STATE PUBLIC CHARTER SCHOOL AUTHORITY

2020 CALL FOR QUALITY CHARTER SCHOOLS
Updated April 10, 2020

Schools Opening Fall 2021 and Beyond

MS Word Application Template

Previous versions of this application had been divided into four tracks. However, this version incorporates all four tracks into one standard application along with an addendum that must be completed by certain applicants. Please see the addendum to determine if you are required to answer those additional questions. Should you have questions about the application, you can contact Mark Modrcin (mmodrcin@spcsa.nv.gov).

1. SPCSA Charter Proposal Cover Sheet

Identify the primary point of contact for your Committee to Form. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your Committee to Form receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: Jesusa Alcantara

Mailing address:

Street/PO Box: [redacted]

City: [redacted] *State* [redacted] *Zip* [redacted]

Phone Number: *day* [redacted] *evening* [redacted]

Fax Number: Email: [redacted]

Name of team or entity applying: **Las Vegas Montessori Charter Academy**

NRS 388A.240 Membership of committee to form charter school.

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

(c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

The term does not include a person who is employed as a substitute teacher.

Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board:

Full Name	Current Job Title and Employer	Position with Proposed School
Jesusa Alcantara	Director- Spring Valley Montessori School	Executive Director
Kirby Burgess	Retired Juvenile Justice Officer/Administrator/Consultant	Chairman of the Board
Erin Bilbray	Major Gifts Officer- Planned Parenthood of the Rocky Mountains Nonprofit Consultant	Vice Chairman
Cathy Hules	Practice Administrator / Office Manager	Board Member
Ashley Stephens	Technical Product Owner	Board Member
Matthew Killingsworth	Teacher	Board Member
Andrea Perera	Registered Nurse	Board Member
Holly Macrae		Board Member

Does this Committee to Form, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐~~Yes~~ **X**☐No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	N/A			

Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2019-20 or 2020-21 school years? ☐~~Yes~~ **X**☐No

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

Proposed School Name	City	State	Opening Date
N/A			

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
N/A			

(a) ***Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)***

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	30	35	40	45	50	55
1	35	40	45	50	55	60
2	35	40	45	50	55	60
3	35	40	45	50	55	60
4	30	35	40	45	50	55
5	30	35	40	45	50	55
6	15	30	35	40	45	50
7	15	20	25	30	35	40
8	15	20	25	30	35	40
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	250	295	340	385	430	475

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed

contact location including, geographic area, cross streets, and neighborhood.

Campus Location	County	Zip Code(s) to be Served by School
Parts of the towns and neighborhoods of Spring Valley, Chinatown, Charleston Heights as well as other areas in unincorporated Clark County	Clark County	89102 89103 89107 89117 89118 89146 89147

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

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? ☐~~Yes~~ **X**☐No	
If yes, identify the name of the EMO or CMO and specify which designation:	N/A

NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? ☐~~Yes~~ **X**☐No	
If yes, identify the CMO and any affiliated NV non-profit:	N/A

In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the committee to form the charter school, or by another entity including, without limitation, an educational management organization, AND/OR did a person who is not a member of the committee to form the charter school, or another entity including, without limitation, an educational management organization assist the committee in preparing the application?

☐~~Yes~~ **X**☐No	
If yes, what is the name of the person(s) and/or entity(s)?	N/A
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	
Please provide a resume for the person(s) and or entity(s)?	

Applicant Certification:

/ s / Jesusa Alcantara — 7/15/20

Signature **Date**

Jesusa Alcantara

Printed Name:

Note: NAC 388A.260 requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.

2. Meeting the Need

MISSION AND VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

(1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:

(a) The key components of your educational model

(b) The outcomes you expect to achieve

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

Mission/Vision.

LVMCA ("LVMCA" and the "School") aims to create an environment that recognizes and fosters the vast potential of its students, and their desire to learn. Through the application of a student-centered Montessori method, LVMCA will provide students with opportunities to not only learn the basic, core academic subjects, but also important life skills such as interpersonal communication, problem-solving, and critical thinking skills. Through this approach, we can and will provide students with optimum readiness for secondary and higher education—with the academic, social, and interpersonal foundation necessary to become successful model students and citizens. With positive and engaging educational skills, our students can and will become responsible and caring community leaders.

Key Components of Our Educational Model.

As described in much greater detail in the "Academic Plan" section below, the key components of the Montessori Method are as follows:

- Montessori-Trained Teachers
- Child-Directed Work
- Multi-Age Classrooms
- Montessori Educational Materials
- Uninterrupted Work periods

LVMCA will apply the Montessori Method as developed by Dr. Maria Montessori. It is a multi-sensory approach that allows for self-taught and self-paced academic development, facilitated by a Montessori-trained and state-licensed educator.

Dr. Maria Montessori, the Italian pediatrician and visionary educator who founded the method, believed that when children are given the freedom to choose their own learning activities, a self-

confident, inquisitive, creative child emerges. As it turns out, this approach, which is over 100 years old, is exactly what many parents are looking for today.

> ‘‘The first Montessori environment was opened on the 6 January 1907 in San Lorenzo, Rome, Italy. Through Dr. Montessori's observations and work with these children she discovered their astonishing, almost effortless ability to learn. ***Children taught themselves!*** This simple but profound truth formed the cornerstone of her life-long pursuit of educational reform.’’
>
> -Montessori Australia Foundation, 2007

Moreover, the Method is particularly effective with children with disabilities and from traditionally disadvantaged groups. As noted in the “Operations” Section below, Ms. Alcantara, the Executive Director, first researched the Montessori Method decades ago as a means to connect with and teach her own special-needs child (as well as his fully-abled brother). Its power and effectiveness was immediately apparent.

In due course, to offer other children the same benefits she gave her own children, Ms. Alcantara formed Spring Valley Montessori School (“SVMS”), a thriving private K-8 academy which has successfully served the local Las Vegas/Henderson Valley for nearly 16 years.

Now, the objective is to spread the net much, much further. SVMS is a relatively small school, with a maximum enrollment of approximately 130 children. It is entirely reliant on (i) the ability of its parents to pay tuition and (ii) Ms. Alcantara, an immigrant of relatively modest, middle-class means, to subsidize the many children whose parents cannot do so. As to that second group, over the past decade, SVMS has steadily morphed into a majority-minority community where approximately 65% of its elementary-aged students are from low-income families who qualify for an Urban League Child Care Program. Ms. Alcantara essentially funds those children’s educations, with contributions from the Urban League that cover before- and after-school care.

During the Great Recession, SVMS’ enrollment suffered a more than 50% drop. Although that number has fully recovered, Ms. Alcantara realized that in periods of economic trouble, fewer tuition-paying families meant a reduced ability on her part to subsidize children from needier families. A serious economic downturn does not affect her paying customers, but instead the needier ones. Ms. Alcantara and the Committee to Form came to realize that by obtaining a charter, they could offer a Montessori education:

- to hundreds and hundreds of children at a time, not mere dozens;
- to many more children from impoverished families, as well as in special education (“SPED”) and English-language-learner (“ELL”) subgroups; and
- in a way which should be far less influenced by macro- and regional economic troubles. (Of course, the Committee is mindful that even charters can be susceptible to major economic shifts, as the current COVID-19 pandemic confirms. This is more a matter of degree—the pandemic is more likely to affect SVMS than Nevada charters.)

In sum, by chartering LVMCA, the Committee’s goal is to bring SVMS’ model and successes to the greater community for decades to come, for the benefit of all of Spring Valley and particularly its neediest, most at-risk youth—not just a select few.

Expected Outcomes.

The LVMCA Board is extremely confident in the charter’s success for two reasons.

1. Replication.

As the above narrative notes, although LVMCA will be a new charter untethered from any existing EMO/CMO model, it is hardly starting from scratch. LVMCA will model itself upon, and replicate, the highly successful approach used by SVMS.

As described in the "Board Governance" Subsection under "Operations," LVMCA and SVMS will be two wholly separate institutions. There will be no legal, contractual, economic, or other formal or informal relationships between them. They will not share any staff, teachers, or students. No LVMCA Board member will have any governance or other position at SVMS, and vice versa. The schools will not share a physical facility, nor have common bank accounts or funding sources whatsoever.

What the two schools will share, however, is twofold.

First, Ms. Alcantara will have a role in both. She will remain an SVMS co-owner. Over the past 16+ years, Ms. Alcantara has owned 50% of SVMS with her sister, a passive investor, and also served as Executive Director. With the chartering of LVMCA, Ms. Alcantara will become the charter school's Executive Director, relinquishing that role in SVMS. Both her and her sister will become passive owners, entrusting the private school to a new school leader—akin to politicians placing an investment in a blind trust.

Second, and more crucially, both will share the same educational DNA: the Montessori Method, as interpreted and applied by Ms. Alcantara over the past (nearly) two decades. SVMS has positively educated an entire generation of Las Vegas children, earning numerous accolades, awards, and successes. LVMCA will replicate its academics, culture, and—subject to the significant changes required by chartering—operations. The goal of this transformation is to continue offering the community the same high-level, proven academic experience, but on a free-to-all, cost-barrier-eliminated basis open to far more students than enjoy it now.

SVMS' academic success is not a matter of opinion, but measurable fact. As detailed in the "Transformational Change" Subsection of the "Academic Plan" Section below, on average, over the past two years, SVMS students have scored in anywhere from the 61st to (quite impressively) the 93rd percentiles on national, standardized tests.

(As noted below, those were not recorded on Nevada's preferred SBAC and MAP tests, but on the Terra Nova 2 plus battery test. Still, that is a reputable, nationally-recognized, norm-referenced test that meets most U.S. states' annual testing requirements, and is the 6th edition of what began as the California Achievement Test. In a State like Nevada which routinely tests in the bottom 5 nationally, SVMS' results speak for themselves.)

Logistically, upon being chartered, LVMCA will take over SVMS's K-8 classes, and the private school will scale itself back to a pre-Kindergarten-only institution. Ms. Alcantara has no desire for one to "compete" with the other. By limiting SVMS to a Montessori-based daycare, she can be more reasonably confident of both institutions succeeding. Her SVMS successor will have more limited, manageable responsibilities. As for LVMCA, importantly for charter school enrollment purposes, it will have a presumptive feeder school. Once its families have tasted Montessori success, Ms. Alcantara is confident a vast majority of them will want to continue that experience by applying for LVMCA.

This is not to suggest that SVMS graduates would enjoy any preferential admission right. Under Nevada enrollment statutes—which our legal counsel has lectured on—once LVMCA becomes oversubscribed (which the Committee expects by year two or latest three), all non-priority applicants will go into the statutorily-required lottery. The Board speculates that while early LVMCA classes

might have more SVMS graduates overall, LVMCA's non-SVMS students will be a majority from years one or two onward. SVMS will be a natural feeder school, but the genesis and aim of this project is to serve Spring Valley children.

To reiterate, because SVMS and LVMCA will be independently-run and legally separate entities, there will be no formal or informal EMO/CMO-type relationship here. The Board will strictly safeguard LVMCA's independence and self-sufficiency, ensuring all taxpayer funding and other school resources stay squarely within the charter school's four walls.

It is one thing to have a time-tested model to replicate. It is another to put that into practice. Ms. Alcantara and the Board's challenge is not just to reinvent SVMS as a public school, but to comprehensively align her policies, procedures, curriculum, and so forth with the SPCSA's and State of Nevada's complex educational framework. LVMCA will have to, among other things, switch standardized tests, adopt new reporting and auditing procedures, scale up its enrollment by a factor of two, and so forth. The Board is not naïve about the nature of this challenge. But to be clear, this has been done many times before. There are, as the next Subsection indicates, successful Montessori-based charters all over the U.S., including here in Nevada. Many public Montessori Charter Schools in different states have shown remarkable progress in advancing their student's progress and achievement, without crumbling under the weight of administrative or other operational concerns. LVMCA would like to model these schools and would like to contribute to the improvement of public education in Nevada. Alignment of the Montessori curriculum with the common core and standards of the Nevada Department of education will ensure that LVMCA will not merely satisfy the expectations of the SPCSA, DOE, and other stakeholders, but will exceed them.

2. Montessori Method.

There is no arguing with how successful the Montessori Method is in promoting positive student outcomes, and not just in an emotional, feel-good way, but in hard-core statistical analyses and research. Please see Subsection (5) of the "Transformational Change" Subsection of the "Academic Plan" Section below, which recites a host of independent, peer-reviewed research studies proving that Montessori-educated children thrive and prosper, relative to their "traditionally" educated peers, and not just while they are receiving the Montessori education but as much as 10 years later in their educations. The science in favor of the model grows larger and more sophisticated by the day.

Why is the Montessori Method (both internationally and as applied by Ms. Alcantara) so successful? As discussed below, for over a century, Montessori-based schools have used multi-age classrooms to create opportunities for student independence and accountability. Students follow their own curiosity and are motivated to fully understand concepts to meet their individual goals. Montessori students grow up to be enthusiastic and self-directed learners, who exude confidence and are accountable citizens to both themselves and the community. With the Montessori Method, students develop a lifelong love for learning and have a true sense of accomplishment. Students develop a lifelong passion for learning, become motivated to continue in higher education, and acquire an overall ability to make lasting contributions to society through business, science, the arts, and public service. Students develop self-confidence created by self-reliance and become passionate in their careers to develop strong ties and effect positive change for the community.

<u>Key Supporters; Resources</u>.

The LVMCA Board began canvassing local, state, and regional partners for financial, moral, and other forms of support over a year ago, and will only increase those efforts as it becomes chartered and navigates its "Stub Year."

Attachment 1 contains numerous letters of support from those partners, including (alphabetically):

- Backstage Beauty Salon
- Boys and Girls Club of Southern Nevada
- Bridge Counseling
- Couture: Dermatology and Plastic Surgery
- Dr. Noah Kohn
- East Valley Family Services
- Herte Center for Cosmetic Surgery
- Howard & Howard Law Firm
- IZ Design Studio
- Las Vegas Metro Bee and Pest Control
- Laura Zollar Fine Art
- Love Nails & Spa
- Matthew Rose, LLC (BHHS Nevada Properties)
- Microsoft
- New Capital Ventures
- NeedMerch.com
- Northwest Optimist Club of Las Vegas
- Red Rock Fertility
- Rotary Club
- Spanco, Inc.
- University of Nevada, Las Vegas

Several of those partners deserve special mention. Please see the "Parent and Community Involvement" Subsection below, for descriptions of the School's prospective partnerships with, for example, the Boys and Girls Club of Southern Nevada, Opportunity 180, UNLV, Dr. Kohn, and others.

(2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

(a) Improving the academic achievement of pupils;

(b) Encouraging the use of effective and innovative methods of teaching;

(c) Providing an accurate measurement of the educational achievement of pupils;

(d) Establishing accountability and transparency of public schools;

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

(f) Creating new professional opportunities for teachers.

All of those are among LVMCA's core purposes. None is in some way in appropriate or a lesser priority. LVMCA's Board believes that if it were to choose just one or a couple from among those priorities, that would be like choosing which is your favorite child. They are all intrinsically important for LVMCA to achieve the purpose and mission described above.

For example, what good would improving our students' education be, if we could not measure that achievement in a way that satisfied families that they should continue to enroll? What good would it be to adopt the Montessori Method (and Ms. Alcantara's innovations and adaptations of the same), if that was not proven effective by empirical student gains? What good would it be to employ new teachers, if we did not hold them accountable for their performance? All of the factors above are crucial in any charter school's success. The Board does not view one or another as expendable.

LVMCA will embed in public education the principle, practices and benefits of a Montessori education. The Montessori method has educated millions of students and countless creative, confident, compassionate, and gifted leaders throughout the globe. It has a rich history and broad presence. Despite these facts, however, most parents and community leaders understand very little about Montessori education and the benefits it can provide to the children of our community. From Dr. Montessori's observations and research, she concluded that to be truly effective, an educational environment must focus on more than just "what" students should learn, but it must also focus on "how" students learn. Schooling must offer both the appropriate subject matter and the appropriate learning environment for students.

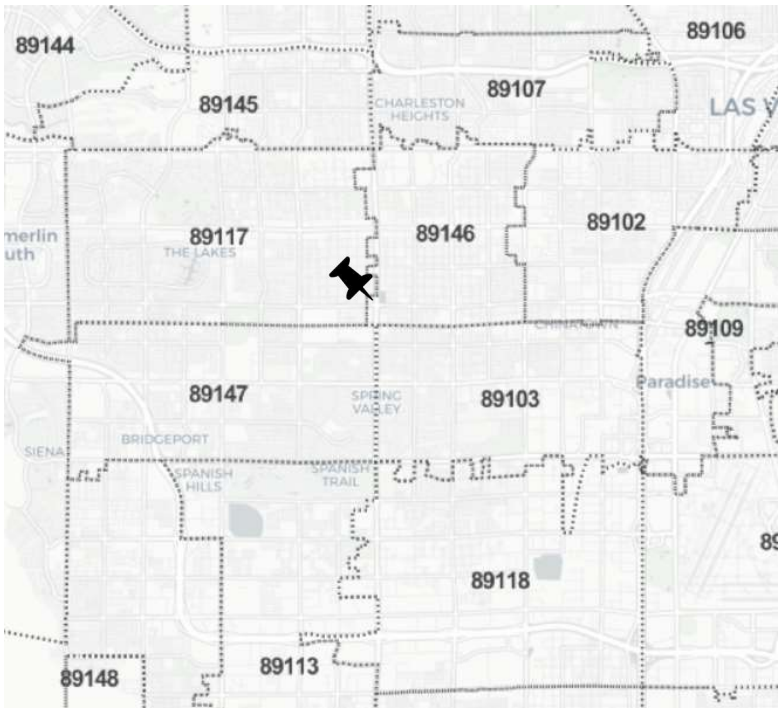
TARGETED PLAN

(1) Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

The community to be served includes parts of the towns and neighborhoods of Spring Valley, Chinatown, Charleston Heights as well as other areas in unincorporated Clark County. The seven zip codes that will be primarily targeted include 89102, 89103, 89107, 89117, 89118, 89146 and 89147.

Importantly, when we refer in this Application to "Spring Valley," that is a shorthand reference to the zip codes above. The official borders of the unincorporated township of Spring Valley are different, lying further to the West and South and encompassing certain affluent areas of Summerlin. (Even so, according to the online source, AreaVibes, the Township gets a "C" grade for schools, a "C-" for housing, and an "F" for crime. In 2018, the Township's median income and income per capita were 2% and 4% lower than the Nevada average, respectively. When compared to its neighboring town of South Summerlin, that discrepancy was much larger; that neighbor's income per capita and median income were 118% and 60% higher than the state's averages.)

The following map shows the borders of the School's targeted zip codes, and the push-pin identifies the currently-projected facility at 2975 Rainbow Blvd. which is discussed further in the "Facilities" Subsection of the "Operations" Section below. That location is in the 89146 area code.



Over the last decade, the targeted neighborhoods have been in significant decline. Once the epicenter for the thriving middle class in Las Vegas, these zip codes now have a disproportionate number of boarded-up and vacant strip malls, and an abundance of payday day loan centers.

The Boys and Girls Club facility referenced in Section (4) of the "Parent and Community Involvement" Subsection below is a perfect microcosm of this change. When the LVMCA Board President's children attended that Clubhouse a decade-plus ago, "It was a sports complex and gym. Now, it's a food bank and safehouse for at risk children."

Over those years, Spring Valley has seen an increase in the cost of living, without any corresponding increases in salary—and this is not even taking into account the economic devastation the community has seen and will see as a result of the COVID-19 pandemic. We can only surmise that because of the area's proximity to the Las Vegas Strip, and the large number of non-college-educated residents living there and dependent on the gaming economy, it will see further financial devastation.

Spring Valley is eager for, and in desperate need of, more educational choice. Schools that once received four and five stars are only receiving one or two. As noted below, FRL and ELL student populations are exploding. Spring Valley has over 22,000 students in its Clark County School District ("CCSD" and the "District") Elementary and Middle Schools. Meanwhile, there are only two SPCSA charter schools in these zip codes: (i) Beacon Academy, a school providing online/blended education only, and solely to high school grades; and (ii) at the western edge of zip code 89147 (on the very fringes of LVMCA's targeted zip codes), a Doral Academy campus. Moreover, Spring Valley currently has just one Montessori School: SVMS. These zip codes are almost entirely under a CCSD monopoly, where over-crowded classrooms and dismal test scores (as noted below) are the norm.

Upon being chartered, LVMCA will provide much-needed choice for the area's students and their families. It will offer students a chance to learn in an environment that is tailored to their specific needs and learning styles, using a curriculum which has been empirically proven to produce academic success, as implemented by a school leader with a proven track record of getting results.

(2) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. A copy of this document can be found here. Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

(a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.

LVMCA Will Operate in a Very Low-Income Geographical Area.

There is extensive poverty in LVMCA's targeted zip codes. This was one of the central reasons why the Board picked Spring Valley as its targeted School site.

Opportunity 180's online mapping tools confirm this economic slide. According to its website, Opportunity 180 bases its "poverty" mapping on the percentages of an area's measurable population with incomes below the national poverty level, by census track. The Federal Poverty Level ("FPL") is $12,140 for individuals, and varies by family size. These areas are based on census tracts, small geographic areas as a framework for studying change from one neighborhood to another. See the U.S. Census Bureau data source link below for more information.

