

Edward Goldman

Retired from Clark County School District

1980-1982 BA in Political Science

1980-1984 M.A. California State University of Los Angeles

1984-1987 UNLV Doctorate Educational Administration

Dr. Goldman came to the Clark County School District from Los Angeles where he was a junior and senior high math teacher 1974-1981

In 1981, he was recruited by the Clark County School District to teach math and history at Von Tobel Junior High School.

1984 Three years later he was appointed dean at Woodbury Junior High School where he served for four years before being promoted to

1988-1989 assistant principal at Bonanza High School.

1989-2001 A year later, Dr. Goldman became assistant superintendent under superintendent Dr. Brian Cram, and was appointed as the District's Chief Negotiator, a position he held for the next 13 years.

2001-2004 With the appointment of Mr. Carlos Garcia as superintendent, Dr. Goldman was assigned as the Southeast Region Superintendent and then as

2004-2006 Associate Superintendent of the Education Services Division.

2006- 2018 With the arrival of Superintendent Mr. Dwight Jones, Dr. Goldman was appointed as Associate Superintendent of Employee Management Relations and as the District's Chief Negotiator, a position he continued to hold under Pat Skorkowsky. Currently, he is assigned to the Office of the Chief of Staff.

In addition to his CCSD positions Dr. Goldman was appointed by Governor Kenny Guinn to serve as a member of the Nevada Taxicab Authority, a position he held for the maximum two terms.

Start-Up Charter School Board Member Information

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Olam Academy
2. Full name Edward Goldman
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Dr. Goldman came to the Clark County School District from Los Angeles where he was a junior and senior high math teacher. In 1981, he was recruited by the Clark County School District to teach math and history at Von Tobel Junior High School. Three years later he was appointed dean at Woodbury Junior High School where he served for four years before being promoted to assistant principal at Bonanza High School.

A year later, Dr. Goldman became assistant superintendent under superintendent Dr. Brian Cram, and was appointed as the District's Chief Negotiator, a position he held for the next 13 years. With the appointment of Mr. Carlos Garcia as superintendent, Dr. Goldman was assigned as the Southeast Region Superintendent and then as Associate Superintendent of the Education Services Division.

With the arrival of Superintendent Mr. Dwight Jones, Dr. Goldman was appointed as Associate Superintendent of Employee Management Relations and as the District's Chief

Start-Up Charter School Board Member Information

Negotiator, a position he continued to hold under Pat Skorkowsky. Currently, he is assigned to the Office of the Chief of Staff.

In addition to his CCSD positions Dr. Goldman was appointed by Governor Kenny Guinn to serve as a member of the Nevada Taxicab Authority, a position he held for the maximum two terms.

4.

☒ Resume and professional bio are attached.

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

☐ Does not apply to me. ☒ Yes

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

I believe in the mission of the charter school and I believe we need more of these types of schools to advance student learning.

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

To advance the mission of the charter school and to ascertain that the charter school operates according to Nevada State Charter laws and requirements.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I was on the board of several schools including Solomon Schechter and Yeshiva Day School of Las Vegas. I am also on the board of Nevada Association of School Administrators.

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

My vast knowledge of private and public school education. I was an administrator in CCSD since 1981.

School Mission and Program

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

Olam Academy believes in global citizenship and the teaching of foreign languages including Hebrew and Spanish. They will model themselves after the successful model of Kavod Academy and Lashon Academy. I worked with schools in CCSD that offered other languages at the elementary level and the language component was dropped. That is a shame and unfortunate.

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

Olam Academy seeks to deliver high quality education based on Nevada Content Standards as well as implement a foreign language component of Hebrew and Spanish. They will also promote

Start-Up Charter School Board Member Information

cross cultural understanding and create effective global citizens.

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

A successful school has smart people, committed parents and community members who believe in the mission of a school including dual language. American kids would benefit from learning more than one language and this school is a step in the right direction. CCSD schools are not teaching enough language and this school will assist in closing that gap.

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

Success builds itself. If successful more kids will come. I will measure success by enrollment.

Governance

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

The board sets the goals and ensures they are complied with. It acts as an overseer of administration to see that is in compliance of the stated goals and mission of the school.

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

State testing on the SBAC, MAP, and iReady. However at the end of the day the school's success will be measured by enrollment at the school.

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

If the enrollment is there and it keeps growing we will run out of room which is a good problem. Also testing and results of the school and students in all areas not just foreign language.

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

5.

Compliance with the stated curriculum of the school as stated to the parents and measure the outcomes.

6. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Try to handle it internally first. If it is an ethical situation then refer it to the appropriate Authorities.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

Start-Up Charter School Board Member Information

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

Start-Up Charter School Board Member Information

with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Edward Goldman, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for **Olam Academy** Charter School is true and correct in every respect.



1/25/21
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ Olam Academy _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

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

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Edward Goldman

Name Printed

Board Member

Title

1/25/21

Date

Start-Up Charter School Board Member Information

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

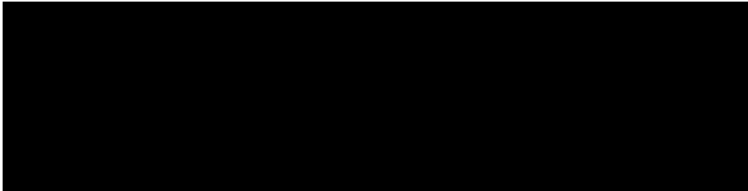
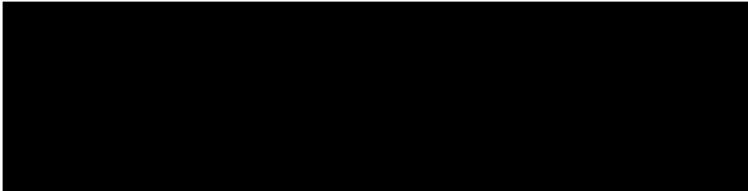
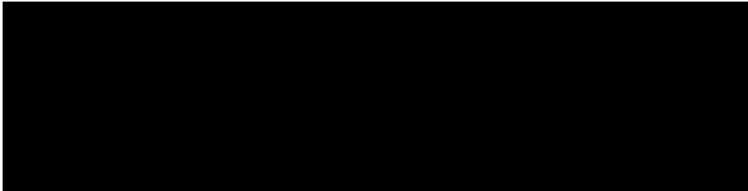
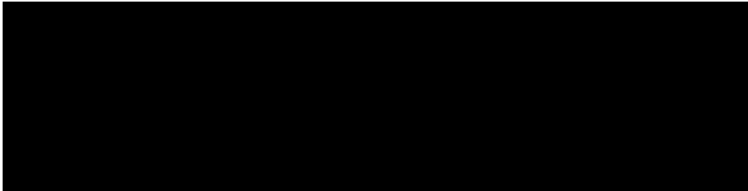
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Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and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

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

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Background

1. Name of charter school on whose Board of Directors you intend to serve Olam Academy of Las Vegas
2. Full name Dr. Jeffrey Geihs
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I currently serve as the Executive Director for the Nevada Association of School Administrators (NASA), which is Nevada's PreK-12 Professional Development organization. Prior to that, I served as an Associate Superintendent over the CCSD Turnaround Zone for 10 years where I supervised 25 schools: approximately 30,000 students with a 200 million dollar budget. Prior to this, I was a high school principal for 10 years, assistant principal, dean of students, chief of staff to a CCSD Region Superintendent, Chief Operations Officer at the Public Education Foundation, and a High School English Teacher. I served on the Board of Directors for Founders Academy of Las Vegas for approximately six years, of which the final year I was the Chairman of their Board.

4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise

Start-Up Charter School Board Member Information

indicated in your response to Item 3, above).
Does not apply to me. X ☐ Yes

☐

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

After reviewing the school's mission and vision, I support the school strongly and have the background to help ensure its success.

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

A Board member should set policy and goals for its chief executive, monitor such, and take their fiduciary responsibility most seriously. A Board member sets the what, the chief executive sets the how.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My previous experience is listed above.

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

The specific knowledge and experience is based on my experiences and is as follows:
Understanding school governance as I have led schools successfully and have supervised principals to ensure that they lead schools effectively. Further, I served on a charter school board as a member and as their chair. Additionally, I currently work for a board as their Chief Executive so I clearly understand the delineation of duties between chief executive and board.

School Mission and Program

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

The school's mission and beliefs are ones of inclusivity and global learning for ALL students.

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

While Olam Academy will follow all Nevada curriculum, it will enhance such by adding language courses in Hebrew and Spanish; thereby, greatly enriching the educational experience for ALL students.

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

The conviction by ALL adults in the building that the success or failure of a school is always due to the actions, adopted structures, functions and processes of the adults in the building. It is always an adult issue, never a kid issue.

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

As a board member, I would want to see a diagnosis of students' proficiency levels and an

Start-Up Charter School Board Member Information

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Start-Up Charter School Board Member Information

indicated in your response to Item 3, above).
Does not apply to me. X ☐ Yes

☐

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

After reviewing the school's mission and vision, I support the school strongly and have the background to help ensure its success.

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8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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School Mission and Program

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The school's mission and beliefs are ones of inclusivity and global learning for ALL students.

