restrictions.

Revenues are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed stipulations. Expenses are reported as decreases in net assets without donor restrictions. Expirations of restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets.

Cash and Cash Equivalents

The Organization considers cash equivalents to be only those investments with original maturities of three months or less at the time of purchase and readily convertible to cash. Cash equivalents consist of money market funds and U.S. treasury bills.

Accounts Receivable

Accounts receivable are recorded at the net realizable value expected to be received from customers and are not collateralized. Accounts receivables includes amounts billed and earned less payments received. Management does not believe any allowance for doubtful accounts is necessary.

As of June 30, 2022, accounts receivable from the Affiliates totaled \$1,636,037.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

The Organization recognizes revenue in accordance with *Accounting Standards Codification (ASC) Topic 606, Revenue from Contracts with Customers*, which provides a five-step model for recognizing revenue from contracts with customers. The Organization provides its services based on service agreements with its customers, outlining its services and performance obligations as well as its transaction prices for respective services within the terms of the agreements. Revenues derived under the terms of the service agreements are recognized upon the Organization's provision of services (at the conclusion of each month), in amounts commensurate with the services provided during the month and the respective transaction prices outlined in the terms of the agreements.

The Organization records earned revenues on an accrual basis. In addition, the Organization records revenue of the following types of contributions when they are received unconditionally, at their fair value: cash, promises to give, certain contributed services, and gifts of long-lived assets. Conditional contributions are recognized when the conditions on which they depend have been substantially met. Contributions are recorded net of estimated uncollectible amounts.

Property and Equipment

Property and equipment are stated at cost and depreciated or amortized over their estimated useful life (10 years). The Organization has adopted a policy to capitalize purchases over \$25,000. Depreciation and amortization are computed using the straight-line method. Repairs and maintenance are charged to expense when incurred.

Long-lived assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. When such factors indicate that assets should be evaluated for possible impairment, management would prepare an analysis comparing the carrying value of the assets to future undiscounted cash flows of the underlying assets. The net book value of the underlying assets is adjusted to fair value if the sum of the expected undiscounted future cash flows is less than book value. To date, management has not identified any such factors pertaining to the Organization's long-lived assets.

Property and equipment has been fully depreciated and amortized during the year ended June 30, 2022.

Income Taxes

The Organization operates as a not-for-profit entity that is exempt from federal income tax pursuant to Internal Revenue Code Section 501(c)(3) and the corresponding section of the California Revenue and Taxation Code. As a supporting organization under section 509(a)(3) of the Code, the Organization is subject to Federal excise taxes on taxable investment income. The United States Federal and State of California have statutes of limitations that generally range from three to four years.

Expense Allocation

The costs of providing the various programs and activities have been summarized in the statement of activities on a functional basis. Accordingly, certain costs have been allocated among programs services and supporting services.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Expenses that can be specifically identified with a particular program or supporting service are charged directly to the related program or supporting service. Natural expenses attributable to more than one functional expense category are allocated based on a variety of cost allocation techniques such as time and effort related to the program and supporting services benefitted.

Advertising Costs

Advertising costs are expensed as incurred.

Fair Value Measurements

The carrying value of the Organization's financial instruments approximates fair value due to the relative short-term nature of these instruments.

The Organization uses a three-tier fair value hierarchy which prioritizes the inputs used in measuring fair value. These tiers include: Level 1, defined as observable inputs such as quoted market prices in active markets; Level 2, defined as inputs other than quoted prices in active markets that are either observable directly or indirectly through market corroboration, for substantially the full term of the financial instruments; and Level 3, defined as unobservable inputs in which little or no market data exists, therefore requiring an entity to develop its own assumptions. The Organization has no financial instruments utilizing Level 2 or Level 3 inputs.

Recent Accounting Pronouncement

In February 2016, the Financial Accounting Standards Board (FASB) *Accounting Standards Update (ASU) No. 2016-02, Leases*. The guidance in this *ASU* supersedes the leasing guidance in *Topic 840, Leases*. Under the new guidance, lessees are required to recognize lease assets and lease liabilities on the statement of financial position for all leases with terms longer than twelve months. Leases will be classified as either finance or operating, with classification affecting the pattern of expense recognition in the statement of activities. *ASU 2016-02* will be effective for the Organization for the year ending June 30, 2023. The Organization does not anticipate *ASU 2016-02* to significantly impact the presentation of its statement of financial position, disclosures, or annual results from operations.

Estimates

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

Subsequent Events

The Organization has evaluated subsequent events through the date of the auditors' report, November 3, 2023, which is the date the accompanying financial statements were available to be issued.

NOTE 2 – NOTES RECEIVABLE

The Organization has advanced funds to one of the Affiliates and four other unaffiliated charter schools under the terms of promissory notes.

The notes with unaffiliated charter schools were scheduled to mature at various dates through July 2027. The principal balance and interest outstanding under the notes was received in full by the Organization during the year ended June 30, 2022.

The note with the affiliate is scheduled to mature in February 2026 and bears an interest at a rate at 50% of the lowest published AFR for long-term debt instruments in the month disbursements were made. During the year ended June 30, 2022, \$1,200,000 of principal under the note was forgiven by the Organization; this amount is reflected within program donation expense on the accompanying statement of functional expenses. As of June 30, 2022, the principal outstanding under the note was \$884,999.

NOTE 3 – FAIR VALUE MEASUREMENTS

The Organization uses a three-tier fair value hierarchy which prioritizes the inputs used in measuring fair value. These tiers include: Level 1, defined as observable inputs such as quoted market prices in active markets for identical assets; Level 2, defined as inputs other than quoted prices in active markets that are either observable directly or indirectly through market corroboration, for substantially the full term of the financial instrument; and Level 3, defined as unobservable inputs in which little or no market data exists, therefore requiring an entity to develop its own assumptions.

Following is a description of the valuation methodologies used for investments measured at fair value at June 30, 2022:

U.S. government obligations: These securities are normally valued using a model that incorporates market observable data such as reported sales of similar securities, broker quotes, yields, bids, offers, and reference data. Certain securities are valued principally using dealer quotations. These are categorized in level 1 and level 2 of the fair value hierarchy depending on the inputs used and market activity levels for specific securities.

The following tables set forth by level, within the fair value hierarchy, the Organization's marketable securities at fair value as of June 30, 2022. Classification within the fair value hierarchy table is based on the lowest level of any input that is significant to the fair value measurement.

		<u>Fair Value Measurements at Reporting Date Using</u>		
		<u>Quoted Prices in</u>	<u>Significant</u>	
		<u>Active Markets</u>	<u>Other</u>	<u>Significant</u>
		<u>for Identical</u>	<u>Observable</u>	<u>Unobservable</u>
	<u>Total</u>	<u>Assets (Level 1)</u>	<u>Inputs (Level 2)</u>	<u>Inputs (Level 3)</u>
U.S. government obligations	\$ 11,249,117	\$ 11,249,117	\$ -	\$ -

NOTE 4 – OTHER RELATED PARTY TRANSACTIONS

Accounts Payable to Affiliates and Related Service Agreement

The Organization receives computer consulting, network maintenance, work program services from the affiliated entities. As of June 30, 2022, accounts payable to these affiliated entities totaled \$19,879.

In May 2020, the Organization entered into a Services Agreement (the Agreement), with an affiliated entity under which the Organization receives back-office services including human resources, accounting, and payroll services. The Agreement is currently scheduled to expire on June 30, 2025, provides for a monthly fee of \$18,000 for back-office services and an additional fee connected to employee recruitment, based on annual salaries, as defined. The Agreement will automatically renew on an annual basis and may be terminated by either party by providing 60 days advance written notice to the other party. Effective July 2021, an amendment to the Agreement provides for a waiver to the recruiting and back-office service fees until July 2024. Total fees incurred for services rendered by the affiliated entity for the year ended June 30, 2022, were \$1,688,450. As of June 30, 2022, accounts payable to the affiliated entity for services received under the Agreement totaled \$210,067.

Donations

During the year ended June 30, 2022, the Organization made donations to affiliated non-profit entities totaling approximately \$1.5 million, including forgiveness of \$1.2 million note receivable (see Note 2), as approved by the Organization's Board of Directors (the Board). The remaining \$0.3 million was made to two other affiliated non-profit entities; accounts payable to these affiliated entities totaled \$173,185 as of June 30, 2022.

Due from Affiliates

The Organization advances and receives funds with certain affiliated institutions and business entities during the normal course of business. Such amounts are unsecured, non-interest bearing and have no stipulated repayment provisions. Net amounts advanced as of June 30, 2022, were \$158,851.

Facility Leases

The Organization leases offices and parking spaces from entities under common control under the terms of non-cancelable operating lease agreements scheduled to expire at various times through June 2025. The leases contain scheduled increases in base rent, require the Organization to pay certain operating expenses associated with the facilities, and provide options to extend. Rent expense paid by the Organization for the year ended June 30, 2022, was \$119,785 and has been included within facilities expense on the accompanying statement of functional expenses.

Future minimum payments under the terms of the non-cancelable operating leases were as follows as of June 30, 2022:

Year Ending June 30,	
2023	\$ 92,716
2024	89,677
2025	91,480
	<u>\$ 273,873</u>

NOTE 5 – EMPLOYEE BENEFIT PLAN

The Organization maintains a 403(b) retirement plan in which the Organization may make matching contributions and additional employer contributions on a discretionary basis, with such contributions vesting ratably over a period of six years. Substantially all employees of the Organization who have completed at least three months of service are eligible to participate in the plan. During the year ended June 30, 2022, matching contributions were equal to 50% of participants' contributions up to 2.5% of their eligible compensation and amounted to \$25,456; no discretionary employer contributions were made.

NOTE 6 – CARES ACT LOAN

In February 2021, the Organization received \$1,020,602 in loan proceeds from a financial institution pursuant to the U.S. Small Business Administration's (SBA) Paycheck Protection Program under the Coronavirus Aid, Relief, and Economic Securities Act (CARES Act). Proceeds received under the terms of the loan were subject to partial or full forgiveness provided that the Organization had met certain spending requirements. Any proceeds from the loan which were not forgiven by the SBA would bear interest at 1.0% and be payable in monthly installments. In October 2022, the Organization received SBA's approval for forgiveness of principal of \$772,942; the remaining principal of \$247,660 and unpaid accrued interest was repaid in full to the financial institution in October 2022.

NOTE 7 – LIQUIDITY AND AVAILABILITY

The Organization has a goal to maintain financial assets to meet current liabilities and a policy to structure its financial assets to be available as its general expenditures and obligations become due. The Organization's financial assets available within one year of the date of the statement of financial position for general expenditures are as follows:

Cash and cash equivalents	\$ 11,808,249
Marketable securities	11,249,117
Accounts receivable	82,721
Accounts receivable from affiliates	1,636,037
	<u>\$ 24,776,124</u>

NOTE 8 – CONCENTRATION OF CREDIT RISK

The Organization generated 93% of its management services revenue for the year ended June 30, 2022 from the Affiliates. The Organization performs periodic credit evaluations and generally does not require collateral.

As of June 30, 2022, the Organization had cash deposits with financial institutions in excess of the federally insured amount, as well as investment securities. Management does not believe the Organization is exposed to any significant credit risks on its cash or investments.



Report of Independent Auditors
and Financial Statements

Pathways Management Group, Inc.

June 30, 2024 and 2023



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Report of Independent Auditors

The Officers
Pathways Management Group, Inc.

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Pathways Management Group, Inc., which comprise the statements of financial position as of June 30, 2024 and 2023, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Pathways Management Group, Inc., as of June 30, 2024 and 2023, and the change in net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pathways Management Group, Inc., and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter – Change in Accounting Principles

As discussed in Note 2 to the financial statements, on July 1, 2022, Pathways Management Group, Inc., adopted Accounting Standards Codification Topic 842, *Leases*, and Accounting Standards Codification Topic 326, *Financial Instruments – Credit Losses*. Our opinion is not modified with respect to these matters.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Pathways Management Group, Inc.'s ability to continue as a going concern within one year after the date that the financial statements are available to be issued.


Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Pathways Management Group, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Pathways Management Group, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control deficiencies identified during the audit.



Irvine, California
August 11, 2025

Financial Statements

Pathways Management Group, Inc.
Statements of Financial Position
June 30, 2024 and 2023

	2024	2023
ASSETS		
ASSETS		
Cash and cash equivalents	\$ 1,645,884	\$ 7,737,098
Investments	21,986,314	15,381,614
Accounts receivable	1,942,409	987,692
Due from affiliates	841,158	830,153
Prepaid expenses and other assets	83,065	35,480
Notes receivable and accrued interest from affiliates	1,838,854	1,646,547
Operating lease right-of-use assets, net	59,326	116,960
Total assets	\$ 28,397,010	\$ 26,735,544
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 1,388,399	\$ 908,915
Due to affiliates	361,643	296,277
Operating lease liability, net	61,112	118,729
Total liabilities	1,811,154	1,323,921
NET ASSETS WITHOUT DONOR RESTRICTIONS	26,585,856	25,411,623
Total liabilities and net assets	\$ 28,397,010	\$ 26,735,544

See accompanying notes.

Pathways Management Group, Inc.
Statements of Activities
Years Ended June 30, 2024 and 2023

	2024	2023
REVENUES WITHOUT DONOR RESTRICTIONS		
Management service revenue	\$ 6,045,860	\$ 5,558,153
Paycheck Protection Program loan forgiveness	-	772,942
Investment income, net	1,089,560	439,076
Total revenues without donor restrictions	7,135,420	6,770,171
EXPENSES		
Program services	5,750,193	5,475,198
Supporting services	210,994	202,591
Total expenses	5,961,187	5,677,789
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	1,174,233	1,092,382
NET ASSETS WITHOUT DONOR RESTRICTIONS, beginning of year	25,411,623	24,319,241
NET ASSETS WITHOUT DONOR RESTRICTIONS, end of year	\$ 26,585,856	\$ 25,411,623

See accompanying notes.

Pathways Management Group, Inc.
Statement of Functional Expenses
Year Ended June 30, 2024

	Program Services	Supporting Services	Total
Management service fees	\$ 2,869,432	\$ -	\$ 2,869,432
Personnel costs	2,335,315	23,591	2,358,906
Student services	183,102	17,371	200,473
Professional fees	161,745	17,972	179,717
Facilities	90,157	9,992	100,149
Travel	77,367	-	77,367
Insurance and taxes	-	73,192	73,192
Service charges	-	40,729	40,729
Dues and subscriptions	3,117	28,049	31,166
Program donation expenses	29,958	-	29,958
Marketing	-	98	98
	\$ 5,750,193	\$ 210,994	\$ 5,961,187

See accompanying notes.

Pathways Management Group, Inc.
Statement of Functional Expenses
Year Ended June 30, 2023

	Program Services	Supporting Services	Total
Management service fees	\$ 2,578,544	\$ -	\$ 2,578,544
Personnel costs	2,458,042	24,829	2,482,871
Student services	152,355	14,355	166,710
Professional fees	143,217	15,913	159,130
Facilities	91,426	10,158	101,584
Insurance and taxes	-	73,891	73,891
Travel	48,978	-	48,978
Service charges	-	39,684	39,684
Dues and subscriptions	2,636	23,720	26,356
Marketing	-	41	41
	<u>\$ 5,475,198</u>	<u>\$ 202,591</u>	<u>\$ 5,677,789</u>

See accompanying notes.

Pathways Management Group, Inc.
Statements of Cash Flows
Years Ended June 30, 2024 and 2023

	2024	2023
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets without donor restrictions	\$ 1,174,233	\$ 1,092,382
Adjustments to reconcile change in net assets without donor restrictions to net cash provided by operating activities		
Unrealized gain on marketable securities	(236,062)	(138,970)
Amortization of operating lease right-of-use assets	57,634	56,040
Interest earned on notes receivable from affiliates	(42,307)	(26,463)
Paycheck Protection Program loan forgiveness income	-	(772,942)
Changes in assets and liabilities		
Accounts receivable	(954,717)	731,066
Prepaid expenses and other assets	(47,585)	(5,024)
Accounts payable and accrued expenses	479,484	263,243
Operating lease liabilities	(57,617)	(54,271)
Net cash provided by operating activities	373,063	1,145,061
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(6,368,638)	(200,602)
Net cash used in investing activities	(6,368,638)	(200,602)
CASH FLOWS FROM FINANCING ACTIVITIES		
Net change on due from/to affiliates	54,361	(375,025)
Disbursements to affiliate on notes receivable	(150,000)	(600,000)
Repayments on Paycheck Protection Program loan	-	(247,660)
Net cash used in financing activities	(95,639)	(1,222,685)
CHANGE IN CASH AND CASH EQUIVALENTS	(6,091,214)	(278,226)
CASH AND CASH EQUIVALENTS, beginning of year	7,737,098	8,015,324
CASH AND CASH EQUIVALENTS, end of year	\$ 1,645,884	\$ 7,737,098

See accompanying notes.

Pathways Management Group, Inc.

Notes to Financial Statements

Note 1 – Organization

Organization – Pathways Management Group, Inc. (the Organization, a California nonprofit public benefit corporation), was incorporated in November 2010. The Organization’s sole member is Persistence and Positivity, Inc., a California nonprofit public benefit corporation. The Organization currently manages numerous charter schools under the terms of individualized contracts with each. The Organization manages the schools’ facilities and provides the educational programming for independent study–based instruction. In addition, the Organization provides funding to the charter school.

The Organization engages in a significant volume of transactions with various affiliated educational institutions, organizations, and business entities, collectively referred to as “the Affiliate(s)” or “Affiliated Entity(ies).” The Affiliates are considered related parties due to their common management, shared board members, and/or ownership structures, while being distinct corporate entities.

Note 2 – Summary of Significant Accounting Policies

Basis of presentation – The financial statements have been prepared on the accrual basis of accounting. For the purpose of financial reporting, the Organization classifies resources into two net asset categories pursuant to any donor-imposed restrictions and applicable law. Accordingly, the net assets of the Organization are classified in the accompanying financial statements in the categories that follow:

- *Net assets with donor restrictions* – Net assets subject to donor-imposed stipulations or maintained in perpetuity by the Organization. Generally, the donors of these assets permit the Organization to use all or part of the income earned on related investments for general or specific purposes. Net assets with donor restrictions also include donor-imposed stipulations that will be met by action of the Organization and/or the passage of time.
- *Net assets without donor restrictions* – Net assets not subject to donor-imposed stipulations.

The Organization has no net assets with donor restrictions.

Use of estimates – The preparation of the financial statements in conformity with generally accepted accounting principles in the United States (U.S. GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Recently adopted accounting pronouncements – The Organization adopted the following Accounting Standard Updates (ASU) issued by the Financial Accounting Standards Board (FASB) as of July 1, 2022:

Topic 842 – In February 2016, the FASB issued ASU 2016-02, *Leases (Topic 842)*, which supersedes existing guidance for accounting for leases under FASB Accounting Standards Codification (ASC) Topic 840, *Leases*. The FASB also subsequently issued the following additional ASUs, which amend and clarify Topic 842: ASU 2018-01, *Land Easement Practical Expedient for Transition to Topic 842*; ASU 2018-10, *Codification Improvements to Topic 842, Leases*; ASU 2018-11, *Leases (Topic 842): Targeted Improvements*; ASU 2018-20, *Narrow-Scope Improvements for Lessors*; and ASU 2019-01, *Leases (Topic 842): Codification Improvements*.

Pathways Management Group, Inc.

Notes to Financial Statements

The Organization elected to adopt these ASUs effective July 1, 2022, using the modified retrospective approach. The Organization has adopted the following practical expedients as permitted under the transition guidance within the new standard:

- Not to reassess prior conclusions about lease identification, lease classification, and initial direct costs, during adoption of ASC 842;
- Not to separate nonlease components of leases from lease components for purposes of determining right-of-use (ROU) asset and lease liabilities;
- For nonpublic business entities, to use a risk-free rate for a period comparable to the lease term where implicit interest rates are not readily available; and
- Not to recognize a ROU asset or lease liability for leases which are twelve months or less in duration.

The most significant impact was the recognition of ROU lease assets and lease liabilities for operating leases. Additionally, capital leases under the legacy GAAP, ASC 840, were reclassified as finance leases, but the accounting remained substantially unchanged. The Organization had no finance leases as of the date of adoption.

Adoption of the standard required the Organization to record amounts as of July 1, 2022, resulting in an increase in operating lease ROU assets of \$173,000 and an increase in operating lease liabilities of \$173,000.

Topic 326 – In June 2016, the FASB issued ASU 2016-13, *Financial Instruments – Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments*, which introduces a new accounting model for estimating credit losses on financial assets, including accounts receivable and contract assets. The new model, known as the current expected credit loss (CECL) model, requires a forward-looking approach to estimating expected credit losses, rather than the previous incurred loss model. The FASB also subsequently issued the following additional ASUs, which amend and clarify Topic 326: ASU 2018-19, *Codification Improvements to Topic 326, Financial Instruments – Credit Losses*; ASU 2019-04, *Codification Improvements to Topic 326, Financial Instruments – Credit Losses, Topic 815, Derivatives and Hedging, and Topic 825, Financial Instruments*; and ASU 2019-05, *Targeted Transition Relief*.

Effective July 1, 2022, the Organization adopted the CECL standard for accounting for credit losses on financial assets, including accounts receivable. The adoption of the CECL standard resulted in a change in the Organization's accounting policy for credit losses, as it requires a forward-looking approach to estimating expected credit losses, rather than the previous incurred loss model. The Organization has implemented the CECL standard using a modified retrospective approach, which requires the cumulative effect of the change in accounting policy to be recognized as an adjustment to the opening balance of retained earnings as of the date of adoption. The adoption of the CECL standard did not have a material impact on the Organization's financial position, changes in net assets, or cash flows.

Pathways Management Group, Inc.

Notes to Financial Statements

Cash and cash equivalents – The Organization considers cash equivalents to be only those investments readily convertible to cash with original maturities of three months or less at the time of purchase. Cash equivalents consist of money market funds and U.S. treasury bills.

Investments – Investments consist of marketable securities and are presented in the financial statements at fair value. Realized and unrealized gains and losses on investments are reflected within investment income in the accompanying the statements of activities, net of external expenses associated with the management of investments. At June 30, 2024 and 2023, all of the Organization’s marketable securities were classified as U.S. government obligations. These securities are valued using a model that incorporates market observable data such as reported sales of similar securities, broker quotes, yields, bids, offers, and reference data.

Fair value measurements – The Organization uses a three-tier fair value hierarchy that prioritizes the inputs used in measuring fair value. These tiers include: Level 1, defined as observable inputs such as quoted market prices in active markets; Level 2, defined as inputs other than quoted prices in active markets that are observable, either directly or indirectly through market corroboration, for substantially the full term of the financial instruments; and Level 3, defined as unobservable inputs in which little or no market data exists, therefore requiring an entity to develop its own assumptions. The inputs or methodology used for valuing or classifying investments for financial reporting purposes are not necessarily an indication of the risks associated with those investments or a reflection of the liquidity of or difficulty in estimating the investment’s fair value. The following tables summarize the valuation of the Organization’s investments by fair value as of June 30, 2024 and 2023:

		2024			
		Level 1	Level 2	Level 3	Total
Investments					
	U.S. treasury bills	\$ 5,523,491	\$ -	\$ -	\$ 5,523,491
	U.S. treasury notes	-	16,462,823	-	16,462,823
	Total investments	\$ 5,523,491	\$ 16,462,823	\$ -	\$ 21,986,314
		2023			
		Level 1	Level 2	Level 3	Total
Investments					
	U.S. treasury bills	\$ 7,712,213	\$ -	\$ -	\$ 7,712,213
	U.S. treasury notes	-	7,669,401	-	7,669,401
	Total investments	\$ 7,712,213	\$ 7,669,401	\$ -	\$ 15,381,614

Accounts receivable – Accounts receivable are recorded at the net realizable value expected to be received from affiliated and unaffiliated customers and are not collateralized. Accounts receivable include amounts earned less payments received. The balance of accounts receivable as of July 1, 2022, June 30, 2023, and June 30, 2024, was approximately \$1,719,000, \$988,000, and \$1,942,000, respectively.

Pathways Management Group, Inc.

Notes to Financial Statements

Allowance for credit losses – The Organization utilizes the expected credit loss allowance method of accounting for expected credit losses. Under the CECL standard, the Organization estimates expected credit losses based on a range of economic and other factors that may affect the collectability of its financial assets, including accounts receivable and amounts due from affiliates. The Organization determines its allowance by considering a number of factors, including the length of time accounts receivable are past due, the Organization’s previous loss history, the customer’s ability to pay its obligation to the Organization, and the condition of the general economy and the industry as a whole. As of June 30, 2024 and 2023, the Organization determined that the allowance for credit losses was not significant.