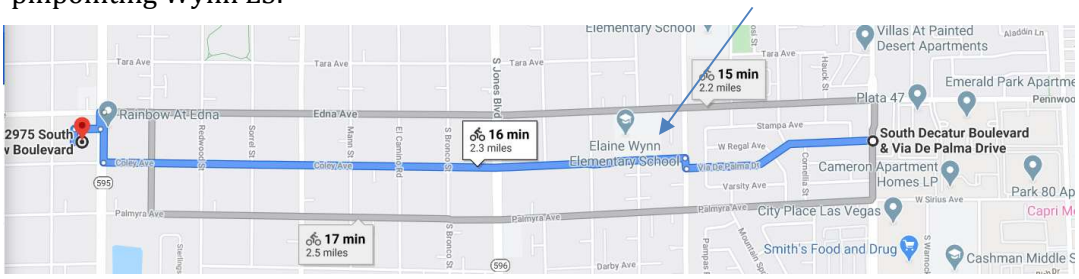
The following map shall the poverty levels in LVMCA's targeted zip codes, based on the percentages set forth in the accompanying legend:

The School's tentative location highlighted by the push-pin.

Because that map does not include a mileage guide, for perspective:

- The tentative LVMCA location would be approximately 0.8 mile from the green-shaded low-income area south of the push-pin, and 1.1 miles from the low-income area to the North.
- As for the large impoverished area to the East, the edge of that darkly-shaded area (where more than 40% of the residents have incomes below the national poverty level) is just 2.3 miles from the School.

  Helpfully, that 2.3 mile route traverses a pedestrian- and bicycle-friendly residential neighborhood replete with school-crossing areas, owing to the presence of a 100%-FRL, 48.2%-ELL, two-star CCSD school, Elaine Wynn Elementary. The following shows the Google Maps route from that high-poverty area to LVMCA's potential facility, with an arrow pinpointing Wynn ES:



Unsurprisingly, there are huge free-and-reduced-lunch ("FRL") student populations in these zip codes.

According to Opportunity 180's online mapping resources, CCSD has 23 elementary schools and 3 middle schools in LVMCA's seven key zip codes, or 26 schools in total. Those are mapped in Subsection 2(b) below.

(Note that for purposes of this Application, we excluded CCSD's magnet and charter schools. In these zip codes, that meant the exclusion of one elementary school [C. Piggot ES (89117)] and four middle schools [J. Cashman MS (89102), K. Guinn MS (89103), Hyde Park MS (89107), and Odyssey MS (89146)]. The magnet schools, in particular, are apples to LVMCA's orange; magnets carefully select their students from among applicants and in many cases can consider grades and test scores. LVMCA will proudly educate any and all students who are interested in being cared for and challenged under a Montessori curriculum. Like all Nevada charters, it will operate on a first-come, first-served basis, subject to holding a random lottery once it is oversubscribed.)

Attached as **Attachment 28** are spreadsheets containing data for the 26 CCSD schools in the LVMCA area. All of this information was pulled from the Nevada Department of Education's school accountability portal, http://nevadareportcard.nv.gov/DI/nv/2019, for the 2018-19 school year. (No 2019-20 data has been published, and may not be owing to the pandemic.)

According to the online DOE data:

- Of the relevant 23 CCSD elementary schools, the average FRL population was a staggering 90.4%. In fact, 17 of those 23 schools—approximately three-fourths—reported a 100% FRL population.
- Of the relevant 3 CCSD middle schools, the average FRL population was 84.3%.

Compare that with the CCSD and Nevada averages across all elementary, middle, and high schoolers. (The Board was unable to separate out one level from the others.) Those averages were 69.2% and 61.2%, respectively. In other words, the 26 CCSD schools in these seven zip codes had significantly higher FRL populations than in the rest of Clark County and State of Nevada. The spread between these schools and Nevada was an astonishing 29.2%, or almost one-third of the student body. The poverty in the Spring Valley area is profound.

If that were not compelling enough, consider the single zip code in which LVMCA's projected facility is located. There are four elementary schools in the 89146 zip code—Guild Gray, Hancock, Roundy, and Wynn—and the FRL population in all four schools is an even 100%.

LVMCA Will Have a High ELL Population.

As one might have predicted, LVMCA's targeted neighborhoods have statistically higher English-Language Learner ("ELL") populations. In some of these zip codes, census reports suggest the Hispanic population is well over 75%. As **Attachment 28** shows, for the 2018-19 school year:

- Of the 23 CCSD elementary schools, the average ELL population was 24.4%. (In nearly four out of ten schools—i.e., 9 of the 23—the ELL population was over 30% of the student body.)
- Of the 3 relevant CCSD middle schools, the average ELL population was 20.0%.
- In LVMCA's "home" zip code of 89146, the 4 CCSD schools had an average ELL population of 35.2%. That zip code also had the single highest ELL percentage in all seven zip codes; Elaine Wynn ES reported an ELL population of 48.2%.

Those compare with the CCSD and Nevada averages (again, for all primary and secondary-school children) of 17.0 and 14.8%, respectively.

As part of this conversation, it is worth noting that the Boys and Girls Club mentioned elsewhere in this "Meeting the Need" Section has reported that 31.7% of its member-children self-identify as being Hispanic or Latino, which is more than any other racial/ethnic sub-group. (Non-Hispanic/Latino Caucasians represented just 17.6% of its member-children.)

There is no question, then, that the ELL population which LVMCA will serve will be large. The School projects having between one-fifth and one-third ELL students—meaning close to double what the average Nevada school handles.

LVMCA Will Have a High SPED Population.

Although the disparity will not be as great as with the FRL and ELL populations, LVMCA expects to have a higher incidence of IEP students, too.

As **Attachment 28** shows, for the 2018-19 school year:

- Of the 23 CCSD elementary schools, the average IEP population was 14.0%.
- Of the 3 relevant CCSD middle schools, the average ELL population was 12.6%.
- In LVMCA's "home" zip code, the 4 CCSD schools had an average ELL population of 14.8%.

Those compare with the CCSD and Nevada averages (again, for all primary and secondary-school children) of 12.1 and 12.2%, respectively. Consequently, compared to the average school, LVMCA expects to serve a greater number of children on IEPs.

Conclusions

For the many reasons detailed in the "Academic Plan" and "Operations" Sections, below, the Board believes LVMCA has the requisite capacity, skills, and understanding to not merely meet the needs of Spring Valley's relatively impoverished, ELL-, and IEP-heavy student populations, but to help those children thrive and excel, just as SVMS children have.

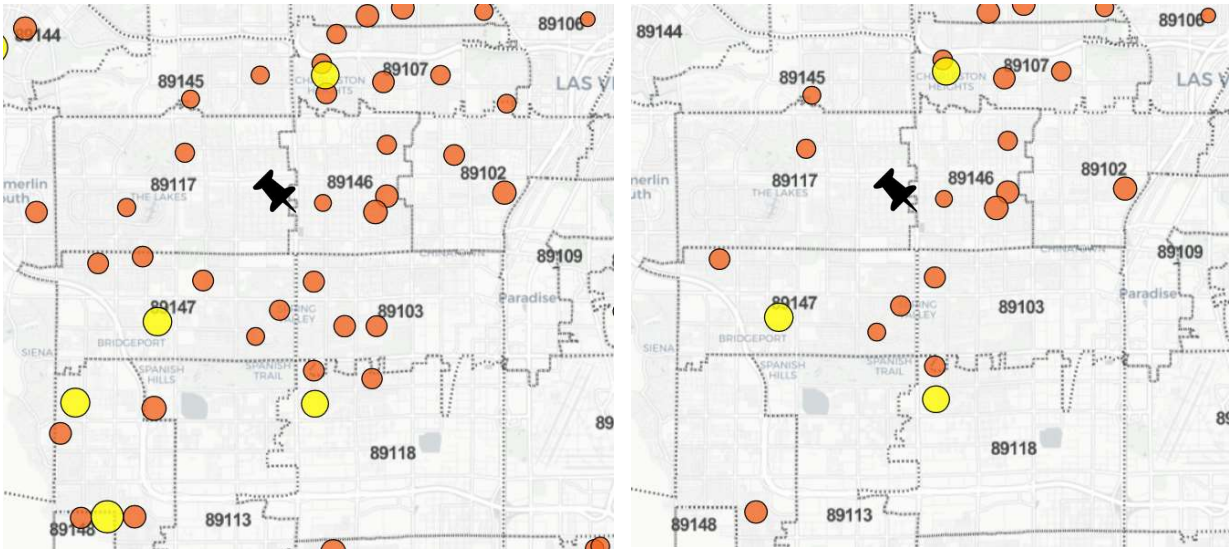
In serving Spring Valley, LVMCA will create an opportunity for parents to seek out a proven methodology—the Montessori approach—that will fit their children's learning style and capabilities—providing their children with the foundation they need to further their education and be successful, contributing members of the community. As discussed above and below, the method encourages independence and accountability, which motivates students to achieve their full potential, as they improve on deficiencies. The multi-age classrooms recreate a family structure that increases their confidence, preparing them to succeed in college and their future careers. These are helpful to mainstream and separate sub-groups alike. LVMCA will strive to create an educational foundation in the Spring Valley area, with a scalable goal to address unmet needs of at-risk student populations. Our goal will be consistent with our vision to improve outcomes for a range of low-income communities, underserved students of color, and SPED and ELL sub-groups.

(b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.

According to Opportunity 180's online mapping tools, the following side-by-side maps show:

- on the left, all CCSD elementary (in orange) and middle (in yellow) schools in LVMCA's targeted zip codes (excluding CCSD charter and magnet schools); and
- on the right, those same District schools which only received one- or two-star ratings in the Department of Education's Nevada School Performance Framework (NSPF) ratings:

All CCSD Schools **1- and 2-Star CCSD Schools**



As that visual confirms, there is an overwhelming number of underperforming schools in LVMCA's targeted geographical area. This is another major reason why the Board opted to place LVMCA in Spring Valley; the need for a good school is huge.

As the spreadsheets in **Attachment 28** indicate, as of the end of the 2018-19 school year:

- The average ratings for the 23 elementary schools in LVMCA's targeted zip codes was 2.48 stars.

  Importantly, 2.5 stars is the middle point between 1 and 5 stars, but that is not the statewide mean. According to DOE information, the average state-wide rating was 2.96 stars, and District-wide was 2.80 stars. In other words, Spring Valley's 2.48 average is not 0.02 off of the State school average, but a full 0.48, or nearly an entire half-star.

- Worse yet, the average ratings for the 3 middle schools in the Spring Valley zip codes was 2.0 stars.

  Note that that was down from an average score in the 2017-18 school year of 2.7 stars; the local middle schools are trending in the wrong direction.

- Collectively, the average rating for all 26 CCSD ES and MS schools in those zip codes was 2.42 stars, broken down as follows:

	1 Star	2 Stars	3 Stars	4 Stars	5 Stars	Total Schools (#)
Elementary Schools	2	12	5	4	0	23
Middle Schools	0	3	0	0	0	3
Total Schools (#)	2	15	5	4	0	26
Total Schools (%)	7.7%	57.7%	19.2%	15.4%	0%	100%

- In other words, 65.4% of all CCSD schools in these seven zip codes received a one- or two-star rating from the State of Nevada.

  Put another way, nearly two-thirds of Spring Valley's District schools are de facto failing.

- If 65.4% of these schools are failing, that means 34.6% received a passing (i.e., three-, four-, or five-star) rating. (As noted above, none actually received five stars.) According to the local press, that compares with District and Nevada "passing" averages of 50.8% and 53.3%, respectively. https://www.reviewjournal.com/local/education/rising-stars-nevada-schools-accountability-ratings-improve-1848613/. This means Spring Valley is dramatically underperforming, relative to CCSD and the State.

- According to that same article, the SPCSA's charter schools were extremely high performing. The proportion of SPCSA schools receiving four- and five-star ratings rose from about 48 percent to nearly 61 percent. That compares with just 15.4% of Spring Valley's schools receiving one of those two scores—a difference of about 45%.

- The average ratings for the four CCSD schools in LVMCA's "home" zip code of 89146 were even worse. Those four schools averaged just 1.75 stars—unchanged from the year before—and none had a higher rating than two stars.

  In other words, that entire zip code has nothing but statistically-failing schools for local families to choose from.

These unfortunate facts are no prettier when one dives deeper into the numbers. The DOE's performance framework website reports the average English language arts ("ELA") and Math proficiencies for each school, the District, and the State. By analyzing the attached 2018-29 school year data, one finds as follows:

	ELA Proficiency (%)	Math Proficiency (%)
Elementary School Level		
Zip Code 89146 only	36.0	29.1
7 Spring Valley Zip Codes	45.2	37.4
CCSD	49.1	41.8
State of Nevada	50.3	43.8
Middle School Level		
7 Spring Valley Zip Codes	40.2	22.7
CCSD	46.5	30.6
State of Nevada	48.9	33.2

Those numbers paint a bleak picture at every level. The "high" mark is in ELA state-wide at the elementary school level—where barely half of Nevada children are proficient. That is the best news on offer: 50.3%.

At the other end of the spectrum, less than one-quarter of middle-schoolers in LVMCA's seven zip codes, and less than one-third of District middle-schoolers collectively, are proficient in math. That constitutes an alarming average lack of proficiency by the end of Grade 8, suggesting very few students are well-equipped for high school mathematics, much less a college/university education.

Shockingly, as children age, their proficiency levels deteriorate. In the seven Spring Valley zip codes, CCSD as a whole, and the State of Nevada, student proficiencies fall as they move from elementary schools to middle schools. For example, in the Spring Valley area, ES ELA and math proficiency levels are 45.2% and 37.4%, but drop at the MS level to 40.2% and 22.7%. Those are drops of 5.0% and (astoundingly) 17.7%, respectively. This confirms that the more time students spend in District schools, the worse they do.

As that suggests, globally speaking, CCSD is a school district in crisis. Even before the onset of the coronavirus pandemic, it was universally acknowledged to be in crisis, as the *New York Times*, *Las Vegas Review-Journal*, and other media organizations have long reported. The country's fifth largest school district in the country was not performing up to State or national expectations. Among other things:

- Its enrollment remains at record levels. In 2014, its elementary schools operated at 117.6% of planned capacity. First-grade classes which should have 16 students routinely have 25 or more students. There were 2,230 temporary trailers in use across the District. Over a dozen schools switched to year-round schedules to alleviate overcrowding. As the CCSD Superintendent noted at the time, he "could build 23 elementary schools today and they would open up full and overcrowded." The President of the Board of School Trustees later

described the facilities situation as "severe, and there's no relief in sight through traditional means."

- The District routinely faces severe teacher shortages. As of the start of the 2015-16 school year, CCSD had about 800 vacancies, 80 percent of which were for elementary-school and special-needs positions. That shortage was despite CCSD having hired 1,800 teachers during the prior two quarters—nearly 25% of whom had no classroom experience whatsoever. Paradoxically, due to financial and legal issues, CCSD terminated the employment of over a thousand teachers in more recent years. In part due to those layoffs, CCSD has become embroiled in long-standing disputes with its teacher's union, and CCSD promised to try and meet certain union demands by "delay[ing] school maintenance projects."
- Unsurprisingly, the State's academic results match its largest District's financial condition. In virtually every national indicator, from elementary school level through high school, Nevada ranks statistically in the bottom five among all states. In many cases, including recent studies by the Annie E. Casey Foundation grading "educational opportunities provided to public school students," Nevada has ranked dead last—i.e., 51st—in a study analyzing the 50 states and Washington, D.C. Looking at just one more granular statistic, according to 2018 National Education Rankings Statistics, Nevada had the largest pupil-to-teacher ratio in the nation (25.86:1).

Spring Valley children deserve so much better. Collectively, the data above suggests LVMCA has a low bar; it is hard to see our School (or any charter) doing any worse. CCSD has all but given up on this area. For folks like (i) LVMCA's Board President, Mr. Burgess, whose own children attended Spring Valley District schools for their entire primary and secondary educations, or (ii) Ms. Stephens, the Board member who has donated time at one of these District schools (Elaine Wynn ES) for nearly two decades, this is more than unacceptable; it is a tragedy.

That is why LVMCA will be solely governed by its own (and of course, the SPCSA's) expectations. The Board's goal is for LVMCA to earn nothing less than a three- or four-star rating for year one, and by the end of the first half of its charter term, to become the only five-star school in all seven of Spring Valley's zip codes combined. As described in detail below, given the combination of (i) the Montessori model and (ii) this particular Executive Director's many years of experience successfully putting that model into practice, including for students in FRL, ELL, and IEP sub-populations (the last of which included one of her two sons), the Board is eminently confident in LVMCA's ability to promptly reach those goals.

For more information regarding SVMS's academic successes, see the "Transformational Change" Subsection of the "Academic Plan" Section. It highlights SVMS students' stellar performances on national, standardized tests originally developed in California, and normed for use throughout the U.S. While those are not the same tests used by Nevada, they show SVMS pupils testing in the 61st to the 93rd percentiles compared to their counterparts around the country.

LVMCA will help Spring Valley students pursue and achieve excellence.

(c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for

successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

If the Board understands this Subsection question correctly, it is directed at charter schools offering high school education. Because LVMCA will not offer grades 9-12 during its first charter contract (if ever), this is inapplicable.

That does not mean, of course, that LVMCA will not have "at risk" students. Truancy and dropping out are state-wide problems. Among other connections noted here, LVMCA is partnering with Bridge Counselling and East Valley Family Services to address the needs of self- or school-identified "at risk" students. By proactively communicating with the families of at risk students, having them engage and participate in their children's education and school activities, LVMCA plans on reducing truancy and drop-out rates to nominal levels. LVMCA will incorporate those partners and programs into its activities, highlighting intervention and enrichment programs, mentoring programs, and other expert-approved strategies and tools. Moreover, LVMCA teaching staff will have training and PD seminars which include strategies for helping at risk youth. That will include ongoing processes in which educators will work collaboratively in recurring cycles of collective inquiry and action research, to achieve better results for the students they serve.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

A majority of the current Board members are parents of children who have attended SVMS and are therefore familiar with the Montessori Method, as put into practice by Ms. Alcantara.

This is no accident. Those Board members know firsthand the benefits of a Montessori-based education, having seen their own children prosper in unimaginable ways. Taking one Board member's experience as an illustration:

- Ms. Macrae has three children. Her oldest son has autism. At his prior CCSD school, he was shuffled into a stand-alone autism classroom with little discussion. Because he is a quiet and easy-going child, he was largely overlooked. He was never the squeaky wheel, so he fell further and further behind, not just in his education but also socially—despite being very smart and having an amazing memory. Ms. Macrae, exasperated by the negligence of the District school, enrolled him at SVMS three years ago. At the time, he couldn't look anybody in the eye, could never stand up in front of a classroom and give a speech, and was very far behind in math, reading, and every other subject. At SVMS, he has come alive. The school accepted him under the instruction of Ms. Alcantara and worked with him from the ground up. They taught him more than ABCs, they opened his world and helped him grow emotionally, socially and in confidence. Ms. Alcantara and the Montessori Method are a dynamic force that needs to be available to many more children—but particularly those with special needs.

That is just one of hundreds of similar anecdotes from SVMS parents.

What separates a Montessori school run by Ms. Alcantara from other institutions is its culture. (For more regarding the culture, see the "" Subsection of the "Operations" Section, as well as relevant

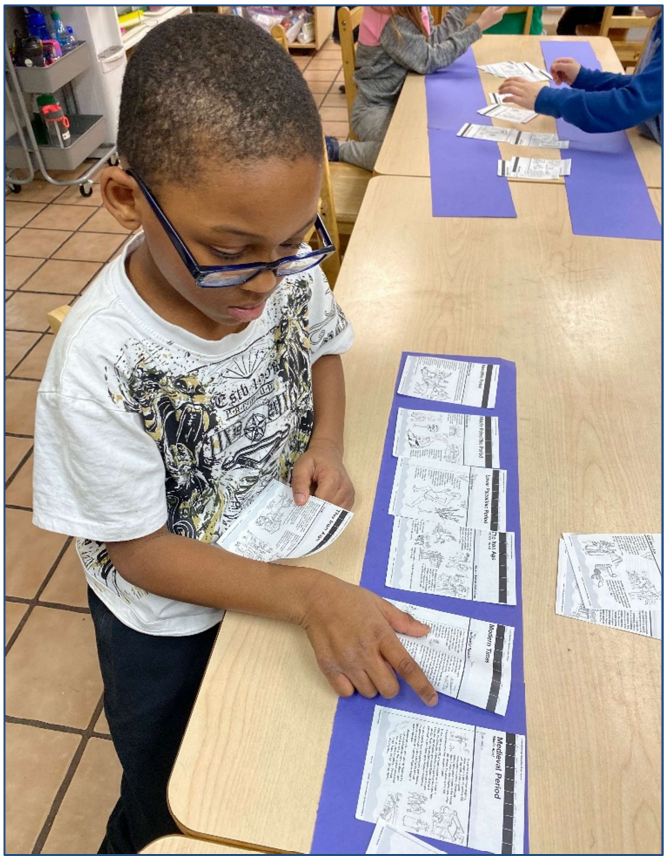
portions of the "Academic Plan" Section.) A fundamental part of SVMS's culture is its tradition of deep parental involvement. Both current and past parents of SVMS continue to be the most enthusiastic and loyal advocates of the Montessori method and Ms. Alcantara, informing family, friends, and community groups about the current school and the future of LVMCA.

This parental involvement includes financial support. Multiple fundraisers are organized annually with the assistance of SVMS parents. The Board is confident that this practice will continue at LVMCA, despite the change in demographics. The ethos is to provide whatever assistance you can, so if not funding, then time and labor.

To be clear, this is not a question of aspiration.