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

While Olam Academy will follow all Nevada curriculum, it will enhance such by adding language courses in Hebrew and Spanish; thereby, greatly enriching the educational experience for ALL students.

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

The conviction by ALL adults in the building that the success or failure of a school is always due to the actions, adopted structures, functions and processes of the adults in the building. It is always an adult issue, never a kid issue.

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

As a board member, I would want to see a diagnosis of students' proficiency levels and an

Start-Up Charter School Board Member Information

inventory of their social-emotional well-being (Adverse Childhood Experiences) at the start of the year. I would want to know the plan of action to treat ALL students in both categories so that all students increase their levels of proficiency. I would want reasonable goals to be set, monitored, and reported to the board quarterly. Further, I would want financial reporting to the board quarterly.

Governance

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

Setting of policy and monitoring of goals and finances.

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

If goals are met and financial solvency is present. However, the board will know well ahead of the end of the first year because progress on such should be reported out quarterly.

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

Same as above.

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

All described above. Additionally, ensuring that the Chief Executive acts as an ambassador for the school by recruiting parents and students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First, I would address it head on privately with the chief executive and the board chair. If this did not work, I would address in publicly in a board meeting and reporting it to the Charter Authority. If it was egregious (criminal) I would go directly to the Chief Executive, Board Chair, etc... and expect it be reported to the Charter Authority and the proper authorities.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

X ☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

X ☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school

Start-Up Charter School Board Member Information

(whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X ☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X ☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

X ☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. X ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. X ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X ☐ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

X ☐ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

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

Signature

1/26/2021
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Olam Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

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

Notarized Statement

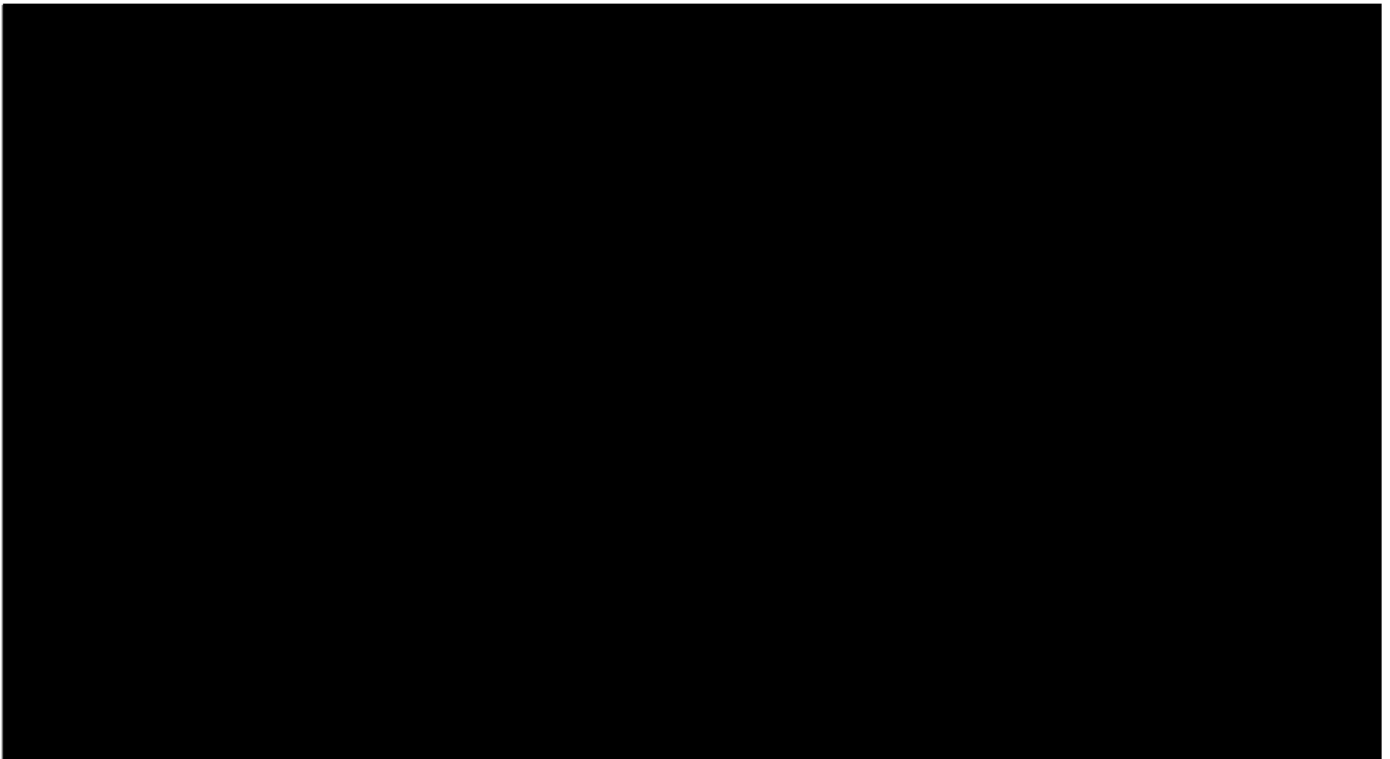
I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.


Signature of Certifying Charter School Official

Jeffrey J. Gerks
Name Printed

Board Member

11/26/21



Dr. Jeffrey Geihs

PROFESSIONAL EXPERIENCE

Nevada Association of School Administrators (NASA)

President and Incoming Executive Director

2/2019-Present

- Increased Sponsor/partnership revenue by \$480,000 including \$200,000 in state funding for, and implementation of, the NASA Center for Educational Excellence expanding rigorous leadership development training for educators facilitated by Drs. Pete Gorman, Jim Hager, Robert Avossa, and Jonathan Raymond.
- Increased membership by over 400 members, to date.
- Implemented the NASA Center for Educational Excellence Institute in partnership with the Nevada Department of Education, to provide high-level leadership training.
- Implementation of the NASA the online continuing education platform, which is projected to increase NASA revenue so that professional development opportunities can be expanded to educators online. Over 400 enrolled, to date.
- Implementation of the NASA Spring and Fall Conferences, Aspiring and Promotional Administrators Workshops, Law Workshops, Mental Health Awareness in your Schools Workshops, Behavior Management Workshops, the Nevada School Performance Framework Workshops and various additional workshops throughout the year that teach leaders how to close gaps and increase achievement.
- NASA advocacy efforts in partnership with many other statewide organizations.

Administrator on Special Assignment over Special Projects

4/2019- 12/2019

Clark County School District, Las Vegas, Nevada

- In this short-term position I reported to the Superintendent's Chief of Staff.
- Reviewed and revised negotiated agreements to recommend changes for congruence with new state law around the reorganization of the Clark County School District.
- Reviewed and revised CCSD Policies and Regulations to recommend changes to ensure up to date language and congruence with the newest state law.

School Associate Superintendent, Turnaround Zone

2012 – 3/2019

Clark County School District, Las Vegas, Nevada

- Member of the Clark County School District (CCSD) Superintendent's Cabinet.
 - 357 Schools
 - Approximately 320,000 students
- Supervised 25 Schools consisting of 3 high schools, 5 middle schools, 17 elementary schools comprising approximately 30,000 students.
 - 21 of the schools are in Turnaround status; and,
 - 4 of the schools have recently exited Turnaround status.
- Supervised the process to identify the lowest-performing/downward trending schools within the district to migrate to the Turnaround Zone for a period of four (4) years of treatment.
- **Exited 16 schools from Turnaround status since 2012 due to their successful academic growth.**

- Oversaw the Zone and decentralized school budgets of approximately \$175,000,000 including general, Title I categorical, and weighted funding.
 - With approximate \$128,000,000 in district budget deficits/shortfalls over the past 2 years, budget development occurs with principals to ensure cuts remain furthest from the classroom and school while focusing expenditures to meet schools' academic target goals for Turnaround using innovative approaches.
- Supported the increase in high school graduation (an average of 11% increase after one year in the Zone, 32% increase four (4) years after entering the Zone, and 42% two (2) years after exiting).
- Implemented a consistent formative assessment tool aligned to SBAC, tracking the progress of students demographically to inform instruction and track students' individualized academic needs.
- Wrote principal target goals for annual increases in English Language Arts (ELA) and math proficiency. In 2017-18 increases ranged between 10% and 53%. Increases in math proficiency ranged between 18% and 75%.
- Focused attention on Smarter Balanced Assessment Consortium (SBAC) results for schools in the Zone. The 2017 results demonstrated school averages outpaced district averages in ELA and mathematics.
- Wrote principal target goals to reflect increasing student scores on the ACT to improve the School's Academic Achievement rating as measured by the Nevada School Performance Framework.
- Schools that exited the Zone had an average increase in their Mean Composite ACT score of 1.2 points, compared to just a 0.2 point increase in the District between 2016 and 2018.
- Wrote high school principal target goals to support increasing the number of students participating in AP coursework so that it more closely mirrors the student demographics/population of the school.
- Worked with the State Legislature actively and consistently as an Associate Superintendent and as President of the Nevada Association of School Administrators (NASA) to help coordinate and meet identified needs of my district and State. Past elected positions required active participation in such processes at the federal level too.
- Developed and implemented strategic plans that included legislative mandates, district requirements and school initiatives and expectations.
- Expanded pre-school, after-school and summer programming.
- Supported Zone schools' consistent retention of over 90% of teaching staff.
- Fostered and established innovative public-private partnerships directly tied to student achievement gains.
- Expanded educational technology through students' one-on-one technology use.
- Ensured the adoption of a Parent Learning Center at Zone elementary schools in partnership with the Public Education Foundation.
- Provided professional development to principals in working with their elected School Organizational Teams as mandated in the legislated reorganization of the Clark County School District.
- Supported Zone schools' drastic decrease in suspensions and alternative school student placements.
- Developed a statewide leadership program in collaboration with the Nevada Association of School Administrators (NASA), the Clark County School District and the Public Education Foundation to advance qualified and well-trained leaders into key administrative roles.
- Expanded magnet school and choice offerings.
- Supported the implementation of workforce connection programs in the eleven (11) high schools currently, or once, supervised.
- Established a Faith Based parent/community volunteer model - Supporting/Opportunities/Acknowledging/Reaffirming (SOAR).
- Developed an innovative teacher compensation system above the teacher salary schedule to recruit and retain teaching staff.