Leases – Transactions give rise to leases when the Organization receives substantially all the economic benefits from and has the ability to direct the use of specified property and equipment. The Organization determines if an arrangement is a lease at inception. ROU assets represent the Organization’s right to use, or control the use of, a specified asset for the lease term. Lease liabilities are the Organization’s obligation to make lease payments arising from a lease and are measured on a discounted basis. Operating lease ROU assets and operating lease liabilities are recognized based on the present value of the future minimum lease payments over the lease term on the commencement date. The lease assets and liabilities were calculated using the risk-free rate according to the Organization’s elected policy. The operating lease ROU asset includes any lease payments made and initial direct costs incurred and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the Organization will exercise that option. The lease assets and liabilities were calculated using the risk-free rate according to the Organization’s elected policy. Lease expense for minimum lease payments continues to be recognized on a straight-line basis over the lease term.

Impairment of long-lived assets – The Organization evaluates long-lived assets for impairment whenever events or changes in circumstances indicate that the carrying value of an asset may not be recoverable. If the estimated future cash flows (undiscounted and without interest charges) from the use of an asset are less than the carrying value, a write-down would be recorded to reduce the related asset to its estimated fair value. At June 30, 2024 and 2023, management believed no indicators existed that would require an impairment to be recorded.

Paycheck Protection Program loan – In February 2021, the Organization received approximately \$1,021,000 in loan proceeds from a financial institution pursuant to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act). The Organization originally recorded the proceeds from the loan in accordance with ASC 470, *Debt*. The Organization accounts for any potential forgiveness of the loan in accordance with ASC 470-50-40 as a debt extinguishment. In October 2022, the Organization received SBA’s approval for forgiveness of principal of approximately \$773,000; the remaining principal of \$248,000 was repaid in full to the financial institution in October 2022.

Revenue recognition – The Organization classifies its revenue in the following categories:

- *Management service revenue* – As a part of its mission, the Organization enters into service contracts with Affiliated Entities for educational programming and facilities management. The performance obligation is met at the date service is rendered. Third parties are billed monthly, and revenue is recognized in the month the services are rendered.
- *Investment income* – Investment income, including interest, and gains and losses on investments are reported as increases to net assets without donor restrictions unless their use is restricted by explicit donor stipulation or law.

Pathways Management Group, Inc.

Notes to Financial Statements

Income taxes – The Organization is exempt from federal income and California franchise taxes under Section 501(c)(3) of the Internal Revenue Code and the corresponding California provisions. The Organization is subject to income taxes for unrelated business income realized in connection with unrelated business activities. There was no income tax for unrelated business income in connection with unrelated business activities in 2023 or 2024. The Organization, under provisions of ASC 740, *Income Taxes*, had no uncertain tax positions requiring accrual as of June 30, 2024 or 2023.

Functional allocation of expenses – Expenses incurred by the Organization that apply to more than one functional category are allocated as follows:

- *Program services* – Includes the operating expenses associated with the Organization’s mission.
- *Supporting services* – Includes expenses that benefit the Organization as an entity, governance, management, and administration.

The Organization allocates expenses among the functional categories above, based on estimates determined by management. These estimates are derived from various factors, including the nature of the expenses, the time spent by personnel on different activities, and other relevant criteria.

Advertising costs – Advertising costs are expensed as incurred.

Subsequent events – ASC 855, *Subsequent Events*, establishes general standards of accounting for and disclosure of events that occur after the statement of financial position date but before the financial statements are available to be issued. The Organization recognizes in the financial statements the effects of all subsequent events that provide additional evidence about conditions that existed at the date of the statement of financial position, including the estimates inherent in the process of preparing the financial statements. The Organization does not recognize subsequent events that provide evidence about conditions that did not exist at the date of the statement of financial position but arose after the statement of financial position date and before the financial statements are available to be issued. The Organization has evaluated subsequent events through August 11, 2025, which is the date the financial statements were available to be issued.

Note 3 – Notes Receivable from Affiliates

Revolving loan – The Organization has advanced funds to an Affiliate, a nonprofit charter school (the Borrower), under the terms of a revolving line of credit agreement scheduled to mature in June 2031. The note provides for borrowings up to \$2.5 million and requires minimum scheduled annual principal payments of \$0.5 million, plus any accrued interest, starting June 30, 2026, until the loan is paid in full or until the maturity date, whichever occurs first. The Borrower’s program fees and revenue are pledged as collateral under the agreement. The note bears interest based on 50% of the lowest published Annual Federal Rate (AFR) for long-term debt instruments in the month in which disbursements were made. The effective interest rate as of June 30, 2024 and 2023, was 1.86% and 1.01%, respectively. As of June 30, 2024 and 2023, the principal balance outstanding under the note was approximately \$974,000 and \$974,000, respectively. Accrued interest on the loan as of June 30, 2024 and 2023, was approximately \$74,000 and \$60,000, respectively.

Pathways Management Group, Inc.

Notes to Financial Statements

Nonrevolving loan – The Organization has advanced funds to an Affiliate, a nonprofit private online school (the Borrower), under the terms of a noncollateralized, nonrevolving promissory note scheduled to mature in June 2027. The note provides for borrowings up to \$2.0 million and requires minimum scheduled annual payments of \$0.25 million on June 30, 2025, \$0.35 million on June 30, 2026, \$0.45 million on June 30, 2027, and a final payment of all unpaid principal and accrued interest upon maturity. The note bears interest at the mid-term Applicable Federal Rate (AFR) for long-term debt instruments in the month which disbursements were made. The effective interest rate as of June 30, 2024 and 2023, was 4.66% and 3.56%, respectively. As of June 30, 2024 and 2023, the principal balance outstanding under the note was \$750,000 and \$600,000, respectively. There was a net increase in the balance during 2024 of approximately \$150,000. As of June 30, 2023, \$0.25 million of principal payments were due within the next year. Accrued interest on the loan as of June 30, 2024 and 2023, was approximately \$40,000 and \$12,000, respectively.

Note 4 – Leases

The Organization leases office space from an Affiliate (Note 5) under the terms of a noncancelable operating lease expiring in June 2025. The Organization also pays variable operating expenses to the Affiliate, as defined in the lease agreement. For the years ended June 30, 2024 and 2023, components of lease expense were as follows:

	<u>2024</u>	<u>2023</u>
Operating lease costs		
Operating lease expense	\$ 60,126	\$ 60,126
Variable lease expense	<u>33,406</u>	<u>30,697</u>
Total	<u>\$ 93,532</u>	<u>\$ 90,823</u>

These amounts are included within facilities expense on the accompanying statements of functional expenses.

For the years ended June 30, 2024 and 2023, supplemental cash flow information related to leases was as follows:

	<u>2024</u>	<u>2023</u>
Cash paid for amounts included in the measurement of lease liabilities:		
Operating cash flows from operating leases	\$ 60,109	\$ 58,358
Weighted-average remaining lease term in years for operating leases	1.00	2.00
Weighted-average discount rate for operating leases	2.85%	2.85%

At June 30, 2024, the undiscounted future lease payments under noncancelable leases through maturity in 2025 are \$61,800, which includes a present value discount of \$800, for total lease liability of \$61,000.

Pathways Management Group, Inc. Notes to Financial Statements

Note 5 – Related-Party Transactions

Revenue from Affiliates – All of the Organization’s revenue, as described in Note 2, is earned from the Affiliates. At June 30, 2024 and 2023, all accounts receivable is from the Affiliates.

Notes receivable from Affiliates – Refer to Note 3 for further information.

Amounts paid to Affiliates – The Organization has a Hardware IT Services Agreement and a Network Installation and Maintenance Agreement (collectively, the IT Agreements), with an Affiliated Entity to receive various computer consulting and technology services. The IT Agreements are automatically renewed on an annual basis and may be terminated by either party by providing 60 days’ advance written notice. Under the terms of the IT Agreements, the Organization receives services from the Affiliate at tiered hourly rates based on the respective service received, as defined. Total fees incurred for services rendered by the Affiliated Entity for the years ended June 30, 2024 and 2023, were approximately \$37,000 and \$53,000, respectively. The amounts are recorded within general and administrative costs and expenses on the accompanying statements of activities. As of June 30, 2024 and 2023, amounts included within accounts payable on the accompanying statements of financial position to the Affiliated Entity for the services received under the IT Agreements totaled approximately \$18,000 and \$8,000, respectively.

The Organization has a service agreement with an Affiliated Entity that renews automatically on an annual basis and may be terminated by either party by providing 60 days’ advance notice to the other party. The Organization receives human resources services, accounting services, payroll services, and board relations services from the Affiliate for an annual fee of 7.0% of its clients’ operating revenue, to be paid in 12 monthly installments, as defined in the service agreement. In addition to the annual fee the Organization will pay for the sourcing and recruitment of new employees at a cost equal to 15.0% of the starting annual base salary of the employee. Total fees incurred for these services rendered by the Affiliated Entity for the years ended June 30, 2024 and 2023, were approximately \$2,964,000 and \$2,644,000, respectively. The amounts are recorded within general and administrative costs and expenses on the accompanying statements of income. As of June 30, 2024 and 2023, amounts included within accounts payable on the accompanying statements of financial position to the Affiliated Entity for the services received under the service agreement totaled \$614,000 and \$487,000.

Donations – During the year ended June 30, 2024, the Organization made donations to nonprofit entities included within the Affiliates, totaling approximately \$30,000. There were no donations made by the Organization during the year ended June 30, 2023. The donations are included within program donations expenses on the on the accompanying statements of functional expenses.

Due from/to affiliates – The Organization advances to and receives funds from the Affiliates during the normal course of business. Such amounts are unsecured, non-interest-bearing, and have no stipulated repayment provisions.

Facility lease – As described in Note 4, the Organization leases office space from an Affiliated Entity. Rent paid to the Affiliated Entity for the years ended June 30, 2024 and 2023, was \$91,000 and \$88,000 respectively, and have been included within facilities expense on the accompanying statements of functional expenses.

Pathways Management Group, Inc. Notes to Financial Statements

Note 6 – Employee Benefit Plan

Through February 1, 2024, the Organization maintained a 403(b) retirement plan in which it made matching contributions and additional employer contributions on a discretionary basis, with such contributions vesting ratably over a period of six years. Substantially all employees of who had completed at least three months of service are eligible to participate in the plan. Employer matching contributions were based on 100% of employee contributions up to 1% of their eligible compensation and an additional 50% of employee contributions up to 6% of their eligible compensation.

On February 1, 2024, the Organization terminated the 403(b) retirement plan and created a new 401(k) retirement plan. The new 401(k) plan in which it makes matching contributions and additional employer contributions on a discretionary basis, with such contributions vesting ratably over a period of six years. Substantially all permanent employees who had completed at least three months of service are eligible to participate in the plan. Employer matching contributions are based on 100% of employee contributions up to 1% of their eligible compensation and an additional 50% of employee contributions up to 6% of their eligible compensation.

During the years ended June 30, 2024 and 2023, employer contributions amounted to \$44,000 and \$41,000, respectively; no discretionary employer contributions were made.

Note 7 – Commitments and Contingencies

Litigation – The Organization is subject to certain legal proceedings and claims that arise in the normal course of business. The Organization does not believe that the amount of liability, if any, as a result of these proceedings and claims will have a materially adverse effect on the Organization's financial position, changes in net assets, or cash flows.

Concentration of credit risk – Financial instruments that potentially subject the Organization to significant concentrations of credit risk consist primarily of cash, investments, and accounts receivable. The Organization maintains its operating cash balance with notable financial institutions. At times, cash balances may be in excess of Federal Deposit Insurance Corporation insurance limits. This is mitigated by the use of a high-credit quality banking institution. Management does not believe the Organization is exposed to any significant credit risks on its cash or investments. Accounts receivable are unsecured, and the Organization is at risk to the extent such amounts become uncollectible.

Pathways Management Group, Inc.
Notes to Financial Statements

Note 8 – Liquidity and Availability

The Organization has a goal to maintain financial assets to meet liabilities due shortly after each fiscal year end and a policy to structure its financial assets to be available as its general expenditures and obligations become due. The Organization's financial assets available within one year of the date of the statement of financial position for general expenditures were as follows as of June 30:

	<u>2024</u>	<u>2023</u>
Cash and cash equivalents	\$ 1,645,884	\$ 7,737,098
Investments	21,986,314	15,381,614
Accounts receivable	1,942,409	987,692
Due from affiliates	841,158	830,153
Notes receivable from affiliates	<u>250,000</u>	<u>-</u>
	<u>\$ 26,665,765</u>	<u>\$ 24,936,557</u>

**Attachment 27:
Three Years of Audit Reports for All
Affiliated Schools**

PATHWAYS IN EDUCATION - LOUISIANA, INC.

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2025**



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**PATHWAYS IN EDUCATION - LOUISIANA, INC.
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Pathways in Education - Louisiana, Inc.
Shreveport, Louisiana

Report on the Audit of the Financial Statements

Opinion
We have audited the accompanying financial statements of Pathways in Education - Louisiana, Inc. (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pathways in Education - Louisiana, Inc. and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

Exercise professional judgment and maintain professional skepticism throughout the audit.

Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of compensation, benefits, and other payments the agency head is presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

The schedules required by Louisiana State Law, included as Schedules 1 and 2, are not a required part of the basic financial statements, but are supplementary information required by Louisiana State Law. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combining financial statements. We have applied certain limited procedures, which are described in the Independent Accountants' Report on Applying Agreed-Upon Procedures. However, we did not audit this information and, accordingly, express no opinion on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 20, 2025 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Ontario, California
December 20, 2025

PATHWAYS IN EDUCATION - LOUISIANA, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

ASSETS

CURRENT ASSETS

Cash and Cash Equivalents	\$ 3,805,944
Accounts Receivable	14,191
Prepaid Expenses and Other Assets	40,563
Total Current Assets	3,860,698

LONG-TERM ASSETS

Deposits	12,900
Property, Plant, and Equipment, Net	283,878
Right of Use Asset - Facility, Net	446,871
Total Long-Term Assets	743,649

Total Assets	\$ 4,604,347
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LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts Payable and Accrued Liabilities	\$ 409,427
Lease Liability, Current	127,784
Total Current Liabilities	537,211

LONG-TERM LIABILITIES

Lease Liability, Net	338,696
Total Long-Term Liabilities	338,696

Total Liabilities	875,907
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NET ASSETS

Without Donor Restrictions	3,728,440
Total Net Assets	3,728,440

Total Liabilities and Net Assets	\$ 4,604,347
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See accompanying Notes to Financial Statements.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025**

REVENUES, WITHOUT DONOR RESTRICTIONS

State and Local Public School Funding	\$ 4,066,790
Federal Grants	61,041
Other Income	20,945
Total Revenues Without Donor Restrictions	4,148,776

EXPENSES

Program Services	3,617,772
Management and General	543,417
Total Expenses	4,161,189

CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS

(12,413)

NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR

3,740,853

\$ 3,728,440

See accompanying Notes to Financial Statements.

PATHWAYS IN EDUCATION - LOUISIANA, INC.
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025

	<u>Program Services</u>	<u>Management and General</u>	<u>Total Expenses</u>
Salaries and Wages	\$ 1,544,570	\$ -	\$ 1,544,570
Pension Expense	39,981	-	39,981
Other Employee Benefits	202,008	-	202,008
Payroll Taxes	118,519	-	118,519
Management Fees	670,957	167,739	838,696
Instructional Materials	570,243	-	570,243
Other Fees for Services	39,922	9,980	49,902
Advertising and Promotion Expenses	-	26,333	26,333
Office Expenses	-	181,926	181,926
Information Technology Expenses	4,308	-	4,308
Occupancy Expenses	235,668	-	235,668
Travel Expenses	8,291	61,318	69,609
Depreciation Expense	33,218	8,305	41,523
Insurance Expense	29,938	28,763	58,701
Other Expenses	120,149	59,053	179,202
	<u>\$</u>	<u>\$</u>	<u>\$</u>
Total Functional Expenses	<u>3,617,772</u>	<u>543,417</u>	<u>4,161,189</u>

See accompanying Notes to Financial Statements.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025**

CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets Without Donor Restrictions	\$ (12,413)
Adjustments to Reconcile Change in Net Assets to Net Cash Flows Used by Operating Activities:	
Depreciation	41,523
Change in Operating Assets:	
Accounts Receivable	(5,692)
Prepaid Expenses and Other Assets	(27,252)
Right to Use Assets	132,920
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	(125,338)
Lease Liability	(113,311)
Net Cash Used by Operating Activities	<u>(109,563)</u>

CASH FLOWS FROM INVESTING ACTIVITIES:

Purchases of Property, Plant and Equipment	<u>(10,500)</u>
Net Cash Used by Investing Activities	<u>(10,500)</u>

NET CHANGE IN CASH AND CASH EQUIVALENTS

Cash and Cash Equivalents - Beginning of Year	(120,063)
---	-----------

3,926,007

CASH AND CASH EQUIVALENTS - END OF YEAR

\$ 3,805,944

See accompanying Notes to Financial Statements.

PATHWAYS IN EDUCATION - LOUISIANA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Pathways in Education - Louisiana, Inc. (the School) was originally formed August 29, 2008, under the name of Pathways in Education - New Orleans, Inc. Effective July 23, 2012, Pathways in Education - New Orleans, Inc. changed its corporate name to Pathways in Education - Louisiana, Inc. The corporation was dormant until February 10, 2014.

The School is a Louisiana nonprofit corporation, formed exclusively for educational purposes. On July 1, 2014, the School entered into a Type 1 charter school contract with Caddo Parish School Board (CPSB) to operate an alternative school for students from ninth to twelfth grade in Caddo Parish, Louisiana. The charter agreement with CPSB is for an initial term of five years, contingent upon the results of the reporting requirements at the end of the third year as provided in LA R.S. 17:3998 (A)(2) and may be renewed at the discretion of CPSB. The School opened its first campus in Shreveport for the 2014/2015 School year. The School opened its second campus in Shreveport for the 2015/2016 School year.

The School is an independent nonprofit entity, separate and distinct from the Caddo Parish School Board, the primary government and reporting entity. However, the School is a component unit of CPSB and the School's financial statements are included in the CPSB's basic financial statements as a component unit.

The School received 100% of its total revenues from state grantors.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and ~~accordingly, reflect all~~ significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures.

~~Accordingly, actual~~ results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of ~~benefit. The expenses that are allocated~~ include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

PATHWAYS IN EDUCATION - LOUISIANA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Accounts Receivable

Accounts receivable primarily represent amounts due from governments as of June 30, 2025. Management believes that all receivables are fully collectible, therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property and equipment is capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated property and equipment is recorded at fair market values as of the date received. Depreciation is calculated using the straight-line method over the estimated useful lives of the assets (five years) for furniture, fixtures and equipment. Leasehold improvements are depreciated over the lesser of the useful life of the asset or the lease term. The School capitalizes all expenditures for land, buildings and equipment in excess of \$10,000.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Compensated Absences

The School's policy permits employees to accumulate earned but not used time off up to 300 hours.

PATHWAYS IN EDUCATION - LOUISIANA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the State Public School Fund are conditional and recognized as revenue by the School based on enrollment of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3). Accordingly, no provision has been made for income taxes. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2025, the School had no conditional grants.

Leases

The School determines if an arrangement is a lease at inception. Operating leases are included in right-of-use (ROU) assets – operating and lease liability – operating, and finance leases are included in right-of-use (ROU) assets – financing and lease liability – financing in the statement of financial position.

PATHWAYS IN EDUCATION - LOUISIANA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. Lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. Lease expense for operating lease payments is recognized on a straight-line basis over the lease term. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or right of use assets on the balance sheet.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the School has elected to use a risk-free discount rate determined using a period comparable with that of the lease term for computing the present value of all lease liabilities.

The School has elected the practical expedient to not separate lease and non-lease components. Lease payments included in the measurement of the lease liability include all lease and non-lease components, unless variable in nature.

Evaluation of Subsequent Events

The School has evaluated subsequent events through December 20, 2025, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$3,820,135.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

The School received the majority of its total revenues from the state of Louisiana, subject to its charter school contract with CPSB for the year ended June 30, 2025.

PATHWAYS IN EDUCATION - LOUISIANA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was \$41,523 for the year ended June 30, 2025.

The components of property, plant, and equipment as of June 30, 2025 are as follows:

Computer Equipment	\$ 53,383
Furniture	140,963
Leasehold Improvements	773,829
Total	<u>968,175</u>
Less: Accumulated Depreciation and Amortization	(684,297)
Total Property and Equipment	<u><u>\$ 283,878</u></u>

NOTE 5 LEASES

Facility Lease

The School leases a facility under various leases that expires March 2029.

The following tables provide quantitative information concerning the School's leases for the year ended June 30, 2025:

Right of Use Asset - Facilities	\$ 775,748
Accumulated Amortization	(328,877)
Total	<u><u>\$ 446,871</u></u>
Operating Lease Cost	\$ 138,912
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:	
Operating Cash Flows from Operating Leases	\$ 143,427
Right-of-Use Assets Obtained in Exchange for New Operating Lease Liabilities:	
Facilities	\$ -
Weighted-Average Remaining Lease Term - Operating Leases	3.5years
Weighted-Average Discount Rate - Operating Leases	3.95%

PATHWAYS IN EDUCATION - LOUISIANA, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 5 LEASES (CONTINUED)

A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

<u>Year Ending June 30.</u>		
2026	\$	143,427
2027		143,427
2028		143,427
2029		68,521
Undiscounted cash flows		<u>498,802</u>
(Less) imputed interest		(32,322)
Total present value	\$	<u><u>466,480</u></u>

NOTE 6 MAJOR CONTRACT – THIRD-PARTY SERVICE PROVIDER

The School receives management and administrative services from Pathways Management Group, Inc. (PMG) for the purpose of streamlining services required by multiple entities. These services include assistance with school administration, facilities, accounting services, human resources, recruiting, training, and curriculum acquisition and development, and board support services. During the year ended June 30, 2025, all these service fees totaled 15% of total expenses.

NOTE 7 CONTINGENCIES, RISKS AND UNCERTAINTIES

The School has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Pathways in Education - Louisiana, Inc.
Shreveport, Louisiana

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Pathways in Education - Louisiana, Inc. (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 20, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

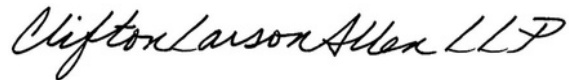
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Ontario, California
December 20, 2025

**PATHWAYS IN EDUCATION - LOUISIANA, INC.
SCHEDULE OF FINDINGS
YEAR ENDED JUNE 30, 2025**

There were no findings for the year ended June 30, 2025.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.
SCHEDULE OF PRIOR YEAR FINDINGS
YEAR ENDED JUNE 30, 2025**

There were no findings for the year ended June 30, 2024.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.
 SCHEDULE OF COMPENSATION, BENEFITS, AND OTHER PAYMENTS TO THE AGENCY HEAD
 YEAR ENDED JUNE 30, 2025**

Agency Head: Wendy Giellspie

Salary	Purpose	Amount
	Benefits - Employer Portion of Retirement	\$ 196,180
	Benefits - Employer Portion of Medical/Dental/Vision	6,866
	Travel	6,950
	Benefits - FICA Medicare	13,844
	Other Compensation	13,411
		3,799
Total		<u>\$ 241,050</u>

**SCHEDULES REQUIRED BY LOUISIANA STATE LAW
(R.S. 24:514 – PERFORMANCE AND STATISTICAL DATA)**



INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES

Board of Directors
Pathways in Education - Louisiana, Inc.
Shreveport, Louisiana

We have performed the procedures enumerated below on the performance and statistical data accompanying the annual financial statements of Pathways in Education - Louisiana, Inc. for the fiscal year ended June 30, 2025; and to assist management in determining whether the specified schedules are free of obvious errors and omissions, in accordance with Louisiana Revised Statute 24:514 I. Management of Pathways in Education - Louisiana, Inc. is responsible for its performance and statistical data.

Pathways in Education - Louisiana, Inc. has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of the engagement, which is to perform specified procedures on the performance and statistical data accompanying the annual financial statements. Additionally, the Louisiana Department of Education and the Louisiana Legislative Auditor have agreed to and acknowledged that the procedures performed are appropriate for their purposes. This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes.

The procedures and associated findings are as follows:

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

1. that the sampled expenditures/revenues are classified correctly and are reported in the proper amounts among the following amounts reported on the schedule:

- Total General Fund Instructional Expenditures
- Total General Fund Equipment Expenditures
- Total Local Taxation Revenue
- Total Local Earnings on Investment in Real Property
- Total State Revenue in Lieu of Taxes
- Nonpublic Textbook Revenue
- Nonpublic Transportation Revenue

Findings:

None.

Class Size Characteristics (Schedule 2)

1. We obtained a list of classes by school, school type, and class size as reported on the schedule. We then traced all classes to the October 1st roll books for those classes and determined if the class was accurately classified on the schedule.

Findings:

None.

Education Levels of Public School Staff (NO SCHEDULE)

2. We obtained October 1st PEP data submitted to the Department of Education (or equivalent listing prepared by management), including full-time teachers, principals, and assistant principals by classification, as well as their level of education and experience, and obtained management's representation that the data/listing was complete. We then selected a sample of 5 individuals, traced to each individual's personnel file, and observed that each individual's education level and experience was properly classified on the PEP data or equivalent listing prepared by management.