As noted elsewhere, SVMS has a majority-minority, with over 60% of its pupils being Ms. Alcantara-subsidized Urban League children. Although there was a learning curve for those parents (in terms of increasing their school involvement), Ms. Alcantara would estimate their participation in SVMS matters to be marginally less or the same as full-tuition paying families. Her model will effect participation no matter the demographics.

Parents and community members will continue to be involved in the development of LVMCA through grass-roots efforts in marketing to increase enrollment, supporting all fundraising efforts and activities, and most of all, supporting the children in their academic endeavors and instilling a love of learning.



(2) Describe how you have engaged, and will continue to engage parents, neighborhood, and community members from the time the school was conceptualized to when the application is approved through the opening of the school. What specific strategies have been implemented and will continue to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

Once the application is approved, parents and community members are to be primarily engaged by means of social media, presentations, as well as meetings with community leaders and influencers. Presentations are to be conducted in a "town hall" setting at local libraries, the School facility, and elsewhere, to establish buy-in and learn parent priorities and concerns prior to and post-opening.

Upon completion of construction and classroom set-up, the School will host an "open-house" for the community of Spring Valley—familiarizing parents and future students with the facility, as well as educating them about the Montessori method and its benefits. LVMCA will continue to engage the

community through meetings with community groups (e.g., the Boys & Girls Club), conversations with parents, and attendance at community events.

Those efforts actually began nearly a year ago. The following are photographs of one of our prior town hall meetings, with the Board President, Mr. Burgess, introducing the School's vision in the photograph on the left.

Our more specific strategies include the following:

Strategy	Description	Inclusion and Cultural Implementation
Community Centered Recruitment and Information Sessions (Rec Centers, Libraries	Opportunity for Spring Valley community to hear about the vision and educational approach of Montessori model for charter school, voice feedback, and engage in collaborative input on school design	Meetings will be held in a communal approach to leave an open discussion platform for parents and other community influencers to provide ideas toward solutions and issues in the school model. Flyers and school information will be provided in multiple languages, along with board/community SME's for direct conversation.
Website and Social Media Campaigns	We are partnered with a Digital Marketing Analyst within Las Vegas community that has established a responsive website and integrated with primary methods of sharing the latest news about LVMCA. ● Facebook ● Blog Content ● Instagram ● Twitter ● MailChimp / Hubspot	User focused contented created for ease of understanding, and formatted for the popular and steadily used platforms for news consumption by parents
Local Community-	LVMCA has met with and has	Specific goal to partner with CBOs

based Outreach (Organizations)	begun to develop relationships with the CBOs, referenced in more detail below in this "Operations" Section, including, notably: • the local chapter of the Boys and Girls Club of Southern Nevada; • Spring Valley Town Board; and • Clark County Parks and Recreation.	who represent at-risk and underserved students/communities.
Radio / Television / Print Media	Ongoing outreach to local media outlets within Clark County	Focused outreach to media outlets serving diverse communities

(3) Describe any expectations for parent volunteering.

While LVMCA cannot (and would not) *require* parental involvement, *encouraging* strong and consistent parental engagement will be an ever-present School priority. Engaged parents are one of the hallmarks of any successful school.

LVMCA will utilize numerous strategies for communicating with its parents. Those would include the following:

- In due course, the School will release its own smart-device app. SVMS has, among its parents, several software-coding experts who have agreed to volunteer their time and expertise to the charter school's technology needs. A School app will be developed for easy communication between the School, its students, and their parents, thereby allowing the School to easily transmit important information, especially regarding culture-building events, assemblies, homework- and report-card matters, personnel changes, and developing health or safety emergencies. (The Board's current goal is for the app to go live by the end of year one.)
- LVMCA will extensively use email, its website (e.g., a password-protected student/parent portal), and social media. This will particularly fill the time-gap before an app goes live. Most of LVMCA's families will likely have Facebook, Instagram, Twitter, TikTok, and similar accounts. LVMCA will make use of all of them (but obviously only to transmit non-confidential, non-FERPA-protected information). SVMS has found that both email and social media have been highly effective and efficient tools to communicate future events and other relevant information regarding the day-to-day operations of the school.
- LVMCA will encourage the consistent use and access of the statewide Infinite Campus system. The Executive Director and management team will utilize the Infinite Campus system to provide detailed, real-time information to families, including: Calendar, Schedules, Attendance, Grades, Health (Immunizations Only), Assignments, Academic Planner, Academic Progress, Fees/Payments, To Do Lists, Reports, District/School Notices, and School Meals Application.

"Spring Valley Montessori feels more like a community than a school with people from all different walks of life and regardless of race, religion, or anything else, and treats everyone equally."

-Dave Chipp, SVMS Parent (2015-Present)

The aim, of course, will be to have parent engagement in both small and large ways.

At the more minimal end of the spectrum, parents will be strongly encouraged to support their own child's education by monitoring his/her assignments, checking report cards, helping in special reports/presentations, prepping him/her for quizzes and tests, attending parent-teacher conferences, and liaising with teachers and administration. We also hope for onsite parental engagement in the form of visiting LVMCA's quarterly concerts, where parents and other family members are able to join others and share an evening celebrating their children's milestones and accomplishments. At the more intensive end, parent volunteering would include giving classroom presentations and lessons, participating in organizing and hosting school events, fundraising, chaperoning field trips, and so forth.

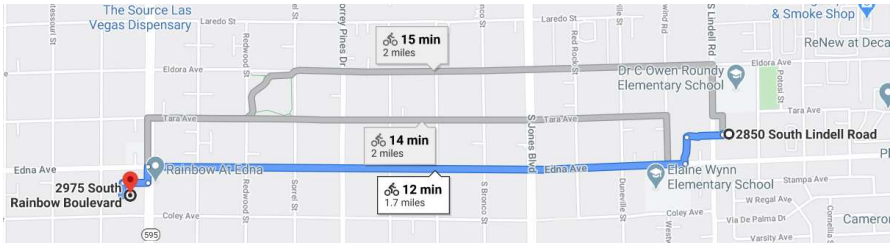
In building family/school partnerships, the School will strengthen support for learning. Parents will be strongly and enthusiastically encouraged to consistently volunteer in their children's classrooms, as well as other school related activities or events.

(4) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Copy and paste this table into your application narrative for each of your strategic partners.

LVMCA's Board has been working relentlessly on forming partnerships with a variety of community nonprofit organizations, colleges/universities, and for-profit companies. To be clear, until LVMCA is chartered, most of these partnerships are preliminary and non-binding. The Board is not comfortable asking potential partners to commit time, dollars, and other resources prior to LVMCA being chartered by the SPCSA. As noted below, however, we have had extensive discussions with these

partners, and outlined what forms of mutual cooperation and partnership-building we envision. Several partners have contributed to this Application.

Strategic Partner	Scope of Partnership
Boys and Girls Club of Southern Nevada ("BGCSN")	BGCSN is a nonprofit organization which exists "to enable all young people, especially those who need [it] most, to reach their full potential as productive, caring, responsible citizens." LVMCA's Board (and in particular, its President, Mr. Burgess), has been in close communications with BGCSN's Spring Valley chapter for nearly a calendar year. (It was Mr. Burgess' children who attended that Club over a decade ago, and it is his observation, noted above, that what was once a sports gym is now a food bank, tutoring hall, and place of refuge for local children.) That organization operates a "Clubhouse" at 2850 Lindell Road Las Vegas, NV 89146, in the heart of Spring Valley, close to where LVMCA is targeting its facility. That site offers "a full curriculum of programming" and features a teen center, gymnasium, meal program, and homework assistance." That Club operates a large-scale youth-centered operation. As of year-end 2019, for example, it employed 92 full-time staff, consisting of the chapter's CEO, 32 full-time management professionals, and 59 youth development program staff. (Additionally, it employed 63 part-time management and youth development programmers.) If LVMCA locks in the location described at length in the "Facilities" Subsection of "Operations" below, the School will be just 1.7 miles from the BGCSN Clubhouse, via a route that (i) passes through a residential community and (ii) by a CCSD school (replete with school zones and crosswalks)—and thus is relatively very safe for pedestrian and bicycle passage. This is the path:  In the months preceding the COVID-19 pandemic, BGCSN planned on embarking on a multi-year capital campaign and eventually opening a brand-new facility in the Spring Valley area. In tentative, non-binding discussions, LVMCA and BGCSN have discussed adding an LVMCA school building to that campus. Unfortunately, the pandemic has put a pin in those discussions. In the near term, this partnership has taken on an important student-recruitment element. Many of LVMCA's targeted student populations (e.g., ELL students) are Boys and Girls Club members. Even in the midst of COVID-19 social distancing, this BGCSN Clubhouse welcomes

	approximately 80 children per day and 350 children every week. (The former figure is down from an average of 200 children per day before quarantining began.) We have collaborated with BGCSN to host multiple Zoom-based informational sessions about LVMCA. In the near future, LVMCA is planning on giving BGCSN families a virtual tour (with SVMS as its proxy) and a live, Montessori-based teacher-led lesson. In short, this is a relationship which LVMCA is very optimistic about developing into a powerful alliance in the near future, upon being recommended and approved for a charter.
Opportunity 180 ("O180")	This organization is well known to the SPCSA, but for the sake of clarity: O180 is a nonprofit organization which, per its online materials: ● works with communities to ensure more kids can access a great school in their neighborhood that puts them on track to be college and career ready; ● invests in great schools, organizations, and educator leaders that will provide more kids a high-quality education, in part by acting as a venture capitalist and facility funder; and ● provides resources and data to community stakeholders and decision makers (e.g., student-recruitment and good-governance advice). As of the end of 2019, it helped charter schools serving over 8,000 children, 97% of whom were FRL-eligible, 27% of whom were ELL students, and 8% were SPED students. Its schools consisted of Futuro Academy, Democracy Prep (at the Agassi Campus), Nevada Rise Academy, and Nevada Preparatory Charter School, all of which are Achievement District schools. To date, the LVMCA team has had several promising discussions with the O180 team, and in particular its Director, Jana Wilcox Lavin, and already scheduled its next meeting in just over a month's time. Ms. Lavin and her team have provided application advice. While there is no formal commitment yet between LVMCA and O180, meaning either could withdraw, both sides have expressed their current willingness, upon LVMCA being chartered, to explore that very approach. The Board would be excited to partner with O180 in serving Spring Valley's woefully-underserved students.
East Valley Family Services ("EVFS")	EVFS is a non-profit 501(c)(3) organization that provides support for families in need. It services the Las Vegas Valley, and Spring Valley in particular, through a variety of programs targeted to families, children, and seniors. Its self-described mission is to help families, children and seniors "become and remain self-sufficient, healthy and socially responsible. Not just help, but hope." LVMCA and EVFS have tentatively agreed on a strategic partnership which will play an important role in the School's core mission of ensuring family wellness and social responsibility. EVFS will provide

	family assessments, shared goal planning, as well as providing basic needs included to School families.
Dr. Noah Kohn	Dr. Noah Kohn is an experienced pediatrician practicing medicine in the Las Vegas/Henderson Valley. Dr. Kohn is the former Medical Director of the Nevada Children's Center, The Children's Free Clinic of Southern Nevada (formerly Clinics in Schools) and is currently a member of the Maternal & Child Health Advisory Board for the State of Nevada. Dr. Kohn serves as the Pediatric Hospitalist and Pediatrics Department Chair of the Benefits Health System. As detailed in the "Services" Subsection in "Operations" below, Dr. Kohn has agreed to play an instrumental role, *pro bono*, in developing LVMCA's in-house medical "clinic" and its health policies and procedures. In a presumably post-pandemic world in August of 2021 and beyond, the Board believes this will be crucial in satisfying families that in entrusting their children to the School, their children will be safe and healthy.
UNLV	LVMCA is also in communication with UNLV's Center for Academic Enrichment and Outreach. As the attached letter of support from that organization states, it is designed to motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. The Center partners with local middle (and high) schools "to create an education pipeline that supports students in their pursuit of a college degree." The School's Board is very excited about participating in programs with that Center to enhance its students' college-oriented mindset.
Microsoft	LVMCA has held discussions with local corporate representatives of Microsoft. The Board expects Microsoft to be a source of STEM resources for LVMCA students, as well as discounted or donated versions of the Microsoft Office Suite (e.g.., Word, PowerPoint, Outlook, Excel, and more), which in view of their ubiquiry are nothing less than essential tools for all public school students. LVMCA faculty will use these tools to communicate effectively with one another in, for example, scheduling meetings, exchanging information, and enhancing seamless collaboration.
Bridge Counseling (BC)	BC is a non- profit certified community Behavioral Health Clinic. It will provide services not only to our students but to LVMCA parents (under the recommendation of a professional in substance abuse counseling and mental health therapy). Its services are provided by licensed therapists who are trained, experienced, and properly supervised in dealing with trauma, PTSD, sexual abuse, domestic violence, and other causes of emotional or mental suffering.
Rotary Club	LVMCA's legal counsel, Mr. Gardberg, is on the Board of a local Rotary Club chapter. That Club, and its sister clubs across the Valley, are well-known for their extensive support of local schools, including: ● fundraising and donations;

	• conducting readings and other literacy events; and • the hosting of community-service-oriented clubs in schools (a/k/a Kideract, Interact, and Rotoract clubs).

Additional community resources which LVMCA intends to leverage are the following:

- Parenting Project is an offering of the Clark County Family Services. It offers a series of free programs to help parents be more effective in raising their children.
- The Spotted Tree is a group that supports and helps families that have children with Delays/Disorders.
- The Foundation for Positively Kids is a local non-profit organization based in Las Vegas, NV. It was established in 1999 by Fred Schultz, CEO of Positively Kids, to meet the growing need for specialized care for medically fragile and/or developmentally delayed children in Southern Nevada.

(5) Describe the committee to form ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, local community?

As the "Board Governance" Subsection of the "Operations" Section below notes, the Board consists of people who have lived and worked in the Las Vegas/Henderson Valley for decades. Ms. Bilbray, Mr. Burgess, and Ms. Macrae lead the way, having resided in Southern Nevada for 51, 48, and 45 years, respectively. (In a relatively transient city like Las Vegas, that is nothing less than extraordinary.)

Moreover, the Board is a diversified group of people who have worked in education, local government, at-risk youth services, the medical/health sector, small business, military, advertising/marketing sector, and non-profit counseling and fundraising. The majority of them volunteer with local and national non-profit organizations ranging from the Boys & Girls Club to the Rotary Club to Planned Parenthood and beyond. Two of them have run for Congress and have close connections with the State's leadership, from the Governor's office to Nevada's national representatives. One of them was just tabbed to serve on CCSD's consulting body to provide input on how to safely reopen District schools this Fall. Collectively, in a State having just under 3 million people, there are virtually no doors that this Board cannot open via a telephone call or email—in two degrees of separation or less. This Board is as connected to the Southern Nevada community as virtually any board the SPCSA will ever see.

The Board's connections with and to Spring Valley are just as strong. For example:

- Five of the Board members, plus the School's legal counsel, have lived in one of LVMCA's targeted zip codes.
- Three of the Board members, as well as Ms. Alcantara, currently work in one of those zip codes.
- All of the Board members sent their children to schools in those zip codes. Most sent their children to SVMS, but that is not to overlook the Board's President, Mr. Burgess, who sent his children to Spring Valley's District schools from Kindergarten through high school graduations.
- All of the Board members routinely shop in, travel through, visit family and friends in, and recreate in the targeted area.

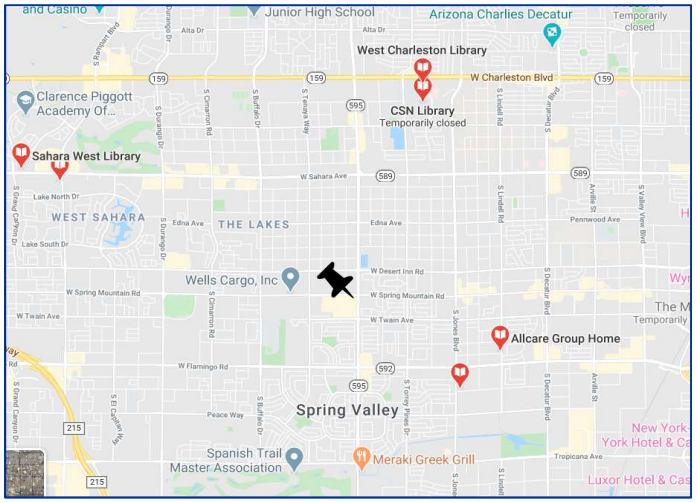
The Board feels a strong connection with Spring Valley, and has its fingers on the pulse of this community.

LVMCA intends to integrate itself into the full Spring Valley community, not just the few hundred families who are its clientele. The Committee believes that family and community engagement is crucial for student success. The engagement of the greater community in the education of our students will create a positive bond between the homes, School, and neighborhoods.

For that reason, the Board members have developed relationships with the many organizations above, with the bulk of its time reaching out to local groups/organizations like the (i) Boys and Girls Club of Southern Nevada; (ii) Urban League of Nevada, and (iii) UNLV, and (iv) local businesses in the targeted community (the owners of which have embraced us with open arms). LVMCA will engage the neighborhood and local community using, for example, the following strategies:

- communicating proactively with the community, its leadership, and civic groups, including listening to the community and responding to its feedback, through conversations, public forums, surveys and focus groups - in order to understand and address local issues and concerns;
- hosting open houses, and providing parent workshops at barbecues, picnics, and other blended social- and business-oriented events;
- with the help of social media and email, sending out mailings, distributions, newsletters, and flyers to local businesses, making Spring Valley-focused blogs, and sending out emails;
- leveraging those business contacts to offer meaningful opportunities for parents who are unemployed or underemployed, to pursue job opportunities;
- as noted above, actively involve parents and community members in school improvement and student achievement support strategies;
- turning community supporters into leaders and advocates. By thoughtfully informing and involving families and community representatives, LVMCA Board will sit together on advisory groups that meet regularly to review and take part in decision making about the School's improvement plans, budgets and progress reports.

Moreover, LVMCA plans on making extensive use of, and supporting (e.g., via book drives), the several County libraries in or near the Spring Valley area. This includes the Spring Valley Library located on S. Jones, West Charleston and Health Science Libraries on W. Charleston, and Sahara West Library on W. Sahara Ave., depicted in the following map (with the LVMCA location noted).



LVMCA's commitment here is to the entire Spring Valley community, not just its students.

3. Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 Strategic Plan, the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:

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

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

As noted in the "Targeted Plan" Subsection of the "Meeting the Need" Section above, the Board is very ambitious. Its goal is for LVMCA to earn nothing less than a three- or four-star rating with respect to year one, and by the end of the first half of its charter term, to become the only five-star school in all seven of Spring Valley's zip codes combined.

To ensure that LVMCA is quickly on pace for a 4- or 5-star rating, the Executive Director will present to her school staff a performance plan for the School prior to the start of each school year. Ms. Alcantara has over 16 years of experience in preparing such plans, earning success with a majority-minority population of at risk children.

The process and procedure in the performance plan will be clearly presented and laid out to teachers and staff. Because there are many factors that could affect the School's performance, all School employees will be fully trained and equipped with all of the knowledge and materials needed to prosper. Consistent monitoring of each student in the Montessori program will help the teaching staff in continuously identifying a particular subject area or concept where each child will need help. In this process, the teachers will be able to conduct immediate remediation.

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

Operating in Spring Valley, where so many students are "at risk", poses significant challenges. As noted in the "Meeting the Needs" Section above, LVMCA will have high FRL, ELL, and IEP populations. The School will have to challenge its gifted and advanced students, while still tracking and accelerating the growth of its lowest-performing students, while still attending to the large population in the middle.

To be clear, though, one of the driving forces behind the Board applying for its charter, and doing so in Spring Valley, is to drive up achievement levels for those students who are most behind. Given the poorly-performing District schools in this area, in the beginning, that would easily be the majority of them. LVMCA's Board and Executive Director are impatient to begin working with these children and give them a chance to learn in an environment that is tailored to their specific needs and learning styles. That is crucial to their success, and one of the hallmarks of the Montessori Method. "How" we will drive growth can only be answered by cross-referencing all of the following information in this "Academic Plan" Section.

(3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. Key features may include:

(a) Programs (e.g., curriculum, PD, after school program, parent program, etc.)

Montessori Programming.

A family's education choice should not be a privilege reserved only to those who "have", and inaccessible to those who "have not". LVMCA students will thrive in an environment in which they are encouraged to be independent and be instilled with a love for learning. Students will progress at their own pace, accelerating as they continue to experience a Montessori classroom's cohesiveness and support system.

The curriculum of a Montessori education incorporates all of the traditional subjects (e.g., Reading, Writing, Language Arts, Mathematics, History, Science, Biology, Geometry, Geography, Art, Music, etc.), as well as general life skills such as self-direction, self-discipline, and self-reliance.

The range of subjects and materials is limited, however, by a student's age and capacity for understanding. In elementary school grades, for instance, the academic curriculum covers the following core subjects: Mathematics, Geometry, Science, Reading, and Language, Music, Art, History, and Geography. For adolescents, Montessori programs incorporate more advanced and diverse academic subjects. In both, the objective is to provide an individualized curriculum that is tailored to meet each child's learning style, allowing the child to build on their strengths while receiving extra care and support, to develop a positive attitude in the face of any challenges.

A unique feature of Montessori classrooms is their multi-age structure. Each child's education is not solely facilitated by a Montessori teacher, but by their peers as well. LVMCA will stay true to the Montessori philosophy, ensuring children are given individualized, child-led learning opportunities. Because of the need for a quality education, specifically in the targeted area of Spring Valley, we aim to give all students the opportunity to love learning, while exceeding the SPCSA's academic goals.