- Secured additional grant funding to hire more teachers in Zone schools.
- Developed a communication/marketing plan that is transparent to internal and external stakeholders. This has led to the community positively embracing Zone structures and expectations.
- Created and implemented district-wide School Performance Agreements for the lowest performing schools for local Board monitoring, which led to proficiency gains for all schools involved.
- Implemented an innovative school leadership model with one highly effective principal over three campuses (Franchise Model).

Liberty High School Principal

2010 – 2012

Clark County School District, Henderson, Nevada

- Provided leadership for a high school comprised of a diverse population of approximately 2,500 students and 150 employees, including seven administrators, a business manager, and a \$12,000,000 school budget.
- Led the school to successfully achieve Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) in 2011. The growth analysis was reported as 8.82% increase in reading/writing proficiency and 32.80% increase in mathematics proficiency.
- Reduced achievement gaps across all sub-groups. Specifically, a 26% increase in the reading/writing proficiency and a 56% increase in mathematics proficiency for African-American students, a 3% increase for Hispanic students and a 38% increase in mathematics for Pacific Islander students, and a 36% increase in mathematics and a 42% increase in reading/writing for free and reduced lunch students.
- Implemented a behavior management system that reduced classroom referrals and school-wide behavior issues, which translated to a 75% decrease in number of school days lost due to suspensions.
- Expanded the school's "Classical Theme" by adding additional classical studies elective coursework and Latin.
- Doubled Advanced Placement (AP) enrollment and pass rates.
- Implemented a work-force connection program with Nevada Newsmakers (a statewide television news show).
- Implemented the Bert Simmons' Behavior Management Program reducing classroom referrals by 50%, suspensions by 78%, and student days lost due to school discipline by 78%.
- Implementation of a freshman academy, which reduced the number of failing grades and classroom referrals by 26%.
- Implemented a Zero Tolerance for Zeros (ZTZ) Program, which decreased the number of failing or deficient grades by 40% school-wide in 2012.
- Created the Clark County School District's first "12-13" Program where students began their associates' degrees during their junior and senior years and continued a 13th year at Liberty High School for college credit.

Senior Vice President and Chief Operations Officer

2009 – 2010

The Public Education Foundation, Las Vegas, Nevada

- Led 25 employees that raised approximately \$7,000,000 in private donations annually to support Clark County School District (CCSD) as well as individual CCSD school and Foundation initiatives.
- Assisted in the development of the Leadership program for administrators in Nevada.
- Provided composition and oversight of the establishment of private/public partnerships for the support of CCSD and schools therein.
- Provided oversight and consultation regarding up to \$18,000,000 in private funds, which supported CCSD's Empowerment School program – a site-based decentralization program.

- Assumed role of representative member on the CCSD Empowerment Design Team and Community Partnership Committees.

Cheyenne High School Principal

2005 – 2009

Clark County School District, North Las Vegas, Nevada

- Provided leadership as the Chief Education Officer of Nevada's first Empowerment comprehensive high school comprised of a very diverse population of approximately 2,800 students and 150 employees, including seven administrators, a business manager, and a \$14,000,000 school budget.
- Closed mathematics achievement gaps in all sub-groups as measured by AYP and demonstrated by the following proficiency increases: African-American 18%, Asian, 22%, Caucasian 15%, Hispanic 23%.
- Closed reading and writing achievement gaps in all sub-groups as measured by AYP and demonstrated by the following increases: African-American 21%, Asian, 18%, Caucasian 16%, Hispanic 22%.
- Decreased the dropout rate from 9% to 5%.
- Increased Honors and Advanced Placement enrollment by over 75%.
- Increased Advanced Placement pass rates.
- Implemented a workforce development program with the MGM/Mirage and Nevada Newsmakers (a statewide television news show).
- Supported the implementation of a workforce connection program for a homegrown teacher pipeline.
- Implemented a behavior management system that reduced classroom referrals and school-wide behavior issues, which translated to a 50% decrease in number of school days lost due to suspensions.
- Implemented a pure Smaller Learning Communities (SLC) model, as endorsed by the Bill and Melinda Gates Foundation by arranging school stakeholders into five (5) small schools within a school.
- Implemented/expanded gender-based instruction, which contributed to a decrease in classroom disruptions gender-based, versus, co-ed, classrooms.
- Implemented Nevada's only K-12 Mandarin Chinese language program, which has resulted in thousands of students, to date.
- Implemented Tagalog (Filipino), Japanese and Russian language programs.

Administrative Assistant to Region Superintendent (tantamount to a Chief of Staff)

2004 – 2005

Clark County School District Northeast Region, North Las Vegas, Nevada

- Served the Northeast Region Superintendent in her supervision of 55 schools.
- Analyzed school data and coordinated Pre-K-12 reports and collaboration sessions.
- Coordinated the Region's staff in their service to schools therein:
 - Business Services
 - Custodial & Grounds
 - English Language Learner (ELL)
 - Equity and Diversity
 - New School Architecture and Construction
 - Older School Modernization and Renovation
 - Research & Professional Development
 - Special Education
- Assisted in the development of the Northeast Region College Culture Initiative.
- Assisted in the process for the CCSD Board to pass a Standard Student Attire Policy and Regulation.

Cheyenne High School Assistant Principal

2001 – 2004

Clark County School District, North Las Vegas, Nevada

- Supervised English and Social Studies.
- Responsible for attendance, budget, curriculum, discipline, graduation and master schedule.

- Increased the attendance rate from 86%-96% in one-school year. It remained in the mid-ninety's thereafter.

Chaparral High School Dean of Students 2001
Clark County School District, Las Vegas, Nevada

O'Callaghan Middle School Dean of Students 1999 – 2001
Clark County School District, Las Vegas, Nevada

Valley High School International Baccalaureate English Teacher/Department Coordinator 1996 – 1999
Clark County School District, Las Vegas, Nevada

Valley High School International Baccalaureate English Teacher 1995 – 1999
Clark County School District, Las Vegas, Nevada

Sunset High School English and Theater Teacher 1995 – 1999
Clark County School District, Las Vegas, Nevada

Sales Manager 1991 – 1995
Dillards Department Store, Las Vegas, Nevada

Legislative Aide 1991
Nevada State Legislature, Carson City, Nevada

- First non-political science major selected for this role by the University of Nevada, Las Vegas.
- I worked for the Assembly Minority Leader, Senate Majority Leader and worked with the Legislative Council Bureau to research potential legislation for leadership. Specifically:
 - Class Size Reduction
 - Student Attendance
 - School Funding
 - School Safety

OTHER PROFESSIONAL EXPERIENCE

Professor, Touro University, Las Vegas, Nevada 2008 – 2014

- Teaching of education and educational leadership courses to teachers

Professor, Northcentral University, Online 2008 – Present

- Teaching of education and educational leadership courses to teachers and administrators that are pursuing their masters, educational specialists and doctoral degrees

ACTIVITIES

- President of the Nevada Association of School Administrators (NASA) 2017 – 2019
- President-Elect of the Nevada Association of School Administrators (NASA) 2015 – 2017
- Governor's Appointment to the Nevada Commission on Professional Standards in Education 2010 & 2013
- President of the Clark County Association of Secondary School Principals (CCASP) 2008 – 2012
- Board of Directors of the National Association of Secondary School Principals (NASSP) 2011 – 2012
- President-Elect Clark County Association of School Administrators and Professional-technical Employees (CCASAPE) 2009 & 2012
- President of the Secondary School Principal's Association of Nevada (SSPAN) 2008 – 2011

- President of the Clark County Association of Secondary School Principals 2006 – 2009
- Treasurer of the Clark County Association of Secondary School Principals (CCASP) 2004 – 2006

HONORS

- Clark County Black Caucus Secondary Educator of the Year 2015 & 2011
- National Association of Secondary School Principals (NASSP), Nevada High School Principal of the Year 2009
- Clark County School District Educational Hall of Fame 2008

EDUCATION

- Fellow, National Superintendents Academy 2016
- Turnaround Specialist Program, University of Virginia, Darden School of Business 2011 & 2012
- Doctor of Education, Nova Southeastern, Education Leadership 2004
- Master of Education, Nova Southeastern, Education Leadership 1996
- Teaching Certification, University of Nevada Las Vegas, Secondary English Education 1994
- Bachelor of Arts, University of Nevada Las Vegas, Communications and Music Performance 1991