Findings:

None.

Public School Staff Data: Average Salaries (NO SCHEDULE)

3. We obtained June 30th PEP data submitted to the Department of Education (or equivalent listing provided by management) of all classroom teachers, including base salary, extra compensation, and ROTC or rehired retiree status, as well as full-time equivalents, and obtained management's representation that the data/listing was complete. We then selected a sample of 5 individuals, traced to each individual's personnel file, and observed that each individual's salary, extra compensation, and full-time equivalents were properly included on the PEP data (or equivalent listing prepared by management).

Findings:

The district submits data to the Department of Education. The entity is not required to submit a listing with June 30th salary data to the district; this procedure is not applicable.

We were engaged by Pathways in Education - Louisiana, Inc. to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the American Institute of Certified Public Accountants, and the standards applicable to attestation engagements contained in Government Auditing Standards, issued by the United States Comptroller General. We were not engaged to and did not conduct an examination or review engagement, the objective of which would be the expression of an opinion or conclusion, respectively, on the performance and statistical data. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of Pathways in Education - Louisiana, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

Board of Directors
Pathways in Education - Louisiana, Inc.

This report is intended solely to describe the procedures and findings related to the performance and statistical data accompanying the annual financial statements of Pathways in Education - Louisiana, Inc., as required by Louisiana Revised Statute 24:514.I. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Ontario, California
December 20, 2025

PATHWAYS IN EDUCATION - LOUISIANA, INC.
GENERAL FUND INSTRUCTIONAL AND SUPPORT EXPENDITURES
AND CERTAIN LOCAL REVENUE SOURCES
SCHEDULE 1
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES)

General Fund Instructional and Equipment Expenditures	Column A	Column B
General Fund Instructional Expenditures:		
Teacher and Student Interaction Activities:		
Classroom Teacher Salaries	\$ 831,005	
Other Instructional Staff Activities	567,430	
Instructional Staff Employee Benefits	335,490	
Purchased Professional and Technical Services	492,130	
Other Purchased Services	7,367	
Instructional Materials and Supplies	181,582	
Instructional Equipment	-	
Total Teacher and Student Interaction Activities	-	\$ 2,415,004
Other Instructional Activities		172,104
Pupil Support Services	524,548	
Less: Equipment for Pupil Support Services	-	
Net Pupil Support Services	-	524,548
Instructional Staff Services	8,655	
Less: Equipment for Instructional Staff Services	-	
Net Instructional Staff Services	-	8,655
School Administration	183,048	
Less: Equipment for School Administration	-	
Net School Administration	-	183,048
Total General Fund Instructional Expenditures (Total of Column B)		\$ 3,303,359
Total General Fund Equipment Expenditures (Object 730; Functional Series 1000-4000)		\$ -
Local Revenue Sources		
Other Revenue from Local Sources:		
State and Federal Funding		\$ 4,127,831
Miscellaneous Revenues:		
Other Miscellaneous Revenues		20,945
Total Revenues from Local Sources		\$ 4,148,776

PATHWAYS IN EDUCATION - LOUISIANA, INC.
CLASS-SIZE CHARACTERISTICS
SCHEDULE 2
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES)

Class Size Characteristics
As of October 1, 2024

School Type	Class Size Range							
	1-20		21-26		27-33		34+	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Elementary								
Elementary Activity Class								
Middle High								
Middle High Activity Class								
High	56	71%	22	28%	1	1%		
High Activity Class								
Combination								
Combination Activity Class								



CLA (CliftonLarsonAllen LLP) is a network member of CLA Global. See CLAGlobal.com/disclaimer. Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.

Pathways in Education – Nampa, Inc.

Year Ended June 30, 2023

Audited Financial Statements



PATHWAYS IN EDUCATION – NAMPA, INC.
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Independent Auditor's Report

Board of Directors
Pathways in Education - Nampa, Inc.

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Pathways in Education - Nampa, Inc. (the School) as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2023, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Payette, Idaho
October 17, 2023

PATHWAYS IN EDUCATION – NAMPA, INC.
Statement of Net Position
June 30, 2023

	Governmental Activities
Assets	
Current Assets	
Cash	\$1,250,789
Receivables:	
Local Sources	22,346
State Sources	247,997
Federal Sources	60,117
Security Deposits	4,266
Prepaid Expenses	9,930
Total Current Assets	1,595,445
Noncurrent Assets	
Depreciable/Amortizable Net Capital Assets	234,996
Total Noncurrent Assets	234,996
Total Assets	1,830,441
Deferred Outflows of Resources	
Pension Items	496,739
Total Deferred Outflows of Resources	496,739
Total Assets and Deferred Outflows of Resources	\$2,327,180
Liabilities	
Current Liabilities	
Accounts Payable	\$327,492
Salaries & Benefits Payable	104,451
Long-Term Liabilities, Current	54,902
Total Current Liabilities	486,845
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	906,571
Total Liabilities	1,393,416
Deferred Inflows of Resources	
Pension Items	3,474
Total Deferred Inflows of Resources	3,474
Total Liabilities and Deferred Inflows of Resources	1,396,890
Net Position	
Net Investment in Capital Assets	68,649
Restricted:	
Special Programs	49,929
Unrestricted	811,712
Total Net Position	930,290
Total Liabilities and Deferred Inflows of Resources and Net Position	\$2,327,180

See Accompanying Notes

PATHWAYS IN EDUCATION – NAMPA, INC.

Statement of Activities
Year Ended June 30, 2023

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	
				Governmental Activities
Governmental Activities				
Instructional Programs				
Secondary School	\$2,312,553		\$298,950	(\$2,013,603)
Special Education	0			0
Support Service Programs				
Attendance - Guidance - Health	0			0
Maintenance - Student Occupied	11,750			(11,750)
Security	4,755		4,755	0
Non-Instructional Programs				
Capital Assets - Student Occupied	75,614			(75,614)
Total	<u>\$2,404,672</u>	<u>\$0</u>	<u>\$303,705</u>	<u>(2,100,967)</u>
General Revenues				
Local Revenue				595
State Revenue				2,421,310
Federal Revenue				0
Pension Revenue (Expense)				(211,226)
Total				<u>2,210,679</u>
Change in Net Position				109,712
Net Position - Beginning				<u>820,578</u>
Net Position - Ending				<u>\$930,290</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
 Balance Sheet - Governmental Funds
 June 30, 2023

Page 1 of 2

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets			
Cash	\$1,200,860	\$49,929	\$1,250,789
Receivables:			
Local Sources	22,346	0	22,346
State Sources	247,997	0	247,997
Federal Sources		60,117	60,117
Due From Other Funds	60,117	0	60,117
Security Deposits	4,266	0	4,266
Prepaid Expenditures	9,930	0	9,930
Total Assets	<u>\$1,545,516</u>	<u>\$110,046</u>	<u>\$1,655,562</u>
Liabilities			
Accounts Payable	\$327,492	\$0	\$327,492
Due To Other Funds		60,117	60,117
Salaries & Benefits Payable	104,451	0	104,451
Total Liabilities	<u>431,943</u>	<u>60,117</u>	<u>492,060</u>
Fund Balances			
Nonspendable	9,930	0	9,930
Restricted:			
Special Programs		49,929	49,929
Unassigned	1,103,643	0	1,103,643
Total Fund Balances	<u>1,113,573</u>	<u>49,929</u>	<u>1,163,502</u>
Total Liabilities and Fund Balances	<u>\$1,545,516</u>	<u>\$110,046</u>	<u>\$1,655,562</u>

See Accompanying Notes

PATHWAYS IN EDUCATION – NAMPA, INC.
Balance Sheet - Governmental Funds
June 30, 2023

Page 2 of 2

**Reconciliation of Total Governmental Fund Balances to Net Position
of Governmental Activities**

Total Governmental Fund Balances	\$1,163,502
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	234,996
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Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(961,473)
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Pension deferred outflows/inflows are not due and payable in the current period and therefore are not reported in the funds.	493,265
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Net Position of Governmental Activities	<u><u>\$930,290</u></u>
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PATHWAYS IN EDUCATION – NAMPA, INC.
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2023

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues			
Local Revenue	\$595	\$0	\$595
State Revenue	2,421,310	55,264	2,476,574
Federal Revenue		248,441	248,441
Total Revenues	<u>2,421,905</u>	<u>303,705</u>	<u>2,725,610</u>
Expenditures			
Instructional Programs			
Secondary School	2,205,237	278,176	2,483,413
Special Education		0	0
Support Service Programs			
Attendance - Guidance - Health		0	0
Maintenance - Student Occupied	11,750	0	11,750
Security		4,755	4,755
Non-Instructional Programs			
Capital Assets - Student Occupied		0	0
Total Expenditures	<u>2,216,987</u>	<u>282,931</u>	<u>2,499,918</u>
Excess (Deficiency) of Revenues Over Expenditures	204,918	20,774	225,692
Other Financing Sources (Uses)			
Transfers In		0	0
Transfers Out		0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	204,918	20,774	225,692
Fund Balances - Beginning	908,655	29,155	937,810
Fund Balances - Ending	<u>\$1,113,573</u>	<u>\$49,929</u>	<u>\$1,163,502</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2023

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds to the Statement of Activities

Net Change in Fund Balances - Total Governmental Funds \$225,692

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense or allocated over the appropriate term as amortization expense. This is the excess of capital outlays over (under) depreciation/amortization expense in the current period. (44,814)

In the statement of activities, compensated absences are accrued when earned, but the expenditure is reported when due in the governmental funds. (1,184)

Repayment of long-term liability principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 36,118

Changes in net pension asset/liability and related pension deferred outflows/inflows do not provide or require current financial resources and therefore are not reflected in the funds. (106,100)

Change in Net Position of Governmental Activities \$109,712

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Pathways in Education - Nampa, Inc. (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School’s basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School’s basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School’s major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School’s activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School’s functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education’s "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School’s net position resulting from the current year’s activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Any interest earned on pooled cash and investments is paid to the general fund unless Idaho Code specifies otherwise.

Receivables – Receivables are reported net of any estimated uncollectible amounts.

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation/amortization over the estimated useful lives of depreciable/amortizable assets is recorded using the straight line method.

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity’s governing body. Assigned portions represent amounts that are constrained by the government’s intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

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

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor’s report, which is the date the financial statements were available to be issued.

B. CASH

Cash consists of the following at year end:

Cash - Deposits	\$1,250,789
Total	<u><u>\$1,250,789</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$1,250,789 and the bank balances were \$1,244,112. Of the bank balances, \$250,000 was insured and the remainder was uninsured and uncollateralized.

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	<u>General Fund</u>	<u>Special Revenue Funds</u>	<u>Total</u>
Local Sources			
Miscellaneous	\$22,346		\$22,346
Total	<u>\$22,346</u>		<u>\$22,346</u>
State Sources			
Foundation Program	\$247,997		\$247,997
Total	<u>\$247,997</u>		<u>\$247,997</u>
Federal Sources			
Special Programs		\$60,117	\$60,117
Total		<u>\$60,117</u>	<u>\$60,117</u>

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Depreciable/Amortizable Capital Assets				
Buildings	\$543,758			\$543,758
Equipment	220,492	\$30,800		251,292
Leased Buildings	340,666			340,666
Subtotal	<u>1,104,916</u>	<u>30,800</u>	<u>\$0</u>	<u>1,135,716</u>
Accumulated Depreciation				
Buildings	534,251	9,507		543,758
Equipment	126,199	32,040		158,239
Subtotal	<u>660,450</u>	<u>41,547</u>	<u>0</u>	<u>701,997</u>
Accumulated Amortization				
Leased Buildings	164,656	34,067		198,723
Subtotal	<u>164,656</u>	<u>34,067</u>	<u>0</u>	<u>198,723</u>
Total	<u>279,810</u>	<u>(44,814)</u>	<u>0</u>	<u>234,996</u>
Net Capital Assets	<u>\$279,810</u>	<u>(\$44,814)</u>	<u>\$0</u>	<u>\$234,996</u>

Depreciation expense of \$41,547 and amortization expense of \$34,067 were charged to the capital assets – student occupied program.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

E. LONG-TERM LIABILITIES

At year end, the School had a lease as follows:

Lease for facilities for 10 years starting 2017, due in monthly base payments of approximately \$3,525 with interest at 2.75% (incremental borrowing rate), paid through the general fund	<u>\$166,347</u>
Total	<u><u>\$166,347</u></u>

Future minimum lease payments are estimated as follows:

Year Ended	Principal	Interest	Total
6/30/24	\$38,205	\$4,095	\$42,300
6/30/25	39,270	3,030	42,300
6/30/26	40,362	1,938	42,300
6/30/27	41,486	814	42,300
6/30/28	7,024	22	7,046
Total	<u>\$166,347</u>	<u>\$9,899</u>	<u>\$176,246</u>

Changes in long-term liabilities are as follows:

Description	Balance	Increases	Decreases	Balance	One Year
Facility Lease	\$202,465		\$36,118	\$166,347	\$38,205
Compensated Absences	15,513	\$1,184		16,697	16,697
Net Pension Liability	0	778,429		778,429	-
Total	<u>\$217,978</u>	<u>\$779,613</u>	<u>\$36,118</u>	<u>\$961,473</u>	<u>\$54,902</u>

Compensated absences are normally paid through the general fund. Interest and related costs during the year amounted to \$5,126 and were charged to the secondary school program.

F. PENSION PLAN

Plan description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for police and firefighters. As of June 30, 2022 it was 7.16% for general employees and 9.13% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$105,126 for the year ended June 30, 2023.

Pension asset/liabilities, pension revenue (expense), and deferred outflows of resources and deferred inflows of resources related to pensions

At June 30, 2023, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2022, the School's proportion was 0.01976331 percent.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

For the year ended June 30, 2023, the School recognized pension revenue (expense) of (\$211,226). At June 30, 2023, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$85,599	\$3,474
Changes in assumptions or other inputs	126,907	
Net difference between projected and actual earnings on pension plan investments	179,107	
Employer contributions subsequent to the measurement date	105,126	
Total	\$496,739	\$3,474

\$105,126 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2024.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2022 the beginning of the measurement period ended June 30, 2021 is 4.6 and 4.6 for the measurement period June 30, 2022.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended		
6/30/24		(\$92,818)
6/30/25		(100,763)
6/30/26		(46,603)
6/30/27		(147,955)
Total		(\$388,139)

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

The total pension liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2022 is based on the results of an actuarial valuation date of July 1, 2022.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2022.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension	<u>\$1,373,851</u>	<u>\$778,429</u>	<u>\$291,092</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI’s board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. RELATED PARTY TRANSACTIONS

The School has a management agreement with Pathways Management Group (PMG) for back office support including school management, facilities management, accounting, payroll, and human resources.

H. INTERFUND BALANCES

Interfund balances at year end consist of the following:

	Due From Fund	
Due To Fund	Nonmajor Governmental	Total
General	\$60,117	\$60,117
Total	\$60,117	\$60,117

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

PATHWAYS IN EDUCATION – NAMPA, INC.

Budgetary Comparison Schedule -

General Fund

Year Ended June 30, 2023

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$0	\$0	\$595	\$595
State Revenue	2,273,000	2,273,000	2,421,310	148,310
Federal Revenue	0	0	0	0
Total Revenues	<u>2,273,000</u>	<u>2,273,000</u>	<u>2,421,905</u>	<u>148,905</u>
Expenditures				
Instructional Programs				
Secondary School	2,298,199	2,298,199	2,205,237	92,962
Special Education	45,184	45,184	0	45,184
Support Service Programs				
Attendance - Guidance - Health	18,000	18,000	0	18,000
Maintenance - Student Occupied	12,500	12,500	11,750	750
Security	0	0	0	0
Non-Instructional Programs				
Capital Assets - Student Occupied	0	0	0	0
Total Expenditures	<u>2,373,883</u>	<u>2,373,883</u>	<u>2,216,987</u>	<u>156,896</u> *
Excess (Deficiency) of Revenues Over Expenditures	(100,883)	(100,883)	204,918	305,801
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(100,883)	(100,883)	204,918	305,801
Fund Balances - Beginning	0	0	908,655	908,655
Fund Balances - Ending	<u>(\$100,883)</u>	<u>(\$100,883)</u>	<u>\$1,113,573</u>	<u>\$1,214,456</u>
				<u>\$156,896</u>

*Total expenditures (over) under appropriations are:

PATHWAYS IN EDUCATION – NAMPA, INC.
Schedule of Employer's Share of Net Pension Asset and Liability
and Schedule of Employer Contributions
PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*					
Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2019	0.01416420%	\$208,924	\$423,004	49.39%	91.69%
2020	0.01957500%	\$223,443	\$639,611	34.93%	93.79%
2021	0.02124750%	\$493,395	\$757,755	65.11%	88.22%
2022	0.01881304%	(\$14,858)	\$699,389	-2.12%	100.36%
2023	0.01976331%	\$778,429	\$745,017	104.48%	83.09%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions					
Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2019	\$72,404	\$72,404	\$0	\$639,611	11.32%
2020	\$90,476	\$90,476	\$0	\$757,755	11.94%
2021	\$83,507	\$83,507	\$0	\$699,389	11.94%
2022	\$88,955	\$88,955	\$0	\$745,017	11.94%
2023	\$105,126	\$105,126	\$0	\$880,452	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2023

	Special Revenue Funds			
	Technology	Substance Abuse	ESSER III	Title I-A ESSA IBP
Assets				
Cash	\$49,929			
Receivables:				
Local Sources				
State Sources				
Federal Sources			\$26,791	\$26,189
Due From Other Funds				
Security Deposits				
Prepaid Expenditures				
Total Assets	\$49,929	\$0	\$26,791	\$26,189
Liabilities				
Accounts Payable				
Due To Other Funds			\$26,791	\$26,189
Salaries & Benefits Payable				
Total Liabilities	\$0	\$0	26,791	26,189
Fund Balances				
Nonspendable				
Restricted:				
Special Programs	49,929			
Unassigned				
Total Fund Balances	49,929	0	0	0
Total Liabilities and Fund Balances	\$49,929	\$0	\$26,791	\$26,189

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2023

	Special Revenue Funds			
	ESSER I	ESSER II	IDEA Part B 611 School Age 3-21	Title IV-A ESSA SS & AE
Assets				
Cash				
Receivables:				
Local Sources				
State Sources				
Federal Sources		\$5,222	\$250	
Due From Other Funds				
Security Deposits				
Prepaid Expenditures				
Total Assets	<u>\$0</u>	<u>\$5,222</u>	<u>\$250</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds		\$5,222	\$250	
Salaries & Benefits Payable				
Total Liabilities	<u>\$0</u>	<u>5,222</u>	<u>250</u>	<u>\$0</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$5,222</u>	<u>\$250</u>	<u>\$0</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2023

	Special Revenue Funds		
	Title II-A		
	ESSA		
	SEI	SLFRF	Total
Assets			
Cash			\$49,929
Receivables:			
Local Sources			0
State Sources			0
Federal Sources	\$1,665		60,117
Due From Other Funds			0
Security Deposits			0
Prepaid Expenditures			0
Total Assets	\$1,665	\$0	\$110,046
Liabilities			
Accounts Payable			\$0
Due To Other Funds	\$1,665		60,117
Salaries & Benefits Payable			0
Total Liabilities	1,665	\$0	60,117
Fund Balances			
Nonspendable			0
Restricted:			
Special Programs			49,929
Unassigned			0
Total Fund Balances	0	0	49,929
Total Liabilities and Fund Balances	\$1,665	\$0	\$110,046

PATHWAYS IN EDUCATION – NAMPA, INC.
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2023

	Special Revenue Funds			
	Technology	Substance Abuse	ESSER III	Title I-A ESSA IBP
Revenues				
Local Revenue				
State Revenue	\$50,509	\$4,755		
Federal Revenue			\$52,258	\$39,454
Total Revenues	<u>50,509</u>	<u>4,755</u>	<u>52,258</u>	<u>39,454</u>
Expenditures				
Instructional Programs				
Secondary School	29,735		52,258	39,454
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Maintenance - Student Occupied				
Security		4,755		
Non-Instructional Programs				
Capital Assets - Student Occupied				
Total Expenditures	<u>29,735</u>	<u>4,755</u>	<u>52,258</u>	<u>39,454</u>
Excess (Deficiency) of Revenues Over Expenditures	20,774	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	20,774	0	0	0
Fund Balances - Beginning	29,155	0	0	0
Fund Balances - Ending	<u>\$49,929</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2023

	Special Revenue Funds			
	ESSER I	ESSER II	IDEA Part B 611 School Age 3-21	Title IV-A ESSA SS & AE
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$411	\$121,478	\$250	\$10,000
Total Revenues	<u>411</u>	<u>121,478</u>	<u>250</u>	<u>10,000</u>
Expenditures				
Instructional Programs				
Secondary School	411	121,478	250	10,000
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Maintenance - Student Occupied				
Security				
Non-Instructional Programs				
Capital Assets - Student Occupied				
Total Expenditures	<u>411</u>	<u>121,478</u>	<u>250</u>	<u>10,000</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2023

	Special Revenue Funds		
	Title II-A ESSA SEI		
	SLFRF	Total	
Revenues			
Local Revenue			\$0
State Revenue			55,264
Federal Revenue	\$5,217	\$19,373	248,441
Total Revenues	<u>5,217</u>	<u>19,373</u>	<u>303,705</u>
Expenditures			
Instructional Programs			
Secondary School	5,217	19,373	278,176
Special Education			0
Support Service Programs			
Attendance - Guidance - Health			0
Maintenance - Student Occupied			0
Security			4,755
Non-Instructional Programs			
Capital Assets - Student Occupied			0
Total Expenditures	<u>5,217</u>	<u>19,373</u>	<u>282,931</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	20,774
Other Financing Sources (Uses)			
Transfers In			0
Transfers Out			0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	20,774
Fund Balances - Beginning	0	0	29,155
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$49,929</u>



**Independent Auditor's Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

Board of Directors
Pathways in Education - Nampa, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pathways in Education - Nampa, Inc. (the School), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated October 17, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The

results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Payette, Idaho
October 17, 2023

Pathways in Education – Nampa, Inc.

Year Ended June 30, 2024

Audited Financial Statements



PATHWAYS IN EDUCATION – NAMPA, INC.
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Independent Auditor's Report

Board of Directors
Pathways in Education - Nampa, Inc.

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Pathways in Education - Nampa, Inc. (the School) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2024, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Meridian, Idaho
October 20, 2024

PATHWAYS IN EDUCATION – NAMPA, INC.

Statement of Net Position

June 30, 2024

	<u>Governmental Activities</u>
Assets	
Current Assets	
Cash	\$1,013,690
Receivables:	
Local Sources	802
State Sources	342,738
Federal Sources	267,485
Security Deposits	4,266
Prepaid Expenses	16,476
Total Current Assets	<u>1,645,457</u>
Noncurrent Assets	
Note Receivable	508,638
Depreciable/Amortizable Net Capital Assets	230,265
Total Noncurrent Assets	<u>738,903</u>
Total Assets	<u><u>2,384,360</u></u>
 Deferred Outflows of Resources	
Pension Items	441,487
Total Deferred Outflows of Resources	<u>441,487</u>
Total Assets and Deferred Outflows of Resources	<u><u>\$2,825,847</u></u>
 Liabilities	
Current Liabilities	
Accounts Payable	\$390,271
Salaries & Benefits Payable	56,813
Long-Term Liabilities, Current	60,181
Total Current Liabilities	<u>507,265</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	915,708
Total Liabilities	<u>1,422,973</u>
 Deferred Inflows of Resources	
Pension Items	0
Total Deferred Inflows of Resources	<u>0</u>
Total Liabilities and Deferred Inflows of Resources	<u>1,422,973</u>
 Net Position	
Net Investment in Capital Assets	102,123
Restricted:	
Special Programs	104,384
Unrestricted	1,196,367
Total Net Position	<u>1,402,874</u>
Total Liabilities and Deferred Inflows of Resources and Net Position	<u><u>\$2,825,847</u></u>

See Accompanying Notes

PATHWAYS IN EDUCATION – NAMPA, INC.

Statement of Activities

Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues		Governmental Activities	Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions		
Governmental Activities					
Instructional Programs					
Secondary School	\$2,722,411		\$460,175		(\$2,262,236)
Special Education	0				0
Support Service Programs					
Attendance - Guidance - Health	0				0
Maintenance - Student Occupied	0				0
Security	0				0
Non-Instructional Programs					0
Capital Assets - Student Occupied	70,573				(70,573)
Total	<u>\$2,792,984</u>	<u>\$0</u>	<u>\$460,175</u>	<u>\$0</u>	<u>(2,332,809)</u>
General Revenues					
Local Revenue					17,941
State Revenue					3,027,913
Federal Revenue					0
Pension Revenue (Expense)					(240,461)
Total					<u>2,805,393</u>
Change in Net Position					472,584
Net Position - Beginning					<u>930,290</u>
Net Position - Ending					<u>\$1,402,874</u>

PATHWAYS IN EDUCATION – NAMPA, INC.