Another defining characteristic of a Montessori education consists of classrooms which are carefully prepared environments. See the photographs above and below. This means class sizes should be small, yet large enough to encourage peer-to-peer interaction. Developing independence and pursuing one's own interests in the context of a caring community fosters a strong sense of self in each student and encourages pride in one's own unique individuality.

Each classroom is filled with developmentally appropriate activities that encourage children to interact with specific learning materials, as well as to work cooperatively with others. The classroom is intentionally prepared with only one type of activity. Students are free to choose the activity they wish to work with, so they learn to make choices based on what they are interested in and what is available. While some children will naturally choose to work with others, often the youngest students focus on solo activities. As children mature, the curriculum intentionally provides small group instruction and collaborative activities. The combination of independent, partner, small-group, and whole-group lessons and activities introduces children to different learning relationships and interpersonal dynamics—valuable skills for their interactions outside the classroom!

A third hallmark of a Montessori education is the hands-on approach to learning, paired with the use of specially designed learning materials. Beautifully and precisely crafted, Montessori's distinct learning materials each teach a single skill or concept. The materials follow a logical, developmentally appropriate progression that allows the child to develop an abstract understanding of a concept.

After-School Activities.

Students will be given the chance to participate in an engaging, nurturing, and safe after-school program that allows the children to continue to grow after academic hours. It has been proven that effective after-school programs can boost academic performance and school attendance, reduce the likelihood of dropping out, reduce risky behaviors, and promote physical health, while providing benefits and peace of mind for working families[1]. In addition, providing parents with educational resources and involving them in day-to-day activities with parent volunteering and involvement will allow parents and families to feel a strong sense of community and commitment to being dedicated in their children's success.

As noted in the "Meeting the Needs" Section, LVMCA plans on partnering with the Boys and Girls Club in Spring Valley to provide joint after-school activities. (The School is prepared to do so unilaterally if that were required, but by accessing Club facilities, financing, and personnel, LVMCA can offer a richer variety of programs.)

(b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)

LVMCA's core principles in the School's educational model will be heavily based on students learning at their own pace, with a student-centered, individualized curriculum.

[1] Benefits for Youth, Families, & Communities. (n.d.). Retrieved from https://youth.gov/youth-topics/afterschool-programs/benefits-youth-families-and-communities

Students learning at their own pace universally learn best when they are allowed to discover and pursue activities through hands-on learning and materials the students are interested in. The presence of the Montessori teacher is of course essential to guide and present options to children, ensuring everyone is engaged and on task, while respecting the student-led work-period.

With many styles of learning such as Gardner's theory of multiple intelligences, all styles of learning are nurtured in the Montessori environment, including musical, bodily kinesthetic, spatial, interpersonal, intrapersonal, intuitive, linguistic, and logical-mathematical; all will be interwoven into the LVMCA learning environment.

Children learning from these principles will receive the confidence and independence they need to succeed in their academics as well as be positive and contributing members to the community.

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

A Montessori class is composed of students whose ages typically span three years. Ideally, students stay with the class, and teacher, for the entire three-year cycle, forging a stable community and meaningful interpersonal bonds. It is common to see students of different ages working together. Older students enjoy mentoring and teaching their younger classmates; sometimes the best teacher is someone—a respected peer—who has recently mastered the task at hand. There is a healthy body of research which confirms the most reliable, long-lasting way to learn something is by teaching it to another. Meanwhile, younger students look up to their big "brothers" and "sisters," and get a preview of the alluring work to come.

As with any educational structure, the specifics of Montessori work and curriculum differ from age to age. There are, however, several themes that are consistent across the lessons and work of all ages:

C1. Principle-based Learning

The work is designed around principle-based rather than mechanical learning. Instead of focusing on specific facts, drills and rote memorization, the work teaches concepts, principles, and reasoning skills that can be extended to new problems and situations.

C2. Developmentally Appropriate Activities

The work offers activity types appropriate to the developmental stage of the student. For instance, lessons provided to younger children are simpler and designed with a child's urge for repetition in mind, whereas lessons geared to older children contain more elements and rely less on specific repetition and more on diversified learning.

C3. Uniform Environments and Materials

The lessons, work and classrooms incorporate elements and materials that remain consistent, albeit with increasing complexity, as a student progresses in years. Following a prescribed sequence, the lessons performed at earlier stages provides the foundation for those conducted at future stages.

C4. Purposeful Work

The work, whenever possible, is designed to develop skills while pursuing other practical ends. For instance, elementary Montessori students improve their penmanship and writing skills by writing reports on topics of personal interest. Likewise, older students learn mathematical concepts by applying them to tasks such as construction projects or business initiatives.

C5. Classroom Responsibility

Several aspects of a child's work incorporate responsibility. The child is responsible for and takes ownership of his or her environment by cleaning up after projects, replacing materials in their

designated locations, and caring for the classroom through daily routines. As the following photograph from SVMS shows, the children maintain their environment in a clean, orderly condition.

(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

It is not a question of whether LVMCA students will succeed, but how quickly and by how much. The Board can display this confidence—as can you, the SPCSA—given four compelling, distinct reasons for predicting LVMCA success:

- the SVMS model which LVMCA will replicate;
- numerous research studies confirming the statistical successes of the Montessori model;
- anecdotal examples of successful Montessori alumni; and
- more concretely, the success of the only other SPCSA-chartered Montessori school.

Addressing those one-by-one:

SVMS.

The mechanisms of our fundamental features have been backed up by SVMS's 16 years of success. Our students have come from all areas and backgrounds, including traditional public and private schools. Many parents seek out our school and the Montessori Method because their child was not challenged. Other parents were seeking a different method due to their child falling behind. Still

other parents were simply looking for a method that allowed their child to follow their natural inclinations.

Because each student's work is individual, children progress at their own pace; there is cooperation and collaboration, rather than competition between the ages. This arrangement mirrors the real world, in which individuals work and socialize with people of all ages and dispositions.

As a result, students at SVMS consistently outperform their peers nationwide, as well as what is expected each year, in each case as confirmed by that school's annual standardized norm testing. (Regarding that testing, please see the next Subsection of this "Academic Plan" Section, below.)

SVMS alumni have also gone on to achieve higher education in very diverse fields and are highly passionate adult learners.

> *"I competed and won first place in the Adobe Certified Associate World Championship, an international design competition testing the graphic design skills of Adobe certified students around the world. The ACA World Championships opened many doors for me as an aspiring Designer, including a creative internship at R&R Partners, a top advertising agency in Las Vegas."*
>
> Kai Charvet, SVMS Alumni (2004-2008)

Independent, Peer-Reviewed Research.

SVMS' results are no aberration. There is detailed science to back it up.

Dr. Angeline Lillard from the University of Virginia and Dr. Nicole Else-Quest from the University of Wisconsin, Madison conducted a study entitled "Evaluating Montessori Education," which was published in the academic journal *Science* in 2006. Those researchers assessed the academic and social differences between Montessori- and traditionally-educated students at ages 5 and 12 (i.e., effectively, the last year of the primary and elementary cycles in the Montessori model and the age of a typical kindergartener and sixth grade students in traditional schools).

Overall, the study found that Montessori children performed equal to or better than children with traditional educations on tests of academic and social skills. More specifically, they concluded that the five-year old Montessori students:

- scored higher on measures of reading, math, and executive function;
- were also more advanced in their moral development, possessing a greater sense of justice and fairness; and
- were more likely to engage in positive play with peers.

As for the twelve year-olds, both performed alike on reading, math, spelling , grammar and punctuation. However, the Montessori students:

- scored significantly higher on creativity and sentence structure sophistication in their essay writing;
- outperformed traditionally educated students on social/behavioral measures; and
- reported more positive relations to their school community.

As for older children, a longitudinal study on Montessori education was published in 2003. It was conducted by Drs. Alan Gartner and Dorothy Lipsky from the City University of New York, and Dr. Kathryn Dohrmann from Lake Forest College.

That study examined the longer-term effects of a Montessori education on a student's academic performance, by comparing the characteristics of two sets of high school graduates—one who had attended Montessori Education through the fifth grade (i.e., far earlier in those children's education), and the other of which had not. The researchers focused on a Milwaukee public high school that received incoming students from earlier public schools and was structured in accordance with one of these two curriculums. The researchers used archival data, standardized test scores (administered in the 10th grade), and high school GPAs to compare the two groups.

The researchers found that the Montessori participants:

- scored much higher than their traditional school peers in Math and Science (although on an equal plane in terms of English and Social Studies); and
- graduated with higher GPAs than the other students (significantly higher, in fact, when compared to all high school graduates in the Milwaukee Public School System).

In that study, Montessori schooling was shown to establish strong educational foundations that lasted long after a student was required or chose to transition to traditional schooling. The data unequivocally demonstrated that former Montessori students matched or outperformed their traditional school counterparts in a traditional high school setting.

Given the substantial anecdotal evidence on this subject, neither of the two studies was surprising. But it is worth highlighting that the students in that second research study accomplished their results despite being unaccustomed to the curriculum, routine, lecture format, testing, grading and performance-driven emphasis of traditional schooling when they were studied, and the Montessori educations had finished years before.

Both of the aforementioned studies indicate that parents (and the SPCSA) do not need to rely upon leaps of faith and their intuitions when assessing the Montessori approach. They can examine it and embrace it by relying upon hard, quantifiable evidence of its effectiveness in producing strong academic outcomes and positive educational experiences.

To be clear, those are just two studies among many. A recent study released by Furman University revealed that public Montessori students in South Carolina outperformed their non-Montessori counterparts on standardized tests and a variety of social and emotional metrics. Meanwhile, a more comprehensive three-year study of preschools in Hartford, Connecticut found that public Montessori schools helped close the achievement gap between higher- and lower-income students, and that overall, students in Montessori schools performed better academically.

Meanwhile, in rural South Carolina, a Title I public school is proving that Montessori education can work well anywhere. Latta Elementary is one of the largest public Montessori schools in South Carolina, which is the state with the highest number of public Montessori schools in the nation. "My expectations have always been really high regardless of where you come from," says Dollie Morrell, principal of Latta Elementary, where more than 70 percent of the 661 students receive free or reduced-price lunches, and nearly half are students of color. "One of the biggest misconceptions about Montessori education is that it is just for privileged children in the private sector, but as a large public school, we're showing that Montessori works for every child." And it has. The following were the school's standardized test results in 2017. They show that Latta's Montessori-educated children outperform their traditionally-educated peers by a wide margin.[2]

[2] "Edutopia: A Public School Makes the Case for "Montessori for All," by Nora Fleming; April 25, 2019.

Latta 2017 State Tests

Subject/Grade	Student Group	Meets or Exceeds
ELA 4th Grade	Montessori Students	79%*
ELA 4th Grade	Traditional Students	51%
Math 4th Grade	Montessori Students	86%*
Math 4th Grade	Traditional Students	65%
ELA 3rd Grade	Montessori Students	60%
ELA 3rd Grade	Traditional Students	22%
Math 3rd Grade	Montessori Students	59%
Math 3rd Grade	Traditional Students	43%

Note: Montessori students comprised approx. 1/3 of total 4th grade population. Grade 3 was approx. 1/2 and 1/2 traditional classroom populations.

Given research and results like that, it is no surprise that from 2000 to 2015, more than 300 public Montessori schools have opened across the U.S., often in low-income and racially diverse communities, including Puerto Rico and cities like Boston, Detroit, and San Antonio. Today, there are 520 public Montessori schools serving approximately 130,000 students, and approximately fifteen to twenty Montessori-based public schools open annually. Notably, approximately 200 Montessori public schools nationwide—i.e., 40%—are also charter schools. There are over two dozen Montessori-based charter schools in the large Western states of Arizona (33), California (26), Colorado (26), and nearly a dozen in Florida (16).

(A little-known fact is that the first group granted a charter in the United States opened Bluffview Montessori School in Winona, Minnesota, a charter which is still in existence today.)

In submitting this application, LMVCA's Board is part of a national movement trending in favor of more and more Montessori-based charter schools, as a result of the hard science proving the effectiveness and success of the model for children of all ages, races, ethnicities, and other characteristics.

Creative, Successful Montessori Alumni.

Montessori-educated men and women are responsible for many of the groundbreaking events, products, and artworks of our times. Just as importantly, many of those men and women directly attribute their success to their Montessori education.[3]

A short list of notable Montessori alumni would include: Amazon founder Jeff Bezos; Google (Alphabet) co-founders, Larry Page and Sergey Brin; journalist, author, and newspaper editor Katherine Graham; Nobel prize-winning author Gabriel Garcia-Marquez; internationally-acclaimed

[3] Jeff Bezos of Amazon just gave $1 billion to "Montessori-inspired" preschools. Now what is Montessori? (2019) Retrieved from https://www.montessorieducation.com/blog/jeff-bezos-amazon-just-gave-1-billion-to-montessori-inspired-preschools-now-what-is-montessori

author Anthony Doerr; musician Yo Yo Ma; Academy Award-winning actor and director George Clooney; actors John and Joan Cusack, Helen Hunt, and Dakota Fanning; Platinum pop stars Taylor Swift and Beyonce Knowles; NBA star Stephen Curry; celebrated chef Julia Childs; Holocaust victim Anne Frank; and more.

> "I benefited from the Montessori education which in some ways gives the students a lot more freedom to do things at their own pace, to discover… Some of the credit for the willingness to go on your own interests, you can tie that back to that Montessori education."
>
> -Sergey Brin, Co-Founder of Google (Alphabet)

> "Montessori methods go against the grain of traditional educational methods, but they have uncanny parallels in the success of their alumni[.]
>
> Google wasn't launched by Larry Page and Sergey Brin as a brilliant vision, but rather as a project to improve library searches, followed by a series of small discoveries that unlocked a revolutionary business model.
>
> Amazon's strategy by Jeff Bezos involves developing ideas in new markets similar to 'planting seeds' or 'going down blind alleys.' Amazon's executives learn and uncover opportunities as they go, with many dead ends but also sometimes a huge, broad avenue."
>
> Steve Denning, *Forbes* Senior Contributor (2011)

SPCSA Precedent.

A third reason why an SPCSA-chartered Montessori school can succeed is because one already is.

Silver Sands Montessori Charter School is an SPCSA-authorized charter operating in Henderson, Nevada. That school's Elementary and Middle Schools have outperformed their CCSD peers, earning Nevada DOE Accountability grades of three and five stars, respectively, for the 2018-2019 school year (after four- and four-star grades the year before). That serves as a precedent for LVMCA and the Authority. It is, in sum, "proof of concept" that an SPCSA-chartered school can be open to all, apply a Montessori approach, earn high academic results, and not fall afoul of regulatory concerns.

(5) Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.

SVMS is a private school in Spring Valley, where 65% of the Elementary-level students are from low-income families who qualified for the Urban League Child Care Program.

Yet across the board, SVMS students excel.

In 2018 and 2019, the school administered the Terra Nova 2 plus battery test, scored by Seton Testing, in order to obtain standardized testing results that would reveal an average national percentile rank ("NPR") for each of its age group.

The LVMCA Board understands that Nevada does not use the Terra Nova 2 plus battery test, preferring instead Smarter Balanced Assessment (SBAC) and Measures of Academic Progress (MAP) tools. (If SVMS management knew that the Board would be submitting this Application in 2020, it would likely have changed its testing choices. Its predicament, however, was that it would have left

it unable to compare its 2018 and 2019 classes with prior SVMS classes, which was important to its current planning and monitoring functions.)

Despite conducting research, the LVMCA Board has been unable to find any credible source comparing student outcomes on The Terra Nova 2 plus battery test with the standardized tests used by the State of Nevada. If we come across such research prior to the capacity interview, we will file a Supplement.

The Terra Nova 2 plus battery test is, nevertheless, a reputable, nationally-recognized, norm-referenced test, published by CTB/McGraw-Hill, that meets most U.S. states' annual testing requirements. It is the 6th edition of what began as the California Achievement Test, and has been used by, among others, the States of California, Pennsylvania, and Alaska and the Department of Defense's network of Dependents Schools.

Under Terra Nova 2 plus terminology, the national percentile rank shows a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year as these students. NPRs are based on national standardization. In other words, this involves the testing of a large group of students that are representative of the nation in terms of enrollment size, geographic region, and other characteristics. A percentile rank of 48 means that the student scored better than 48 percent of the other children in the same grade in the norming sample, although 52% of the children scored better.

On the Terra Nova 2 plus battery test, at the Kindergarten level, SVMS students scored as follows:

Kindergarten		
Subject Area	**NPR 2018**	**NPR 2019**
Reading	79	87
Language Arts	92	92
Mathematics	87	93
Overall Score	**88**	**93**

In other words, the *average* SVMS student scored better than 88% of his/her peers nationwide in 2018, and that number rose to 93% in 2019. A reminder as to context; this is in a State which routinely tests in the bottom 5 of all 50 states and Washington, D.C.

In the next age grouping, SVMS students scored as follows:

Lower Elementary (Grade 1-3)		
Subject Area	**NPR 2018**	**NPR 2019**
Reading	80	76
Language Arts	90	86
Mathematics	68	62
Science	87	68
Social Studies	77	81
Word Analysis	84	77
Vocabulary	90	84

Lower Elementary (Grade 1-3)		
Subject Area	**NPR 2018**	**NPR 2019**
Language Mechanics (2-3)	95	88
Spelling (2-3)	91	81
Mathematics Computation	65	68
Total Reading	**89**	**91**
Total Language Arts (2-3)	**94**	**81**
Total Mathematics	**71**	**68**
Overall Score	**83**	**79**

Once again, SVMS students performed at an extremely high level, relative to their peers.

In the next age grouping, SVMS students scored as follows:

Upper Elementary & Middle School (Grade 4-8)		
Subject Area	**NPR 2018**	**NPR 2019**
Reading	63	73
Language Arts	63	58
Mathematics	53	54
Science	79	64
Social Studies	76	57
Vocabulary	66	78
Language Mechanics	56	60
Spelling	76	90
Mathematics Computation	45	56
Total Reading	**66**	**78**
Total Language Arts	**58**	**62**
Total Mathematics	**50**	**56**
Overall Score	**61**	**64**

While this group of students did not score as high (in percentage terms) as their younger SVMS counterparts, they still significantly outperformed the nation as a whole, scoring better than nearly two-thirds of their peers overall. Moreover, like the SVMS Kindergarteners, the testing percentages showed improvement from 2018 to 2019.

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school.

LVMCA will comply with all requirements of NRS 388A.246, and all other laws and regulations governing charter schools and their curricula. Its Montessori education principles, structure and educational practices will encompass many enriching areas within the Montessori Curriculum aligned to the Common Core State Standard. LVMCA's academic program will comply with the designation of all core academic subjects, including English Language Arts, Mathematics, Science, Social Studies (including History, Geography, Economics, and Government). Additionally, Arts, Computer Education and Technology, Health, and Physical Education will be provided.

Please see **Attachment 20** for how LVMCA's Montessori curriculum will conform to Common Core State standards.

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

The Montessori Instructional strategies and methods as described above will be implemented to support the education plan.

LVMCA's proposed Executive Director, Ms. Alcantara, has been working with underprivileged students in the community for many years. She has seen firsthand the difference in her children from the first moment they came to her door to when they eventually moved on to other institutions.

In 1907, Italian physician Maria Montessori opened Casa dei Bambini ("Children's House") to keep underprivileged children in school and off the streets of Rome. A keen observer and researcher of child development, Montessori developed tactile learning materials and child-centered teaching practices based on how she believes children learn best—i.e., with movement, independence, and choice. Her unique pedagogies and classroom structure gained popularity and were soon adopted in schools all over the world, and they are still used today.

As described above, the use of specialized Montessori materials is one of the important components of the Montessori Method. They are hands-on, engaging, self-correcting, modeling, and promote independent practice. These Montessori materials serve as the teachers' tools in teaching the students. These Montessori materials mesh perfectly with child-centered methods to provide differentiated instruction to all students.

(3) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students, including those that are in need of remediation and those that are intellectually gifted.

The proposed instructional model and curriculum meets and supports the education plan, thereby reaching a broad spectrum of students from students in need of remediation, students that are intellectually gifted, and students in between.

Data, methods, and systems used to provide differentiated instruction will include each teacher continuously working on individual assessments for each child. Teachers will collect formative data through short quizzes and questions and answers to engage the students in group discussions, revealing each student's level of understanding. Teachers will also assess observational data through

individual and group work in both the Montessori Work Period and assignments. Student files will be monitored using the Montessori Management Software by Montessori Compass for the teacher to have reference points to compare data collected for both formative and observational data.

(4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

The School will identify and differentiate to meet the needs of intellectually gifted students with the multi-age classroom approach.

As stated above, allowing a child to co-mingle in a multi-age setting allows the gifted child to explore and achieve at their own level, without feeling ostracized based on their age. They are also allowed the possibility of tutoring younger (or even same-aged) children, which keeps them motivated and enhances self-confidence.

All teachers and staff will be given extensive training to recognize and serve advanced students within the regular classrooms, by understanding why classroom enrichment and acceleration is needed, identification through best practices, knowledge and skill standards in Gifted and Talented Education, as well as teacher preparation standards.

In terms of incentives, LVMCA will provide enrichment opportunities to students performing at or above grade level, including end-of-quarter educational field trips. In addition, awards will be given to students performing above level, in recognition of their hard work and success. These strategies will encourage all students to make accelerated progress in their academics with a desire to continuously improve.