PRESENTATIONS

- RTM Education Congress 2018
Los Angeles, CA
Keynote Speaker: Changing the trajectory of struggling urban school districts, by "Building Effective Schools by Design, Not by Chance"
- Association of Latino Administrators and Superintendents Education Summit 2017 & 2018
Houston, TX
Presenter and panelist: Changing the trajectory of struggling urban school districts, by "Building Effective Schools by Design, Not by Chance"
- Council of the Great City Schools 2015
Long Beach, CA
Presenter and panelist: Changing the trajectory of struggling urban school districts, by "Building Effective Schools by Design, Not by Chance"
- Public Education Foundation's Leadership Summit 2012
Las Vegas, NV
Moderator, in conjunction with the Clark County School District (CCSD), for CCSD principals
- Regional Professional Development Program 2011
Las Vegas, NV
Presented on the positive impacts of Cooperative Consultative (CC) teaching, best practices relative to inclusion, and how to begin the transition process at a school site
- National Association of Secondary School Principals' Association 2010
Washington D.C.
Presented on converting a comprehensive high school into Small Learning Communities
- Cross-Cultural Institute for the Clark County School District's Equity and Diversity Education Division 2009

Las Vegas, NV

Presented on the benefits of Gender-Based, or single-sex instruction, focused on the research of Dr. Leonard Sax, -- the division of male and female students

- **Clark County School Black Caucus Educational Forum** **2008**

Las Vegas, NV

Panelist discussing issues impacting education in Nevada and reform efforts at Cheyenne High School that positively impacted students' achievement and graduation rates

- **Clark County School District Delegate** **2007**

Taiwan

Developed an understanding of the Taiwanese educational system and an understanding of how to develop a Mandarin Chinese Immersion program in the United States

- **Clark County School District Delegate** **2006**

China

Developed an understanding of the Chinese educational system and the importance of students studying the Chinese language and Chinese culture within America's schools

Biography Dr. Jeffrey Geihs

Dr. Jeff Geihs began his career in education in 1995 as an English teacher and Department Chair in the International Baccalaureate program at Valley High School in the Clark County School District (CCSD). In 1999, he successfully completed CCSD's Executive Leadership program and was appointed dean of students at Mike O'Callaghan Middle School and Chaparral High School, respectively. In 2001, Dr. Geihs was appointed to assistant principal at Cheyenne High School and served in multiple leadership capacities. Most notably, Dr. Geihs assisted in the establishment of single-sex instruction that ultimately led to accelerated programs.

In 2004, Dr. Geihs accepted a position as an administrative assistant (tantamount to a Chief of Staff) to a Region Superintendent within CCSD. During his tenure in this position, he helped spearhead "Standard Student Attire" within the district, which subsequently led to CCSD Board Policy still in existence today.

In 2005, Dr. Geihs was appointed as principal at Cheyenne High School. During his tenure as principal, Dr. Geihs expanded single-sex instruction, successfully implemented standard student attire, eliminated remedial classes, expanded honors and Advanced Placement courses by 170%, and added a number of additional performing arts elective classes, which appealed to the student population. Under Dr. Geihs' Leadership, Cheyenne High School achieved Adequate Yearly Progress (AYP), as specified by No Child Left Behind (NCLB) and Empowerment School status in 2008. Cheyenne High School was the first large CCSD comprehensive high school to operate using the Empowerment Model, which is based on a results-driven site-based management

corporate business approach. In 2009, he was nationally recognized as High School Principal of the Year.

In July 2009, Dr. Geihs joined The Public Education Foundation as the Vice President and Chief Operations Officer where he continued his service to CCSD students and educators by helping build systems of professional development and leadership support.

In July 2010, Dr. Geihs became the principal of Liberty High School in CCSD. While there, he initiated the "12-13" Program in partnership with the College of Southern Nevada so that Liberty students could earn dual college and high school credit. Additionally, under his leadership, Liberty High School increased its state Star Ranking from 3 Star to a 4 Star rating (out of 5) by increasing Advanced Placement Enrollment and pass rates, decreasing achievement gaps, and increasing proficiency levels in math and English Language Arts.

In June 2012, Dr. Geihs was appointed School Associate Superintendent of the Clark County School District's Turnaround Zone, which was a fluid Zone designed to improve the entire system. In this role, Dr. Geihs supported up to 25 schools consisting of approximately 30,000 students with the following approximate demographic breakdown: 66% Hispanic, 20% Black, 7% white, and a combined 7% of students represent other ethnic groups. Additionally, 13.49% of students received special education services, 33% were English Language Learners, and 92% of students were eligible for Free and Reduced Lunch. These schools operated with Title I Funds, state categorical funds, and/or School Improvement Grant monies, in addition to district resources, and have been identified as schools most in need of additional supports and serving the most at-risk

student populations. Dr. Geihs was charged with the implementation of a 130 million dollar budget.

Dr. Geihs was charged with running the self-imposed district process for selection of schools to enter the Turnaround Zone for a period of no less than four (4) years for treatment. The process identifies the lowest ranking schools with three (3) or more years of systemic low and/or decreasing performance. Additionally, Dr. Geihs facilitated the process for both an Internal and External audit of identified schools to determine which schools would most benefit from the intervention and which schools receive a Continuous Improvement Plan and remain in their geographic zone.

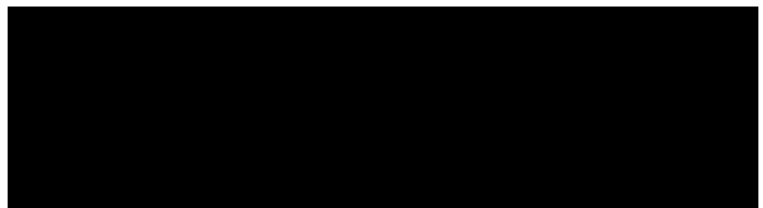
In 2019, at the conclusion of Dr. Geihs' tenure within CCSD, the Turnaround Zone had placed 41 schools on Continuous Improvement Plans. Of these 41 schools, 36 improved significantly and never entered the Turnaround Zone. In all, 29 PreK-12 schools entered the Turnaround Zone for treatment, while 16 schools exited Turnaround Status because they improved significantly. These include: Six high schools where graduation rates increased by an average of 11% after one year of treatment, and by an average of 32% by their last year in the Turnaround Zone. Additionally, two of the high schools, increased graduation rates for the class of 2019 at over 90%. Furthermore, the Turnaround Zone saw increases in math proficiency ranging between 18% and 75%, and reading proficiency increases ranging between 10% and 53%. Dr. Geihs attributes this success to the principals, teachers and the school communities he serves.

Dr. Geihs served as the President of the Clark County Association of Secondary School Principals (CCASSP), was the President of the Secondary School Principals' Association of Nevada (SSPAN), and was elected President of the Clark County

Association of School Administrators and Professional-Technical Employees (CCASAPE) twice. He was elected President-elect of the Nevada Association of School Administrators (NASA) in 2016 and became President in 2018. His peers elected him to these positions. As such, he regularly met with Nevada State lawmakers and Nevada's representatives in Washington D.C. on behalf of his members' interests.

In 2019, after his retirement from CCSD, Dr. Geihs was appointed to the Executive Director of the Nevada Association of School Administrators (NASA). Under his leadership, to date, membership has increased by over 400 new members, an eclectic blend of credit bearing workshops are continually being offered to Nevada educators, he has formed new relationships for NASA with numerous elected officials, and NASA partnerships have increased tremendously, which allow for rich offerings to the educators in Nevada. Dr. Geihs also serves part-time as a Senior Vice-President of Strategic Partnerships to The Public Education Foundation in an effort to increase partnerships and revenue for their Teacher EXCHANGE.

In his free time, he enjoys spending time with his wife, Mindy, his children, Madison and David, and hosting gatherings for friends and family at his home. As Jeff says, "There is always something, or someone, to celebrate!"



Start-Up Charter School Board Member Information

both public and charter schools, operated and provided services from my own business, and worked within the health care industry servicing our community. These experiences will make me a valuable member to this board.

4.

☒ Resume and professional bio are attached.

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

☒ Does not apply to me. ☐ Yes

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

Language has always been an important part of my career and a personal interest of mine. All of my life I have enjoyed studying and learning other languages. From the first Spanish language book and tape my parents bought me as a kid, to studying world languages in college, teaching Spanish, becoming a speech-language pathologist, and learning other languages in my free time, I have always appreciated the importance of understanding and learning other languages and about other cultures. I believe that this school will add a valuable option to our community.

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

A charter school board member holds the responsibility of developing and setting the policy and goals of the school and monitoring and holding the school accountable for progress towards these goals.

8. **Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have not previously served as a board member. My experience, as listed above, has provided me experience in world language instruction, special education services, and the importance of good business practices. This experience and a desire to serve our community, will make me an effective board member.

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

I am able to contribute specific knowledge in the areas of the teaching of world languages and special education programs.

School Mission and Program

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

Olam Academy's mission is to provide a rigorous academic curriculum as well as education in the areas of world history, culture, and languages.

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

Olam Academy will deliver a high-quality educational program based on Nevada Content Standards. In addition, Olam Academy will provide a foreign language curriculum in Hebrew and Spanish.