Balance Sheet - Governmental Funds

June 30, 2024

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets			
Cash	\$909,306	\$104,384	\$1,013,690
Receivables:			
Local Sources	802	0	802
State Sources	342,738	0	342,738
Federal Sources		267,485	267,485
Due From Other Funds	267,485	0	267,485
Security Deposits	4,266	0	4,266
Prepaid Expenditures	16,476	0	16,476
Note Receivable	508,638	0	508,638
Total Assets	<u>\$2,049,711</u>	<u>\$371,869</u>	<u>\$2,421,580</u>
Liabilities			
Accounts Payable	\$390,271	\$0	\$390,271
Due To Other Funds		267,485	267,485
Salaries & Benefits Payable	56,813	0	56,813
Total Liabilities	<u>447,084</u>	<u>267,485</u>	<u>714,569</u>
Fund Balances			
Nonspendable	16,476	0	16,476
Restricted:			
Special Programs		104,384	104,384
Unassigned	1,586,151	0	1,586,151
Total Fund Balances	<u>1,602,627</u>	<u>104,384</u>	<u>1,707,011</u>
Total Liabilities and Fund Balances	<u>\$2,049,711</u>	<u>\$371,869</u>	<u>\$2,421,580</u>

Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities

Total Governmental Fund Balances	\$1,707,011
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	230,265
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Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(975,889)
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Pension deferred outflows/inflows are not due and payable in the current period and therefore are not reported in the funds.	441,487
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Net Position of Governmental Activities	<u><u>\$1,402,874</u></u>
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PATHWAYS IN EDUCATION – NAMPA, INC.
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues			
Local Revenue	\$36,826	\$0	\$36,826
State Revenue	3,027,913	67,740	3,095,653
Federal Revenue		373,550	373,550
Total Revenues	<u>3,064,739</u>	<u>441,290</u>	<u>3,506,029</u>
Expenditures			
Instructional Programs			
Secondary School	2,575,685	386,835	2,962,520
Special Education		0	0
Support Service Programs			
Attendance - Guidance - Health		0	0
Maintenance - Student Occupied		0	0
Security		0	0
Non-Instructional Programs			
Capital Assets - Student Occupied		0	0
Total Expenditures	<u>2,575,685</u>	<u>386,835</u>	<u>2,962,520</u>
Excess (Deficiency) of Revenues Over Expenditures	489,054	54,455	543,509
Other Financing Sources (Uses)			
Transfers In		0	0
Transfers Out		0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	489,054	54,455	543,509
Fund Balances - Beginning	1,113,573	49,929	1,163,502
Fund Balances - Ending	<u>\$1,602,627</u>	<u>\$104,384</u>	<u>\$1,707,011</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

Page 2 of 2

**Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds to the Statement of
Activities**

Net Change in Fund Balances - Total Governmental Funds \$543,509

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense or allocated over the appropriate term as amortization expense. This is the excess of capital outlays over (under) depreciation/amortization expense in the current period. (4,731)

In the statement of activities, compensated absences are accrued when earned, but the expenditure is reported when due in the governmental funds. (4,214)

Repayment of long-term liability principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 38,205

Changes in net pension asset/liability and related pension deferred outflows/inflows do not provide or require current financial resources and therefore are not reflected in the funds. (100,185)

Change in Net Position of Governmental Activities \$472,584

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Pathways in Education - Nampa, Inc. (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School’s basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School’s basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School’s major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School’s activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School’s functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education’s "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School’s net position resulting from the current year’s activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Any interest earned on pooled cash and investments is paid to the general fund unless Idaho Code specifies otherwise.

Receivables – Receivables are reported net of any estimated uncollectible amounts.

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation/amortization over the estimated useful lives of depreciable/amortizable assets is recorded using the straight line method.

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity’s governing body. Assigned portions represent amounts that are constrained by the government’s intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

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

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor’s report, which is the date the financial statements were available to be issued.

B. CASH

Cash consists of the following at year end:

Cash - Deposits	\$1,013,690
Total	<u><u>\$1,013,690</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$1,013,690 and the bank balances were \$1,014,068. Of the bank balances, \$250,000 was insured and the remainder was uninsured and uncollateralized.

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
Local Sources			
Miscellaneous	\$802		\$802
Total	\$802		\$802
State Sources			
Foundation Program	\$342,738		\$342,738
Total	\$342,738		\$342,738
Federal Sources			
Special Programs		\$267,485	\$267,485
Total		\$267,485	\$267,485

Note Receivable – During the 2023/24 year, the School issued a note receivable with a not to exceed principal amount of \$1,300,000. The note calls for annual principal payments starting June 30, 2026 along with payments of accrued interest at a rate currently of 4.68% starting June 30, 2027. The note matures on June 30, 2030 and is secured by the borrower’s pledge of program fees and revenues. At yearend, the borrower had drawn down \$500,000 of note principal and accrued interest of \$8,638 for an entire principal and interest balance of \$508,638. Since repayment is not scheduled to occur until 2026, the entire note is recorded as noncurrent on the statement of net position.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Depreciable/Amortizable Capital Assets				
Buildings	\$543,758	\$40,688		\$584,446
Equipment	251,292	25,154		276,446
Leased Buildings	340,666			340,666
Subtotal	<u>1,135,716</u>	<u>65,842</u>	<u>\$0</u>	<u>1,201,558</u>
Accumulated Depreciation				
Buildings	543,758	2,034		545,792
Equipment	158,239	34,472		192,711
Subtotal	<u>701,997</u>	<u>36,506</u>	<u>0</u>	<u>738,503</u>
Accumulated Amortization				
Leased Buildings	198,723	34,067		232,790
Subtotal	<u>198,723</u>	<u>34,067</u>	<u>0</u>	<u>232,790</u>
Total	<u>234,996</u>	<u>(4,731)</u>	<u>0</u>	<u>230,265</u>
Net Capital Assets	<u><u>\$234,996</u></u>	<u><u>(\$4,731)</u></u>	<u><u>\$0</u></u>	<u><u>\$230,265</u></u>

Depreciation expense of \$36,506 and amortization expense of \$34,067 were charged to the capital assets – student occupied program.

E. LONG-TERM LIABILITIES

At year end, the School had a lease as follows:

Lease for facilities for 10 years starting 2017, due in monthly base payments of approximately \$3,525 with interest at 2.75% (incremental borrowing rate), paid through the general fund

	<u>\$128,142</u>
Total	<u><u>\$128,142</u></u>

Future minimum lease payments are estimated as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
6/30/25	\$39,270	\$3,030	\$42,300
6/30/26	40,362	1,938	42,300
6/30/27	41,486	814	42,300
6/30/28	7,024	22	7,046
Total	<u><u>\$128,142</u></u>	<u><u>\$5,804</u></u>	<u><u>\$133,946</u></u>

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

Changes in long-term liabilities are as follows:

Description	Balance	Increases	Decreases	Balance	One Year
Facility Lease	\$166,347		\$38,205	\$128,142	\$39,270
Compensated Absences	16,697	\$4,214		20,911	20,911
Net Pension Liability	778,429	48,407		826,836	-
Total	\$961,473	\$52,621	\$38,205	\$975,889	\$60,181

Compensated absences are normally paid through the general fund. Interest and related costs during the year amounted to \$4,095 and were charged to the secondary school program.

F. PENSION PLAN

Plan description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

(expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for police and firefighters. As of June 30, 2023 it was 7.16% for general employees and 9.13% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$140,276 for the year ended June 30, 2024.

Pension asset/liabilities, pension revenue (expense), and deferred outflows/inflows of resources related to pensions

At June 30, 2024, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2023, the School's proportion was 0.02071922%.

For the year ended June 30, 2024, the School recognized pension revenue (expense) of (\$240,461). At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$141,726	
Changes in assumptions or other inputs	81,874	
Net difference between projected and actual earnings on pension plan investments	77,611	
Employer contributions subsequent to the measurement date	140,276	
Total	\$441,487	\$0

\$140,276 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2025.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2023 the beginning of the measurement period ended June 30, 2022 is 4.6 and 4.4 for the measurement period June 30, 2023.

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended	
6/30/25	(\$107,117)
6/30/26	(50,337)
6/30/27	(156,592)
6/30/28	12,835
Total	<u><u>(\$301,211)</u></u>

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year’s earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2023 is based on the results of an actuarial valuation date of July 1, 2023.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System’s asset allocation. The assumptions and the System’s formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System’s assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2023.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans’ net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease	Current	1% Increase
	(5.35%)	Discount Rate	(7.35%)
	<u>\$1,487,098</u>	<u>\$826,836</u>	<u>\$287,195</u>
School's proportionate share of the net pension			

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. RELATED PARTY TRANSACTIONS

The School has a management agreement with Pathways Management Group (PMG) for back office support including school management, facilities management, accounting, payroll, and human resources.

H. INTERFUND BALANCES

Interfund balances at year end consist of the following:

<u>Due To Fund</u>	<u>Due From Fund</u>	
	<u>Nonmajor</u>	<u>Total</u>
General	<u>\$267,485</u>	<u>\$267,485</u>
Total	<u>\$267,485</u>	<u>\$267,485</u>

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

PATHWAYS IN EDUCATION – NAMPA, INC.

Budgetary Comparison Schedule -

General Fund

Year Ended June 30, 2024

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$0	\$0	\$36,826	\$36,826
State Revenue	2,541,961	2,541,961	3,027,913	485,952
Federal Revenue	0	0	0	0
Total Revenues	<u>2,541,961</u>	<u>2,541,961</u>	<u>3,064,739</u>	<u>522,778</u>
Expenditures				
Instructional Programs				
Secondary School	2,314,790	2,314,790	2,575,685	(260,895)
Special Education	60,935	60,935	0	60,935
Support Service Programs				
Attendance - Guidance - Health	18,000	18,000	0	18,000
Maintenance - Student Occupied	24,965	24,965	0	24,965
Security	0	0	0	0
Non-Instructional Programs				
Capital Assets - Student Occupied	0	0	0	0
Total Expenditures	<u>2,418,690</u>	<u>2,418,690</u>	<u>2,575,685</u>	<u>(156,995) *</u>
Excess (Deficiency) of Revenues Over Expenditures	123,271	123,271	489,054	365,783
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	123,271	123,271	489,054	365,783
Fund Balances - Beginning	0	0	1,113,573	1,113,573
Fund Balances - Ending	<u>\$123,271</u>	<u>\$123,271</u>	<u>\$1,602,627</u>	<u>\$1,479,356</u>

*Total expenditures (over) under appropriations are: (\$156,995)

PATHWAYS IN EDUCATION – NAMPA, INC.
Schedule of Employer's Share of Net Pension Asset and Liability
and Schedule of Employer Contributions
PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2019	0.01416420%	\$208,924	\$423,004	49.39%	91.69%
2020	0.01957500%	\$223,443	\$639,611	34.93%	93.79%
2021	0.02124750%	\$493,395	\$757,755	65.11%	88.22%
2022	0.01881304%	(\$14,858)	\$699,389	-2.12%	100.36%
2023	0.01976331%	\$778,429	\$745,017	104.48%	83.09%
2024	0.02071922%	\$826,836	\$880,452	93.91%	83.83%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2019	\$72,404	\$72,404	\$0	\$639,611	11.32%
2020	\$90,476	\$90,476	\$0	\$757,755	11.94%
2021	\$83,507	\$83,507	\$0	\$699,389	11.94%
2022	\$88,955	\$88,955	\$0	\$745,017	11.94%
2023	\$105,126	\$105,126	\$0	\$880,452	11.94%
2024	\$140,276	\$140,276	\$0	\$1,105,406	12.69%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2024

	Special Revenue Funds			Title I-A
	Technology	Substance Abuse	ESSER III	ESSA IBP
Assets				
Cash	\$99,554	\$4,830		
Receivables:				
Local Sources				
State Sources				
Federal Sources			\$232,870	\$23,300
Due From Other Funds				
Security Deposits				
Prepaid Expenditures				
Note Receivable				
Total Assets	\$99,554	\$4,830	\$232,870	\$23,300
Liabilities				
Accounts Payable				
Due To Other Funds			\$232,870	\$23,300
Salaries & Benefits Payable				
Total Liabilities	\$0	\$0	232,870	23,300
Fund Balances				
Nonspendable				
Restricted:				
Special Programs	99,554	4,830		
Unassigned				
Total Fund Balances	99,554	4,830	0	0
Total Liabilities and Fund Balances	\$99,554	\$4,830	\$232,870	\$23,300

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2024

	Special Revenue Funds			Total
	ESSER II	Title IV-A ESSA SS & AE	Title II-A ESSA SEI	
	ESSER II	ESSA SS & AE	ESSA SEI	
Assets				
Cash				\$104,384
Receivables:				
Local Sources				0
State Sources				0
Federal Sources		\$10,000	\$1,315	267,485
Due From Other Funds				0
Security Deposits				0
Prepaid Expenditures				0
Note Receivable				0
Total Assets	<u>\$0</u>	<u>\$10,000</u>	<u>\$1,315</u>	<u>\$371,869</u>
Liabilities				
Accounts Payable				\$0
Due To Other Funds		\$10,000	\$1,315	267,485
Salaries & Benefits Payable				0
Total Liabilities	<u>\$0</u>	<u>10,000</u>	<u>1,315</u>	<u>267,485</u>
Fund Balances				
Nonspendable				0
Restricted:				
Special Programs				104,384
Unassigned				0
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>104,384</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$10,000</u>	<u>\$1,315</u>	<u>\$371,869</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			Title I-A
	Technology	Substance Abuse	ESSER III	ESSA IBP
Revenues				
Local Revenue				
State Revenue	\$62,370	\$5,370		
Federal Revenue			\$246,416	\$97,071
Total Revenues	<u>62,370</u>	<u>5,370</u>	<u>246,416</u>	<u>97,071</u>
Expenditures				
Instructional Programs				
Secondary School	12,745	540	246,416	97,071
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Maintenance - Student Occupied				
Security				
Non-Instructional Programs				
Capital Assets - Student Occupied				
Total Expenditures	<u>12,745</u>	<u>540</u>	<u>246,416</u>	<u>97,071</u>
Excess (Deficiency) of Revenues				
Over Expenditures	49,625	4,830	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	49,625	4,830	0	0
Fund Balances - Beginning	49,929	0	0	0
Fund Balances - Ending	<u>\$99,554</u>	<u>\$4,830</u>	<u>\$0</u>	<u>\$0</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Statement of Revenues, Expenditures, and Changes in
 Fund Balances - Nonmajor Governmental Funds
 Year Ended June 30, 2024

	Special Revenue Funds			Total
	ESSER II	Title IV-A ESSA SS & AE	Title II-A ESSA SEI	
Revenues				
Local Revenue				\$0
State Revenue				67,740
Federal Revenue	\$2,270	\$10,000	\$17,793	373,550
Total Revenues	<u>2,270</u>	<u>10,000</u>	<u>17,793</u>	<u>441,290</u>
Expenditures				
Instructional Programs				
Secondary School	2,270	10,000	17,793	386,835
Special Education				0
Support Service Programs				
Attendance - Guidance - Health				0
Maintenance - Student Occupied				0
Security				0
Non-Instructional Programs				
Capital Assets - Student Occupied				0
Total Expenditures	<u>2,270</u>	<u>10,000</u>	<u>17,793</u>	<u>386,835</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	54,455
Other Financing Sources (Uses)				
Transfers In				0
Transfers Out				0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	54,455
Fund Balances - Beginning	0	0	0	49,929
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$104,384</u>



**Independent Auditor’s Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

Board of Directors
Pathways in Education - Nampa, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pathways in Education - Nampa, Inc. (the School), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements, and have issued our report thereon dated October 20, 2024. In our report, we expressed a qualified opinion on the governmental activities as management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the

determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Meridian, Idaho
October 20, 2024

Pathways in Education – Nampa, Inc.

Year Ended June 30, 2025

Audited Financial Statements



PATHWAYS IN EDUCATION – NAMPA, INC.
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Independent Auditor's Report

Board of Directors
Pathways in Education - Nampa, Inc.

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Pathways in Education - Nampa, Inc. (the School) as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2025, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2025, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 15, 2025, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Meridian, Idaho
October 15, 2025

PATHWAYS IN EDUCATION – NAMPA, INC.

Statement of Net Position

June 30, 2025

	<u>Governmental Activities</u>
Assets	
Current Assets	
Cash & Investments	\$585,779
Receivables:	
Local Sources	389
State Sources	334,324
Federal Sources	77,929
Security Deposits	4,266
Prepaid Expenses	41,290
Note Receivable, Current	250,000
Total Current Assets	<u>1,293,977</u>
Noncurrent Assets	
Note Receivable, Noncurrent	1,122,272
Depreciable/Amortizable Net Capital Assets	150,832
Total Noncurrent Assets	<u>1,273,104</u>
Total Assets	<u><u>2,567,081</u></u>
 Deferred Outflows of Resources	
Pension Items	329,909
Total Deferred Outflows of Resources	<u>329,909</u>
Total Assets and Deferred Outflows of Resources	<u><u>\$2,896,990</u></u>
 Liabilities	
Current Liabilities	
Accounts Payable	\$264,998
Salaries & Benefits Payable	71,843
Long-Term Liabilities, Current	53,808
Total Current Liabilities	<u>390,649</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	997,998
Total Liabilities	<u>1,388,647</u>
 Deferred Inflows of Resources	
Pension Items	17,235
Total Deferred Inflows of Resources	<u>17,235</u>
Total Liabilities and Deferred Inflows of Resources	<u>1,405,882</u>
 Net Position	
Net Investment in Capital Assets	61,960
Restricted:	
Special Programs	132,385
Unrestricted	1,296,763
Total Net Position	<u>1,491,108</u>
Total Liabilities and Deferred Inflows of Resources and Net Position	<u><u>\$2,896,990</u></u>

See Accompanying Notes

PATHWAYS IN EDUCATION – NAMPA, INC.

Statement of Activities
Year Ended June 30, 2025

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	
				Governmental Activities
Governmental Activities				
Instructional Programs				
Secondary School	\$2,727,807		\$192,586	(\$2,535,221)
Special Education	0			0
Support Service Programs				
Attendance - Guidance - Health	0			0
Non-Instructional Programs				
Capital Assets	79,433			(79,433)
Total	<u>\$2,807,240</u>	<u>\$0</u>	<u>\$192,586</u>	<u>\$0</u>
General Revenues				
Local Revenue				97,660
State Revenue				2,997,821
Federal Revenue				0
Pension Revenue (Expense)				(392,593)
Total				<u>2,702,888</u>
Change in Net Position				88,234
Net Position - Beginning				<u>1,402,874</u>
Net Position - Ending				<u>\$1,491,108</u>

PATHWAYS IN EDUCATION – NAMPA, INC.

Balance Sheet - Governmental Funds

June 30, 2025

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets			
Cash & Investments	\$453,394	\$132,385	\$585,779
Receivables:			
Local Sources	389	0	389
State Sources	334,324	0	334,324
Federal Sources		77,929	77,929
Due From Other Funds	77,929	0	77,929
Security Deposits	4,266	0	4,266
Prepaid Expenditures	41,290	0	41,290
Note Receivable	1,372,272	0	1,372,272
Total Assets	\$2,283,864	\$210,314	\$2,494,178
Liabilities			
Accounts Payable	\$264,998	\$0	\$264,998
Due To Other Funds		77,929	77,929
Salaries & Benefits Payable	71,843	0	71,843
Total Liabilities	336,841	77,929	414,770
Fund Balances			
Nonspendable	41,290	0	41,290
Restricted:			
Special Programs		132,385	132,385
Unassigned	1,905,733	0	1,905,733
Total Fund Balances	1,947,023	132,385	2,079,408
Total Liabilities and Fund Balances	\$2,283,864	\$210,314	\$2,494,178

**Reconciliation of Total Governmental Fund Balances to Net Position
of Governmental Activities**

Total Governmental Fund Balances	\$2,079,408
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	150,832
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Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(1,051,806)
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Pension deferred outflows/inflows are not due and payable in the current period and therefore are not reported in the funds.	312,674
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Net Position of Governmental Activities	<u><u>\$1,491,108</u></u>
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PATHWAYS IN EDUCATION – NAMPA, INC.
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2025

	<u>General Fund</u>	<u>Nonmajor Governmental Funds</u>	<u>Total Governmental Funds</u>
Revenues			
Local Revenue	\$97,660	\$0	\$97,660
State Revenue	2,997,821	69,360	3,067,181
Federal Revenue		123,226	123,226
Total Revenues	<u>3,095,481</u>	<u>192,586</u>	<u>3,288,067</u>
Expenditures			
Instructional Programs			
Secondary School	2,751,085	164,585	2,915,670
Special Education		0	0
Support Service Programs			
Attendance - Guidance - Health		0	0
Non-Instructional Programs			
Capital Assets		0	0
Total Expenditures	<u>2,751,085</u>	<u>164,585</u>	<u>2,915,670</u>
Excess (Deficiency) of Revenues Over Expenditures	344,396	28,001	372,397
Other Financing Sources (Uses)			
Transfers In		0	0
Transfers Out		0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	344,396	28,001	372,397
Fund Balances - Beginning	<u>1,602,627</u>	<u>104,384</u>	<u>1,707,011</u>
Fund Balances - Ending	<u>\$1,947,023</u>	<u>\$132,385</u>	<u>\$2,079,408</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2025

Page 2 of 2

**Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds to the Statement of
Activities**

Net Change in Fund Balances - Total Governmental Funds \$372,397

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense or allocated over the appropriate term as amortization expense. This is the excess of capital outlays over (under) depreciation/amortization expense in the current period. (79,433)

In the statement of activities, compensated absences are accrued when earned, but the expenditure is reported when due in the governmental funds. 7,465

Repayment of long-term liability principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 39,270

Changes in net pension asset/liability and related pension deferred outflows/inflows do not provide or require current financial resources and therefore are not reflected in the funds. (251,465)

Change in Net Position of Governmental Activities \$88,234

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Pathways in Education - Nampa, Inc. (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School’s basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School’s basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School’s major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School’s activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School’s functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education’s "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School’s net position resulting from the current year’s activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash and Investments – Nearly all the cash and investment balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash and investments are reported in each fund as cash and investments. Any interest earned on pooled cash and investments is paid to the general fund unless Idaho Code specifies otherwise. Investments are measured using the market approach and include fixed income securities and are stated at fair value using Level 2 inputs (inputs other than quoted prices included in Level 1 that are observable for an asset, liability, either directly or indirectly).

Receivables – Receivables are reported net of any estimated uncollectible amounts.

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation/amortization over the estimated useful lives of depreciable/amortizable assets is recorded using the straight line method.

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is recorded as a liability in the accompanying financial statements. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity’s governing body. Assigned portions represent amounts that are constrained by the government’s intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

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

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor’s report, which is the date the financial statements were available to be issued.

B. CASH AND INVESTMENTS

Cash and investments consist of the following at year end:

Cash - Deposits	\$375,041
Investments - Fixed Income Securities	210,738
Total	<u><u>\$585,779</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$375,041 and the bank balances were \$372,918. Of the bank balances, \$250,000 was insured and the remainder was uninsured and uncollateralized.

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

Considerations for interest rate risk and credit rate risk relating to investments are shown below.

Interest rate risk:

<u>Investment Type</u>	Investment Maturity Schedule (In Years)		
	<u>Less Than 1</u>	<u>1 - 5</u>	<u>Total</u>
US Government Securities	\$90,194	\$120,544	\$210,738
Total	\$90,194	\$120,544	\$210,738

Credit rate risk (S&P's rating scale):

<u>Investment Type</u>	Investment Rating Schedule	
	<u>AA</u>	<u>Total</u>
US Government Securities	\$210,738	\$210,738
Total	\$210,738	\$210,738

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Treasury, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes. Due to the relatively liquid aspect of the US government securities, its policy is to report these investments as a current asset.

C. RECEIVABLES

Receivables consist of the following at year end:

	<u>General Fund</u>	<u>Special Revenue Funds</u>	<u>Total</u>
Local Sources			
Miscellaneous	\$389		\$389
Total	\$389		\$389
State Sources			
Foundation Program	\$334,324		\$334,324
Total	\$334,324		\$334,324
Federal Sources			
Special Programs		\$77,929	\$77,929
Total		\$77,929	\$77,929

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

Note Receivable – The School issued a note receivable with a not to exceed principal amount of \$1,300,000. The note calls for annual principal payments starting June 30, 2026 along with payments of accrued interest at 4.68% - 5.06% starting June 30, 2027. The note matures on June 30, 2030 and is secured by the borrower’s pledge of program fees and revenues. At yearend, the borrower had drawn down \$1,300,000 of note principal and accrued interest of \$72,272 for an entire principal and interest balance of \$1,372,272.