(5) Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.

All LVMCA teachers will be expected to obtain a Montessori Certificate.

Professional development (PD) for teachers is critical in ensuring high levels of implementation.

Professional development is required for each teacher to satisfy his/her Nevada Teacher Licensure Requirements. The Nevada Department of Education provides continuing education. But above and beyond that, LVMCA will provide additional PD opportunities, such as classes for their areas of work and for professional and personal growth.

All licensed teachers will also be sent to complete assessment training for MAP Assessment, Read by grade three initiatives, and progress monitoring.

All teachers will be trained to use certain Montessori Management Software by Montessori Compass. That software allows teachers to view records by curriculum category, timeline of all lessons, highest recorded assessment level or Standards Mapping. A related tool, Student Tag, creates a tag based on any criteria by which the teacher wishes to group students together. For example, a teacher can group students according to their reading level. Another tool, Real-Time Student Metrics, conveniently monitors the progress of every student in the school on a real-time basis. Reports can be generated instantly to ensure students are on track to achieve academic goals. See **Attachment 21** for more information.

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

N/A

PROGRAMS OF DISTANCE EDUCATION *(Distance Education Applicants Only)*

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Describe the system of course credits that the school will use.

(2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.

(3) Describe how the school will ensure students participate in assessments and submit coursework.

(4) Describe how the school will conduct parent-teacher conferences.

(5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

(6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.

(7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

N/A

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.

(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

(4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

N/A

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

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

Students will matriculate each year based on their continued growth. Students will be motivated to progress as rapidly as their ability allows, and teachers and staff will be active in monitoring both their social and academic needs.

Parents and guardians will be notified of promotion and retention progress and decisions throughout the year in the form of progress reports and parent-teacher conferences.

- Promotion: Students are expected to be promoted to the next grade level at the end of the school year. However, progress will be in accordance with their demonstrated mastery of subject areas and academic achievement.
- Double Promotions: Students in exceptional circumstances, who will benefit from a double promotion (i.e., "skipping" a grade) will be considered on the factors of age, achievement scores, measured ability, effort and attitude, physical and emotional maturity, and parent/guardian support.
- Retention: Only in extreme and specific cases, when intervention strategies are unsuccessful in raising a student's achievement, the Executive Director may decide to retain a student, with recommendations from the classroom teacher(s), and other professional staff. Retention must never be used in a punitive or capricious manner. The teacher and Executive Director must ensure parents/guardians are notified during a meeting to discuss circumstances and continuous efforts to reach goals. The teacher and Executive Director, in joint agreement, have the final authority to retain a student. No student may be retained more than one time in the same grade.

(2) For schools proposing a high school program, explain how the school will meet state graduation requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

N/A

(3) For schools proposing a high school program, explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

N/A

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

Early identification and intervention will play a very important part for LVMCA to be successful in helping students who are at risk for retention and/or dropping out. Teachers will be able to conduct remediation programs in a Montessori setting because children are grouped according to their levels in different subject areas.

At LVMCA, instead of waiting until the end of the educational process to help students at risk, educators at each grade level will look for, and immediately address, all dropout indicators. Parental involvement will be encouraged and considered as partners in preventing students from dropping out. Students who are overage for their grade level will not be discouraged in a Montessori setting, because children learn in different levels in different subject areas according to their pace. Instead, children who are overage in a grade level become, most of the time, leaders of the younger groups and encourage them (and themselves) to excel.

DUAL-CREDIT PARTNERSHIPS

High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Discuss the scope of the services and resources that will be provided by the college or university.

(2) Describe the proposed terms of the relationship between the charter school and the college or university including:

- ***(a) proposed duration of the relationship and the conditions for renewal and termination***
- ***(b) the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university***

(3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.

(4) Identify any employees of the college or university who will serve on the governing body of the charter school.

(5) Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term

sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

N/A

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

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

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

LVMCA's academic goal is for our students to excel in Math, Language, Reading, Writing and Science Proficiency testing, well in excess of local, State and Federal standards. The students' academic performance should not only meet but exceed the SPCSA and DOE's performance framework expectations.

To do so, a comprehensive assessment program will be implemented (as detailed below) to ensure that this goal is met, and to provide accountability and transparency.

LVMCA will maintain an average daily attendance rate of at least 95%. Attendance will be monitored and measured through the statewide Infinite Campus system, as well as the forwarding of teacher-noted concerns. To reduce truancy and chronic absenteeism, the following supports will be used: family involvement that actively engages parents for their advice as experts in the lives of their children, a comprehensive approach that addresses factors for truancy including transportation, mental health, and family setting, and collaboration with law enforcement for investigating habitual truancy to the extent appropriate or required by NRS 392.149.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

The presumed baseline represents the current average in core subject areas of students in the surrounding Clark County School District Elementary and Middle Schools. It is based on the Clark County School District's Mathematics and English and Language Arts Proficiency average, as stated in the Nevada of Department of Education's website (nevadareportcard.nv.gov).

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

LVMCA will measure and evaluate academic progress by utilizing the evaluation tools listed below. A comprehensive assessment program will be used to inform stakeholders of the progress of students in the school, as well as the progress of the school as a whole. The assessments will provide feedback to guide the leadership team and faculty staff in lesson planning and instruction, ensuring that the school's achievement goals are realized throughout the year, at the end of each academic year, and for the first three years of operation.

Goal	Aligned to SPCSA Framework , NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
Universal Screener for Read by Grade 3 regulations		**Brigance-Upon Enrollment (Kindergarten)**	40%	45%	50%	55%
Determines whether the students are making progress toward the mastery of standard		**Measures of Academic Progress (MAP); quarterly (Kindergarten to 3rd Grade)**	40%	45%	50%	55%
English Language Proficiency Test		**WIDA - Annually (for ELL) (Kindergarten to 8th Grade)**	40%	45%	55%	65%
Measures Elementary Mathematics, ELA,Mathemati		**Smarter Balanced Assessment (SBAC); annually**	40%	45%	50%	55%

cs and Science		**(3rd Grade to 8th Grade)**				
Assessment of Alternate Achievement Standards		**Nevada Alternate Assessment (NAA); annually** **Students with IEP**	45%	48%	51%	54%
Science Accountability Assessment		**Nevada CRT Science: Annually (Spring)** **(Grades 5 to 8)**	40%	45%	50%	55%
Measures how well a student understands the subject taught. Determines whether the curriculum, instructional strategies and pacing were appropriate.		**End of Course Exams** **(Grades 6 to 8)**	40%	45%	50%	55%

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

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

In addition to mandatory state testing, the primary interim academic assessment which LVMCA will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets will be the Montessori in-classroom interim assessments.

Assessments are to be conducted by the teaching staff annually and tri-annually. Daily classroom assessments will also be conducted to evaluate progress on a regular basis.

(b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

The proposed interim assessments are valid and reliable indicators of progress as they will be administered consistently throughout the school year and by the students' respective teachers, with

support from the leadership team. These interim assessments align with the school's curriculum, school performance goals, as well as the SPCSA's and State's standards. The Montessori method of evaluation is primarily administered by classroom observation of individual students by teaching staff. As not every student will be at the exact same progression level, this method allows for the identification of those who may need additional instruction. Students who are above proficiency level are encouraged to seek more challenging concepts and subject areas, further accelerating advancement and overall growth.

(c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

In the event that the School falls short of student academic achievement expectations or goals at the school-wide or classroom level, data at the grade and classroom levels will be reviewed to identify specific students who are not making adequate progress toward their goals. RTI program process and implementation will be enhanced. Teaching staff in the RTI Team will be given more time to collaborate with the parents of the identified students. Data gathered from the RTI Team and parents will also be reviewed in regard to lessons and concepts within each subject area to determine which, if any, requires additional instruction or remediation. Other factors that might have an effect on the student's academic progress will also be considered. Appropriate measures for improvement will be instituted and an ongoing communication between the school and parents will be increased to ensure that the student begins to demonstrate progress. At the classroom level, teachers are able to implement corrective actions as they deem necessary or appropriate.

(d) Articulate how interim assessments will be used to inform instruction. How will teachers and Executive Directors be trained in their use?

Interim assessments will be used to identify additional professional development activities for the teaching staff to enhance students' achievement levels. Teachers will be introduced and instructed in the academic goals of the school and its relation to SPCSA standards. Data collected from interim assessments will be evaluated together by the leadership team and teaching staff to identify subject areas that need improvement.

Regular collaboration to share best practices and ideas for implementation of academic achievement enhancing programs for students will be an ongoing task (via PLCs: professional learning communities) to ensure that teachers and the Executive Director are adequately informed.

Teachers will be supported in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs by weekly, monthly, and quarterly meetings with the leadership team. Teachers will receive assessment guidelines and schedules to implement in their respective classrooms. Weekly, monthly, and quarterly assessments will generate interim progress reports of students and will be evaluated and correlated to instructional decisions and plan. Progress reports will occur every 8 weeks. The leadership team will regularly collaborate with the teaching staff to share best practices, evaluate implementation, and adjust programs and plans as necessary.

(e) Identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Mathematics Proficiency Above District's Average	• Measures of Academic Progress (MAP) • Montessori Assessment	Two percentage point proficiency growth from baseline	Two percentage point growth from Quarter 1	Three percentage point growth from Quarter 2	Three percentage point growth from Quarter 3
English and Language Arts Proficiency Above District's Average	• Measures of Academic Progress (MAP) • Montessori Assessment	Two percentage point proficiency growth from baseline	Two percentage point growth from Quarter 1	Three percentage point growth from Quarter 2	Three percentage point growth from Quarter 3

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

Student Information will be collected and promptly entered into the statewide Infinite Campus system. The Executive Director and management team will utilize the Infinite Campus system to provide detailed, real-time information, including: Calendar, Schedules, Attendance, Grades, Health (Immunizations Only), Assignments, Academic Planner, Fees/Payments, To Do Lists, Reports, District/School Notices, and School Meals Application. The Chief Academic Officer and Office Manager will commit to training and regularly monitor student information for accuracy, as well as enter data collected in a timely manner.

In addition to Infinite Campus, the Montessori School Management Software by Montessori Compass will be used for curriculum-based measurement and RTI assessment and monitoring. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to measure academic progress and response to instruction. It will facilitate the following:

- Frequent monitoring of students in need of intensive instructional services;
- Chart and report assessment results to demonstrate improvement and enable evidence-based evaluation;
- Document the effects of intervention;
- Use decision rules to determine satisfactory progress or the need for IEP or other goal revisions;
- Generate and print professional reports for periodic and annual reviews; and
- Enable data-driven decision making based on assessment results.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.

The SPCSA operates under the following principles with regards to special populations of students:

1. ***SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.***
2. ***SPCSA schools are to ensure streamlined access for all students requiring special programs.***
3. ***SPCSA schools develop programs to support the needs of their students.***
4. ***SPCSA schools do not counsel or kick any students out.***
5. ***SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.***
6. ***If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.***
7. ***SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including the school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.***

At-Risk Students

(1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

"At-risk," in this context, refers to students who have a higher chance of struggling academically and/or dropping out of school. Understanding how to identify what classifies a student as "at-risk" is the first step in early intervention. This can include identifying and monitoring a multitude of risk indicators such as homelessness, health issues, violence, family transiency, learning disabilities, and behavioral challenges. Teachers, parents, and support staff are all integral members of identifying at-risk indicators though their academic and behavioral processes.

Adapting the Response to Intervention (RTI) program in the very beginning of the school year will help the teachers identify the at-risk students. The School's RTI team composed of teaching staff will receive appropriate training to be better equipped in aiding the administration of, and in identifying, at-risk students.

Multi-Tiered Systems of Support (MTSS)[4] will be the tool which LVMCA will use to identify at-risk students through behavioral processes. MTSS addresses the behavioral health needs of students. MTSS can serve as the framework to provide universal programs to help all students develop critical social and emotional skills, as well as provide school-wide approaches to teach appropriate behavioral skills and manage problem behaviors. MTSS also includes the provision of "targeted" services for students displaying the emergence of problematic behaviors and emotions, as well as "intensive" services for students with chronic psychological issues or maladaptive behaviors. Effective elements of MTSS include the use of student data to screen for "risk" or the potential development of social, emotional, and behavioral problems. Data is also used to help make decisions on when students may need additional support beyond the universal interventions provided to all students, to monitor the effectiveness of certain programs, as well as measure the progress of

[4] MTSS is Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in Communique, Vol. 35, No.1. National Association of School Psychologists, 2006.

individual students. To collect varying types of data, LVMCA will incorporate the use of "screening" tools to gain access to information not apparent in typical behavioral data (e.g., office referrals, attendance records, etc.).

(2) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment.

Identifying the needs of all students includes:

- Using the Montessori Method to identify the needs of all students with varying abilities and learning styles. This includes children with special needs, physical disabilities, learning differences in reading, writing, spelling, and/or math, ADHD, and mild-to-moderate autism disorders. Providing students with multi-sensory and hands-on materials and experiences while the student is able to learn at their own pace is an advantage for students who may require a high level of physical activity or may have difficulty sustaining their attention in a more traditional classroom setting.

  A wealth of evidence shows that learning is enhanced across many types of learners when it is enhanced with manipulatives. Using objects to engage children in learning ensures manual involvement. In addition, object-based learning is active rather than passive, and activity is also associated with better learning[5]. Research on preschool programs in seven countries found that learning involving a variety of manipulatable objects fosters cognitive development.[6]

- Ensuring student success in general education in the least restrictive environment is the main route to fulfilling Nevada's required RTI model is essential—and is essential to a Montessori classroom. The Montessori classroom values respect for others, diversity, and inclusion, allowing children with special needs to thrive socially where they are welcomed into the multi-age environment. The student is given opportunities to reinforce learning by developing the peer-to-peer student learning and teaching that would be otherwise restricted in a non-inclusive classroom.

The school's RTI MTSS will serve as comprehensive tools to provide early intervention and ensure the student's success.

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

LVMCA's approach to help remediate students' academic underperformance include the following:

- An identification strategy that uses best practices is key. Student data which includes formative and observational data can be used in determining where the student can improve

[5] Glenberg, Arthur, Tiana Gutierrez, Joel Levin, Sandra Japuntich, and Michael Kaschak. 2004. "Activity and Imagined Activity Can Enhance Young Children's Reading Comprehension." *Journal of Educational Psychology* 96:424–36.

[6] Montie, Jeanne E., Zongping Xiang, and Lawrence J. Schweinhart. 2006. "Preschool Experience in 10 Countries: Cognitive and Language Performance at Age 7." *Early Childhood Research Quarterly* 21:313–31.

in a skill or standard. This ensures each child's education plan remains individualized and will focus on what methods and strategies work best for the child.

- Interventions and remediations for the remediate student will begin immediately after identification. An analysis of the child/s prerequisites, learning needs, learning abilities', learning styles, and interests will be addressed. Setting teaching objectives, adapting the curriculum, organizing teaching materials, choosing appropriate teaching strategies, and collecting and preparing support materials will be carefully set by the teacher before teaching the remedial student. Forming and achieving high, yet realistic goals must be mutually accepted by the student and teacher.
- Progress will be documented regularly through teacher observation and evaluation. Measuring success of academic remediation efforts in Year 1, year 3, year 5, and beyond will be through a weighted scale collecting results from assignments, tests, quizzes, exams, and yearly standardized norm testing.
- Communicating the need for remediation to parents will be carefully and respectfully given in a private setting with the teacher and program leader. Communicating that remediation is a valuable learning tool to the parent is crucial. Open communication can educate the student, parent, families, teacher, and support staff to understand the need and positive outcomes for success in a remediation plan. Parents will be given an individualized plan that outlines:
    - specific goals and objectives
    - student motivation strategies
    - a timeline for the plan including when evaluations will occur
    - how formal and informal evaluations will be used
    - obstacles the student may face as well as how to overcome them
    - student resources that will be used as well as additional resources they may need
    - how to maintain optimal communication throughout the remediation process

Staffing structures will ensure remediated students are adequately supported, by providing all teachers with high quality resources and training to serve a vast variety of student needs. Having specially trained teachers and support staff, including Special Education Teachers for children of all needs, will be necessary to the success of LVMCA.

(4) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

Response to Intervention (Academic)

Tier 1: High-quality classroom instruction, screening, and group interventions.

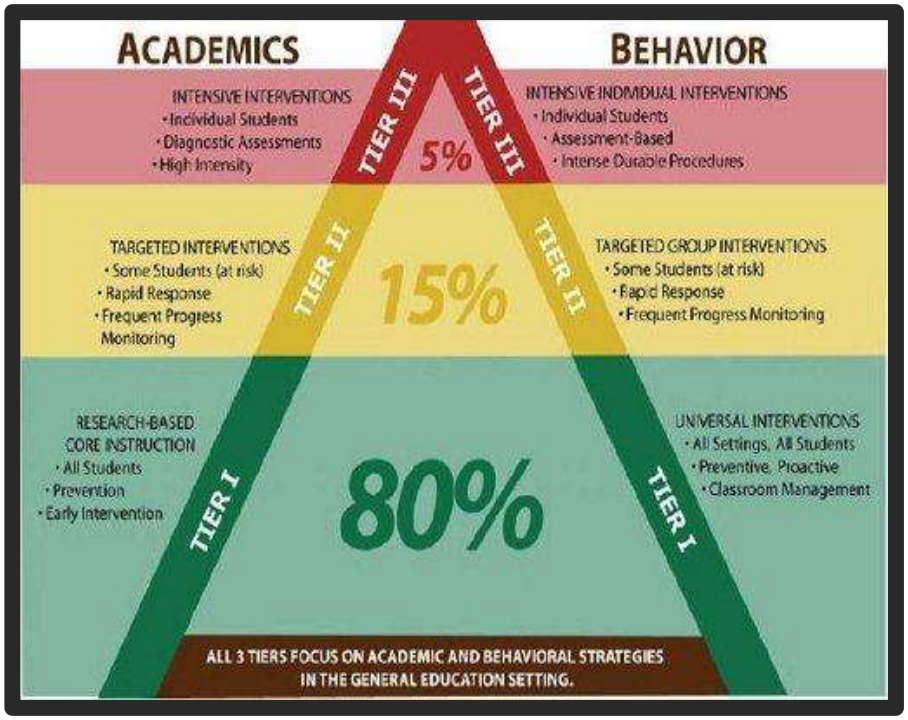
Intervention at this level includes universal screening to serve as a benchmark, providing instructional support if needed. All students in the general education classroom will be served.

Tier 2 (Targeted Interventions):

Students served at tier 2 will be narrowed down from tier 1 screening, typically 20% or less. Intervention at this level will give the student additional sessions a few times a week in small groups using alternative methods in tier 1. This can include asking for additional work at home to practice certain skills. It is important to note; this tier is not a replacement for regular classroom instruction.

Tier 3: Intensive intervention and comprehensive evaluation.

Typically, only a small percentage will require tier 3 support. At this level, the student will require more one-on-one sessions and/or small group work. The student will still spend most of the day in the general education classroom. Depending on each student's timeline for RTI, if the student does not make adequate progress, an evaluation for special education services may be recommended.



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

Maintaining parent-teacher communication throughout the school year is the key to student success. Research has shown that students do better in school when their parent or guardian is involved. Here is a list of ways LVMCA will use to keep parents informed with their child's education.

Utilize Technology — Technology is a great way to keep parents informed because it allows LVMCA to get information out quickly. With a school website we can post assignments, project due dates, events, extended learning opportunities, and explain what educational strategies LVMCA is using in the classroom. Providing the teachers' email is another quick way to communicate any information about your students progress or behavior issues.

Parent Conferences — Face-to-face contact is the best way to communicate with parents and a lot of teachers choose this option as their main way to communicate. It's important to be flexible when scheduling conferences because some parents can only attend before or after school. During the conference it's important to discuss academic progress and goals, what the student needs work on, and any concerns the parent has with their child or the education that they are being provided with.

(6) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

Students exhibiting early signs of behavioral concerns will be given specific interventions related to their area or concern, starting with the teacher and school counselor. Because behavioral issues are so broad with many circumstances and factors surrounding the causes for behavior, an individual

behavior plan must be implemented and monitored. If deemed necessary, a student may be referred to *Bridge Counseling* for diagnostic and behavioral therapy with a child therapist and/ or psychologist. The school is to continue monitoring the student's behavioral progress in collaboration with the *Bridge Counseling* therapist and psychologist.

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Working with and advocating for students with varying special needs is a specific passion for the leadership team and its founding Board.

LVMCA will not just meet the minimum procedural and substantive rules and standards set forth in applicable law, such as the federal Individuals with Disabilities Education Act, but will greatly exceed them.

Ms. Alcantara's mission with SVMS, as well as her future mission with LVMCA, is to provide high-quality, inclusive, and individualized education to all students. SVMS has accepted, worked with, and created a one-of-a-kind learning environment for many students with special needs ranging from mild to severe disabilities. Ms. Alcantara also carries personal experience with her own son who is high functioning autistic. Ms. Alcantara also holds a certificate of completion in High Functioning Autism Spectrum Disorder.

One of our founding board members, Holly Macrae, has two children of her own who are both thriving under SVMS's methods in teaching students of varying special needs.

> "My son went to this school several years ago, and I am still in touch occasionally with the owners. They are amazing people. It's the only positive school experience my special needs son has ever had. His difficulties were extreme, and I had to stay with him a lot, volunteering at the school. I've spent a few hundred hours at this school, and can tell you that the kindness, intelligence, and effectiveness that you see on a tour is exactly how they function all the time. I saw that these are people who truly have a passion for the well-being of kids and education. My son made huge gains there, and I am still thankful for the services they provided."
>
> -RuDeana Dawkins, SVMS Alumni Parent (2013-2015)

(2) Identification: How will the school identify students in need of additional supports or services?