Start-Up Charter School Board Member Information

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

Characteristics of a successful school include communication among teachers, administration, and board members. A successful school includes committed and passionate teachers, regular data recording and analyzing so that the school knows how its students are progressing and what intervention needs to be taken.

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

The board will know whether the school is succeeding by the quarterly reporting on the finances of the school as well as the student's progress towards meeting their proficiency goals. Also, enrollment will increase as parents see the unique program that Olam Academy is offering.

Governance

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

The board will set policy and monitor the finances of the school.

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

With quarterly reporting of student progress and finances, we should know earlier than one year after opening. We will be successful if we are meeting our goals and more families are interested in enrolling their students at our school.

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

Again, if we are meeting our financial and student academic proficiency level goals. Also, if we are attracting more students and we are able to expand our grade levels as proposed in the charter. Teacher and student turnover and parent satisfaction with the unique curriculum will also give us information about our success.

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

Specific steps will include supporting the executive director, providing accurate reporting of finances and progress toward academic goals, and communication among all people involved in the school's success.

5. **How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

This would be addressed with the executive director and other members of the board. Additionally, if this was not resolved, it would be discussed in a board meeting and reported to the Charter Authority. Criminal activities would be reported to the authorities and the Charter Authority.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Start-Up Charter School Board Member Information

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



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Olam Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

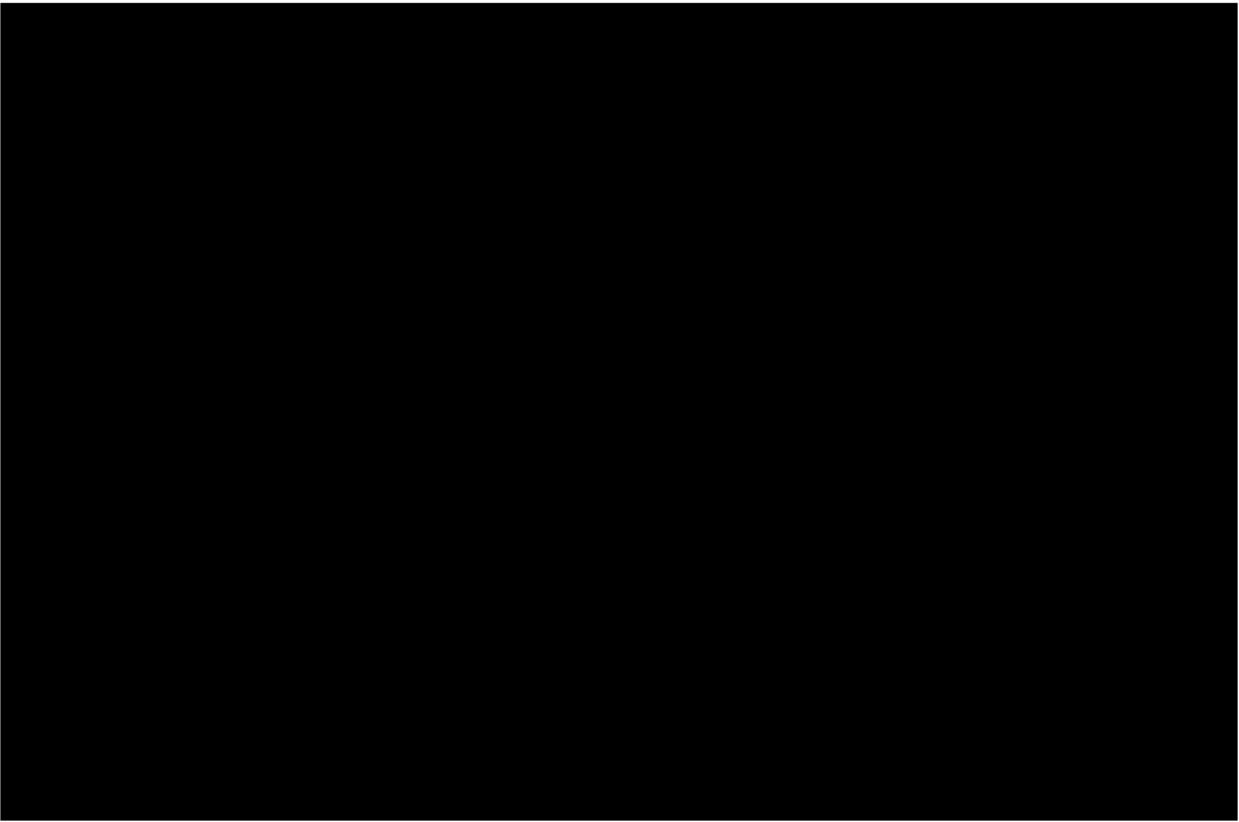
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.



JENNIFER M. BENNETT

LICENSE AND CERTIFICATION

Nevada & Arizona State Speech-Language Pathology Licenses

ASHA Certificate of Clinical Competence

Basic Life Support (BLS) from American Heart Association

Nevada Teaching License: Endorsement in Special Education: Speech and Language Impairments

Fiberoptic Endoscopic Evaluation of Swallowing (FEES) provider

Certified Hanen “It Takes Two to Talk” provider

EDUCATIONAL EXPERIENCE

Northern Arizona University · Flagstaff, Arizona

M.S.: Clinical Speech-Language Pathology · August 2018 · GPA: 4.0

Nevada State College · Henderson, Nevada

Post-Baccalaureate Program: Speech-Language Pathology · Completed December 2014 · GPA: 3.94

University of Alaska Fairbanks · Fairbanks, Alaska

M.Ed.: Secondary Education · Graduated May 2012 · GPA: 4.0

B.A. Foreign Languages: Spanish · Minor: History · Graduated May 2009 · GPA: 3.43

Universidad de Oviedo · Oviedo, Spain · Spanish Studies · January 2008 – May 2008

RELEVANT WORK HISTORY

Speech-Language Pathologist

Capability Health & Human Services – Las Vegas, Nevada

August 2020 – Current

Providing early intervention services in client’s homes and via teletherapy. Conducting assessments and provided therapy services in the clinic setting to clients 18 and under.

Owner/Speech-Language Pathologist

Wildflower Therapy Services, LLC – Las Vegas, Nevada

December 2019 – Current

Providing speech therapy services to schools and individual clients.

Speech-Language Pathologist/Acute Care PRN

Henderson Hospital - Henderson, Nevada

January 2019 – Current

Conducting bedside swallow and language/cognitive evaluations, MBS & FEES assessments, and providing therapy.

Speech-Language Pathologist/Rehabilitation Hospital PRN

Dignity Rehabilitation Hospital - Henderson, Nevada

April 2019 – April 2020

Conducted bedside swallow and language evaluations and therapy.

Speech-Language Pathologist

January 2014 – August 2020

Clark County School District

Completed assessments, collected data, and provided therapy in the areas of language, articulation/phonology, fluency, and functional communication. Wrote IEPs, held yearly IEP meetings, and collaborated with teachers, parents, and Early Childhood Special Education and Autism programs. Member of a Child Find team during the 2018-19 school year.

Spanish Teacher

August 2010 – December 2014

Various locations

JENNIFER M. BENNETT

225 Chaco Canyon Drive · Henderson, Nevada · 89074 · (907) 978-5430 – jennifer@wildflowertherapynv.com

Taught beginning levels of Spanish to middle school and high school students in schools in Alaska and Nevada. Taught online courses through Middlebury Interactive Languages using company curriculum and real-time instruction.

OTHER

The Medical SLP Collective – January 2019 – current

AEIOU pediatric feeding training – July 2020

JENNIFER M. BENNETT

225 Chaco Canyon Drive · Henderson, Nevada · 89074 · (907) 978-5430 – jennifer@wildflowertherapynv.com

Biography

I moved to Nevada from Alaska in 2011 after beginning a career as a high school Spanish teacher and earning a Master's in Education. After teaching for two years at charter schools in Las Vegas, I returned to school to pursue a degree in communication disorders. While pursuing my Master's of Science in communication disorders, I worked for the Clark County School District as a speech and language pathologist at Gene Ward Elementary where I serviced the preschool, K-5, KIDS program, and primary and intermediate autism programs. In 2020, I left the school district to pursue my private practice and a job at Capability Health where I currently provide early intervention and clinic-based services. In my private practice, I service private pay clients as well as contract myself to a local charter school to provide school-based services. Additionally, I work at Henderson Hospital as part of the on-call rehab team that works with patients in the ER and acute care who have experienced strokes or intubation requiring cognitive or swallowing assessment and therapy. I currently live in Henderson with my husband Scott and two dogs Pippa and Benji.

Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

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

Olam Academy, Inc.

2. Full name

Michael M. DeLee

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history of this charter school.

Answer: JD/MBA with independent law practice, licensed in Nevada and California.

- 4.

☒ Resume and professional bio are attached.

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

☒ Does not apply to me. ☐ Yes

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

Answer: This charter school shares my vision of multi-language education.

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

Start-Up Charter School Board Member Information

Answer: To discuss with other board members at board meetings the matters relevant to running the charter school, including, but not limited to meeting educational and employment standards, budgeting and accounting, and hiring appropriate staff to carry out the missions.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Answer: My practice routinely involves advising both for-profit and tax-exempt boards about corporate governance and working with other professionals to meet cross-disciplinary regulatory objectives.