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Depreciable/Amortizable Capital Assets				
Buildings	\$584,446			\$584,446
Equipment	276,446			276,446
Leased Buildings	340,666			340,666
Subtotal	<u>1,201,558</u>	<u>\$0</u>	<u>\$0</u>	<u>1,201,558</u>
Accumulated Depreciation				
Buildings	545,792	8,138		553,930
Equipment	192,711	37,228		229,939
Subtotal	<u>738,503</u>	<u>45,366</u>	<u>0</u>	<u>783,869</u>
Accumulated Amortization				
Leased Buildings	232,790	34,067		266,857
Subtotal	<u>232,790</u>	<u>34,067</u>	<u>0</u>	<u>266,857</u>
Total	<u>230,265</u>	<u>(79,433)</u>	<u>0</u>	<u>150,832</u>
Net Capital Assets	<u>\$230,265</u>	<u>(\$79,433)</u>	<u>\$0</u>	<u>\$150,832</u>

Depreciation expense of \$45,366 and amortization expense of \$34,067 were charged to the capital assets program.

E. LONG-TERM LIABILITIES

At year end, the School had a lease as follows:

Lease for facilities for 10 years starting 2017, due in monthly base payments of approximately \$3,525 with interest at 2.75% (incremental borrowing rate), paid through the general fund

	<u>\$88,872</u>
Total	<u>\$88,872</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

Future minimum lease payments are estimated as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
6/30/26	\$40,362	\$1,938	\$42,300
6/30/27	41,486	814	42,300
6/30/28	7,024	22	7,046
Total	<u><u>\$88,872</u></u>	<u><u>\$2,774</u></u>	<u><u>\$91,646</u></u>

Changes in long-term liabilities are as follows:

<u>Description</u>	<u>Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance</u>	<u>One Year</u>
Facility Lease	\$128,142		\$39,270	\$88,872	\$40,362
Compensated Absences	20,911		7,465	13,446	13,446
Net Pension Liability	826,836	122,652		949,488	-
Total	<u><u>\$975,889</u></u>	<u><u>\$122,652</u></u>	<u><u>\$46,735</u></u>	<u><u>\$1,051,806</u></u>	<u><u>\$53,808</u></u>

Compensated absences are normally paid through the general fund. Interest and related costs during the year amounted to \$3,030 and were charged to the secondary school program.

F. PENSION PLAN

Plan description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for public safety. As of June 30, 2024 it was 6.71% for general employees and 9.83% for public safety. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.18% for general employees and 13.26% for public safety. The School's contributions were \$141,128 for the year ended June 30, 2025.

Pension asset/liabilities, pension revenue (expense), and deferred outflows/inflows of resources related to pensions

At June 30, 2025, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2024, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2024, the School's proportion was 0.02538300%.

For the year ended June 30, 2025, the School recognized pension revenue (expense) of (\$392,593). At June 30, 2025, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$151,167	
Changes in assumptions or other inputs	37,614	
Net difference between projected and actual earnings on pension plan investments		\$17,235
Employer contributions subsequent to the measurement date	141,128	
Total	\$329,909	\$17,235

\$141,128 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2026.

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2023 the beginning of the measurement period ended June 30, 2024 is 4.6 and 4.6 for the measurement period June 30, 2024.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended	
6/30/26	(\$46,863)
6/30/27	(177,034)
6/30/28	30,529
6/30/29	21,822
Total	<u><u>(\$171,546)</u></u>

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2024 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living (COLA) adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

PATHWAYS IN EDUCATION – NAMPA, INC.
Notes to Financial Statements

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2024 is based on the results of an actuarial valuation date of July 1, 2024.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2024.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

PATHWAYS IN EDUCATION – NAMPA, INC.

Notes to Financial Statements

	1% Decrease	Current Discount Rate	1% Increase
	(5.35%)	(6.35%)	(7.35%)
School's proportionate share of the net pension	<u>\$1,804,323</u>	<u>\$949,488</u>	<u>\$251,306</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. RELATED PARTY TRANSACTIONS

The School has a management agreement with Pathways Management Group (PMG) for back office support including school management, facilities management, accounting, payroll, and human resources.

H. INTERFUND BALANCES

Interfund balances at year end consist of the following:

	Due From Fund	
Due To Fund	Nonmajor Governmental	Total
General	\$77,929	\$77,929
Total	<u>\$77,929</u>	<u>\$77,929</u>

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

PATHWAYS IN EDUCATION – NAMPA, INC.

Budgetary Comparison Schedule -

General Fund

Year Ended June 30, 2025

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$24,322	\$24,322	\$97,660	\$73,338
State Revenue	2,721,987	2,721,987	2,997,821	275,834
Federal Revenue	0	0	0	0
Total Revenues	2,746,309	2,746,309	3,095,481	349,172
Expenditures				
Instructional Programs				
Secondary School	2,427,061	2,427,061	2,751,085	(324,024)
Special Education	65,270	65,270	0	65,270
Support Service Programs				
Attendance - Guidance - Health	18,000	18,000	0	18,000
Non-Instructional Programs				
Capital Assets	0	0	0	0
Total Expenditures	2,510,331	2,510,331	2,751,085	(240,754) *
Excess (Deficiency) of Revenues Over Expenditures	235,978	235,978	344,396	108,418
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	235,978	235,978	344,396	108,418
Fund Balances - Beginning	1,534,498	1,534,498	1,602,627	68,129
Fund Balances - Ending	\$1,770,476	\$1,770,476	\$1,947,023	\$176,547

**Total expenditures (over) under appropriations are: (\$240,754)*

PATHWAYS IN EDUCATION – NAMPA, INC.
Schedule of Employer's Share of Net Pension Asset and Liability
and Schedule of Employer Contributions
PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2019	0.01416420%	\$208,924	\$423,004	49.39%	91.69%
2020	0.01957500%	\$223,443	\$639,611	34.93%	93.79%
2021	0.02124750%	\$493,395	\$757,755	65.11%	88.22%
2022	0.01881304%	(\$14,858)	\$699,389	-2.12%	100.36%
2023	0.01976331%	\$778,429	\$745,017	104.48%	83.09%
2024	0.02071922%	\$826,836	\$880,452	93.91%	83.83%
2025	0.02538300%	\$949,488	\$1,105,406	85.89%	85.54%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2019	\$72,404	\$72,404	\$0	\$639,611	11.32%
2020	\$90,476	\$90,476	\$0	\$757,755	11.94%
2021	\$83,507	\$83,507	\$0	\$699,389	11.94%
2022	\$88,955	\$88,955	\$0	\$745,017	11.94%
2023	\$105,126	\$105,126	\$0	\$880,452	11.94%
2024	\$140,276	\$140,276	\$0	\$1,105,406	12.69%
2025	\$141,128	\$141,128	\$0	\$1,046,944	13.48%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2025

	Special Revenue Funds			
	Technology	Substance Abuse	Title I-A ESSA IBP	Title IV-A ESSA SS & AE
Assets				
Cash & Investments	\$122,379	\$10,006		
Receivables:				
Local Sources				
State Sources				
Federal Sources			\$54,491	\$8,934
Due From Other Funds				
Security Deposits				
Prepaid Expenditures				
Note Receivable				
Total Assets	\$122,379	\$10,006	\$54,491	\$8,934
Liabilities				
Accounts Payable				
Due To Other Funds			\$54,491	\$8,934
Salaries & Benefits Payable				
Total Liabilities	\$0	\$0	\$54,491	\$8,934
Fund Balances				
Nonspendable				
Restricted:				
Special Programs	122,379	10,006		
Unassigned				
Total Fund Balances	122,379	10,006	0	0
Total Liabilities and Fund Balances	\$122,379	\$10,006	\$54,491	\$8,934

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2025

	Special Revenue Funds	
	Title II-A	
	ESSA	
	SEI	Total
Assets		
Cash & Investments		\$132,385
Receivables:		
Local Sources		0
State Sources		0
Federal Sources	\$14,504	77,929
Due From Other Funds		0
Security Deposits		0
Prepaid Expenditures		0
Note Receivable		0
Total Assets	\$14,504	\$210,314
Liabilities		
Accounts Payable		\$0
Due To Other Funds	\$14,504	77,929
Salaries & Benefits Payable		0
Total Liabilities	14,504	77,929
Fund Balances		
Nonspendable		0
Restricted:		
Special Programs		132,385
Unassigned		0
Total Fund Balances	0	132,385
Total Liabilities and Fund Balances	\$14,504	\$210,314

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Statement of Revenues, Expenditures, and Changes in
 Fund Balances - Nonmajor Governmental Funds
 Year Ended June 30, 2025

	Special Revenue Funds			
	Technology	Substance Abuse	Title I-A ESSA IBP	Title IV-A ESSA SS & AE
Revenues				
Local Revenue				
State Revenue	\$63,664	\$5,696		
Federal Revenue			\$99,788	\$8,934
Total Revenues	<u>63,664</u>	<u>5,696</u>	<u>99,788</u>	<u>8,934</u>
Expenditures				
Instructional Programs				
Secondary School	40,839	520	99,788	8,934
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Non-Instructional Programs				
Capital Assets				
Total Expenditures	<u>40,839</u>	<u>520</u>	<u>99,788</u>	<u>8,934</u>
Excess (Deficiency) of Revenues Over Expenditures	22,825	5,176	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	22,825	5,176	0	0
Fund Balances - Beginning	99,554	4,830	0	0
Fund Balances - Ending	<u>\$122,379</u>	<u>\$10,006</u>	<u>\$0</u>	<u>\$0</u>

PATHWAYS IN EDUCATION – NAMPA, INC.
 Combining Statement of Revenues, Expenditures, and Changes in
 Fund Balances - Nonmajor Governmental Funds
 Year Ended June 30, 2025

	Special Revenue Funds	
	Title II-A ESSA SEI	Total
Revenues		
Local Revenue		\$0
State Revenue		69,360
Federal Revenue	\$14,504	123,226
Total Revenues	14,504	192,586
Expenditures		
Instructional Programs		
Secondary School	14,504	164,585
Special Education		0
Support Service Programs		
Attendance - Guidance - Health		0
Non-Instructional Programs		
Capital Assets		0
Total Expenditures	14,504	164,585
Excess (Deficiency) of Revenues Over Expenditures	0	28,001
Other Financing Sources (Uses)		
Transfers In		0
Transfers Out		0
Total Other Financing Sources (Uses)	0	0
Net Change in Fund Balances	0	28,001
Fund Balances - Beginning	0	104,384
Fund Balances - Ending	\$0	\$132,385



**Independent Auditor’s Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

Board of Directors
Pathways in Education - Nampa, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pathways in Education - Nampa, Inc. (the School), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements, and have issued our report thereon dated October 15, 2025. In our report, we expressed a qualified opinion on the governmental activities as management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the

determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Meridian, Idaho
October 15, 2025

Pathways in Education – West Ada

Year Ended June 30, 2025

Audited Financial Statements



PATHWAYS IN EDUCATION – WEST ADA
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Independent Auditor's Report

Board of Directors
Pathways in Education - West Ada

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Pathways in Education - West Ada (the School) as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2025, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2025, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2025, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Meridian, Idaho
October 16, 2025

PATHWAYS IN EDUCATION – WEST ADA

Statement of Net Position

June 30, 2025

	Governmental Activities
Assets	
Current Assets	
Cash	\$181,511
Receivables:	
Local Sources	3,328
State Sources	749,658
Federal Sources	63,766
Security Deposits	18,672
Prepaid Expenses	34,993
Total Current Assets	<u>1,051,928</u>
Noncurrent Assets	
Depreciable/Amortizable Net Capital Assets	<u>1,339,520</u>
Total Noncurrent Assets	<u>1,339,520</u>
Total Assets	<u>2,391,448</u>
Deferred Outflows of Resources	
Pension Items	<u>80,660</u>
Total Deferred Outflows of Resources	<u>80,660</u>
Total Assets and Deferred Outflows of Resources	<u><u>\$2,472,108</u></u>
Liabilities	
Current Liabilities	
Accounts Payable	\$330,777
Salaries & Benefits Payable	41,144
Accrued Interest	72,272
Long-Term Liabilities, Current	<u>434,673</u>
Total Current Liabilities	<u>878,866</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	<u>1,678,674</u>
Total Liabilities	<u>2,557,540</u>
Deferred Inflows of Resources	
Pension Items	<u>460</u>
Total Deferred Inflows of Resources	<u>460</u>
Total Liabilities and Deferred Inflows of Resources	<u>2,558,000</u>
Net Position	
Net Investment in Capital Assets	127,426
Restricted:	
Special Programs	0
Unrestricted	<u>(213,318)</u>
Total Net Position	<u>(85,892)</u>
Total Liabilities and Deferred Inflows of Resources and Net Position	<u><u>\$2,472,108</u></u>

See Accompanying Notes

PATHWAYS IN EDUCATION – WEST ADA

Statement of Activities
Year Ended June 30, 2025

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue And Changes in Net Position</u>
		<u>Charges For Services</u>	<u>Operating Grants And Contributions</u>	
Governmental Activities				
Instructional Programs				
Secondary School	\$1,666,543		\$471,664	(\$1,194,879)
Special Education	0			0
Support Service Programs				
Attendance - Guidance - Health	0			0
Non-Instructional Programs				
Capital Assets	251,318			(251,318)
Total	<u>\$1,917,861</u>	<u>\$0</u>	<u>\$471,664</u>	<u>\$0</u>
General Revenues				
Local Revenue				50,192
State Revenue				1,459,615
Federal Revenue				0
Pension Revenue (Expense)				(24,457)
Total				<u>1,485,350</u>
Change in Net Position				39,153
Net Position - Beginning				<u>(125,045)</u>
Net Position - Ending				<u>(\$85,892)</u>

PATHWAYS IN EDUCATION – WEST ADA

Balance Sheet - Governmental Funds

June 30, 2025

	<u>General Fund</u>	<u>Charter School Grant Fund</u>	<u>Nonmajor Governmental Funds</u>	<u>Total Governmental Funds</u>
Assets				
Cash	\$181,511			\$181,511
Receivables:				
Local Sources	3,328			3,328
State Sources	749,658			749,658
Federal Sources		\$63,766		63,766
Due From Other Funds	63,766			63,766
Security Deposits	18,672			18,672
Prepaid Expenditures	34,993			34,993
Total Assets	<u>\$1,051,928</u>	<u>\$63,766</u>	<u>\$0</u>	<u>\$1,115,694</u>
Liabilities				
Accounts Payable	\$330,777			\$330,777
Due To Other Funds		\$63,766		63,766
Salaries & Benefits Payable	41,144			41,144
Total Liabilities	<u>371,921</u>	<u>63,766</u>	<u>0</u>	<u>435,687</u>
Fund Balances				
Nonspendable	34,993			34,993
Restricted:				
Special Programs				0
Unassigned	645,014			645,014
Total Fund Balances	<u>680,007</u>	<u>0</u>	<u>0</u>	<u>680,007</u>
Total Liabilities and Fund Balances	<u>\$1,051,928</u>	<u>\$63,766</u>	<u>\$0</u>	<u>\$1,115,694</u>

PATHWAYS IN EDUCATION – WEST ADA

Balance Sheet - Governmental Funds

June 30, 2025

**Reconciliation of Total Governmental Fund Balances to Net Position
of Governmental Activities**

Total Governmental Fund Balances \$680,007

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. 1,339,520

Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds. (2,185,619)

Pension deferred outflows/inflows are not due and payable in the current period and therefore are not reported in the funds. 80,200

Net Position of Governmental Activities (\$85,892)

PATHWAYS IN EDUCATION – WEST ADA
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2025

	General Fund	Charter School Grant Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues				
Local Revenue	\$51,692		\$0	\$51,692
State Revenue	1,459,615		25,541	1,485,156
Federal Revenue	0	\$444,623	0	444,623
Total Revenues	<u>1,511,307</u>	<u>444,623</u>	<u>25,541</u>	<u>1,981,471</u>
Expenditures				
Instructional Programs				
Secondary School	1,805,606	444,623	25,541	2,275,770
Special Education			0	0
Support Service Programs				
Attendance - Guidance - Health			0	0
Non-Instructional Programs				
Capital Assets			0	0
Total Expenditures	<u>1,805,606</u>	<u>444,623</u>	<u>25,541</u>	<u>2,275,770</u>
Excess (Deficiency) of Revenues Over Expenditures	(294,299)	0	0	(294,299)
Other Financing Sources (Uses)				
Proceeds from Note Payable	800,000			800,000
Transfers In			0	0
Transfers Out			0	0
Total Other Financing Sources (Uses)	<u>800,000</u>	<u>0</u>	<u>0</u>	<u>800,000</u>
Net Change in Fund Balances	505,701	0	0	505,701
Fund Balances - Beginning	174,306	0	0	174,306
Fund Balances - Ending	<u>\$680,007</u>	<u>\$0</u>	<u>\$0</u>	<u>\$680,007</u>

PATHWAYS IN EDUCATION – WEST ADA
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2025

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds to the Statement of Activities

Net Change in Fund Balances - Total Governmental Funds \$505,701

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense or allocated over the appropriate term as amortization expense. This is the excess of capital outlays over (under) depreciation/amortization expense in the current period. 200,347

In the statement of activities, compensated absences are accrued when earned, but the expenditure is reported when due in the governmental funds. (13,538)

Proceeds of debt is a financing source in the governmental funds, but increases long-term liabilities in the statement of net position. (800,000)

Repayment of long-term liability principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 159,109

In the statement of activities, interest is accrued on long-term debt, but the expenditure is reported when due in the governmental funds. (63,634)

Changes in net pension asset/liability and related pension deferred outflows/inflows do not provide or require current financial resources and therefore are not reflected in the funds. 51,168

Change in Net Position of Governmental Activities \$39,153

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Pathways in Education - West Ada (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the charter school grant fund, which serves to account for initial operating costs and startup activities.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Any interest earned on pooled cash and investments is paid to the general fund unless Idaho Code specifies otherwise.

Receivables – Receivables are reported net of any estimated uncollectible amounts.

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of \$10,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation/amortization over the estimated useful lives of depreciable/amortizable assets is recorded using the straight line method.

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is recorded as a liability in the accompanying financial statements. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity’s governing body. Assigned portions represent amounts that are constrained by the government’s intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

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

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor’s report, which is the date the financial statements were available to be issued.

B. CASH

Cash consists of the following at year end:

Cash - Deposits	\$181,511
Total	<u><u>\$181,511</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$181,511 and the bank balances were \$186,620. The bank balances were insured.

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
Local Sources			
Miscellaneous	\$3,328		\$3,328
Total	\$3,328		\$3,328
State Sources			
Foundation Program	\$749,658		\$749,658
Total	\$749,658		\$749,658
Federal Sources			
Special Programs		\$63,766	\$63,766
Total		\$63,766	\$63,766

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Depreciable/Amortizable Capital Assets				
Buildings	\$233,642	\$293,363		\$527,005
Equipment	0	158,302		158,302
Leased Buildings	931,864			931,864
Subtotal	1,165,506	451,665	\$0	1,617,171
Accumulated Depreciation				
Buildings	0	58,741		58,741
Equipment	0	31,483		31,483
Subtotal	0	90,224	0	90,224
Accumulated Amortization				
Leased Buildings	26,333	161,094		187,427
Subtotal	26,333	161,094	0	187,427
Total	1,139,173	200,347	0	1,339,520
Net Capital Assets	\$1,139,173	\$200,347	\$0	\$1,339,520

Depreciation expense of \$90,224 and amortization expense of \$161,094 were charged to the capital assets program.

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Notes to Financial Statements

E. LONG-TERM LIABILITIES

Note Payable – At year end, the School had a note payable as follows:

Note payable due in annual principal payments of \$250,000 starting June 30, 2026 along with payments of accrued interest at 4.68% - 5.06% starting June 30, 2027, through 2030, secured by program fees and revenues, paid through the general fund	<u>\$1,300,000</u>
Total	<u><u>\$1,300,000</u></u>

Maturities on the note are estimated as follows:

Year Ended	Principal	Interest
6/30/26	\$250,000	\$0
6/30/27	250,000	*
6/30/28	250,000	*
6/30/29	250,000	*
6/30/30	300,000	*
Total	<u><u>\$1,300,000</u></u>	<u><u>*</u></u>

*Accrued interest is due annually starting June 30, 2027.

Lease – At year end, the School had a lease as follows:

Lease for facilities for 5 years starting 2025, due in monthly base payments of approximately \$16,590 - \$18,672 with interest at 5.12% (incremental borrowing rate), paid through the general fund	<u>\$772,755</u>
Total	<u><u>\$772,755</u></u>

Future minimum lease payments are estimated as follows:

Year Ended	Principal	Interest	Total
6/30/26	\$169,404	\$35,652	\$205,056
6/30/27	184,618	26,618	211,236
6/30/28	200,765	16,783	217,548
6/30/29	217,968	6,096	224,064
Total	<u><u>\$772,755</u></u>	<u><u>\$85,149</u></u>	<u><u>\$857,904</u></u>

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

Changes in long-term liabilities are as follows:

Description	Balance	Increases	Decreases	Balance	One Year
Note Payable	\$500,000	\$800,000		\$1,300,000	\$250,000
Facility Lease	931,864		\$159,109	772,755	169,404
Compensated Absences	1,731	13,538		15,269	15,269
Net Pension Liability	0	25,323		25,323	-
Total	\$1,433,595	\$838,861	\$159,109	\$2,113,347	\$434,673

Compensated absences are normally paid through the general fund. Interest and related costs during the year amounted to \$103,605 and were charged to the secondary school program.

F. PENSION PLAN

Plan description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as

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Notes to Financial Statements

defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for public safety. As of June 30, 2024 it was 6.71% for general employees and 9.83% for public safety. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.18% for general employees and 13.26% for public safety. The School's contributions were \$75,625 for the year ended June 30, 2025.

Pension asset/liabilities, pension revenue (expense), and deferred outflows/inflows of resources related to pensions

At June 30, 2025, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2024, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2024, the School's proportion was 0.02538300%.

For the year ended June 30, 2025, the School recognized pension revenue (expense) of (\$24,457). At June 30, 2025, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$4,032	
Changes in assumptions or other inputs	1,003	
Net difference between projected and actual earnings on pension plan investments		\$460
Employer contributions subsequent to the measurement date	75,625	
Total	\$80,660	\$460

\$75,625 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2026.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2023 the beginning of the measurement period ended June 30, 2024 is 4.6 and 4.6 for the measurement period June 30, 2024.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

Year Ended	
6/30/26	(\$1,250)
6/30/27	(4,721)
6/30/28	814
6/30/29	582
Total	(\$4,575)

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2024 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living (COLA) adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2024 is based on the results of an actuarial valuation date of July 1, 2024.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System’s asset allocation. The assumptions and the System’s formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System’s assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2024.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans’ net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease	Current Discount Rate	1% Increase
	(5.35%)	(6.35%)	(7.35%)
School's proportionate share of the net pension	<u>\$48,121</u>	<u>\$25,323</u>	<u>\$6,702</u>

PATHWAYS IN EDUCATION – WEST ADA
Notes to Financial Statements

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. RELATED PARTY TRANSACTIONS

The School has a management agreement with Pathways Management Group (PMG) for back office support including school management, facilities management, accounting, payroll, and human resources.