LVMCA aims to nurture the child in the least restrictive environment and to provide students who need additional support a carefully researched set of tools and resources to succeed. Interim assessments and progress reports will serve as tools to determine whether a student needs Special Education services.

Students enrolling in LVMCA, will receive a document where they can indicate if their child has received Special Education services at their previous school. Also, in the process of requesting documents for all incoming students, we will request any Special Education documentation from the appropriate departments of the child's previous school. For all students who self-identify during the enrollment process, we will set up a transitional IEP Team meeting with the student and family in the

summer leading up to the start of the school year to review the Individual Education Plan (IEP). This process may include updating goals and services as appropriate.

The school will identify all current students in need of additional support as early as possible. Teachers, parents, administrators, and support staff can all aid in the careful assessments of each child through their daily interactions in measuring intelligence, achievements, adaptive behavior, social behavior and emotional adjustment, communication/language, sensory status, motor skills and health status. Students who continue to struggle in basic reading skills, reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, or written expression after Tier 3 supports, and whose progress monitoring indicates they are making less than adequate progress may be referred for additional screening. Information from any screenings during any one of the tiers can be used as part of the eligibility determination with written parental consent.

(a) (Elementary Schools Only) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

Students prior to enrollment age are eligible for Section 619, an Individuals with Disabilities Education Act (IDEA) preschool program guaranteeing free, appropriate public education (FAPE) for children with delays or disabilities from the ages of 3 to 5. Providing families education and resources on Section 619 will provide early intervention for the child prior to entering LVMCA where their existing plan can be reviewed and continued seamlessly.

LVMCA will serve students through eighth grade. In order to identify and serve students who require special education services, a detailed and step-by-step plan will be implemented in phases.

- In Phase One, the teacher, parent, administrator, or counselor will recognize a need for additional supports. Setting a meeting with the parent or guardian will explore if it is recurrent or new, if it is constant, and if it is age appropriate.
- Phase Two will identify, develop, and implement alternatives through the RTI model.
- Phase Three will begin a referral process to evaluate and determine eligibility for additional services if necessary. The parent or guardian must agree before evaluation begins.
- In Phase Four, the student referred will receive a nondiscriminatory multi-factored evaluation conducted by a multidisciplinary team of the school psychologist, special educators, general educators, parent or legal guardian, related service provider such as an OT, and medical doctor.
- Phase Five will determine eligibility. A student is considered eligible for special education services if (1) the child has a disability as defined by IDEA which negatively impacts his/her educational performance, and (2) the child needs special education services in order to benefit from education. A child may be given a 504 plan to accommodate the child through additional supports and removing barriers to the child and or provide services to the child.
- Phase Six will implement the Individualized Education Program (IEP) which will include drafting the student profile, timeline, instructional factors, frequency and methods, goals, evaluations used to measure goals benchmarks, and related services needed.
- Phase Seven is the signed IEP implementation plan where the IEP team subsequently meets annually or more frequently to evaluate progress and make changes if needed.

(b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

Like all but the largest Nevada charter school networks, LVMCA will outsource special education therapies to third-party specialists qualified to administer and interpret evaluations and treatments, to help identify and help students who qualify for special education services. That would include, for example, occupational and speech therapists.

LVMCA will either hire general-education teachers who already have SPED training, or will provide such training via professional development. The teacher with the most credentials will likely wear the second hat of Special Education Coordinator, until the School has enough children on IEP and 504 plans to justify making that a stand-alone position. That Coordinator will collaborate with the other general education teachers in order to appropriately serve special education students.

An IEP Team will be organized to work on the goals and process to develop transition plans for the identified special education students.

(c) (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

If the School suspects that the student has been incorrectly identified as having a disability, the School will obtain a written parental consent for reevaluation and request any additional data needed as part of its process. If after review of the available data the School concludes that the student was incorrectly (or over-)identified, the parent or guardian will be notified that the student does not qualify for additional special education services.

Due process notices and, if applicable, hearings may be initiated, based on a refusal to initiate or change the identification, evaluation, or educational placement of the student.

Students who no longer need Special Education services or were over-identified will be placed in general education classrooms with additional support, if necessary, to assist with the transition.

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

LVMCA is committed to providing a broad continuum of instructional options and behavioral supports and interventions for students with a wide range of disabilities.

Children with severe intellectual, learning, and/or emotional disabilities will be given many integrated options for instruction. Las Vegas Montessori School believes that it is its duty to educate each and every child who walks through the campus doors. Providing as many opportunities to work in the inclusive classroom with accommodations to the child can include adaptations to the general curriculum, modifications to time and response modes, relating classroom activities to the student's IEP, communication devices such as communication boards and voice output devices, and adaptation switches.

In addition, Special education instructional specialists will provide push-in and pull-out services to students on their caseload, with the schedule designed to maximize in-class supports. This approach will be effective because of the ongoing collaboration and support between general and special education instructional specialists described above. Other support personnel such as a psychologist,

speech pathologist, occupational therapist, physical therapist, or social worker – will be retained as needed.

Behavioral support and interventions for all students will use the MTSSI, Multi- tiered System. It is a similar method to the RTI's Model of 3 Tiers, each tier focuses on each target group with Tier 3 usually consisting of students with severe disabilities or severe behavior disorders.

- Tier 1: High-quality classroom instruction, screening, and group interventions. Intervention at this level includes universal screening to serve as a benchmark, providing instructional support if needed. All students in the general education classroom will be served.
- Tier 2 (Targeted Interventions): Students served at tier 2 will be narrowed down from tier 1 screening, typically 20% or less. Intervention at this level will give the student additional sessions a few times a week in small groups using alternative methods in tier 1. This can include asking for additional work at home to practice certain skills. It is important to note; this tier is not a replacement for regular classroom instruction.
- Tier 3: Intensive intervention and comprehensive evaluation.

In addition, PBIS aligns with the Individuals with Disabilities Education Act (IDEA) that requires consideration by the IEP team to use PBIS for any student whose behavior impedes his or her learning or the learning of others.

(4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Special education and related service personnel will collaborate with general education teachers through team planning and team teaching. Through these methods, teachers can utilize their own strengths and weaknesses as a team to better assist the child. Sharing roles can provide the student more support while the team is able to communicate and plan in a highly effective manner.

Subject areas and concepts will be identified by analyzing data that is shared between the general education and special education teachers. Results from interim assessments and progress reports will be utilized to determine appropriate modifications to instruction on a case-by-case basis, ensuring individual academic growth.

(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

Ensuring qualified staff of passionate special education teachers and related personnel will be LVMCA's top special education staffing priority.

A properly trained Montessori teacher understands the importance of enabling children to develop naturally. The teacher observes children within a specific age range and introduces them to challenging and developmentally appropriate lessons and materials based on observations of each child's unique interests, abilities, and social, emotional, cognitive, and physical development.

All special education teachers will possess the appropriate licensure according to Federal and Nevada State laws. Selection will be consistent with other staffing criteria, which is based on professionalism, attitude, work-ethic, as well as commitment to LVMCA's mission and the Montessori method.

(6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

General education teachers will have continuous staff development training throughout the year to ensure they have the knowledge and resources to provide modified curriculum and instruction, how to meet unique needs, utilizing techniques to suit multiple intelligences, classroom accessibility, and other methods to optimize an inclusive classroom.

All teachers will be supported and developed by the school using *the Montessori School Management Software by Montessori Compass* (**Attachment 21**) this software has the ability to chart an independent work plan for each child in the classroom including children with different disabilities.

> "The flexibility to learn at their pace and in the way that best suits them is encouraging for the students and keeps them interested in continuing to learn and to learn about things in which they may not normally be interested. I believe the most important consideration presently is the net outcome for the students, and there can be no argument that SVMS and their staff are setting and raising the bar year after year for an open education forum that allows our children to fully explore the world in front of them."
>
> Ariane Raneri, SVMS Parent (2016-Present)

(7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Disciplining special education ("SPED") students is a very complicated but important subject. LVMCA will ensure the provision of a free and appropriate public education ("FAPE") for its SPED students, and protect their rights, in several ways:

- Handbook. First, LVMCA will adopt a Student Handbook which covers disciplinary matters in extensive detail, including a description of offenses, remedies, punishments, decisionmakers, procedures, appeals, etc. Where appropriate, the Handbook will specify how discipline differs for SPED students.

  All LVMCA students will receive a copy of the Handbook, and during the first hours or days of each school year, the school will review its most important provisions.

- Teacher Training. It will primarily be LVMCA's teachers who discipline SPED students for minor infractions, such as disrupting the class. LVMCA will ensure that *all* teachers—not just those in self-contained classrooms—are trained in disciplining SPED students, including what additional options and strategies (e.g., out-of-classroom "time-outs") may be appropriate.

- IEP Modification. Where appropriate, the school's SPED director will call an IEP meeting to consider the incorporation of a behavioral plan, new IEP accommodations, a change in the regular-vs.-special classroom ratio, etc.

- Legal Counsel. Given the complex interplay of state and federal law, if a SPED student were to commit a serious offense, LVMCA would include its legal counsel at the very start of the disciplinary process. The school will rely on its counsel to ensure, among other things, (i) Constitutional due process and (ii) procedural and substantive compliance with the Individuals with Disabilities Education Act ("IDEA"). For example, LVMCA is mindful that suspensions over 10 days, or exceeding 15 days in a school year, constitute a "change in

placement," potentially requiring advance written notice, a "manifest determination" by SPED professionals, convening an IEP meeting, and so forth.

The school's aim (as with all LVMCA students) will be to only suspend and expel SPED students when all reasonable, lesser alternatives have been exhausted. We are mindful of (and enthusiastically agree with) Nevada's move towards a restorative justice approach for all students. Serious measures work for some, but for most they simply disrupt academics, promote truancy and drop-outs, and interfere with better behavior.

- SPCSA / DOE Advice. When in doubt, LVMCA will also contact the SPCSA or DOE for guidance. Our current counsel has previously worked with Ms. Dzierbacki and Mr. Herrick on SPED matters involving other charters.

(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

Monitoring and evaluating progress and success of students qualifying for special education and related services through systemic, non-systemic, and standardized observation, and standardized rating scales from the IEP team. These methods help determine how strong or weak the students' skills measure. In addition, regular monitoring and evaluations will document performance, behavior, attention, independence, and valuable tips for the team.

The school's special education program will comply fully with relevant and federal state laws including the Nevada Department of Education (NDE) office of Special Education,

Individuals with Disabilities Education Act (IDEA), the Elementary Secondary Education Act (ESEA), the Nevada Administrative Code (NAC), and the Nevada Revised Statutes (NRS).

IEP teams and personnel will track and monitor curriculum and instructional design during the initial writing and placement of the IEP. The IEP team and personnel will continue to monitor through regular reports at least once a year, but the team may review and revise more often if needed.

(9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

Strong parental involvement of students with disabilities is a very important factor in a successful special education program. The parent's role in the IEP development and educational placement of their child makes them a highly valuable member of the IEP team. They have full rights to ask questions, dispute points, and request modifications. However, there will be times when parents do not have the knowledge of their child of initially being identified as having a disability. In those circumstances, parents will be provided the necessary information and training.

Under IDEA Part D, the U.S. Department of Education funds at least one parent training and information center in each state and most territories to provide parents the information they need to advocate effectively for their child. Encouraging a collaborative relationship between parents will include as many opportunities for shared moments from the teacher including their day-to-day progress, IEP meetings, parent-teacher conferences, and other school-related functions.

(10) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

N/A

(11) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Given the statistics cited in the "Meeting the Need" Section above, the Board estimates that approximately 14% of LVMCA students will qualify for these services.

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

As part of the enrollment packet, parents will receive a Home Language Survey (HLS), a school-developed tool that will be given to all entering students and used to identify students who may not be proficient in English. The Home Language Survey is designed to identify, for possible further evaluation:

- Students who communicate in a language other than English; or
- Students whose families use a primary language other than English in the home; or
- Students who use a language other than English in daily non-school surroundings.

If the assessment indicates that there is a language being used other than English, the student will take an English proficiency exam, (WIDA). To avoid misidentification, the Primary ELL Teacher with TESL endorsement is the only staff member allowed to administer the exam.

(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

To communicate the results of the W-APT assessment and other identification and program placement decisions to parents, the Primary ELL Teacher, if not fluent in the family's primary language, will be assisted by a staff member who is. Parents will also be informed that a translator is welcome if none of the staff members are able to take on that role. Staff members will receive training on how to effectively communicate with families of children identified as ELL.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

To ensure qualified staffing meets the needs of ELL students, the outsourcing process will take into consideration not only the skills of prospective employees but the linguistic needs of the school population as well. The Primary ELL Teacher with TESL endorsement is the only staff member allowed to administer the W-APT or the WIDA MODEL to new students. The Principal and Primary ELL Teacher will be accountable for the ongoing performance of ELL students.

All teachers will be expected to provide support for English Language Development in order for ELLs to be able to access, process, and express the content of their classes as well as to help ELs grow and improve their ability to read, write, speak, and listen to academic English across the curriculum. Ongoing workshops and staff developments will provide general education teachers and support staff professional learning that can help develop and expand on the teacher's knowledge around English Language Development. All teachers will emphasize the development of oral language skills and the need to focus on academic language, as well as cultural diversity and inclusivity.

(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

English Language Learners will receive instruction that is comprehensible and equal to the amount and quality of instruction provided to English proficient students. Teachers will utilize strategies that may include but are not limited to visual aids, sentence frames, and by continuously communicating with the Primary ELL Teacher.

All students classified as ELL will have an Individual ELL plan. The plan will include all pertinent information, as well as a progress monitoring plan that is to be updated on an ongoing basis. The progress monitoring plan is incorporated within the daily activities to not interfere with the Montessori classroom's environment.

Regular meetings between the school, parents, and the student will be established to discuss academic progress and celebrate accomplishments in the classroom.

(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

The WIDA Consortium will be used annually to assess English proficiency in EL progress in the four domains of speaking, listening, reading, and writing. Additional monitoring in EL progress in core content areas will be through teacher observations and evaluations to review each student's progress in mastering academic content standards and meeting benchmarks.

ELL students will be reassessed for English proficiency at least every 2 years. A student will be exited if:

- His or her academic performance and proficiency to comprehend, speak, read and write English is assessed by his or her teacher and the teacher documents the rationale for recommending the pupil for courses of study that are taught only in English;
- The parents or legal guardian of the pupil is notified, in their primary language, that the student is being considered for exiting; is given an opportunity to review the data relating to the performance of the student; and is allowed to participate in the determination of whether the student should be exited; and
- Using the WIDA Consortium to assess the student's proficiency to comprehend, speak, read and write English and the student obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English.

After students have exited the ELL program, the school will monitor their academic progress for at least two years. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need the student's ELP will be re-tested with a valid, reliable, and grade-appropriate ELP test to see if the student must be offered additional language assistance services. If the student is reentered into ELL services, the school will communicate to the parent/guardian the reasons why, set additional goals, as well as obtain parent/guardian's consent to reentry.

(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

To promote parental involvement, the school, along with the Primary ELL Teacher will make every effort to invite ELL parents to participate in all school related activities.

Continuous collaboration with the parents during the ELL program will make it easier to communicate with the parents regarding their child's progress in the program. Announcements and

flyers translated in different languages, as determined by the school's linguistic population is to be available and provided as necessary.

(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

N/A

(8) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Based on the information cited in the "Meeting the Need" Section above, LVMCA's Board estimates that approximately 30% percent of the students will qualify for the ELL services.

Homeless/Migrant Services

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

Under Section 725(2) of the McKinney-Vento Act, homeless children and youths lack a fixed regular, and adequate nighttime residence. Moreover, they might:

- share the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- live in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- live in emergency or transitional shelters;
- be abandoned in hospitals;
- use a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- be migratory children who qualify as homeless because they are living in circumstances described above.

LVMCA will use the following activities, strategies, and tools to identify families or children who qualify for homeless and/or migrant services.

- Housing Questionnaire
- Referral Forms
- Listing the local liaison's contact information on LEA websites
- Providing materials in a language easily read understood by families
- Ongoing outreach and training for school staff focusing on the definition, signs, impacts, and steps
- Interagency collaboration through IDEA and Child Find

LVMCA will continuously work to reach families needing services. However, to avoid misidentification, the Executive Director will ensure the proper training of the staff member assigned

as the LEA liaison for the school. The LEA liaison must have adequate knowledge of and be able to appropriately relate to children and their families regarding their problems and concerns, as well as coordinate with related entities and agencies.

(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated time frame?

The school will immediately enroll homeless children and youth, even if the child or youth is unable to produce records normally required. The school will also adopt policies to eliminate barriers to enrollment caused by tracking, obtaining, and transferring records. In addition, the school will facilitate immediate enrollment by training all staff on legal requirements regarding immediate enrollment, develop affidavits of residence and caregiver forms, offer resources for school-based immunization clinics, using online services such as WebIZ for proof of immunization if not readily available, and work to provide uniforms.

Upon enrollment, the liaison will give the student/guardian information and resources about local organizations for free clothing and supplies. Organizations include Project 150, which aims to provide necessities from ready to eat foods, clothing, hygiene items, school supplies, underwear, socks, shoes, and special requests for academic needs. Project 150 allows High School students to shop; however, younger siblings of all ages may shop as well. This can benefit families with multiple children. Peggy's Attic at Child Haven, a donation center for the Clark County Department of Family Services, serves foster children with clothing, shoes, toys, diapers, toiletry items, developmental toys, and school supplies.

In order to give back to these organizations and instill the responsibility of community service, donation drives will take place twice a year. Families will be encouraged to donate new or lightly used clothing of all sizes, new or lightly used toys, non-perishable food items, school supplies, etc. Collection bins will be sorted and immediate students and families in need at Las Vegas Montessori School will be given necessary items. All other donations will be dropped off at the above non-profit organizations.

There are approximately 3,000 children in Clark County foster care, from toddlers to teenagers. National research finds that educational outcomes for children and youth in

foster care lag behind their peers. In order to meet the needs of students in foster care, the following steps will be taken:

- Collaboration with Clark County Department of Family Services (DFS)
- Ensure school stability and attempt to locate foster homes near the student's school of origin
- Create necessary enrollment protocols for foster care students, including the immediate transfer of a foster care student's educational records
- Expedite immediate school enrollment and notify the school that the student is in foster care
- Encourage the exchange of data with DFS in order to support the academic success of students in foster care
- Explore the establishment of an education passport for students in foster care
- Strengthen the use of the "Academic Learning Plan" for students in foster care
- Expand the scope of trauma-related training for educators and trauma-related services for youth in foster care
- Ensure and expand delivery of educational support services for students in foster care

(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

N/A

SCHOOL STRUCTURE: CULTURE

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

LVMCA will provide students with a positive learning environment that supports their academic goals while equipping them with the knowledge and skills to become successful leaders in the community. Students will experience a school culture (similar to the current culture at SVMS) that is engaging, challenging, and nurturing. Providing all students, a unique learning experience is what every child deserves. In order to accomplish a positive culture, every minute of the day will be designed to foster each child's achievement, safety, and success through the Montessori model of high respect for self, others, as well as the environment.

> "Spring Valley Montessori is without a doubt my rock here in Las Vegas. The kids, parents and teachers have all become an extended family. My daughter has made friends for life- as have I. One of my favorite moments this year, was when we went back to Kansas to visit family- they were already out of school, but my daughter had 3 more weeks left. Her cousins felt devastated for her to still have to go to school before the summer began. However, my daughter looked at them puzzled, because she doesn't know the feeling of not wanting to go to school and learn and grow. For her, she wakes up every morning for school, ready to go and see what the day brings. That is what I never thought I'd ever find in a school, but I have, at Spring Valley Montessori."
>
> Tamara Angeles, SVMS Parent (2012-Present)

Montessori classrooms foster interaction at a multi-age level, providing a real-world experience for the students of LVMCA. The application of the student-centered Montessori method ensures optimum readiness for secondary and higher education, with the academic, social, interpersonal, and other tools to become successful model students and citizens.

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

During the incubation year and subsequent years, LVMCA will hold concerts and other seasonal activities to incorporate both parent and community input for developing a positive school culture. From the experiences at SVMS, these concerts have provided families opportunities to engage with other families and staff. Creating a simple platform for students to share their talents and love of art and music allows the school to continuously share its vision to the community.

The culture for students, teachers, administrators, and parents will be initiated, each school year, primarily during the parents' orientation session. Implementation is to be accomplished through various school activities to further share and provide opportunities to experience the principles of Montessori.

Creating and establishing a lasting parent relationship begins before the first day of school. LVMCA will conduct a "Meet the Teacher'' event prior to the first day of school where students and families can meet and get a feel for the school's community and culture. Teacher Biographies will be sent in welcome packets allowing families to understand their teacher's backgrounds and passions within the classroom. Welcome packets will also include Parent Surveys which will allow families to answer short questionnaires about their child's needs, hobbies, learning preferences, and other pertinent information for the teacher to consider for each student's individual needs. These key events establish a personal relationship from the very beginning.

Staff enculturation begins in the pre-employment and interview process. During this process, candidates are asked to articulate their educational philosophies and their alignment with the Montessori method, as well as the mission of LVMCA. Emphasis on the school's culture ensures that all staff members will uphold the mission and vision of the school. Enculturation will continue throughout employment with staff developmental training sessions, meetings, and performance evaluations.