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

Answer: Legal and business management skills.

School Mission and Program

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

Answer: The school is dedicated to multi-language instruction in a public format with an emphasis on helping those helping at-risk demographics for a maximum social impact.

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

Answer: The school will support Nevada's common core while simultaneously integrating multi-language instruction.

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

Answer: The school will be successful if the students are excited to learn and be part of a community that supports their diverse approaches to learning independent of their socioeconomic and previous educational backgrounds.

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

Answer: The schools should, within budgetary and regulatory guidelines, facilitate the students' improving their skills as measured by multiple assessments (personal, standardized, and parent-teacher input) compared from the start of school to the end of the term. Feedback from regulatory and other sources will confirm or suggest a departure from the school's approaches.

Governance

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

Answer: The Board sets policies for the administration to undertake for educational objectives and financial administration and regularly reviews same (and audits of same) to ensure compliance and recommend improvements.

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

Answer: It is likely that we may not know after only one year of operation if the school is successful. Even though we have excellent models to follow from other areas and a national sponsor in Hebrew Public, southern Nevada has never had a public charter school that focused on language immersion training, and there also has been little experience in any academic

Start-Up Charter School Board Member Information

setting with a simultaneous instruction model of on-campus and distance learning at the Kindergarten through early primary years' level. The most realistic expectation is that the first year will be the most difficult; that it will require constant vigilance and correction to meet unanticipated challenges; and that we will realistically measure our first year's success based upon the feedback received and self-assessment conducted both during the school year and looking back well after the first school year.

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

Answer: After three years, we will have expanded the grade levels to support an advancing cohort as one measure of the school's success. An additional measure of success will be hoped-for imitation by other schools of their adopting foreign language instruction into their own curricula. If we are meeting learning objectives within budgetary and management protocols and attracting enthusiastic participants then we will be considered a success.

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

Answer: The Board must encourage a team atmosphere and collaboration among students, parents, faculty and staff while simultaneously maintaining a management distance so as not to interfere with the day-to-day operations of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Answer: With the goal of promoting the maximum level of trust in our education system, handling the possibility of unethical conduct does depend upon the circumstances, and whether the error was based upon a lack of understanding or of malevolent intent. If it were the former, then some measure of education and discussion, either privately or at a meeting of the board, would be appropriate (such as to remind the board member of his or her duties and request recusal of a vote that might present a conflict of interest). If it were the latter, then, depending upon whether the actions were anticipatory or a fait accompli, propose appropriate remedies ranging from censure to removal from the Board of Directors, to recommendation of actions to the Charter Authority and appropriate authorities.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes

Answer: The current board members are only known to me or my family through the meetings and discussions regarding the school and not in a social or personal setting.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☒ Yes

Answer: I met Daniel Weintraub while in the process of getting the school started.

Start-Up Charter School Board Member Information

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- ☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- ☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
- ☐ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- ☒ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- ☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Start-Up Charter School Board Member Information

☒ None. ☐ Yes

Certification

I, Michael M. DeLee, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Olam Academy, Inc., Charter School is true and correct in every respect.

Signature

January 26, 2021
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Olam Academy, Inc.,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

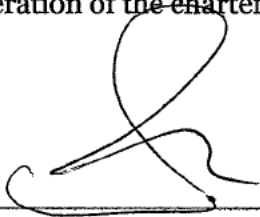
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

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

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Michael M. DeLee

Signature of Certifying Charter School Official

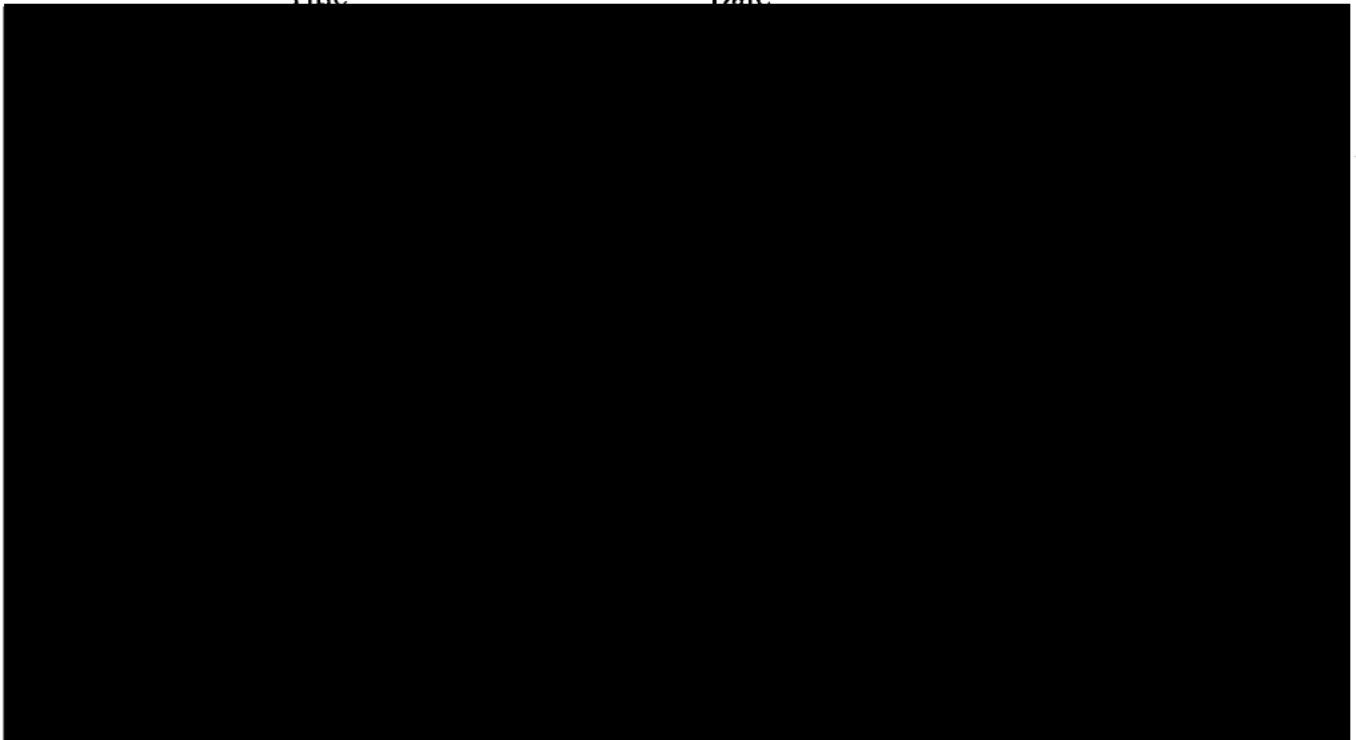
Name Printed

Secretary

January 26, 2021

Title

Date





DeLee Law Offices, LLC

Michael M. DeLee, Esq.

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

RESUMÉ

Work Experience

2010-Present: DeLee Law Offices, LLC (Attorney, licensed in Nevada and California)
2007-Present: DeLee & Associates, Real Estate Broker
2000-2008: Desert Research Institute (DRI) Community Environmental Monitoring Project (CEMP), station co-manager
1997-2006: Avery Realty, managing Broker-Salesman for Amargosa Valley Branch Office
1993-Present: Mojave Development, LLC (Sole Proprietor, formerly Amargosa Business Services), manager
1996-2010: Independent consulting for land development projects, water rights research, and agricultural and well projects
1992-Present: T & T Ranch (Family Farm), family partner

Education

2003-2010: University of Nevada, Las Vegas, JD/MBA dual degree
1988-1992: Brandeis University, Waltham, Massachusetts, BA with Honors in History

Public Activities

2020-Present, Secretary, Olam Academy, Inc.
2016-Present, Volunteer Firefighter, Amargosa Valley Fire Department
2012-Present, Volunteer, Legal Aid of Southern Nevada and Volunteer Attorneys for Rural Nevada (VARN)
2009, Nevada Legislative Extern to Assemblymen Tick Segerblom and James Ohrenschall
2008-2009, CALV Treasurer, Greater Las Vegas Association of Realtors
2007, Small Claims Court Legal Training Seminars, instructor
2004 – 2007: Board of Directors of CALV, Greater Las Vegas Association of Realtors
2002-2004: MLS Committee Member, Greater Las Vegas Association of Realtors
1995-2009: Nye County Board of Equalization
1998-2004: Southern Nye County Conservation District
1995-Present: Registered Lobbyist, Nevada State Legislature
1994-1999: Nye County Democratic Party (Chairman in 1996)
1993-2002: Chairman, Amargosa Water Committee of the Town Board
1992-1994: Nuclear Steering Committee of the Amargosa Valley Town Board

Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

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

OLAM ACADEMY

2. Full name

ROBERT A DWORKIN

Home Address

Business Name and Address

Phone Number

E-mail address

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

4.