H. INTERFUND BALANCES

Interfund balances at year end consist of the following:

	Due From Fund	
Due To Fund	Charter School Grant	Total
General	\$63,766	\$63,766
Total	\$63,766	\$63,766

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

PATHWAYS IN EDUCATION – WEST ADA

Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2025

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$115,855	\$115,855	\$51,692	(\$64,163)
State Revenue	2,076,087	2,076,087	1,459,615	(616,472)
Federal Revenue	0	0	0	0
Total Revenues	<u>2,191,942</u>	<u>2,191,942</u>	<u>1,511,307</u>	<u>(680,635)</u>
Expenditures				
Instructional Programs				
Secondary School	1,801,714	1,801,714	1,805,606	(3,892)
Special Education	62,060	62,060	0	62,060
Support Service Programs				
Attendance - Guidance - Health	18,000	18,000	0	18,000
Non-Instructional Programs				
Capital Assets	0	0	0	0
Total Expenditures	<u>1,881,774</u>	<u>1,881,774</u>	<u>1,805,606</u>	<u>76,168 *</u>
Excess (Deficiency) of Revenues Over Expenditures	310,168	310,168	(294,299)	(604,467)
Other Financing Sources (Uses)				
Proceeds from Note Payable	0	0	800,000	800,000
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>800,000</u>	<u>800,000</u>
Net Change in Fund Balances	310,168	310,168	505,701	195,533
Fund Balances - Beginning	(80,814)	(80,814)	174,306	255,120
Fund Balances - Ending	<u>\$229,354</u>	<u>\$229,354</u>	<u>\$680,007</u>	<u>\$450,653</u>
				<u>\$76,168</u>

*Total expenditures (over) under appropriations are:

PATHWAYS IN EDUCATION – WEST ADA

Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2025

Charter School Grant Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$0	\$0	\$0	\$0
State Revenue	0	0	0	0
Federal Revenue	0	0	444,623	444,623
Total Revenues	<u>0</u>	<u>0</u>	<u>444,623</u>	<u>444,623</u>
Expenditures				
Instructional Programs				
Secondary School	0	0	444,623	(444,623)
Special Education	0	0	0	0
Support Service Programs				
Attendance - Guidance - Health	0	0	0	0
Non-Instructional Programs				
Capital Assets	0	0	0	0
Total Expenditures	<u>0</u>	<u>0</u>	<u>444,623</u>	<u>(444,623) *</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**Total expenditures (over) under appropriations are:* (444,623)

PATHWAYS IN EDUCATION – WEST ADA
 Schedule of Employer's Share of Net Pension Asset and Liability
 and Schedule of Employer Contributions
 PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2025	0.00067696%	\$25,323	\$29,483	85.89%	85.54%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2025	\$75,625	\$75,625	\$0	\$561,016	13.48%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

PATHWAYS IN EDUCATION – WEST ADA
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2025

	Special Revenue Funds		
	Technology	Substance Abuse	Total
Assets			
Cash			\$0
Receivables:			
Local Sources			0
State Sources			0
Federal Sources			0
Due From Other Funds			0
Security Deposits			0
Prepaid Expenditures			0
Total Assets	\$0	\$0	\$0
Liabilities			
Accounts Payable			\$0
Due To Other Funds			0
Salaries & Benefits Payable			0
Total Liabilities	\$0	\$0	0
Fund Balances			
Nonspendable			0
Restricted:			
Special Programs			0
Unassigned			0
Total Fund Balances	0	0	0
Total Liabilities and Fund Balances	\$0	\$0	\$0

PATHWAYS IN EDUCATION – WEST ADA
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2025

	<u>Special Revenue Funds</u>		
	<u>Technology</u>	<u>Substance Abuse</u>	<u>Total</u>
Revenues			
Local Revenue			\$0
State Revenue	\$23,541	\$2,000	25,541
Federal Revenue			0
Total Revenues	<u>23,541</u>	<u>2,000</u>	<u>25,541</u>
Expenditures			
Instructional Programs			
Secondary School	23,541	2,000	25,541
Special Education			0
Support Service Programs			
Attendance - Guidance - Health			0
Non-Instructional Programs			
Capital Assets			0
Total Expenditures	<u>23,541</u>	<u>2,000</u>	<u>25,541</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0
Other Financing Sources (Uses)			
Transfers In			0
Transfers Out			0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0
Fund Balances - Beginning	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>



**Independent Auditor's Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

Board of Directors
Pathways in Education - West Ada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pathways in Education - West Ada (the School), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated October 16, 2025. In our report, we expressed a qualified opinion on the governmental activities as management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the

determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Meridian, Idaho
October 16, 2025

**Attachment 28:
CMO Viability Tool**

PATHWAYS MANAGEMENT GROUP | PATHWAYS IN EDUCATION — Detailed Viability Assessment

Assess each sub-dimension using the rating scale. Enter notes to document evidence and data sources.

1 STATE/AUTHORIZER

Sub-Dimension	Key Questions / Data Points	GREEN (Strong)	YELLOW (Moderate)	RED (High Risk)	Rating (G/Y/R)	Weighted Score	Notes / Evidence
a State Charter Law	Does the state charter school law provide foundation for autonomy and growth? (NACSA, state law)	Multiple authorizers; no enrollment caps; strong autonomy protections	Some restrictions on authorizers or caps in place	Strict caps or hostile charter law environment			
b Hybrid / Independent Study	Does state law and DOE guidance permit hybrid/independent study model?	Fully allowed by state statute and DOE guidance	Permitted with restrictions or additional approval required	Not allowed			
c Per-Pupil Funding	Is per-pupil revenue sustainable relative to PIE's financial model? Compare state funding reports to model cost.	Sustainable margin — revenue comfortably covers model cost	Tight margin — viable with careful management	Unsustainable — funding gap threatens model viability			
d Authorizer Track Record	What are approval rates and transparency standards for target authorizer(s)?	Consistent, fair approval process with clear criteria	Mixed record — some unpredictability	Low approval rates; opaque or politically influenced process			
e Appeal Process	If denied, is there a viable appeal process?	Clear appeals process with strong track record of success	Appeals process exists but limited success history	No appeals process — must reapply next cycle			
f Political Climate	Review legislation and stance of Governor, State Superintendent, and key legislators.	Pro-charter; reform agenda established and growing	Mixed — neither strongly supportive nor hostile	Anti-charter; active legislative or executive opposition			
Dimension 1 Totals		0	0	0			← Avg score feeds Summary

2 DEMAND & COMMUNITY NEED

Sub-Dimension	Key Questions / Data Points	GREEN (Strong)	YELLOW (Moderate)	RED (High Risk)	Rating (G/Y/R)	Weighted Score	Notes / Evidence
a Academic Need	What % of students score below proficiency? (State DOE data)	≥50% below proficiency — strong unmet need	Mixed proficiency — moderate need	High-performing district — limited need for alternative model			
b Underserved Populations	Review ELL, SPED, FRL, and homeless student data. Are there meaningful opportunity gaps?	High concentrations of underserved students with documented gaps	Moderate presence of underserved populations	Low concentration — limited alignment with PIE's target population			
c Enrollment Pressure	Are district schools overcrowded? Review enrollment capacity and waitlists.	Overcrowded — families actively seeking alternatives	Stable — near capacity with some demand for options	Declining enrollment — market not growing			
d Population Trends	Review Census data and school enrollment projections. Is the youth population growing?	Growing population; school enrollment increasing	Flat — stable youth population	Declining — shrinking youth population			
e Parent / Family Demand	What do surveys and community engagement reveal about demand for PIE's model?	Strong expressed interest; families actively seeking options like PIE	Moderate — some interest but not widespread	Weak — families satisfied with existing options			
f Competition Landscape	Map charter and district alternatives. Is there a gap PIE can fill?	Few strong alternatives — clear market gap for PIE	Some competition but differentiated market space exists	Saturated — strong existing options; limited room for PIE			

PATHWAYS MANAGEMENT GROUP | PATHWAYS IN EDUCATION — Detailed Viability Assessment

Assess each sub-dimension using the rating scale. Enter notes to document evidence and data sources.

g Model Fit to Community	Does PIE's competency-based, credit-recovery model align with the documented community need?	Direct match — community need mirrors PIE's model strengths	Partial alignment — adjustments may be needed	Weak alignment — PIE's model may not resonate here			
h Seat Time Flexibility	Is the state's seat time / attendance accounting framework compatible with PIE's model?	Fully accepted — seat time flexibility well-established	Partial — some flexibility with conditions	Not accepted — incompatible with PIE's instructional model			
i Graduation Rate Gap	What is the state/district graduation rate? Is there a meaningful gap PIE could address?	Low grad rate (strong need) — PIE's model highly relevant	Moderate gap — some alignment	High grad rate — limited urgency			
Dimension 2 Totals		0	0	0			← Avg score feeds Summary

3 EDUCATIONAL MODEL FIT

Sub-Dimension	Key Questions / Data Points	GREEN (Strong)	YELLOW (Moderate)	RED (High Risk)	Rating (G/Y/R)	Weighted Score	Notes / Evidence
a Standards Alignment	Are PIE's curriculum and instructional approach aligned to state DOE academic standards?	Fully aligned — no modifications required	Minor gaps — alignment achievable with modest adjustments	Misaligned — significant rework required			
b Proof of Concept	What does internal PIE performance data show about replication outcomes?	Strong replicated results across multiple PIE sites	Limited evidence — fewer comparison sites	No comparable proof of concept available			
c ELL / SPED Adaptability	Can PIE's model effectively serve ELL and SPED populations in this state?	Strong supports in place; state regulations compatible	Partial — adaptations needed	Weak — significant barriers to ELL/SPED service delivery			
d State Accountability Fit	Does PIE's model align with state school grading and accountability frameworks?	Well-aligned — PIE metrics match or exceed state expectations	Some gaps — achievable with planning	Misaligned — likely to underperform on state metrics			
e Market Differentiation	How clearly is PIE differentiated from existing charter and district options?	Clearly differentiated — no direct competitor replicates PIE's model	Moderate differentiation	Redundant — existing schools serve same niche			
f Alternative Education Alignment	Is there documented alignment between PIE's alternative ed model and local/state demand?	Strong — state actively supports and funds alternative pathways	Partial — some support but not prioritized	Weak — alternative education undervalued in this market			
g State Alternative Ed Presence	Is there a state-level organization or advocacy network supporting alternative education?	Strong state alt-ed organization/advocacy network present	Some presence — emerging support network	No organized alt-ed advocacy in state			
Dimension 3 Totals		0	0	0			← Avg score feeds Summary

4 FINANCIAL VIABILITY

Sub-Dimension	Key Questions / Data Points	GREEN (Strong)	YELLOW (Moderate)	RED (High Risk)	Rating (G/Y/R)	Weighted Score	Notes / Evidence
a Revenue vs. Cost	Does PIE's financial model show a sustainable margin in this market? (Review financial model)	Strong margin — per-pupil revenue clearly covers model cost	Tight — viable but sensitive to enrollment variance	Deficit — revenue insufficient; model not self-sustaining			

PATHWAYS MANAGEMENT GROUP | PATHWAYS IN EDUCATION — Detailed Viability Assessment

Assess each sub-dimension using the rating scale. Enter notes to document evidence and data sources.

b Enrollment Viability	Is the breakeven enrollment target realistic and achievable in Year 1–3?	Achievable — projections well-supported by demand data	Risky — dependent on optimistic assumptions	Unrealistic — breakeven cannot be reached with credible projections	
c Facilities Cost	What % of budget will facilities consume? (Target: <15%)	<15% of operating budget	15–25% of budget — manageable with planning	>25% — financially untenable	
d Startup Capital	Is startup funding (grants, CSP, funder commitments) secured or an option	Fully secured — startup capital committed	Partial — significant fundraising still required	Unfunded — no clear path to launch capital	
e Cash Reserves	How many months of operating reserves will the school have at launch?	≥6 months of reserves	3–6 months — adequate with monitoring	<3 months — high financial risk	
f CSP / Grant Availability	Is federal Charter Schools Program (CSP) or state startup grant funding available?	CSP funding available at maximum amount; held by a charter association	CSP available at lower levels (\$750K or under)	No CSP or startup grant funding available	
Dimension 5 Totals		0	0	0	← Avg score feeds Summary

6 TALENT & LEADERSHIP PIPELINE

Sub-Dimension	Key Questions / Data Points	GREEN (Strong)	YELLOW (Moderate)	RED (High Risk)	Rating (G/Y/R)	Weighted Score	Notes / Evidence
a School Leader Readiness	Is there a strong internal or pipeline candidate ready to lead this school at launch?	Strong ready candidate identified and committed	Pipeline candidate exists but not yet confirmed	No candidate — leadership gap at launch			
b Teacher Hiring Pool	Is there a sufficient pool of qualified teachers in this market?	Strong local pool with reform network presence	Limited but workable — hiring will require effort	Weak — critical staffing risk			
c Compensation Competitiveness	Can PIE offer market-competitive compensation to attract and retain staff?	Competitive — PIE's compensation meets or exceeds market	Slight gap — manageable with creative benefits	Uncompetitive — likely to lose talent to district or other charters			
d Local Leadership Ecosystem	Are there regional leadership development programs (e.g., Opportunity 180) to support pipeline?	Strong regional leadership program with track record	Some presence — emerging programs	No leadership development infrastructure in region			
Dimension 6 Totals		0	0	0			← Avg score feeds Summary

7 OPERATIONS & FACILITIES

Sub-Dimension	Key Questions / Data Points	GREEN (Strong)	YELLOW (Moderate)	RED (High Risk)	Rating (G/Y/R)	Weighted Score	Notes / Evidence
a Facility Availability	Has PMG identified a viable facility option? Review site availability, cost, and condition.	Facility secured or highly likely to be secured	Potential options identified — not yet confirmed	No viable facility identified			
b Zoning & Permitting	Are there known zoning, permitting, or regulatory barriers to occupying a school facility?	Clear — no significant barriers anticipated	Some risk — permitting may require additional steps	Major barriers — zoning or permitting likely to delay or prevent launch			
c Launch Timeline	Is the proposed launch timeline realistic given application cycle, approval, and build-out?	Realistic — timeline achievable with current plan	Tight — achievable but requires no delays	Unrealistic — timeline not feasible given current conditions			

PATHWAYS MANAGEMENT GROUP | PATHWAYS IN EDUCATION — Detailed Viability Assessment

Assess each sub-dimension using the rating scale. Enter notes to document evidence and data sources.

d	Operational Systems Readiness	Are PIE's HR, SIS, compliance, and operational systems ready to deploy in a new site?	Fully ready — systems proven and transferable	Partial — some adaptation needed	Not ready — significant systems gaps			
Dimension 7 Totals			0	0	0			← Avg score feeds Summary

8 ORGANIZATIONAL CAPACITY & TRACK RECORD

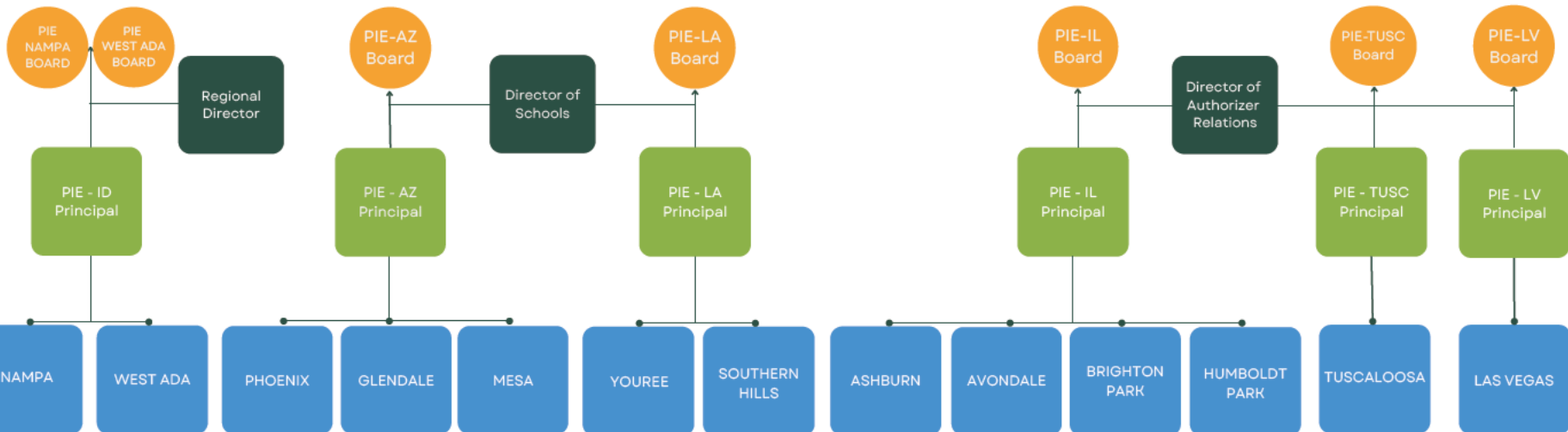
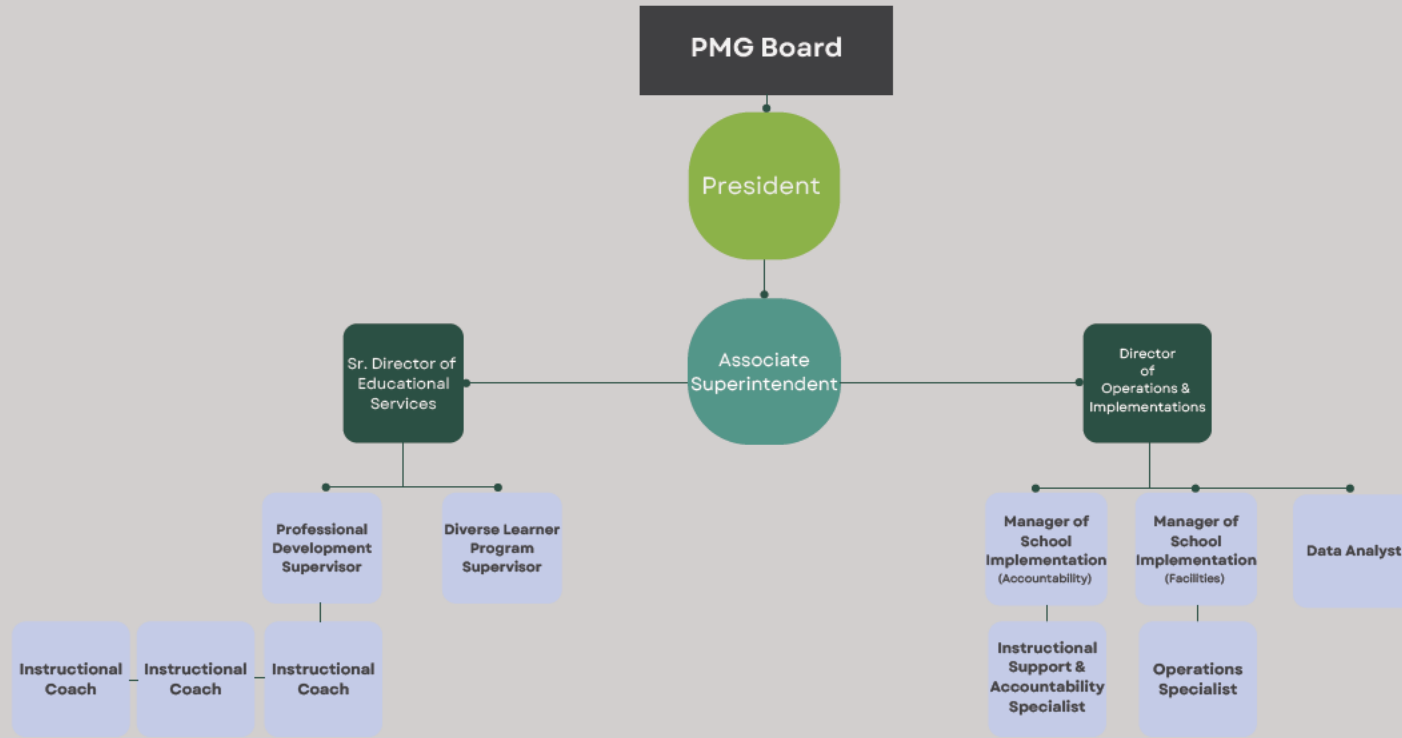
Sub-Dimension	Key Questions / Data Points	GREEN (Strong)	YELLOW (Moderate)	RED (High Risk)	Rating (G/Y/R)	Weighted Score	Notes / Evidence
a	Academic Results	What do PIE's existing school performance data show? Are results strong enough to support expansion?	Strong, replicated academic outcomes across PIE network	Mixed — some strong sites, some weaker	Weak — academic outcomes raise concerns about model viability		
c	PMG Capacity	Does current PMG staff have the bandwidth to support a new site without compromising existing schools?	Sufficient — capacity clearly available	Stretched — manageable with prioritization	Overloaded — would compromise existing schools		
d	Governance Strength	Is the proposed or existing local board strong enough to provide effective oversight?	Strong — experienced board members with relevant skills and commitment	Moderate — developing board with some gaps	Weak — governance risk		
e	Existing PIE Presence in State	Does PIE already operate a school in this state?	PIE school currently operating in state with positive standing	Prior presence — school closed or in different market	No PIE presence in state — first-time entrant		
Dimension 8 Totals			0	0	0		← Avg score feeds Summary

9 EQUITY & COMMUNITY TRUST

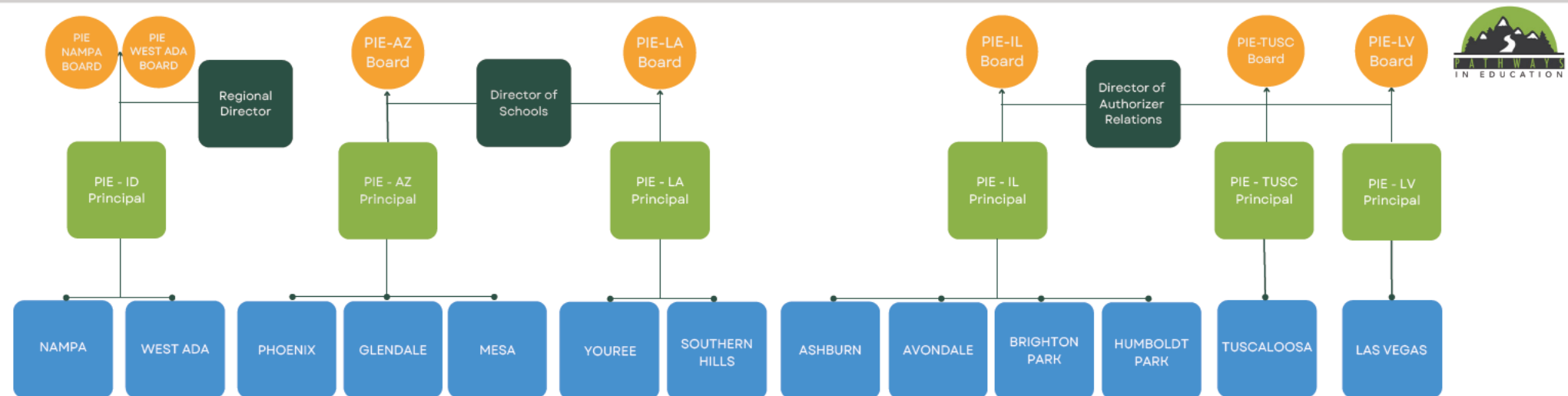
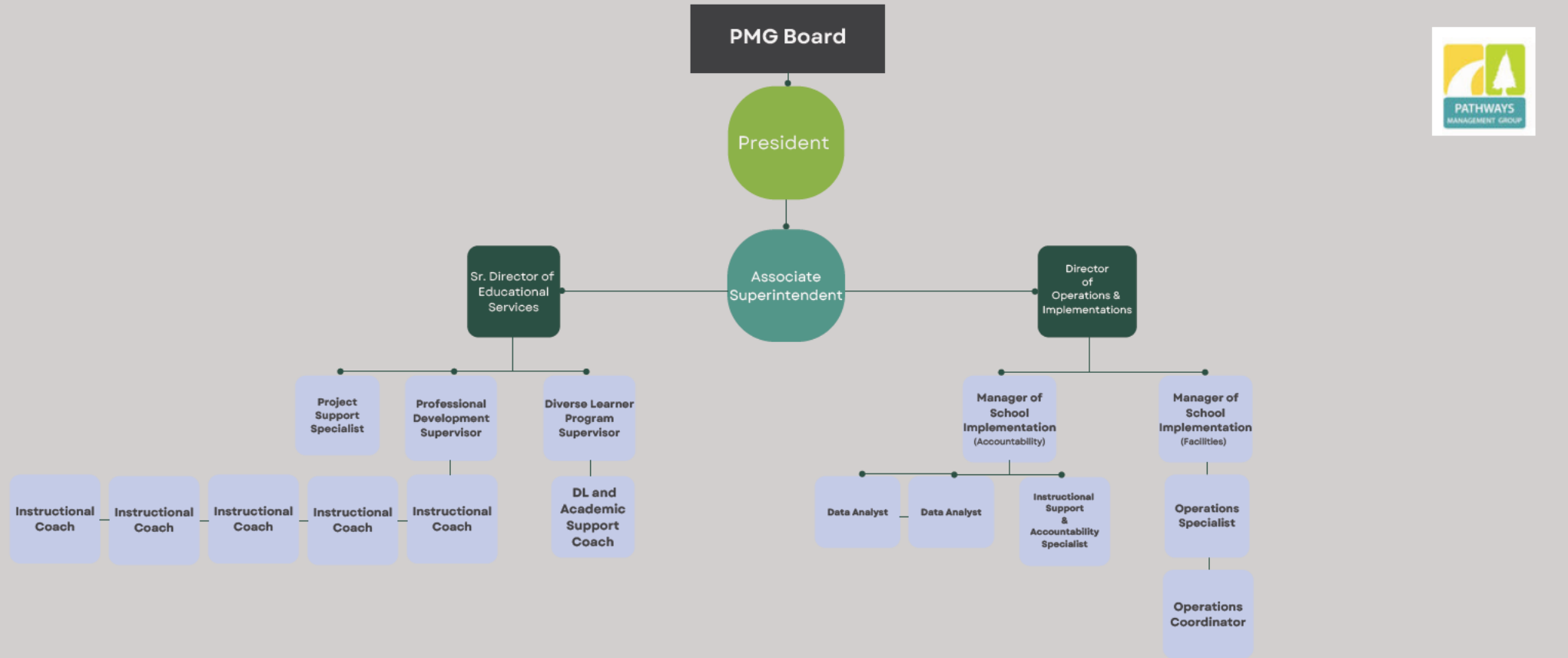
Sub-Dimension	Key Questions / Data Points	GREEN (Strong)	YELLOW (Moderate)	RED (High Risk)	Rating (G/Y/R)	Weighted Score	Notes / Evidence
a	Community Engagement	Has community outreach occurred? Are local relationships established? (Parents, students, families)	Strong — established community relationships and champions	Limited — early outreach only	Opposition — community concerns or organized resistance		
b	Community Organizations	Have relationships with community partners been established?	Strong — established partnerships	Limited — early outreach only	Unable to gain support from local organizations		
Dimension 9 Totals			0	0	0		← Avg score feeds Summary

**Attachment 29:
Network Organizational Charts
For Years 1 and 5**

Network Organizational Chart Year 1 (2027 - 2028)



Network Organizational Chart At Capacity (2031 - 2032)



**Attachment 30:
Incubation Year MOU
(*Not Including*)**

**Attachment 31:
CMO Contract**

MANAGEMENT SERVICES AGREEMENT BETWEEN
PATHWAYS MANAGEMENT GROUP, INC.,
AND
PATHWAYS IN EDUCATION – LAS VEGAS, INC.