Parent enculturation will continue throughout the school-year by means of participation in their children's education, school events, as well as volunteering in different school functions and fund raising activities. Through consistent educational efforts of the leadership team about the principles of Montessori and LVMCA's mission and vision, parents are sure to learn that their child's new school is more than just a school- but a community and a family.

Enculturating students who enter the school mid-year will be achieved with the assistance of teachers, staff, and the current students as well. Families will be given Teacher Biographies and Parent Surveys to assist in building an immediate teacher to student personal relationship. Montessori students will play a crucial role in enculturating their peers as they continue to apply the methodology that they have learned from the very first day they joined LVMCA family.

(3) Please describe how you will evaluate school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

LVMCA will continuously solicit feedback from parents and the community. Approved, actionable recommendations and suggestions- in alignment with Las Vegas Montessori School's mission and vision will be implemented.

Class Dojo, an educational technology communication app and website, will be implemented for each classroom. It connects teachers, students, and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers. Families are able to contact teachers directly through the app, opening the door to communication. Being able to provide families with updates, photos, and important events directly to their mobile phone is convenient for busy and active families.

(4) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.

Meeting the social and emotional needs of students will begin by helping them develop the skills to be emotionally strong and resilient. To help support all students' social and emotional needs, the school is to implement Systematic Social and Emotional Learning (SEL). The school is to foster support relationships between school and home by the implementation of our family and community engagement plan. By listening attentively to the conversations between students, a teacher or staff member becomes more adept in identifying those who are in need. Intervention and remediation will be conducted in a personal setting, in which the privacy of those involved is respected at all times.

According to The Collaborative for Academic, Social, and Emotional Learning (CASEL), the five core competencies in SEL are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. When all are prioritized across all settings, such as home, classrooms, and schools, can help students navigate the world more effectively (CASEL, 2019). A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students document that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. "They also enhanced students' behavioral adjustment in the form of increased prosocial behaviors and reduced conduct and internalizing problems, and improved academic performance on achievement tests and grades"[7].

The success of the social and emotional remediation efforts in years 1, 3, and 5 will be measured on prosocial behaviors and academic achievement. In communicating the need for remediation to parents and invest them in their support, the school will provide an introduction to the program which will cite the benefits and advantages of its implementation in the school.

[7] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405-432.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

Philosophy. The school's disciplinary policy is tied deeply into the Montessori Method. The Method focuses on helping children become independent, caring, and self-directed human beings and ultimately, strong community leaders. Our disciplinary policy, therefore, is focused on guiding the child to learn and maintain *self-discipline*. The goal is not to adopt and impose a set of external rewards and punishments which creates a situation of temporary compliance to do what the teacher and administration expects. (That approach, we believe, does not simply disrupt a child's learning, but has life-long, adverse consequences on student confidence and self-sufficiency.) The goal is a schoolwide culture of personal responsibility and ethics.

> "If we could say, we are respectful and courteous in our dealing with children, we treat them as we should like to be treated ourselves, we should have mastered a great educational principle and be setting an example of good education."
>
> -Dr. Maria Montessori

Methodology.

Although LVMCA and SVMS are (and will remain) wholly independent schools and entities, Ms. Alcantara has, in leading SVMS, 17 years of successfully implementing the Montessori Method into day-to-day disciplinary practices. At LVMCA, she will, for example, reinforce positive behavior and ensure all students remain on track by using the following blend of "traditional" and Montessori tools:

- Family Orientation. LVMCA will announce its high behavioral expectations and review student disciplinary policies with parents/guardians at orientation sessions held at the start of each school year. A related orientation theme will be promoting good behavior at school and home.
- Student Handbook. LVMCA will include such policies in its annually-updated Student Handbook. That Handbook will cover discipline in detail, including offenses, remedies, punishments, decisionmakers, procedures, appeals, etc. All LVMCA students and parents/guardians will sign for a copy of the Handbook.
- Teacher Training. LVMCA's teachers will be responsible for guiding behavior and handling minor disciplinary infractions (e.g., minor student arguments). The school will align students around its expectations through continuous teacher instruction on appropriate and acceptable behaviors, as well as consistent correction of those that are not. To achieve that, the school will train its teachers in when and how to reinforce good behaviors and reduce misconduct. Administrators will monitor and review teachers for good disciplinary practices.

  Note that the Employee Handbook will include not just prohibited practices, but also best practices (e.g., appropriate methods of correction).
- Awards. The school will make use of many positive reinforcement tools. As just one example, it will issue Quarterly Achievement Awards, which will recognize achievements in categories including (i) Perfect Attendance (attended all classes for the quarter); (ii) Academic Resilience (given to the student, by grade, who has shown the most academic growth; (iii)

subject-specific achievement (e.g., Math Excellence); and (iv) event-specific achievement (e.g., science fair recognition).

- Teacher/Family Communication. Class Dojo can help connect and get families involved to encourage positive behavior and classroom culture. Teachers use Class Dojo to promote positive behaviors in their classroom and to strengthen lines of communication between school and home. This is done primarily through Class Dojo's 'Dojo Point' system and messaging system that connects teachers and parents. Teachers establish 'class values' which can include the following examples but are fully customizable. Class values are used to assign 'Dojo Points'; teachers determine the weight of positive behaviors (anywhere from 1 to 5 points) and the weight of negative behaviors (anywhere from -1 to -5 points). For example, a student may earn two Dojo Points for teamwork, but could lose Dojo Points for being unprepared for class. Examples of 'positive' class values: working hard; helping others; staying on task; active participation; perseverance; teamwork. Examples of 'needs work' class values include: disrespect; not having homework; being off task; talking out of turn; and being unprepared.

Monitoring. The success of LVMCA's disciplinary approach will be measured. The Administration will monitor, among other things, (i) the academic achievement of its students; (ii) the results of student and family "culture" surveys; and (iii) obviously, the number of inappropriate incidents throughout the school, including trends from day to day, month to month, and year to year. (Those surveys will also provide an avenue for stakeholders to raise concerns and offer measures to improve the school's positive culture.) All of that will make up what the school considers its "social achievement score," which Administration will report to the LVMCA Board at least every semester.

(2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

In accordance with applicable law (including, for example, the new mandate that schools adopt restorative justice policies and tools), and consistent with the District's approach in regard to suspension and expulsion procedures and decisions, the most appropriate disciplinary action taken by LVMCA Administration will be the least extreme measure that can legally and satisfactorily resolve the disciplinary issue.

The following levels of due process are available to the parents or legal guardians of a student who is being recommended for a long-term suspension or expulsion:

- The Executive Director is to report any violation of the law (e.g., the possession of a violent weapon) to the appropriate law enforcement agency.
- When legally permissible or required (e.g., under NRS 392.467(1)), the Executive Director will suspend the student pending further investigation by administration and review of the facts, which may lead to a recommendation for expulsion.
- Within three school days of the suspension, the Executive Director will conduct a hearing with the student and the student's parents or legal guardian to discuss the investigation of the incident, the violation of school rules, and the student's prior discipline history, as well as any mitigating information which the parents or legal guardians submit for the Executive Director's consideration. (If a Board hearing will be held, this process might be skipped, since the law only requires one full-scale hearing; see below.)
- At the conclusion of the hearing, the Executive Director will make a decision regarding the disciplinary action, which may include a recommendation for expulsion.
- If the student is recommended for expulsion, the parents or legal guardians must be informed of the due process procedures available.
- If the parents contest the discipline, a hearing will be conducted by the full Board. This information, as well as the student's prior disciplinary record, will be reviewed with the student, as well as information which the parents or legal guardians would like the principal to consider. The student must also be allowed to be heard regarding the incident resulting in the recommendation for expulsion.
- At the conclusion of the hearing, the Board President will inform the parents or legal guardians of the decision.
- If the decision to recommend expulsion is upheld and the parents or legal guardians decide to contest the expulsion recommendation, they have the option of pursuing litigation.
- (Notwithstanding the foregoing, the school would reserve the right, particularly when an expulsion or parent challenge were virtually certain, to forego the first hearing and bring the matter before a hearing at the board level. According to our legal counsel, only one due process hearing is constitutionally and statutorily required.)

(3) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

Las Vegas Montessori Academy will work with the parents and /or guardians of the involved student in collaboration with Bridge Counseling with regards to therapy / treatment intervention/ plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

(4) Who will be responsible for implementing the school's discipline policy?

The Executive Director will be responsible for implementing the school's discipline policy and ensure that accurate disciplinary records are maintained. The Chief Academic Officer or Office Manager will assist the Executive Director in managing student discipline and coordinating with Bridge Counseling and the parents of the student involved in creating a plan to help the student. All administrative staff will be trained in recording behavioral events in the Infinite Campus System.

(5) Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

The report discipline data is to be provided by the Office Manager to the school and the SPCSA. Reports will be created by the Office Manager to identify and evaluate trends- providing relevant data to implement appropriate actions as deemed necessary by the Director, with the guidance of the board. This data will be used to measure the success of the social and emotional intervention efforts of the school and to review, as well as revise as necessary.

(6) Describe the school's proposed parent grievance policy.

The relationship of the parents to the school community. Issues that are not addressed timely and effectively are detrimental to the academic and social success of students. Parents should be able to convey their questions and concerns for settling differences and equitable resolution of disagreements at the lowest possible faculty or administrative level. LVMCA will adopt the Clark County School District's policy on public concerns, ensuring that parents are aware of their responsibilities and rights under applicable law.

- Parents have the right and the responsibility to represent their children, and other citizens may have an interest in commenting on public education. Therefore, it is the obligation of LVMCA to respond to the questions and concerns of the parents or the public.
- Constructive criticism of LVMCA which is intended to improve the quality of the educational program and related services by encouraging parent and citizen participation while protecting the rights of the staff members is welcome.
- Action relating to concerns against employees must fully comply with the procedures of NRS chapter 391, the negotiated agreements, and the policies and regulations which ensure due process of law.
- In order to avoid potentially litigious situations, both staff members and concerned citizens should exercise discretion in discussing matters that may prove to be potentially libelous or slanderous in nature. A false statement of misconduct may be legally actionable if the maker of the statement knew it was false or if the maker recklessly makes the statement without adequate investigation to determine the truth or falsity of the allegation.
- Parents of special education students are encouraged to follow regulation 1213.1 in order to resolve concerns. There are additional complaint procedures guaranteed under federal and state laws for parents of children with disabilities. Parents of special education students may contact the Special Student Services Division for further information.

Disciplinary proceedings are a personnel matter and should not be a topic for public discussion. Disciplinary action, if any, is a matter between the employee and the supervising administrator and will not be made public. In a like manner, concerns expressed by the community should be kept in confidence and the names of students and parents and the circumstances of the concern shall not be discussed with individuals not directly involved in the concern.

Every effort is to be made to ensure that the program implemented for social and emotional remedial efforts will have the full support of the board, staff, teachers, students, and parents. The report discipline data will be reviewed and analyzed on a regular basis as to not disproportionately penalize more vulnerable student populations.

(7) Discuss any required dress code or uniform policy.

In order to help students in reducing clothing-related peer pressure and increase uniformity between different socioeconomic classes, students will wear uniforms Monday through Friday. Uniforms will consist of unisex navy pants, unisex green collared polo with school logo, and girls white peter pan blouse with a navy jumper dress. Shoes will be black and closed toe. Students will have a separate physical education outfit on applicable days consisting of a jersey tee with school logo and shorts or sweatpants. To enforce a fair dress code, the standard procedure for students who are not in full required uniform is the following:

- Contacting the parent/guardian for the correct article of clothing
- Parents may choose to purchase a correct uniform issuing a financial obligation. Students may be retained at the school's office prior to readmittance to the classroom.
- If clothing items or accessories need to be confiscated, they will be returned only to the parent/guardian.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) As Attachment 3, provide the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

LVMCA's academic calendar will generally follow the District's academic calendar for students as well as for staff members. The calendar will reflect the needs of the student population to align with other members of the family who may also be enrolled or work within the Clark County School District. LVMCA will have 180 school days with observed federal holidays and vacation breaks allowing students and staff to recharge while observing and spending time with family.

(2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

The start and dismissal times Monday through Friday will be from 8:15 AM to 3:15 PM.

The number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies will be dependent on the grade of the students, as follows:

Grade	Minimum minutes/hours per day of academic instruction
K	120mins/2.0hrs
1	240mins/4.0hrs
2	240mins/4.0hrs
3	300mins/5.0hrs
4	300mins/5.0hrs

5	300mins/5.0hrs
6	300mins/5.0hrs
7	330mins/5.5hrs
8	330mins/5.5hrs

This schedule will be optimal for both the school model and student learning by allowing ample time for the uninterrupted *Montessori Work Periods* and breaks for *Recess* and *Nutrition*.

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

The School's goal for student attendance will be championing a successful pro-attendance culture. Attendance data including truancy, tardiness, and chronic absenteeism will be monitored by the teacher and the administrative staff. To reduce truancy and chronic absenteeism, the following supports will be used: family involvement that actively engages parents for their advice as experts in the lives of their children, a comprehensive approach that addresses factors for truancy including transportation, mental health, and family setting, and collaboration with law enforcement for investigating habitual truancy in accordance with NRS 392.149.

4. Operations Plan

BOARD GOVERNANCE

(1) ***Describe the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.***

Primary Roles.

The fundamental purpose for which the School is organized is the provision of high-quality education for children in grades Kindergarten through eighth grade. The Board has primary responsibility for fulfilling that purpose. It *is* the charter school, from a legal and global perspective. Under NRS Chapter 388A, it is the Board's responsibility to ensure that LVMCA is academically, financially, and legally sound. The Committee members are mindful that in all respects, the buck will stop with the Board.

In keeping with that responsibility, the Board will exercise sole responsibility for all major decision-making, including the power to address and determine major educational activities, operational policies, facility decisions, budget-making, the hiring/firing of the Executive Director, and so on. Put another way, the Board's primary responsibilities are to:

1. fulfill its legal function;
2. establish strategic goals;
3. establish strategic parameters (e.g., major policies);
4. promote the School's mission;
5. raise money; and
6. generally provide oversight, monitoring, and evaluation at a senior level.

As reflected in the Bylaws attached as **Attachment 6**, and as is the norm among other Nevada charter schools, the Officers of the Board will consist of a President, Vice President, Secretary, and Treasurer. The Board may appoint other Officers from time to time, as deemed necessary.

Interactions with the Executive Director.

The Board intends on generally following the leadership principles popularized by national charter school board trainers such as Brian Carpenter, CEO of the National Charter Institute, and other thought leaders, including state agencies, charter school associations, nonprofits, and major think-tanks (e.g., the Florida Governmental Charter Support Unit, Georgia Charter Schools Association, Wisconsin Center for Public Skills Training, and Washington, D.C.-based Charter Board Partners).

At its first formal meeting (if not before), the Board intends on asking its legal counsel to train the Board in following those principles. **Attachment 22** contains the written materials of trainings by our current counsel to another charter school in recent years.

The core principle is that the volunteer Board will govern, not manage. School governance and school management are separate and distinct responsibilities. The Board will, for example, set the School's strategic goals and parameters (e.g., by adopting the Charter, Bylaws, mission statement, major policies, and budgets), but will delegate day-to-day management activities to School administration, as led by the Executive Director. The Board will supervise the Administration's conduct, management and control of day-to-day affairs and activities.

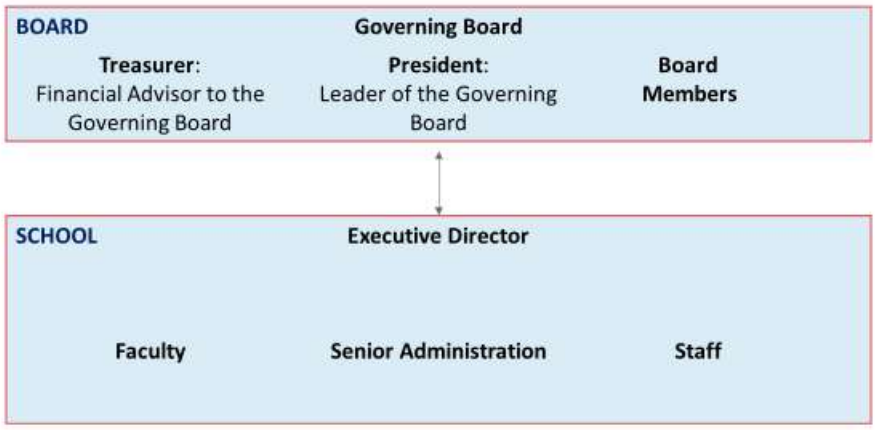
As one prominent charter school association summed it up:

> A high performing charter school board focuses on student achievement, acts strategically, recruits an exceptional school leader, raises and uses resources wisely, and fulfills all compliance expectations, but it only manages two things: the school leader, and itself." (www.publiccharters.org)

For that reason, by way of illustration, the Treasurer would advise the Board members on the School's financial matters, but it is LVMCA's chief financial officer (i.e., in the first-year organizational chart below, the "Office Manager") who would handle payroll matters, payments to vendors, depositing incoming funds, keeping day-to-day books, and so on.

Moreover, the Board would not typically take responsibility for human resource issues, beyond hiring, firing, evaluating, and potentially disciplining the Executive Director. The Executive Director would have responsibility for the employment of all subordinate administrative staff and teachers.

The following chart shows the conceptual difference in the Board and Administration's roles (but as to the internal workings of the "School," note that there are more specific, precise charts below):



What does Board oversight mean in practice?

As detailed in numerous other sections of this Application (and particularly this Section 4, below), the Board will expect to receive continuous, extensive reporting from, and to have numerous communications with, the Executive Director and her team. It will receive constant updates on "big-picture items" such as, most fundamentally, academic progress and budgetary/financing matters. Board Committees will have even more in-depth dealings with Administration counterparts.

In simple terms, Board governance will not take place at relatively infrequent Board meetings, but will certainly fill the spaces between those Board meetings—while of course remaining mindful that under NRS Chapter 241, the Open Meeting Law, no actual "deliberation" or decision-making could be made except at formal meetings. The Board would remain very careful to not deliberate or act between meetings, in part by preventing interactions involving a quorum.

Obviously, the particulars of the Board's governance will change and evolve from time to time as circumstances dictate. Whereas a normal, mid-school year month (e.g., an average February) might involve relatively limited interaction, a more planning- or evaluation-heavy month (e.g., May and August) would involve greater interaction and more frequently called Board meetings. The same would be true in emergency situations, such as devising urgent responses to a pandemic.

As in all LVMCA matters, the aim will be to foster a strong partnership between LVMCA Board and School Administration, one built on mutual trust and respect. It is the ultimate responsibility of both the Board members and the School leader to maintain the financial stability and integrity of the charter school, and a breakdown in their relationship would be profoundly unproductive.

Evaluations of the Executive Director.

As in any employee/employer situation, it is fundamental that the Board continuously monitor and evaluate the job performance of its Executive Director. Generally speaking, as long as the affairs of the School are productively and successfully managed, those evaluations would be positive and job advancements (e.g., salary increases) would be appropriate. If the School were not prospering, those evaluations would be negative and result in performance-improvement plans, discipline, or even termination.

At its first formal meeting, the Board intends to form a School Leader Support and Evaluation Committee, to be headed by the Board President, Mr. Kirby Burgess, and include a Board member, Ms. Cathy Hules, who has significant human resources and managerial experience. That Evaluation Committee will ask the School's legal counsel to provide training on how to effectively and lawfully evaluate the Executive Director.

What criterion or rubric will the Board use in evaluating the Executive Director? The Board does not believe a one-size-fits-all approach should apply; instead, a "totality of the circumstances" approach is best. A variety of predominantly objective, but also some subjective, factors would come into play.

Having said that, the Board anticipates using evaluation guideposts like the following:

- **Academic Performance.** *45 points*. This is obviously the largest category, given the School's fundamental educational purpose. It would be determined based on many of the same factors which will govern the SPCSA's appraisal of LVMCA—e.g., standardized test scores, graduation/advancement rates, low absenteeism, and so forth.

  The Evaluation Committee will adopt specific academic targets and then evaluate those at each year's end. Those targets would focus on the following questions:

  How are LVMCA students performing? Is the School outperforming or underperforming, relative to similarly-situated schools with similar student populations? How many stars did LVMCA receive in the Department of Education's Nevada School Performance Framework (NSPF) ratings, the objective of course being five stars? What other achievements and accolades has the School garnered from the SPCSA, DOE, and third-party associations and experts?

  More generally, how does the academic program reflect the policies and decisions of the Board? Is the curriculum faithful to the School's Montessori principles? Is LVMCA properly identifying SPED and ELL students, and what measurable, empirical progress are those sub-groups making?

- **Financial Management (i.e., fiscal health).** *25 points*. The Evaluation Committee will adopt financial targets and then evaluate those at each year's end. Their inquiries would involve assessing, for example, whether the school is on track budget-wise (it being unlawful for a Nevada charter school to run a deficit). Related questions: how much cash is on hand (or what other reserves do we have)? What line items are over- or under-performing, why, and by how much? What were the results of the most recent auditor's report? Were there any "findings" and if so, what?