ROBERT DWORKIN HAS WORKED FOR 3 CPA FIRMS BEFORE STARTING HIS OWN COMPANY IN SOUTHERN CALIFORNIA IN 2012 HE MOVED TO SOUTHERN NEVADA AND FORMED A TAX PLANNING AND PREPARATION ACCOUNTING OFFICE WITH TWO OTHERS. HE HAS BEEN INVOLVED AS A VOLUNTEER IN WORKING WITH STUDENTS OF VARIOUS SCHOOLS NEAR HIS HOMES TOO HELP IN STUDY METHODS AND SELECTION OF THE COLLEGES FOR THEIR FUTURE STUDIES

☐ Resume and professional bio are attached.

Start-Up Charter School Board Member Information

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
I BELIEVE IN THE MISSION OF THE CHARTER SCHOOLS AND BELIEVE THAT THE METHOD USED TO OPERATE THESE SCHOOLS ARE SUPERIOR TO THE STANDARD RUN SCHOOLS.
7. TO SUPPORT THE MISSION OF THE CHARTER SCHOOL IN ORDER TO PROVIDE THE STUDENTS OF A SUPERIOR EDUCATION .
8. What is your understanding of the appropriate role of a public charter school board member?
AN INDIVIDUAL WHO WILL BE ATTENTIVE TO THE NEEDS OF OPERATING A CHARTER SCHOOL TO MEET THE DESIRED LEVEL OF EDUCATION FOR IT'S STUDENTS AND TO OPERATE WITHIN THE GUIDELINES OF THE NEVADA STATE CHARTER LAWS.
9. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
MY ACCOUNTING BACKGROUND HAS GIVEN ME EXPERIENCE IN WORKING WITH PEOPLE AND BUSINESS OF ALL TYPES.
10. Describe the specific knowledge and experience that you would bring to the board.
SPECIFIC KNOWLEDGE WOULD BE IN THE HANDLING OF THE FINANCIAL OPERATION OF THE SCHOOL AND THE MOST EFFECTIVE METHOD TO HANDLE THE VARIOUS FINANCIAL ISSUES OF THE SCHOOL

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
OLAM ACADEMY BELIEVES IN THE EARLY INTRODUCTION OF LEARNING FOREIGN LANGUAGES EARLY IN A STUDENTS LIFE.
2. What is your understanding of the school's proposed educational program?
OLAM ACADEMY BELIEVES IN THE NEED FOR STUDENTS TO HAVE A STRONG ABILITY TO USE MULTIPLE LANGUAGES AS EARLY AS POSSIBLE.
3. What do you believe to be the characteristics of a successful school?
STUDENTS WHO HAVE THE DESIRE TO LEARN, PARENTS WHO HELP IN SUPPORTING THEIR STUDENTS IN STUDIES AND SUPPORT OF THE TEACHERS TO ATTAIN THE GOALS OF THE SCHOOL.
4. How will you know that the school is succeeding (or not) in its mission?
BY MEASURING THE ACTUAL GOALS ATTAINED AS MEASURED BY THE ORIGINAL TEACHING PLAN.

Governance

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

Start-Up Charter School Board Member Information

THE BOARD SETS THE GOALS FOR THE SCHOOL IT MEASURES THE LEVEL OF SUCCESS ACHIEVED DURING AND AT THE END OF EACH SCHOOL YEAR. IT WILL MAKE CHANGES AS NEEDED TO BRING THE LEVEL OF ACHIEVEMENT TO THE ORIGINAL GOAL.

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

THE LEVEL OF SUCCESS WILL BE MEASURED BY THE GOALS ORIGINALLY ESTABLISHED BY THE BOARD.

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

AT THE THIRD YEAR THE LEVEL OF SUCCESS WOULD BE MEASURED BY THE GROWTH OF THE NUMBER OF STUDENTS, THE LEARNING LEVEL OF THE STUDENTS AND THE SATISFACTION OF THE PARENTS AS TO THE LEVEL OF EDUCATION THE STUDENTS HAVE ATTAINED.

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

THE ATTAINMENT OF THE EDUCATION LEVEL OF THE STUDENTS AS REQUIRED BY STATE CURRICULUM.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

ULTIMATELY IF ANY MEMBER OF THE BOARD IS ACTING IN A WAY THAT IS DETRIMENTAL TO THE SCHOOL THEY SHOULD BE REPLACED.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school

Start-Up Charter School Board Member Information

employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

Start-Up Charter School Board Member Information

11. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

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

Signature

1/26/21
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____OLAM
ACADEMY_____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

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

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Robert A. Dworkin

Signature of Certifying Charter School Official

Robert A. Dworkin

Name Printed

BOARD MEMBER

Title

1/26/21

Date

Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Olam Academy
2. Full name Edward Goldman
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Dr. Goldman came to the Clark County School District from Los Angeles where he was a junior and senior high math teacher. In 1981, he was recruited by the Clark County School District to teach math and history at Von Tobel Junior High School. Three years later he was appointed dean at Woodbury Junior High School where he served for four years before being promoted to assistant principal at Bonanza High School.

A year later, Dr. Goldman became assistant superintendent under superintendent Dr. Brian Cram, and was appointed as the District's Chief Negotiator, a position he held for the next 13 years. With the appointment of Mr. Carlos Garcia as superintendent, Dr. Goldman was assigned as the Southeast Region Superintendent and then as Associate Superintendent of the Education Services Division.

With the arrival of Superintendent Mr. Dwight Jones, Dr. Goldman was appointed as Associate Superintendent of Employee Management Relations and as the District's Chief

Start-Up Charter School Board Member Information

Negotiator, a position he continued to hold under Pat Skorkowsky. Currently, he is assigned to the Office of the Chief of Staff.

In addition to his CCSD positions Dr. Goldman was appointed by Governor Kenny Guinn to serve as a member of the Nevada Taxicab Authority, a position he held for the maximum two terms.

4.

☒ Resume and professional bio are attached.

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

☐ Does not apply to me. ☒ Yes

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

I believe in the mission of the charter school and I believe we need more of these types of schools to advance student learning.

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

To advance the mission of the charter school and to ascertain that the charter school operates according to Nevada State Charter laws and requirements.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I was on the board of several schools including Solomon Schechter and Yeshiva Day School of Las Vegas. I am also on the board of Nevada Association of School Administrators.

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

My vast knowledge of private and public school education. I was an administrator in CCSD since 1981.

School Mission and Program

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

Olam Academy believes in global citizenship and the teaching of foreign languages including Hebrew and Spanish. They will model themselves after the successful model of Kavod Academy and Lashon Academy. I worked with schools in CCSD that offered other languages at the elementary level and the language component was dropped. That is a shame and unfortunate.

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

Olam Academy seeks to deliver high quality education based on Nevada Content Standards as well as implement a foreign language component of Hebrew and Spanish. They will also promote

Start-Up Charter School Board Member Information

cross cultural understanding and create effective global citizens.

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

A successful school has smart people, committed parents and community members who believe in the mission of a school including dual language. American kids would benefit from learning more than one language and this school is a step in the right direction. CCSD schools are not teaching enough language and this school will assist in closing that gap.

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

Success builds itself. If successful more kids will come. I will measure success by enrollment.

Governance

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

The board sets the goals and ensures they are complied with. It acts as an overseer of administration to see that is in compliance of the stated goals and mission of the school.

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

State testing on the SBAC, MAP, and iReady. However at the end of the day the school's success will be measured by enrollment at the school.

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

If the enrollment is there and it keeps growing we will run out of room which is a good problem. Also testing and results of the school and students in all areas not just foreign language.

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

5.

Compliance with the stated curriculum of the school as stated to the parents and measure the outcomes.

6. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Try to handle it internally first. If it is an ethical situation then refer it to the appropriate Authorities.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

Start-Up Charter School Board Member Information

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

Start-Up Charter School Board Member Information

with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Edward Goldman, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for **Olam Academy** Charter School is true and correct in every respect.



Signature

1/25/21
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____Olam Academy_____,
(name of charter school)