This MANAGEMENT SERVICES AGREEMENT (“Agreement”) is effective (the “Effective Date”) and is entered into by and between Pathways Management Group, Inc., a California nonprofit public benefit corporation (“PMG”), and Pathways in Education – Las Vegas, Inc., a Nevada nonprofit corporation (“School”).

RECITALS

WHEREAS, PMG provides management and other services to charter schools in various states nationwide and has expertise in providing educational services to at-risk students using independent study instructional modalities.

WHEREAS, given such role and its not-for-profit status PMG constitutes a charter management organization, as defined in NRS 388A.020, and an educational management organization, as defined in NRS 388A.030.

WHEREAS, School was created to develop new ways to educate children in Nevada through the establishment of and/or operation of charter schools.

WHEREAS, School is actively seeking to establish a charter school to serve at-risk students under the purview of the Nevada State Public Charter School Authority (the “Authorizer”).

WHEREAS, the charter application that will be (or has been) submitted by School to the Authorizer will set forth the governance structure for the charter school and provide, among other things, that the management and day-to-day operations of the charter school may be delegated to third parties.

WHEREAS, School desires to contract for services to support its startup period prior to commencing charter school operations and for services to support School once it receives authorization and commences charter school operations. The services from PMG are described in more detail here.

WHEREAS, the parties intend that the terms of this Agreement shall be consistent with the terms of any charter application approved by the Authorizer.

W, THEREFORE, the parties hereto agree as follows:

ARTICLE 1

1.1 **Charter Petition**. The parties understand and acknowledge that School may be bound by and subject to, in all the terms and conditions of the charter application (the “Charter Petition”) or, upon approval, the resulting charter agreement to be entered into between School and the Authorizer (hereinafter referred to as the “Charter Contract”) and that by entering into this Agreement, PMG’s services shall comply with the applicable terms and conditions of the Charter Petition and Charter Contract.

1.2 Independent Contractor. The parties to this Agreement intend that:

1.2.1 The relationship between PMG and School created by this Agreement is that of an independent contractor, and not a partnership, employer-employee, fiduciary/principal, or other relationship. No agent, employee, or servant of PMG shall be deemed to be the employee, agent or servant of School. The manner and means of conducting the work pursuant to this Agreement is under the sole control of PMG and PMG will be solely and entirely responsible for its acts and for the acts of its agents, employees, servants, and subcontractors during the entire term of this Agreement.

1.2.2 No agent, employee, or servant of School shall be deemed to be the employee, agent or servant of PMG. School will be solely and entirely responsible for its acts and for the acts of agents, employees, servants, and subcontractors during the entire Term of this Agreement.

ARTICLE 2 TERM

2.1 Unless earlier terminated pursuant to this Agreement, the term (“Term”) of this Agreement shall commence on the Effective Date and shall continue through June 30, 2028, which will be the end of the School’s first school year in operation (“Expiration Date”) provided however, that in the event School becomes authorized to operate a charter school and thereafter ceases to be chartered by the Authorizer at any time during the Term, this Agreement shall terminate thirty (30) days following the effective termination date of School’s charter.

ARTICLE 3 SERVICES TO BE PROVIDED BY PMG

3.1 Startup Services During Startup Period. As of the time of entering into this Agreement, School has submitted (or will submit) a Charter Petition to the Authorizer to seek authorization to open and operate a charter school. If the Charter Petition is approved by the Authorizer, School will open and operate a charter school program commencing academic instruction in August 2027. In anticipation of approval, School shall receive startup services (“Startup Services”) from PMG for the period commencing on the Effective Date and ending through June 30, 2027 (“Startup Period”). PMG shall provide to School Startup Services as described in *Exhibit A – Startup Services*, which is attached hereto and incorporated herein.

3.2 PMG Services After Startup Period. During the remaining Term of this Agreement following the Startup Period except as otherwise provided herein, PMG shall provide certain services to School including school management, facilities management, financial management, accounting, student achievement reporting and human resources services (hereafter referred to as the “PMG Services”). The PMG Services are more particularly identified and described herein below in Articles 7, 9 and 16, and in *Exhibit B – PMG Services*, which is attached hereto, and incorporated herein.

ARTICLE 4 PMG COMPENSATION

4.1 Fees for Startup Services During Startup Period. Throughout the Startup Period, in exchange for the Startup Services, School shall pay PMG according to the hourly rates outlined in *Exhibit A – Startup Services*, which is attached hereto and incorporated herein.

4.1.1 PMG will invoice School for the Startup Services on a monthly basis. PMG's invoices will include a detailed description of the services performed and the amount of time spent performing those services. School shall use available funds to pay invoices within thirty (30) days of receipt.

4.2 Fees for PMG Services After Startup Period. Commencing on July 1, 2020 and until the Expiration Date (or earlier termination of this Agreement), on the 5th day of each calendar month during the Term of this Agreement, School shall cause to be paid to PMG a monthly fee of seven percent (7%) of the monthly gross revenue generated by School, all in addition for the PMG Services. The monthly fee will be in addition to School's obligation to reimburse expenses as provided hereinafter.

4.3 Late Charges. In the event full payment for any outstanding fees are not received when due, PMG reserves the right to charge a late fee of one and a half percent (1.5%) on the unpaid balance each thirty (30) days that payment is past due until such balance is paid in full.

ARTICLE 5 FACILITIES MANAGEMENT SERVICE

One of the benefits of School aligning itself with a CMO is that PMG has certain centralized rights, benefits, and powers which a single School would not be able to exercise, such as (i) an enhanced ability to hire staff with facilities expertise; and (ii) use its centralized bargaining power and economies of scale to obtain better leasing terms and other terms. Accordingly:

5.1 PMG shall be responsible for the identification, location and acquisition of space for School's learning centers. During the Term of this Agreement, PMG may enter into and maintain for the benefit of School leases of commercial real property and office space to provide learning centers and/or school site(s) for the needs of School. At the termination of this Agreement, PMG may, but is not obligated to, take steps to assign to School any lease agreements entered into by PMG for the benefit of School. In the event PMG takes steps to assign any such lease agreements to School, School shall execute any and all documents necessary to effectuate such assignments. Notwithstanding if any such assignments include material changes to the existing lease agreements (e.g., extension of the lease term and rental rate), then the material changes will be reasonably acceptable to School.

5.2 School shall reimburse PMG or pay directly any and all rentals (including common area charges and other charges assessed directly by the landlord as part of each respective lease) advanced by PMG for the use of commercial premises for School's learning centers and/or school site(s). School shall reimburse PMG or pay directly any and all costs associated with general contracting and construction related services, including, but not limited to construction management services, construction consulting services, construction, demolition, renovation, and remodeling.

School shall also reimburse PMG or pay directly all expenses for utilities, including telephone, power, water, trash and other utilities used in connection with the foregoing learning center.

5.4 School acknowledges that the terms of certain leases held by School at the time of this Agreement may expire or terminate prior to the end of the Term of this Agreement. In such event, PMG agrees to locate and secure, on behalf of School, suitable replacement premises. PMG will obtain the prior written approval of School staff before adding or subtracting the number of learning centers used by School.

5.5 All learning centers will meet Nevada health and safety standards and comply with the terms of the Charter Contract.

5.6 Facilities will primarily be selected on the basis of identification of areas with the greatest numbers of potential students can be served.

5.7 PMG shall be responsible for the purchase and installation of hardware (computers, modems, and phone units) integral to the operation of School's learning centers and School will pay directly or reimburse PMG for these costs.

5.8 PMG shall be responsible for furnishing and maintaining School's learning centers as necessary to operate the learning centers. School will pay directly or reimburse PMG for these costs.

5.9 School will be responsible for securing insurance reasonably suitable to protect School for personal and property damage caused by hazards at the learning centers.

5.10 PMG will ensure that, at a minimum, each of the learning centers are open to teachers and students according to School's operating schedules.

5.11 At PMG's request, PMG and School will enter into a separate lease agreement for School's learning centers, which leases (to the extent time permits on the lease term) will survive the termination of this Agreement.

ARTICLE 6 STUDENT ACHIEVEMENT REPORTING

6.1 PMG shall provide sufficient information to enable School's governing board to monitor the sufficiency of services provided by PMG and whether it is in compliance with its obligations under this Agreement.

6.2 PMG shall make monthly attendance reports available to School, as well as any other reports which School may need or have a reasonable desire for to fulfill its compliance duties or improve its academic, financial, or other forms of performance.

PMG on its own initiative or when requested by School, will contract periodically with an independent evaluator of charter schools to conduct an independent evaluation of School's educational program and student achievement. The results of the evaluation will be provided to School. This independent evaluation will examine the effectiveness and quality of the educational programs and services provided to School's students. The evaluation will use both qualitative and quantitative data. The evaluator will analyze standardized test data and incorporate the results into the evaluation. In addition, the data relating to baseline student Performance Plans; educational and community agency services rendered to School's students; and enrollment, academic and attendance records will be analyzed. Qualitative data will be collected through structured and unstructured interviews and questionnaires with School's staff, students, parents and community agency personnel. School shall pay directly or reimburse PMG for the cost of any evaluation(s) requested by School.

ARTICLE 7 EDUCATIONAL PROGRAM CURRICULUM

7.1 PMG has developed an educational program which consists of a unique blend of curriculum and educational materials that were carefully curated by PMG after expending significant time and effort in reviewing and analyzing various educational products available in the market. PMG has compiled a particular combination of recommended products to create an educational program menu unique for School's use ("Program"). PMG consistently reviews the market to update and improve the Program based on the most current educational products available.

7.2 PMG agrees to make the Program available to School throughout the Term of this Agreement.

7.3 The Program consists of interesting and challenging curriculum for the purpose of allowing students to progress as quickly as their capabilities will allow. The Program will allow students to use the knowledge that they are accumulating in novel ways to facilitate problem-solving and student development. The recommended curriculum shall be designed in a language and format that are readily accessible, and students will be allowed to complete course work at their own pace, as the Program will be formulated based on an initial evaluation of each student's skill levels in reading, math and other core courses. The key components of the Program are as follows:

7.3.1 Students will be encouraged to concentrate their learning efforts on three courses per learning period, in order to achieve greater depth of learning in each subject and to focus the students' attention on specific areas as a way to promote maximum efficiency for faster results.

7.3.2 Students will participate in independent student programs that will allow each student to tailor his or her work pace to meet personal needs and goals.

7.3.3 Student skills are assessed at regular intervals in order to determine appropriate placement and intervention. Advancement within each course will be determined by actual mastery of skills. Learning will be focused on specific skills and tasks, which will result in maximum advancements in minimum amount of time.

7.3.4 The Program will be nonsectarian and shall not illegally discriminate against any student on the basis of race, gender, religion, ethnicity, disability, sexual orientation, gender identity or expression, or any other legally prohibited basis.

PMG will support School in the implementation of the Program. The Program will be implemented in a manner that is consistent with the Charter Petition between School and the Authorizer and as otherwise required by law, including the Nevada Charter School Act codified at NRS Chapter 388A.

5 PMG will support School with assessment design and data analysis systems, including formative and summative assessment tools and student progress tracking.

7.6 PMG will support School with special education services coordination including IEP development, support, compliance monitoring, and specialized staff training.

7.7 PMG will support School with English Language Learner program development and support services for multilingual students and families.

7.8 PMG will support School with McKinney Vento compliance and training for student support.

7.9 PMG will support School with college and career readiness programming with post-secondary planning.

7.10 PMG will support School with extracurricular activity coordination including sports and clubs.

7.11 PMG will provide School with enrollment and registration systems with streamlined processes for new student onboarding.

7.12 PMG will support School with educational technology integration including learning management systems and digital curriculum platforms.

7.13 PMG will provide School with data analytics and reporting systems that provide real-time insights into student and school performance.

7.14 PMG will assist School in procuring services for educational materials, technology, and operational supplies with bulk purchasing advantages.

7.15 PMG will support School with procurement of student information systems and data management platforms that track academic progress, attendance, and behavioral data.

7.16 PMG will support school in event planning and execution for town houses, community forums, information sessions, and celebration events such as graduation.

7.17 PMG will provide or arrange for internal communication systems ensuring consistent messaging between PMG and School's administrative staff and families.

7.18 School shall reimburse PMG or pay third party vendors directly for the cost of all Program related services, materials and purchasing incurred by PMG on behalf of School. School reserves the right to directly contract with any provider of educational services or products identified by PMG as part of a recommendation.

ARTICLE 8 MANAGEMENT OF THE CHARTER SCHOOL

8.1 PMG shall oversee School's day-to-day operations to ensure efficiency and alignment with School's organizational goals.

8.2 PMG will oversee School's general administrative functions, including office operations, vendor management and internal workflows. PMG will support School in its efforts to improve or implement systems for administrative efficiency.

8.2 PMG will research and development initiatives to pilot innovative practices and evaluate program effectiveness. PMG will also provide strategic planning facilitation with stakeholder input and long-term vision development. PMG will support School with the implementation of strategic plans through operational execution.

8.3 PMG will support School with new school development including site selection, design planning and pre-opening operational setup.

8.4 PMG will support School with performance monitoring and school improvement planning using data-driven decision-making protocols.

8.5 PMG will support School with brand management and marketing to support enrollment and community engagement.

8.6 PMG will provide School with quality assurance systems ensuring consistent educational delivery and operational standards across all schools.

8.7 PMG will support School with technology infrastructure including device procurement, inventory tracking, network management, and educational software licensing. PMG will provide or arrange for network security and student data protection ensuring compliance with privacy regulations.

8.8 PMG will provide School with financial oversight services including but not limited to, reviewing profit & loss statements, monitoring budget performance and advising on cost management, resource allocation, and financial stability in collaboration with School's leadership, School's financial services provider, and other relevant stakeholders.

8.9 PMG will support School with student records management, privacy protection and data security protocols meeting requirements under the Family Education Rights and Privacy Act (FERPA).

8.10 PMG will support School with charter renewal preparation and ongoing compliance monitoring with Authorizer's requirements and regulations.

8.11 PMG will support School with school policy development and implementation ensuring alignment with federal, state and local education laws.

8.12 PMG, the authorized charter management organization to a number of schools, is not obligated to devote all of its time and resources to the affairs of School.

8.13 PMG and its officers, directors, members, agents, employees and/or affiliates may engage or invest in any business activity of any type or description, including, without limitation, those that may be the same as or similar to the School's business. School shall have no right in or to such other activities or to the income or proceeds derived there from. PMG shall not be obligated to present any investment opportunity or prospective economic advantage to School, even if the opportunity is of the same character that, if presented to School, could be invested in by School.

14 In addition to any other duties or obligation of PMG arising under this agreement, PMG shall ensure that, in the event that School loses its charter or otherwise ceases to operate as charter school, all applicable legal requirements established by the Authorizer or other government entity and not otherwise handled by the applicable receiver (or other appointed professional) shall be met.

ARTICLE 9 PERSONNEL AND TRAINING

9.1 PMG shall provide School with guidance and recommendations on staffing and organizational structure.

9.2 If PMG recommends personnel for employment by School, all such personnel shall have the experience and knowledge appropriate to the position for which they are to be considered for employment.

9.3 If PMG recommends personnel for employment by School, all such personnel shall meet standards set forth by Nevada law, as applicable and such employee's particular job description. Certificated employees shall meet requirements of the Nevada charter school law.

9.4 When necessary, School shall work with PMG to obtain waiver from the Authorizer and shall work with PMG to expedite the certification process or alternative accreditation for new or out-of-district personnel.

9.5 PMG shall provide training in its methods, curriculum, program, and technology to teaching personnel of School.

9.5.1 PMG will provide instructional coaching with feedback protocols for continuous teacher improvement utilizing the HQTI tool.

9.5.2 PMG will provide School with professional development programs covering pedagogy, content knowledge, Program specific content, diverse learners, trauma, SEL and other topics as needed or requested.

9.5.3 PMG will provide School with professional development in educational technology tools and digital pedagogy for teaching staff.

9.6 Training and professional development sessions at School's expense, and may be held off-site, at locations selected by PMG. PMG will also provide team building events, at School's expense, for the benefit of School employees.

9.7 Personnel Policies

9.7.1 PMG and School shall comply with all applicable federal and state laws, concerning employee welfare, safety and health, including, without limitation, the requirements of federal law for the workplace.

9.7.2 Neither PMG nor School will illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, or any other legally prohibited basis, in its recruitment, selection, training, utilization, termination or other employment-related activities.

TICLE 10 SUB CONTRACTING OF SERVICES

10.1 Subcontracting of Services. PMG reserves the right to subcontract any and all services specified in the Agreement to the Authorizer and/or to public or private subcontractors, as permitted by law.

10.2 Location of Performance. PMG reserves the right to perform non-instructional functions, such as purchasing materials or developing curriculum, off-site at PMG offices or remote locations, unless prohibited by federal, state, or local laws, rules, or regulations.

ARTICLE 11 SCHOOL YEAR

11.1 Fiscal and School Year. The parties hereto agree that School's fiscal year shall be between July 1st and June 30th of each school year in accordance with Nevada law, and its school year will be adopted and approved by the School's board in the manner prescribed by Nevada law and its Authorizer.

11.2 Calendar. Notwithstanding the above, the parties understand and agree that School will have a year-round, multi-track, staggered start calendar for the programs, or, as necessary any other calendar that would improve the delivery of instruction to students.

11.3 PMG will support School in applying for waivers as may be necessary for the operation of School's multi-track calendar.

ARTICLE 12 STUDENT PRIVACY

12.1 Family Educational Rights and Privacy Act. School hereby designates the officers, employees, agents and representatives of PMG (the "Designated Agents") as agents of School having a legitimate educational interest such that they are entitled to access educational records under 20 U.S.C. §1232g, the Family Educational Rights Privacy Act ("FERP") and other applicable law and Nevada information and privacy laws. School shall advise the Authorizer of this designation. The Designated Agents shall comply with FERPA. PMG and School's obligations under applicable privacy standards are more fully defined and provided for in **Exhibit Confidentiality Appendix.**

ARTICLE 13 WARRANTS AND REPRESENTATIONS

13.1 Representations of School. School represents and warrants to PMG that: (i) it is an organization formed, existing and operating under the laws of Nevada; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with PMG for PMG to provide the services set forth in this Agreement; (iii) the information, if any, School has furnished to PMG concerning School's finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this Agreement; (iv) the execution, delivery and performance of this Agreement by School is not a violation or breach of any other agreement between School and any other person or entity.

13.2 Representations of PMG. PMG represents and warrants to School that: (i) it is a nonprofit public benefit corporation organized and existing under the laws of the State of California; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with School to provide the services set forth in this Agreement on behalf of School; (iii) the information, if any, PMG has furnished to School concerning PMG's finances and revenues is accurate and complete and the latest information available at the time of the execution of this Agreement; (iv) the execution, delivery and performance of this Agreement by PMG is not a violation or breach of any other agreement between PMG and any other person or entity.

ARTICLE 14 INDEMNIFICATION

14.1 PMG shall indemnify and hold School and its members, managers, employees, officers, subcontractors, agents, representatives and authorized volunteers (collectively the "School Agents") harmless from and against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, of whatsoever kind or character, including attorneys' fees, brought against School and/or the School Agents for injury to property or persons arising out of PMG's performance of this Agreement and to the extent that such injury results from any negligence, acts, omissions or breach of this Agreement by PMG and/or by its employees, officers, directors, subcontractors, representatives, and agents (collectively "PMG's Agents") during the Term of this Agreement or any renewal periods thereof. Upon timely written notice from School, PMG shall defend School and/or the School Agents in any action or proceeding brought thereon with counsel reasonably acceptable to School.

14.2 School shall indemnify and hold PMG and PMG's Agents harmless from and against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, of whatsoever kind or character, including attorneys' fees, brought against PMG and/or PMG's Agents for injury to property or persons, arising in or related to any negligence, acts, omissions or breach of this Agreement by School and/or by School Agents during the Term of this Agreement or any renewal periods thereof. Upon timely written notice from PMG, School shall defend PMG and/or PMG's Agents in any action or proceeding brought thereon with counsel reasonably acceptable to PMG.

ARTICLE 15 TERMINATION AND CLOSURE

15.1 School Termination for Cause. School may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For purposes of this Section, "Cause" means:

15.1.1 Material breach of this Agreement which may include failure of PMG to provide services as required by this Agreement, or any other act or failure to act by PMG which undermines the joint purpose of this Agreement. School may terminate for Cause only if School has provided PMG written notice of the material breach and has allowed PMG a reasonable period in which to remedy such breach. A reasonable period for cure under this section shall not be less than ninety (90) days. If School can show good cause that PMG's remedial action is unsatisfactory, School may terminate this Agreement under this paragraph pursuant to the procedure set forth in Section 15.4.

15.2 PMG Termination for Cause. PMG may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For the purposes of this Section, "Cause" means:

15.2.1 Material breach of this Agreement, which may include, but is not limited to, School's failure to adhere to reasonable personnel, curriculum, program or similar recommendations of PMG with respect to School, which PMG reasonably determines to be necessary for the implementation of PMG's Program, School's failure to obtain waivers from third parties as provided for in this Agreement which PMG reasonably determines to be necessary for the implementation of PMG's Program, School's failure to make payments as required by this Agreement; or any other failure which undermines the joint purposes of this Agreement.

PMG may terminate for cause only if PMG has provided written notice of the breach to School and has allowed School a reasonable period in which to remedy such breach. A reasonable

period for cure under this section shall not be less than sixty (60) days. If PMG makes a good faith reasonable determination that School's remedial action is unsatisfactory, PMG may terminate the Agreement under this paragraph pursuant to the procedure set forth in Section 15.4.

15.3 Statutes or Legislative Changes. In the event that any enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order materially affects the operation of School in conformity with this Agreement, or otherwise constitutes a violation of law, or otherwise has a material adverse effect on PMG's ability to operate, PMG or School may elect to deliver written notice to the other of such changes and the resulting consequences. Upon delivery of such notice, the parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including with limitation, an amendment to the Agreement) to address the statutory and/or legislative changes. If despite such good faith negotiations the parties are unable to agree upon an acceptable approach to address the statutory and/or legislative changes, then either party may elect to terminate the Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least one hundred eighty (180) days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances. Among other things, the foregoing section applies to actions that may be made by the State Board of Education and/or Department of Education.

15.4 Termination Notice and Other Termination Procedure

15.4.1 Unless otherwise expressly provided herein, each party shall give the other party at least ninety (90) days advance written notice of a termination of the Agreement prior to the end of its Term.

15.4.2 Notwithstanding any other provision in this agreement, each party shall use its good faith best efforts to avoid a termination of the Agreement, which becomes effective during the middle of a school year because of the disruption to the educational program and the students. Therefore, in the event this agreement is terminated by either party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

15.4.3 In the event of termination of this Agreement for any reason, PMG shall provide reasonable assistance to School for up to ninety (90) days after the effective date of termination of the Agreement, to assist with the closure of the charter school and the transition of students, if necessary, but in accordance with Section 4.1.

15.4.4 In the event School terminates this Agreement prior to the end of the Term, regardless of the reason, then School shall, for the duration of the Term, be obligated to reimburse PMG for all expenses incurred by PMG on account of the leases and all other reimbursable items listed in Article

ARTICLE 16 COMPLIANCE AND RISK MANAGEMENT

16.1 PMG will support School in ensuring organizational compliance with applicable laws and internal policies. PMG will help to identify and mitigate organizational risks.

16.2 The parties shall coordinate risk management activities with one another, which shall include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and

reimbursement provisions of state governmental immunity laws and applicable insurance policies. The parties shall give each other prompt written notice of any claim arising out of the operation of School learning centers. Neither PMG nor School shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party, without the approval of the other party.

ARTICLE 17 CONFIDENTIAL AND PROPRIETARY INFORMATION

17.1 Proprietary Marks and Intellectual Property. School acknowledges and agrees as follows:

17.1.1 PMG owns, may develop, or may create certain proprietary marks during the course of this Agreement and that all proprietary rights in and to such intellectual property, including but not limited to, all trademarks, trade names, service marks, industrial designs, insignias, logos, designations (as presently or hereafter comprised) in connection therewith (the "Proprietary Marks").

17.1.2 PMG also owns, may develop, or purchases curriculum materials, software and other intellectual property to be used in connection with School education programs, including but not limited to all copyrights, patents, source codes, technology and secrets (as presently or hereafter comprised) in connection therewith (the "Intellectual Property").