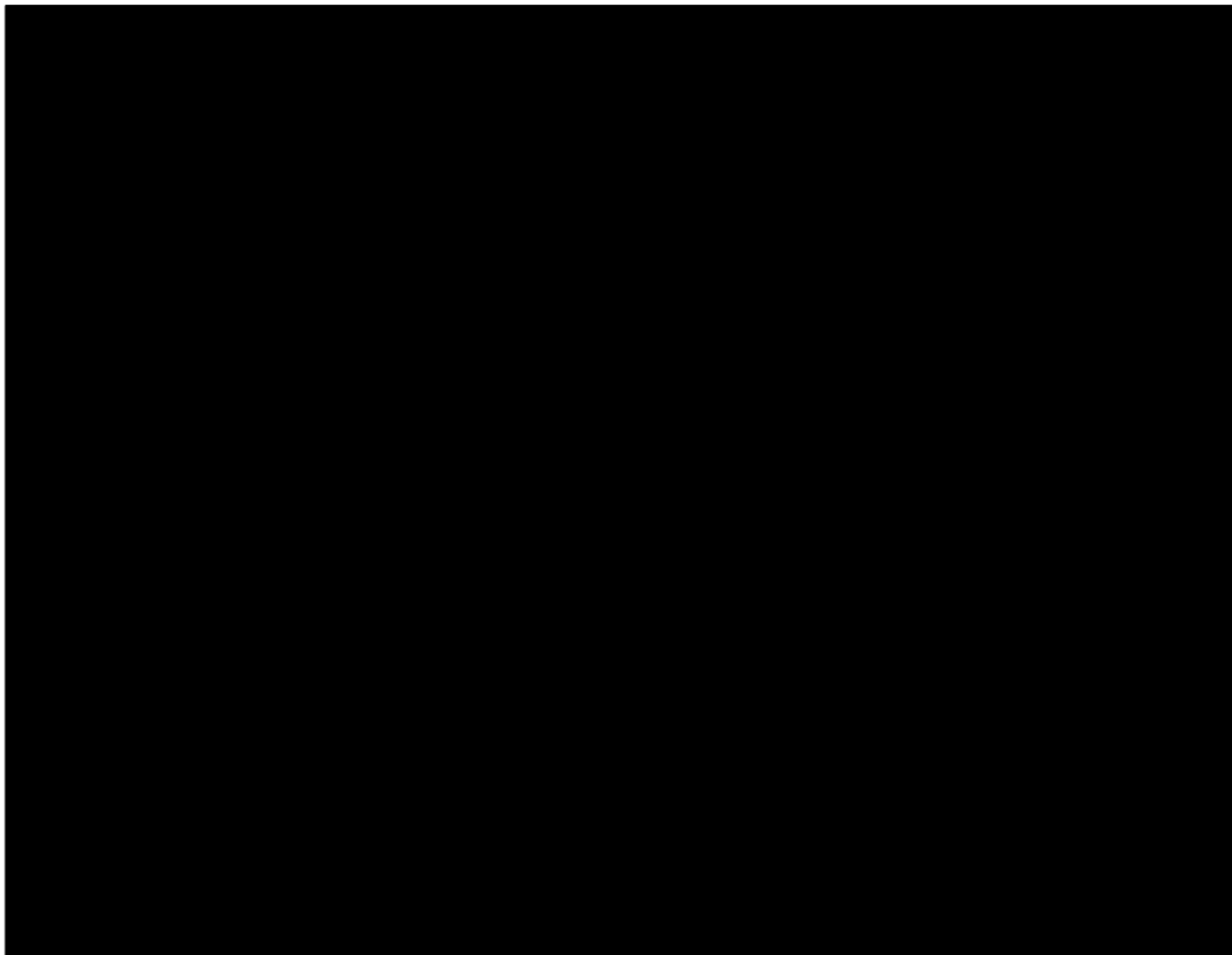
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

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

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Olam Academy
2. Full name Shaina Plaksin
Home Address [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I grew up in Las Vegas, attending Greenspun Junior High School and Coronado High School. I then attended UNLV for both my undergraduate and legal studies. I am now a practicing attorney, specializing in plaintiff-side consumer protection litigation.

My role on this board is as a parent. As such, my most important qualification to serve on the Olam Academy Board is being mom to two young girls, aged three and one. My husband and I intend to stay here in Las Vegas to raise our daughters, who will soon be school-aged. I know what I am seeking in a school for my kids, and Olam's mission and framework align with my goals for our girls. My own up-bringing, along with my legal training and my parenting experience, allow me to provide a unique perspective for the Olam Academy Board.
4. ☒ Resume and professional bio are attached.

Start-Up Charter School Board Member Information

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
X ☐ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
Olam's current mission and framework are consistent with my own goals for my daughters. I would like to help the school become established, so children like my own may have the opportunity to attend.
7. What is your understanding of the appropriate role of a public charter school board member?
A board member first helps the school become established. Then, the board member's job transitions to guiding the school to remain consistent with its mission. The board members also maintain a fiduciary duty in oversight.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My role on the Olam Academy Board is as a parent. Because I have two children, I will be an effective voice for parents. Also, my legal training will help me be an effective board member despite no prior board service.
9. Describe the specific knowledge and experience that you would bring to the board.
Please see #3 and #8 above.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Olam seeks to provide a rigorous learning environment where language, diversity, and awareness are emphasized.
2. What is your understanding of the school's proposed educational program?
Olam will teach Hebrew and Spanish, in addition to the state-required curriculum.
3. What do you believe to be the characteristics of a successful school?
A successful school takes care of the academic and emotional needs of all of its students. It is diverse, genuinely cares about each of its students, and provides an environment for each student to thrive.
4. How will you know that the school is succeeding (or not) in its mission?
The Olam Academy Board will set out procedures for evaluation of the students, based on national standards, to assess both academically and social-emotional well-being of the students. We will also see success in the diversity of our student population and the focus on the individual student thriving.

Start-Up Charter School Board Member Information

Governance

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

The Olam Academy Board will establish the overarching policies and goals, and it will help to ensure that the school is acting consistent therewith. The Olam Academy Board will also oversee the school's financial well-being.

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

The Olam Academy Board will evaluate the progress compared to expectations, both of the students and the school as a whole. The Olam Academy Board will set goals to be revisited with progress evaluation at every monthly board meeting.

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

Please see #2 above.

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

The Olam Academy Board will need to set out specific goals with evaluation methods. Then, it will need to constantly review the school's progress toward each goal and any options for improvement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Depending on the severity, if possible, I would first try to address it with that person, and subsequently the Board President. If warranted, I would report it to the appropriate authorities.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

X ☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

X ☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X ☐ I / we do not know any such persons. ☐ Yes

Start-Up Charter School Board Member Information

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X ☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

X ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

X ☐ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

X ☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X ☐ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

X ☐ None. ☐ Yes

///

Start-Up Charter School Board Member Information

Certification

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

February 1, 2021

Signature

Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Olam Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;

Start-Up Charter School Board Member Information

- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

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

Start-Up Charter School Board Member Information

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.


GJA

xxShaina Plaksinxx

Shaina Robin Plaksin

Signature of Certifying Charter School Official

Name Printed

Board Member

February 1, 2021

Title

Date

Subscribed and sworn to before me Shaina Robin Plaksin



Shaina Plaksin

EDUCATION

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

Juris Doctor, *magna cum laude*, May 2015

Class Rank: 5/131 (Top 5%); GPA: 3.76

Honors: William S. Boyd Outstanding Graduate Award (1 of 2), 2015
Pro Bono High Honors, 2015

Nevada Law Journal (Law Review): Articles Editor, 2014 – 2015; Junior Staff, 2013 – 2014

Highest grade in class (CALI Award): Contracts, Fall 2012; Constitutional Law II, Fall 2013;

Immigration Law, Spring 2013; Public Policy & Env. Dispute Resolution, Summer 2014;

Transactional Drafting, Fall 2014

Public Interest Fellow (full merit scholarship): 2012 – 2015

Leadership: Co-President, Public Interest Law Association, 2014 – 2015

University of Nevada, Las Vegas

Bachelor of Arts, *summa cum laude*, May 2012

GPA: 3.98; Majors: English & Political Science (GPA 4.0)

EXPERIENCE

Knepper & Clark, LLC

Attorney, August 2018 – present

- Manage consumer protection litigation cases from claim identification through resolution

United States District Court for the District of Nevada

Law Clerk to the Honorable Gloria M. Navarro, October 2015 – October 2017

Judicial Extern to the Honorable Gloria M. Navarro, Fall 2013

- Drafted proposed orders on civil and criminal dispositive motions
- Researched federal and state substantive and procedural law

Oronoz & Ericsson, LLC

Law Clerk, Summer 2014

- Drafted and edited an opening brief for a post-conviction habeas petition appeal

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

Immigration Law Student Attorney, Spring 2014

- Co-drafted an opening brief to the Ninth Circuit for reversal of summary judgment

Partners in Pro Bono, Fine & Price Law Group

Volunteer Student Attorney, January 2014 – September 2014

- Drafting all pleadings, motions, and oral arguments for a pro bono custody case

Nevada Attorney General's Office, Fraud Unit

Legal Intern, Summer 2013

- Wrote and researched motion to dismiss and appellate brief related to two Petitions for Judicial Review of administrative proceedings; drafted mortgage and elder fraud complaints
- Researched, analyzed, and presented report on 2013 Nevada legislation affecting fraud unit

Professor Fatma Marouf, William S. Boyd School of Law, University of Nevada, Las Vegas

Research Assistant, Winter 2012-13, Summer 2013

- Researched, analyzed, and coded appellate immigration cases for a variety of variables to be used in quantitative study, including: country of origin, legal issues raised, and judicial demographics

Congregation Ner Tamid

Hebrew School Teacher, August 2011 – May 2012

- Taught basic Hebrew, Jewish holidays, traditions, and Israel appreciation to Sixth grade students

District Office of Congresswoman Dina Titus

District Representative, May 2009 – January 2011

- Corresponded with government agencies on behalf of constituents facing foreclosure and employment discrimination; represented Congresswoman Titus at various community events

AWARDS

- **Pro Bono Attorney of the Month**, Legal Aid Center of Southern Nevada (November 2020)

COMMUNITY SERVICE

- **Secretary**, LVLVM Foundation (November 2020 – present)
- **Attorney Volunteer**, Legal Aid Center of Southern Nevada (January 2018 – present)
- **UNLV Boyd School of Law Public Interest Advisory Board** (October 2015 – October 2017)
- **Education Surrogate**, Legal Aid Center of Southern Nevada (September 2012 – January 2014)
- **Homestay Coordinator**, Family Promise of Las Vegas (January 2009 – June 2014)
- **Licensed Head Coach**, Sagebrush Youth Soccer League (August 2006–June 2011)