17.1.3 PMG has extensively invested in developing and improving the Proprietary Marks and Intellectual Property and in marketing, refining, advertising, promoting and publicizing the same, all of which have become well and favorably known to the public throughout the United States and elsewhere, and, as a result of such efforts, PMG has acquired valuable goodwill therein.

17.2 Validity and Use of Proprietary Marks and Intellectual Property. School hereby acknowledges the validity of the Proprietary Marks and Intellectual Property identified above and acknowledges that same are the sole property of PMG. School may use such Proprietary Marks and Intellectual Property only if so long as the right and license granted here remains in force, and only in connection with School operations in the manner and for the purposes specified in this Agreement. School, shall not thereafter during the term of this Agreement, do anything, or aid or assist any other party to do anything which would infringe upon, harm, or contest the rights of PMG in any of its Proprietary Marks or Intellectual Property. School further agrees that any additional rights that may be acquired in any of PMG's Proprietary Marks and/or Intellectual Property in the future, whether trademarks, trade names, service marks, or copyrighted materials, shall inure and accrue to the benefit of PMG.

17.3 License. Subject to the terms and conditions contained herein, PMG hereby grants to School, and School hereby accepts from PMG, a non-exclusive, revocable (by termination hereof) license to use PMG Proprietary Marks and Intellectual Property during the Term in the State of Nevada.

17.4 Prohibition on Use. School agrees not to interfere in any manner with or attempt to prohibit the use of the Proprietary Marks and Intellectual Property by any other entity. School further agrees to execute and all other necessary papers, documents, and assurances to effectuate this purpose and agrees to cooperate fully with PMG or its agents in securing all necessary and required authority from any Secretary of State, licensing authority, or any other state or federal authority to the use of the Proprietary Marks and Intellectual Property wherever needed. The grant of the License pursuant to this Agreement, does not grant exclusivity of territory or use to School.

17.5 Ownership of Proprietary Information. School agrees that PMG shall own all copyright and other proprietary rights in and to the Proprietary Marks and Intellectual Property, including but not limited to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by PMG, its employees, agents or subcontractors, during the Term of this Agreement or any renewal Terms hereof PMG shall have the sole and exclusive right to license such materials for use by other Authorizer schools or customers, or to modify and/or sell such materials to other Authorizer schools and customers. PMG may disclose such proprietary information, including that which is currently in existence as well as that which may be created in the future. School shall take all measures reasonably necessary to assure that none of its personnel or agents disclose, publish, copy, transmit, modify, alter or utilize the Proprietary Marks and Intellectual Property without PMG's prior written consent.

17.6 Unauthorized Use. School shall promptly report to PMG any unauthorized use of PMG Proprietary Marks and/or Intellectual Property that comes to its attention in any manner whatsoever. If requested by PMG, School will cooperate with PMG in preventing and precluding unauthorized use of PMG's Proprietary Marks and Intellectual Property, or any confusingly similar mark or property.

17.7 Confidential Information.

17.7.1 School acknowledges and agrees that during the Term School will have access to certain confidential information of PMG, including but not limited to confidential or proprietary business information, curriculum materials, software, proprietary lists and data, know-how, trade secrets, customer and vendor lists, supplier and distributor lists, best practices and procedures, operating manuals and procedures, pricing policies, operational methods, marketing plans or strategies, financial information, budget information and procedures of PMG ("the Confidential Information").

17.7.2 Subject to applicable law (including for example, NRS Chapter 239), from and after the commencement of the Term, School shall keep secret and retain in strictest confidence and shall not use for the benefit of itself or others, all or any of the Confidential Information.

17.7.3 Promptly following termination of this Agreement for any reason, School shall immediately deliver to PMG all Confidential Information in its possession, together with all notes, records, memoranda, correspondence files and other papers, magnetic tapes, software, discs, manuals and other information in any form relating to PMG (including all copies of these materials). School acknowledges that it does not have and cannot acquire any rights to these materials.

ARTICLE 18 DISPUTE RESOLUTION PROCEDURE

18.1 Mediation. In the event that any controversy claim or dispute between the parties arises relating to the terms of this Agreement, or the breach thereof, the parties hereby agree to initially attempt to settle such disputes by a non-binding mediation, before a single neutral mediator (the "Mediator"), administered by J.A.M.S./ENDISPUTE. The Mediator shall be assigned at random by J.A.M.S./ENDISPUTE and shall take place within Los Angeles County.

18.1.1 The mediation shall commence within forty-five (45) calendar days from the date of the receipt of the Mediation Demand sent by the aggrieved party ("Receipt Date"), and shall be concluded no later than sixty (60) calendar days from the Receipt Date. In determining the Receipt Date, the notice provisions of this Agreement shall apply.

18.1.2 The administrative costs of conducting the mediation shall be shared equally between the parties.

18.2 Binding Arbitration. In the event that the parties are unable to resolve any dispute regarding relating to the terms of this Agreement, or the breach thereof, through non binding mediation pursuant to Section 18.1, above, such dispute shall be determined by binding arbitration in accordance with the rules of J.A.M.S./ENDISPUTE. The parties may select any party arbitrator, including a retired jurist, or other independent party. Any determination the arbitrator shall be binding on the parties, and may be entered in any court with proper jurisdiction for enforcement thereof. The costs of the arbitrator shall be borne equally by the parties.

ARTICLE 19 MISCELLANEOUS

19.1 Standard of Interpretation. Except as otherwise provided herein, the parties shall perform all actions required herein in a reasonable and timely manner.

19.2 Notices. Any and all notices, demands or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if served either personally or, if deposited in the United States mail certified or registered, postage prepaid, return receipt requested. If such notice, demand or other communication be served personally, service shall be conclusively deemed at the time of such personal service. If such notice, demand or other communication be given by such shall be conclusively deemed given forty-eight (48) hours after the deposit thereof in the United States mail, addressed to the party to whom such notice, demand or other communication is to be given and thereafter set forth.

19.3 Governing Law and Jurisdiction. This Agreement shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law, and wherever there is any conflict between any provision contained herein and any present or future statute, law, ordinance or regulation contrary to which the parties have no legal right to contract, the latter shall be construed to limit only to the extent necessary to bring it within the requirements of the law.

19.4 Severability. The provisions of this Agreement are severable, and if any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

19.5 Arm's Length Agreement. This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the matters dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the parties and this Agreement.

19.6 Entire Agreement. This Agreement, together with the Charter Agreement, constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings or agreements among the parties with respect to the

rights and obligations assumed herein and contains all of the covenants and agreements among the parties with respect to such rights and obligations.

19.7 Binding Agreement. The party's rights and obligations under this Agreement are personal and shall not be assignable. Subject to the foregoing, each of the terms and provisions contained herein shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, personal representatives, successors, and assigns.

19.8 Cumulative Remedies. No remedy conferred by any provision of this Agreement is intended to be exclusive of any other remedy, and each and every remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. Except as otherwise provided herein, the election of any one or more remedies by any party, shall not constitute a waiver of the right to pursue other available remedies.

19.9 Modifications. No amendment, change or modification of this Agreement shall be valid unless in writing, stating that it amends or modifies this Agreement, and signed by all of the parties hereto.

19.10 Additional Acts. Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances and shall do any and all acts reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties hereto.

19.11 Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Any signature delivered electronically (e.g., by email, fax, or DocuSign) shall constitute an original signature and be valid and enforceable.

19.12 Waiver. The waiver by any party to this Agreement of the breach of any provision of this Agreement shall not be deemed a continuing waiver or a waiver of any subsequent breach, whether of the same or another provision of this Agreement.

19.13 Captions. The captions appearing at the commencement of the paragraphs hereof are designed only and for convenience in reference. Should there be any conflict between any such caption and the section at the head of which it appears, the section and not such caption shall control and govern in the construction of this Agreement. The reference to paragraph numbers herein shall be deemed to refer to the numbers preceding each section.

19.14 Force Majeur. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by circumstances beyond the reasonable control of the other party including but not limited to acts of God; strike; riot; fire; flood; natural disaster; accident; epidemics, pandemics, quarantines or outbreaks of communicable disease (including recognized health threats as determined by the World Health Organization, the Centers for Disease Control and Prevention, or local government authority or health agencies, curtailment of transportation facilities, travel restriction, or government imposed shelter-in-place orders); national or regional emergencies; government shutdowns; or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without unusual expense.

19.15 Jointly Drafted Agreement. The parties acknowledge that this Agreement is the product of the combined involvement and drafting of both parties hereto and that neither party may be considered or deemed the primary drafter of the Agreement.

19.16 Charter-Specific Provisions.

19.16.1 All School obligations are not the obligations, directly or indirectly, in whole or in part, of the State of Nevada, State Department of Education, or School's Authorizer.

19.16.2 PMG hereby represents and warrants that it has not, and covenants that it shall not, offer, gift, or transfer, whether directly or indirectly, a material gift, commission, or other benefit to any School director, officer, or employee, now or in the future.

19.16.3 The provisions of the Agreement are enforceable only to the extent they are compliant with applicable law and regulation.

19.16.4 Nothing herein shall render any director, officer or employee or agent of either party personally liable, in whole or in part, directly or indirectly, for such party's obligations in the Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

Pathways Management Group, Inc.,
a California nonprofit public benefit corporation

By: _____ Date: _____
Title: _____

Pathways In Education - Las Vegas, Inc.,
a Nevada nonprofit corporation

By: _____ Date: _____
Title: _____

Exhibit A

Startup Services

PMG will provide or arrange for the provision of the following Startup Services to S ol during the Startup Period pursuant to the terms of the Agreement and at the rates listed below

- A. Strategy and Business Development Consulting – **\$150/hour**
- B. Operations and Facilities Management Services – **\$110/hour**
- C. Instructional Design & Training Services – **\$110/hour**
- D. Corporate Compliance Services – **\$105/hour**

Exhibit B

PMG Services

In addition to the PMG Services described in Articles 5, 6, 7, 9, 11 and 16 of the Agreement, the following PMG Services will also be provided by PMG to School after the Startup period and during the remainder of the Term pursuant to the terms of the Agreement.

- A. Provide access to the Program which consists of a particular combination of recommended products specifically compiled as an educational program menu unique for School use and meets all requirements of the Charter Petition between School and the Authorizer. (See Article 7)
- B. Implement, as deemed necessary, a leadership development program and youth impact program (“Extra Programs”).
- C. Periodically review the educational product market to identify appropriate curriculum and instructional materials for use in the Program and any other Programs. (See cost allocation in Section 7.18)
- D. Train School’s teachers, support staff and instructional aides in the delivery of the Program to students. (See cost allocation in Section 9.6)
- E. Provide administrative support staff to assist School.
- F. Provide computers for the use of each teacher. (See cost allocation in Section 5.7)
- G. Provide administrative services needed for operation of the school, including program development, facilities management and management of day-to-day operations.
- H. Obtain waivers as may be necessary for the continuation of School’s multi-track calendar.
- I. Provide to School the following reports: monthly ADA or student attendance reports and reports in PMG sessions that are required by the Authorizer.
- J. Locate and secure facilities adequate to meet the needs of School and the Program, lease or otherwise contract with third parties for the use of facilities for school purposes. (See cost allocation in Sections 5.1, 5.2 and 5.3).
- K. Provide all property management services needed to maintain the School’s learning centers and keep the learning centers in clean and professional order and repairs. (See cost allocation in Section 5.8)
- L. Furnish all learning centers with adequate desks, chairs, books, bookcases and other furnishings appropriate to maintain the learning centers’ clean and professional appearance and suitable for the conduct of the charter school. (See cost allocation in Section 5.8)

- M. Provide computers for students in each learning center with Internet connections and printing capabilities. (See cost allocation in Section 5.7)
- N. Arrange or provide IT and other technological support to School. (See cost allocation in Section 5.7)
- O. Periodically, or as requested by School, arrange for independent evaluation described in the Agreement. (See cost allocation in Section 6.4)
- P. Provide or arrange for further instructional and operational support, program development, or administrative services as needed, consistent with the methodology established in the Agreement and subject to pricing as agreed to by the parties.

Exhibit C

CONFIDENTIALITY APPENDIX

WHEREAS, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g and its implementing regulations codified at 34 C.F.R. 99.1 et seq. make personally identifiable student information in education records confidential and, subject to certain exceptions, prohibits the disclosure of such information to third parties,

WHEREAS, FERPA and its implementing regulations allow for an educational agency or institution to share personally identifiable student-level data with contractors performing work on their behalf,

THEREFORE, Pathways Management Group, Inc. hereinafter referred to as “PMG” and Pathways in Education – Las Vegas, Inc. (hereinafter referred to as “School”) do execute this appendix (“Appendix”) subject to the terms and conditions specified here.

1. Services Provided

This Appendix is being executed contemporaneously with a Management Services Agreement by and between PMG and School to provide management and other services related to charter schools.

2. Privacy Compliance

This Appendix is entered into by PMG and School in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232(g), et seq. (FERPA). PMG and School hereby acknowledge that all documents or other materials in which student information is contained or which is derived from a student's education records are deemed confidential pursuant to FERPA and will not be disclosed by PMG and School to any third party.

3. Access to Information and Computer Systems/Information Storage, Retention, and Disposition Policies

PMG and School shall each maintain information, whether in hard copy or electronic form, in an area that has limited access and may only be accessed by authorized personnel. PMG and School shall not permit removal of the information from the limited access area. PMG and School will ensure that access to the information contained on computer files or databases is controlled by password protection. PMG and School shall establish procedures to ensure that the target data cannot be extracted from a computer file or database by unauthorized individuals. PMG and School shall maintain all physical products containing student-level data in locked cabinets, file drawers, or other secure locations when not in use.

Audits

PMG shall permit School or its authorized representatives to carry out security or audit checks pertaining to security and usage of student data. PMG shall cooperate with School. School may request any time an audit of student data that is in the possession of PMG. School or its authorized representatives shall have access at all reasonable times on working days during working hours at business premises to employees, together with records, books and correspondence and other papers and documentation or media of every kind and employees pertaining to this Appendix that are necessary to carry out such security and audit checks. School or its authorized representatives shall have the right to reproduce and/or retain copies at its expense of any of the aforementioned information and documents.

5. Security Breach

As used in this Appendix, "Security Breach" means any act or omission that compromises either the security, confidentiality or integrity of student information or the physical, technical, administrative or organizational safeguards put in place by School and PMG that relate to the protection of the security, confidentiality or integrity of student data, or receipt of a verifiable component in relation to the privacy practices of School and PMG or a breach of this Appendix relating to such privacy practices.

School and PMG shall take reasonable steps and best efforts, in accordance with industry standards and applicable laws, to prevent security breaches. School and PMG shall also take reasonable steps, in accordance with industry standards and applicable laws, to immediately remedy any security breach and prevent any further security breach, each at its own expense in accordance with standard practices and applicable law.

School shall provide PMG with the name and contact information for an employee who shall serve as the primary security contact and shall be available to assist as a contact in resolving issues and fulfilling obligations associated with a security breach, as well as the name and contact information of an employee to serve this role when the primary contact is not available; PMG shall immediately notify School in writing of a security breach after PMG becomes aware of it; and

Immediately following the notification of a security breach, School and PMG shall coordinate with each other to investigate the security breach. School and PMG shall cooperate in handling of the matter, including: (i) assisting with any investigation; (ii) providing physical access to the facilities and operations affected; (iii) facilitating interviews with employees and others involved in the matter; and (iv) making available relevant records, files, data reporting and other materials required to comply with applicable law or industry standards and as otherwise required and (v) providing any notices to persons or organizations affected by the security breach as required by law.

School and PMG shall ensure that all procedures implemented to address a Security Breach shall be in compliance with all applicable laws.

6. Disposal of Inform

PMG shall ensure that at the termination of this Appendix and the Management Services Agreement, it shall return data to School in a usable electronic form, and erase, destroy, and render unreadable all School data in its entirety in a manner that prevents its physical reconstruction through the use of commonly available file restoration utilities, and certify in writing that these actions have been completed within 30 (thirty) days of the termination of this Appendix or the Management Services Agreement or within 14 (even) days at the request of School, whichever shall come first.

Survival

PMG's obligation under Clauses 2, 3, 4, 5, and 6 shall survive expiration and/or termination of this Appendix and the Management Services Agreement.

**Attachment 31.5:
CMO Evaluation Rubric**

CMO Evaluation Rubric

Pathways In Education - Las Vegas

Operational Vendor Sourcing			
Responsibilities: Secure vendors and bids for ongoing contracted services (janitorial, landscaping, fire inspection, etc.). <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Requests for quotes/bids are ignored. Little or no attempt is made to find vendors.	Less than three quotes/bids are presented for ongoing contracted services.	A minimum of three quotes/bids are presented for ongoing contracted services. Quote/Bids are provided in a timely fashion.	More than three vendors are brought forward with quotes/bids for ongoing contractual services. Quote/Bids are provided within less than 25 days.
Comments:			
Facilities Maintenance and Services			
Responsibilities: Communicate with site-based personnel on request projects/repairs. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
No communication is provided regarding service projects or repairs.	Inconsistent communication provided to the Coordinator regarding maintenance and repairs. Extended length of time occurs between communications.	Effective communication is provided to the Center Coordinator regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests.	Highly consistent level of communication is provided to the Center Coordinator with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure the school is highly satisfied with the outcome.
Comments:			
Facilities/Technology Procurement			
Responsibilities: Work with the school leadership to obtain quotes, create purchase orders, and place orders for furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Requests from the school Center Coordinator or Principal are ignored and/or attempt to assist in purchasing the materials is not made.	Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled.	Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements.	Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to be immediately forwarded to the school.

Comments:

Instructional Strategies/Curriculum

Responsibilities: Provide instructional strategies and techniques for effectively implementing the Pathways In Education - Las Vegas model and curriculum.

UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Teachers have been given little to no training on how to implement the PIE model and curriculum; few resources for instructional strategies and/or techniques are available.	Teachers have been given some training on how to implement the PIE model and curriculum; they have access to some resources for effective instructional strategies and/or techniques.	Teachers have been given periodic and adequate training on how to implement the PIE model and curriculum; they have access to ample resources for instructional strategies and/or techniques, as well as some instructional coaching.	Teachers have been given frequent and thorough training on how to implement the PIE model and curriculum throughout the school year; the Principal instructional coaching team has proactively provided a variety of instructional strategies and/or techniques, and addresses the needs of teachers in a targeted manner.

Comments:

Professional Development

Responsibilities: Provide vigorous professional development program to all staff, including teachers and administrative staff as well as course assessments.

UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Little to no professional development	Occasional professional development	Regular professional development	Frequent professional development opportunities

opportunities are offered to either teachers or administrative staff; courses assessments are never given.	opportunities are offered to both teachers and administrative staff; courses assessments are sometimes given.	opportunities are offered to both teachers and administrative staff; courses assessments are frequently given.	are given to teachers and administrative staff at regular intervals, and course assessments are always given. Professional development contributes to a measurable increase in student achievement.
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Comments:

Assessment Resources

Responsibilities: Provide assessment resources to teachers that are aligned with existing curriculum and that function as a tool to monitor student progress.

UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Little to no assessment resources are provided to teachers; no training is given on testing platforms, and no resources are provided to help connect student test results to academic interventions.	Some assessment resources are provided to teachers, but they may not be fully aligned to existing curriculum; little training is given to help teachers familiarize themselves with testing platforms, and little effort is made to show teachers how to connect student test results to academic interventions.	Adequate assessment resources are provided to teachers which are aligned to existing curriculum; teachers are reasonably good on testing platforms, they are given the means to connect student test results to specific academic interventions that students need.	Teachers receive a variety of detailed assessment resources that are fully aligned to existing curriculum; teachers are thoroughly trained on testing platforms (with frequent refreshers), and teachers are given many resources to confidently connect test results to academic interventions that students need.

Comments:

Curriculum & Instructional Techniques

Responsibilities: Use data to make regular and targeted improvements to curriculum and instructional techniques consistently taking teacher feedback into account.

UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Data on curriculum effectiveness is never collected or analyzed; teachers are never consulted regarding the effectiveness of prescribed instructional techniques.	Data on curriculum effectiveness is occasionally collected and analyzed, and the results of this analysis are rarely shared with staff; teachers are sometimes consulted regarding the	Data on curriculum effectiveness is regularly collected and analyzed, and the results of this analysis are occasionally shared with staff; teachers are regularly consulted regarding the	Data on curriculum effectiveness is frequently collected and analyzed, and special effort is made to share the results of this analysis with staff with the goal of improving practices; teachers are frequently

	effectiveness of prescribed instructional techniques.	effectiveness of prescribed instructional techniques.	consulted regarding the effectiveness of prescribed instructional techniques, and that feedback creates noticeable improvements in standard instructional procedures.
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Comments:

School Administrative Support

Responsibilities: Registers school employees for conferences when requested

UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Requests are ignored and conferences are not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	Conference is booked in timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).

Comments:

State Reporting

Responsibilities: Submit State reports on time and ensure school is meeting required state/federal guidelines for use of funds.

UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Consistent late on submission of state reports. Never communicates with the Board or schools about new or existing required guidelines for the use of funds.	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. The Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.

Comments:

Center Coordinator Support

Responsibilities: Provide Center Coordinator with support and training to meet their needs

UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
The Center Coordinator was never trained, questions are never addressed.	Center Coordinators was poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Center Coordinators received appropriate training and questions were addressed in a timely manner (within 1 business day).	Center coordinators receive continuous training and receive frequent communication to resolve questions.

Comments:

Compliance

Responsibilities: Support the school's Compliance Coordinator with data in both internal and external systems, and in interactions with state and federal agencies; maintain staff assignment and demographic information for school staff.

UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
The Compliance Coordinator has little to no support from PMG in regular data maintenance tasks. PMG staff is not prepared for interactions with state and federal agencies and staff assignment and demographic information is poorly maintained and incorrectly reported.	The Compliance Coordinator has some support from PMG in regular data maintenance tasks. PMG staff is somewhat prepared for interactions with state and federal agencies, and staff assignment and demographic information is minimally maintained, and only occasional reporting mistakes are made.	The Compliance Coordinator has sufficient support from PMG in regular data maintenance tasks. PMG staff is almost always prepared for interactions with state and federal agencies, and staff assignment and demographic information is reasonably maintained. Data is mostly reported correctly.	The Compliance Coordinator is in regular contact with PMG, and is frequently supported in regular data maintenance tasks. PMG staff is proactive about preparing for interactions between state and federal agencies, and staff assignment and demographic information is flawlessly maintained. Any data reporting done by PMG is thorough and accurate, and delivered well before due dates.

Comments:

**Attachment 32:
CMO Nevada Business License**

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 27 2013**

PATHWAYS MANAGEMENT GROUP INC
320 N HALSTEAD ST STE 200
PASADENA, CA 91107

Employer Identification Number:
27-3946421
DLN:
17053089307012
Contact Person:
LYNN HALL ID# 75092
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
November 02, 2010
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

PATHWAYS MANAGEMENT GROUP INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ronald C. Cohen". The signature is written in a cursive style with a long horizontal flourish at the end.

Director, Exempt Organizations

Enclosure: Publication 4221-PC

SECRETARY OF STATE



FOREIGN NONPROFIT CORPORATION (80) QUALIFICATION

I, FRANCISCO V. AGUILAR, the duly qualified and elected Nevada Secretary of State, do hereby certify that **Pathways Management Group, Inc.** did on **05/07/2025** file in this office its Qualification to do Business in this State and is now on file and of record in the office of the Nevada Secretary of State, and further, that said corporation is at the date of this Certificate duly qualified to exercise therein all the powers recited in its Articles and to transact business in the State of Nevada in accordance with the laws of said State.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on 05/07/2025.

A handwritten signature in black ink that reads "FV Aguilar".

FRANCISCO V. AGUILAR
Secretary of State

Certificate Number: B202505075699325

You may verify this certificate

online at <https://www.nvsilverflume.gov/home>

STATE OF NEVADA

FRANCISCO V. AGUILAR

Secretary of State

RUBEN J. RODRIGUEZ

Deputy Secretary for Southern Nevada

2250 Las Vegas Blvd North, Suite 400
North Las Vegas, NV 89030
Telephone (702) 486-2880
Fax (702) 486-2452



**OFFICE OF THE
SECRETARY OF STATE**

GABRIEL DI CHIARA

Chief Deputy Secretary of State

DEANNA L. REYNOLDS

Deputy Secretary for Commercial Recordings

401 N. Carson Street
Carson City, NV 89701
Telephone (775) 684-5708
Fax (775) 684-7141

CERTIFICATION OF EXEMPTION
NEVADA STATE BUSINESS LICENSE

You have filed a notice citing a statutory exemption pursuant to Nevada Revised Statutes and therefore are not required to maintain a Nevada State Business License.

If your exemption changes or your business is no longer exempt, you must file an amendment reflecting your current business status.

Nevada Business Identification Number: NV20253349048

Entity Name: Pathways Management Group, Inc.

Associated Business Name:

Entity Type: Foreign Nonprofit Corporation (80)

Exemption Code: 002 - 501(c) Nonprofit Entity

Issued this 05/07/2025

Please post in a Conspicuous Location