- **Legal/Regulatory Compliance**. *15 points*. This would involve monitoring and evaluating the Administration for any problems or failures in the School's compliance with laws and regulations. For example, were any notices of concern given? Were any Open Meeting Law, Public Records Act, Local Government Procurement, or other legal complaints or challenges filed?
- **Parent/Teacher/Student Satisfaction; Community Relations.** *15 points*. This is where a "subjective" element would come into play. The Evaluation Committee will poll the School's key stakeholders to assess their levels of satisfaction, including obtaining information and date through (i) formal polling (e.g., SurveyMonkey-type tools), (ii) reviewing the quantity and nature of any complaints made to the Board (whether to the Board's email address or as public comments at Board meetings), (iii) gathering second-hand reports of comments made at parent-teacher conferences, and (iv) gathering crucial "satisfaction" data regarding student recruitment, student re-enrollment (year on year), teacher turnover, etc. Depending upon the School's finances, this may include a fundraising component, too; how much has Administration taken in in voluntary donations and contributions from the greater community? What community partnerships have been forged?

In summary, the evaluation process is a crucial element in the Board's governance strategy. That process will help the Board effectively evaluate its school leader objectively and fairly, and ensure that there will be active and effective representation of key stakeholders, including parents, in School operations.

For more information, see Subsection (7) of the "Human Resources" section below, and its **Attachment 13**.

As a final note, the Board is cognizant that the SPCSA has, in similar situations, expressed concern about a charter applicant's board not being entirely neutral in its evaluative processes, when many of its board members had or have a pre-existing relationship with the school leader. If there were any such concerns here, given certain Board members' prior experiences with Ms. Alcantara through SVMS, the Board wishes to dispel those entirely. Each Board member has vowed to exercise his/her discretion objectively and solely with the best interests of LVMCA in mind. There will be no indirect or direct biases in play.

The Board cannot emphasize enough that this project is about Spring Valley children, not Ms. Alcantara or themselves. It is worth noting, moreover, that:

- Certain Board members—including the Board President, Mr. Burgess, and its licensed teacher, Mr. Killingsworth—have not had children who attended SVMS, nor worked at that school.
- In the case of other Board members (e.g., the Board Vice-President, Ms. Bilbray, and Board Treasurer, Ms. Hules), as well as the School's legal counsel, their children attended SVMS between eight and twelve years ago, long enough for each of them to become more dispassionate and disconnected from that school—but to still recall the extraordinary power of the Montessori method and the academic successes it can bring.

<u>Stakeholder Participation</u>.

The Board will use many tools to continually solicit the input of its key stakeholders. Please see the preceding subsection for more information.

(2) ***Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board. NAC 388A.130(4):***

A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes:

(a) A potential contractor of the proposed charter school;

(b) A potential lessor of a facility that the proposed charter school may lease;

(c) A representative of an educational management organization with which the proposed charter school may contract;

(d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or

(e) Two or more persons who are related by blood or marriage to each other.

The following are the qualifications and experience of the proposed members of the governing body of the School.

Kirby Burgess

As of this application date, Kirby L. Burgess is slated to be the Board's first President.

There are few people in the State of Nevada with as much experience as Mr. Burgess in working with children and in furtherance of youth issues.

He has nearly 50 years of experience working in child-centered causes, both in the State of Nevada and elsewhere in the U.S. That experience includes many years in the non-profit sector, with an emphasis on strategic and operational planning, financial management, customer service satisfaction, staff development, and training.

Mr. Burgess's career began as a Juvenile Probation Officer, working one-on-one with disadvantaged and troubled children. He rose through the ranks to eventually serve, for 11 years, as the Director of Clark County Juvenile Justice Services, an organization that provides services to young people who have committed juvenile crimes. In that capacity, he supervised a workforce of over 300 staff, and was in charge of program development, budget oversight, human resources, legislative development, and advocacy. He also represented the County before the State Legislature and participated on numerous Boards and community organizations that provided services to, or advocated for, Nevada youth. Among other things, Mr. Burgess served three years as Chairman of the Nevada Juvenile Justice Commission. Mr. Burgess retired as Director of Juvenile Justice Services in 2005, following a 31-year career with that agency.

He later worked at WestCare, Inc. a behavioral health organization that specializes in alcohol and drug treatment and mental health issues, where he was the Senior Vice President of the Endowment/Community Department. More recently, Mr. Burgess served as the President/CEO of Burgess, Burgess, & Associates, a private Nevada company specializing in educational, legislative and community-related issues involving social welfare and youth matters.

Mr. Burgess has a bachelor's degree in Social Work and a master's degree in Public Administration from the University of Nevada Las Vegas (UNLV).

Mr. Burgess has been married to Shirley G. Burgess since 1972. They have two children, James and Gwendolyn, and four grandchildren.

Erin Bilbray-Kohn

As of the application date, Ms. Bilbray is the Board's first Vice-President.

Ms. Bilbray is a community activist who has dedicated her entire adult life to improving Nevadans' lives, particularly those in traditionally disadvantaged groups.

In 2006, Ms. Bilbray founded Emerge Nevada, an organization dedicated to encouraging women to step into leadership roles in their communities. Under her guidance, Emerge trained more than a hundred women in Nevada to pursue leadership skills and assume leadership roles. At present, at least 21 Emerge Nevada alumni have held state or national office, and almost 50 alumni are running for office in the 2020 election cycle.

Ms. Bilbray has served on many Boards, including the:

- Nevada System of Higher Education;
- Desert Research Institute;
- Women's Council for the United Way;
- UNLV Foundation;
- Girl Scouts of Southern Nevada (Development Committee); and
- Nevada Progressive Coalition.

She has also advocated on behalf of the Nevada State Education Association, The Agassi Foundation, The American Diabetes Foundation, and Ashoka (an international aid organization).

Given her experience, this past summer, Ms. Bilbray served on the Clark County School District's "Reopening Our Schools Working Group." That Group was formed by CCSD Superintendent Dr. Jesus Jara as a working committee to collaborate with stakeholders (i.e., teachers, parents, administrators, and experts) to help formulate CCSD's plan for reopening schools in August 2020 safely, notwithstanding the coronavirus pandemic.

As hinted above, Ms. Bilbray is very active in political causes. She served as Chairwoman of Senator John Kerry's Leadership PAC. In 2014, Ms. Bilbray ran as the Democratic Party nominee for Nevada's Third Congressional District, winning the primary with 84% of the vote. She has served as a Superdelegate at the Democratic National Convention, and she currently serves as a National Committeewoman on the Nevada Democratic National Committee. Ms. Bilbray has been included on a *U.S. News* and *World Report* list of "the best and brightest," and has been listed as one of the 50 most influential people in Nevada politics.

Ms. Bilbray has been married to Dr. Noah Kohn, a pediatrician, for 19 years. Together they are the parents of two children, both of whom attended SVMS many years ago before moving on to CCSD Schools. The couple's older child recently matriculated at the Naval Academy in Annapolis, Maryland.

Andrea Perera

Ms. Perera is a former military combat arms instructor, and was the first female in the history of the Air Force to win the "High Pistol" marksman award.

After six years of military service, she became a registered nurse. She currently works in a hospital emergency department, specializing in trauma, burns and pediatric acute care. Over the course of eleven years of nursing, she has become a trauma instructor for the Emergency Nurses Association's nationally recognized Trauma Nurse Core Course, an instructor for the American Heart Association's Advanced Cardiac and Life Support and CPR courses, and a seminar speaker for Med-Ed's professional certification courses, holding two certifications herself.

Having completed some graduate level course work in education, Ms. Perera is also a clinical instructor for Hospital Corporation of America's new nurse residency program. She has written and implemented hospital practice guidelines. In 2018-19, Ms. Perera held the annual position of Chair for Las Vegas's University Medical Center's Professional Development and Education Council as well as a participating member in the hospital Education Committee and Advanced Practice and Professional Certification sub-council. Previously, she was the elected Vice President of Washington State's Student Nurse Association of which she wrote bylaws and lobbied state legislators.

Ms. Perera has three children, all of whom attend SVMS.

Catherine Hules

The Committee has earmarked Ms. Hules to be the Board's first Treasurer.

Ms. Hules has over 20 years of experience in small business ownership and management. Most recently, she has spent seven years in the medical field, managing practices that specialize in dermatology, plastic surgery, fertility, and multi-specialty ambulatory surgery centers. She was a member of the governing body of Sunset Surgery Center for over four years. She is currently the practice administrator for the Herte Center for Cosmetic Surgery, located in Spring Valley.

Ms. Hules has extensive experience and expertise in accounting, human resources, business development, marketing, operations, team building, facility management, and Ambulatory Surgery Center development and compliance.

Ms. Hules received her bachelor's degree in Business Management from Western Governors University. While attending Western Governors University, she received an Award of Excellence in Business Ethics.

Ms. Hules lives in Spring Valley with her husband and two children. Her high-school age children attended SVMS many years ago. Ms. Hules enjoys doing volunteer work at her children's schools, ballroom dancing, hiking, musical theater, and spending quality time with her family and friends.

Matthew Killingsworth

Mr. Killingsworth has been working as an educator in Nevada since 2002. Matthew has experience as a classroom teacher in every level for grades Kindergarten through 12th grade. Teaching experience and school/community involvement has allowed Mr. Killingsworth to be well versed in the inner workings of public schools and their role in the community. His knowledge of curriculum, as well as enrichment & high-engagement activities, has allowed Mr. Killingsworth to take leadership on many school wide initiatives with success.

From 2008-2015, Mr. Killingsworth worked for Innovations International Charter School of Nevada. Those were the initial years of the school, so he was able to be involved with a charter school in its fledgling years. Those formative teaching years allowed Mr. Killingsworth opportunities to grow as an educator and gain experience helping establish a new school to the community. He was involved in fundraising events, before- & after- school programs, media coordination, and other key responsibilities.

Beyond core teaching duties, Mr. Killingsworth has been involved in providing learning & enrichment opportunities for his local school communities. His role as a cultural heritage coordinator allowed him to spearhead events like Hispanic Heritage celebration, Luau on the Lawn, and Southern Chapter of Buffalo Soldiers Assemblies (an historic preservation group)—including in the schools he has worked at. Mr. Killingsworth is currently a Green Our Planet coordinator for Mendoza Elementary School, and extends his science lessons into the school garden for hands-on opportunities for young learners.

Mr. Killingsworth looks forward to offering perspectives on the many crucial decisions needed to ensure a successful School community.

Mr. Killingsworth is married to his wife Jessica Festa-Killingsworth and they have two daughters, Elsie and Naomi.

Holly Macrae

Ms. Macrae has two children with special needs, and therefore intends to be the Board's main point-of-reference on SPED program matters.

Holly's personal activism has brought her into a close working relationship with CCSD. Ms. Macrae has one child with ADHD who started in the Special K program, continued on to Primary Autism, and then to the Specific Learning Disability classroom. The other child started in the Autism classroom and remained there for his entire time in public school. As an involved parent, Ms. Macrae was at the school helping and working on specific goals for her children every week, if not several times a week.

Ms. Macrae attended University of Nevada, Las Vegas and her career has been spent in management, with most of her work in public relations, communications, decision making, and planning. She has had a fulfilling career but is now working less in order to spend more time with her family. She believes her real-life experience and skills will greatly benefit and foster the success of the LVMCA students, but particularly those on 504 and IEP plans.

Ms. Macrae has been a resident of Las Vegas for 45 years and has three children, two of whom attend SVMS.

Ashley Stephens

Ms. Stephens is the Board's in-house expert in technology, I.T., marketing, and promotional matters. Ms. Stephens, a long-time Nevada resident, is a highly-focused, self-taught technology consultant and small business owner. Her business, Imago Digital, assists clients with product consulting, web and app development, marketing and brand identity, technical product research and development, product launches, budget management, and leadership and coaching.

Ms. Stephens is a fluent English and Spanish speaker, with numerous clients in the Spring Valley area.

Legal Requirements.

For the avoidance of doubt:

Once the Board adds the final, ninth member pursuant to subsection (4) below, this group will satisfy NRS 388A.240, and upon approval will satisfy NRS 388A.320. LVMCA's Committee to Form will soon include (i) a licensed teacher (Mr. Killingsworth); (ii) a licensed (or retired) teacher or school administration (the Board member to come); (iii) a parent of a student who will attend the school (Ms. Macrae; Ms. Perera); and (iv) individuals with accounting, financial, legal, and human resource backgrounds (Mr. Burgess; Ms. Bilbray; Ms. Stephens). All are Nevada residents, not just a mere "majority."

Moreover, the Committee does not include two or more people representing the same nonprofit organization, business, college or university within the Nevada System of Higher Education, or EMO/CMO (there being no management organization associated with this School).

Moreover, none of the individuals above violate NAC 388A.130(4), the wording of which was included in the SPCSA's "2020 Call for Quality Charter Schools"—i.e., no one is a (i) potential contractor of the proposed charter school; (ii) potential lessor of a facility that the proposed charter school may lease; (iii) representative of an educational management organization with which the proposed charter school may contract (it being the case that the School will have no EMO); or (iv) person related by blood or marriage to a person described in items (i) to (iii); nor are any two of the individuals above related by blood or marriage.

(3) ***Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.***

For more detailed information regarding each Board member above, please see:

- **Attachment 4** (i.e., each person's "Board Member Template"); and
- **Attachment 5** (i.e., each person's signed, notarized "Board Member Information Sheet," curriculum vitae, and biographical summary).

(4) ***If the current Committee to Form does not include the full founding board, explain how and when the additional board members will be identified.***

The Board will be adding at least one, but possible two, additional member between the date of this Application and the capacity interview. The purposes of adding one to two members are: (i) to have an odd number of members, to reduce the risk of any tie votes; and (ii) to add the licensed (or retired) teacher or administrator required under NRS 388A.240 and NRS 388A.320. If the SPCSA would like LVMCA to supplement its Application before the capacity interview with a copy of that person's (or those persons') paperwork, please simply let us know.

(By way of explanation, the Board lost a teacher-member just a week before this Application's due date. That individual suffered a personal tragedy and had no choice but to move out-of-state, a decision communicated in early July.)

Given the far-reaching connections which this Board has in the local Las Vegas/Henderson community—as described in Subsection (5) of the "Parent and Community Involvement" of the "Operations" Section above—the Board expects no problems whatsoever in finding another teacher/administrator member. The Board is already recruiting potential members, canvassing the community for a teacher/administrator interested in educational matters and willing to donate his/her time and efforts towards a good cause.

In this search, the Board will aim to fill a gap outlined in the law. This will be a governing principle in its future searches, too. Whenever there is a vacancy, the Board will aim to fill not just statutory gaps, but also gaps in its existing knowledge bases and skill sets, ensuring a diversity of opinions and qualifications.

Note that the Board's recruitment efforts will not end whenever the Board is "full." A strong charter school Board must always balance its need and desire for consistency and expertise—achieved by having Board members serve long periods of time—versus the need for freshness, innovation, and growth—achieved by rotating out new members for the old. If there were little turnover in actual

fact, the Board would likely adopt term limits, to promote healthy turnover and thus the flow of new ideas.

Moreover, sometimes change is involuntary and unexpected, such as if an existing member resigns, becomes ill, or has a tragedy of the kind noted above. As we submit this, in fact, an existing Board member has just been tested for COVID-19 and is reasonably certain she will test positive. To plan for both emergency and planned changes in composition, the Board will adopt an ever-changing roster of "alternate" Board members, meaning people who have expressed interest and could/would be drafted in whenever a vacancy arises.

Whenever a new Board member is elected, LVMCA's legal counsel will, among other things:

- ensure compliance with all fingerprinting and other legal requirements; and
- receive Board governance trainings. (**Attachment 22** contains the written materials of trainings by our current counsel to another charter school in recent years.)

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

(6) ***Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.***

Each Board member intends on adhering to the highest ethical standards in his/her behavior—well beyond that required by law or custom. For each of us, this project is solely and entirely about improving students' lives and outcomes, not personal gain. Speaking categorically:

There are no anticipated entanglements or business relationships between any Board members and LVMCA. None of us is a potential landlord, contractor, vendor, or supplier to the school, and no one is expecting any remuneration or other benefits. None of us has a potential or perceived conflict of interest—much less an actual one—and the entire Board will remain watchful for any potential problems.

For a more formal perspective, please see **Attachment 6**, which contains LVMCA's proposed:

- Bylaws;
- Code of Ethics; and
- Conflict of Interest Policy.

All were developed by our current legal counsel and were adapted (with appropriate modifications) from other, existing Nevada charter schools.

The crux of LVMCA's Conflict of Interest Policy is that each Board member will scrupulously adhere to Nevada's Code of Ethical Standards (the "*Nevada Ethical Code*"), codified at NRS 281A.400 *et seq. and* applicable to each Board member as a "Public Officer" pursuant to NAC 388A.525(7).

In line with our Policy and that Code, no Board member will commit any prohibited actions, such as accepting gifts to improperly influence his/her decision making, using his/her position to gain unjustified privileges or benefits, negotiating deals for the School in which he/she has a significant pecuniary interest, or using confidentially-obtained information for his/her own pecuniary gain. Board members will make appropriate disclosures, and recuse themselves from voting, in matters

where they do have a potentially relevant interest. Finally, if any Board member violated the policy, the rest of the Board will not hesitate to discipline or even remove him/her.

Here, there is no EMO/CMO tied to this School, eliminating a common source of ethical problems.

As for LVMCA and SVMS, what is crucial here is that there will be no legal, contractual, economic, or other formal or informal relationships between them. The two will be wholly separate educational institutions, sharing no staff, teachers, or students. No LVMCA Board member will have any governance or other position at SVMS, and vice versa. The schools will not share a physical facility, nor have common bank accounts or funding sources. In the Board's opinion, it is not just unlikely but impossible for any LVMCA/SVMS-based conflicts of interest to arise.

(As noted in the "Meeting the Need" Section above, Ms. Alcantara will remain an SVMS co-owner. Over the past 16+ years, she has owned 50% of SVMS with her sister, a passive investor, and also served as Executive Director. With the chartering of LVMCA, Ms. Alcantara and her sister will both become passive owners, entrusting the private school to a new school leader—akin to politicians placing an investment in a blind trust.)

Obviously, that is not to say that the schools have nothing in common. They are both Montessori schools led by Ms. Alcantara (in SVMS' case, through the end of the 2020-21 school year, and in LVMCA's case, from the 2021-22 school year onwards). The two schools will obviously share a common heritage, and as described in the Academics Section, LVMCA will be academically modeled, in many significant ways, after SVMS and will endeavor to replicate SVMS' educational successes. Moreover, the Board anticipates the graduates of SVMS's pre-Kindergarten population showing significant interest in entering LVMCA's enrollment lottery, in which case many of them may become LVMCA students in due course. But in terms of conflicts of interest and improper entanglements, there will, simply speaking, be none.

(7) *Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?*

In subsection (4) above, we described why Board turnover is important from time to time, and how identifying and recruiting new Board members will remain a never-ending priority. Bringing in "new blood" is a simple but effective tool in increasing Board capacity. If, for example, our lease were expiring and we wished to buy an empty parcel to construct a new, large-scale school campus, the Board would envision recruiting a facilities and construction expert to serve in its ranks—e.g., an architect, construction engineer, or contractor. (Of course, the Board would not want to solve one problem but create another; it would not accept a serious conflict of interest by electing someone who would bid for the work, but would likely recruit a Board member who was retired or okay not bidding).

In other cases where the Board lacked a certain capacity, the Board would employ other tools such as:

- tasking School Administration with researching and reporting on a given issue;
- obtaining trainings from certified professionals and advisors;
- asking the SPCSA or DOE if it has specialized advice or expertise to provide (e.g., in certain SPED matters); and
- hiring third-party vendors to provide key services (e.g., back-office accounting services).

Given the Board members' vast experience in serving on political, corporate, nonprofit, and other governing bodies—particularly in the case of Ms. Bilbray and Mr. Burgess—the Board does not

anticipate problems in (i) knowing what it doesn't know from time to time, or (ii) understanding how to obtain valuable outside help when circumstances require.

(8) ***Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.***

As already highlighted in subsections (1) and (4) above, the Board is already working hand-in-hand with its legal counsel to develop a robust training schedule. Board training might be mandatory in other states (e.g., Florida) but not here, but that has no effect on this Board's plans.

The Board anticipates receiving training at (if not before) its first formal meeting on charter school board governance principles. As **Attachment 22** shows, that training will examine, among other things:

- the difference between governance and management;
- how to route stakeholder communications to the Board;
- how the Board "speaks" via voting and leadership;
- balancing the Administration's autonomy versus accountability;
- "best" and "worst" practices in Board governance (including the signs of high- and low-functioning Boards);
- Board members' fiduciary duties and liability protections; and
- additional resources on proper board governance strategies.

That will just be the first of many contemplated trainings, all of which will be scheduled in the "stub" period between SPCSA approval and the start of classes in August, 2021. (The exact timetable will be developed according to the various Board members' schedules and availability.) All Board members will attend these trainings.

Other training sessions would include topics like:

- the Open Meeting Law;
- evaluating the Executive Director's performance;
- general management skills and best practices;
- charter school finances and budgeting;
- fundraising; and
- School marketing and student- and teacher-recruitment strategies.

(9) ***Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.***

The working relationship between the Board, on the one hand, and the Executive Director and her administrative staff, on the other, is intended to be fluid, and yet consistent, and above all built on respect and professionalism.

As the other subsections here indicate, there will be extensive communication back and forth between the Board and its Committees, on the one hand, and the Executive Director and her Administration, on the other. Each Committee will include Board members and non-Board members (including in certain cases, teachers, staff, and/or parents).

As noted elsewhere, there will be continuous, periodic reporting from Administration to the Board. The leadership team and the Academic Committee will analyze and report to the Board the students' academic and social performances, as reported by the faculty, on no less than a quarterly basis (but more likely, at every Board meeting). End-of-year assessments will be conducted and a report provided to the Board at a reasonable time upon completion. Data will be compared to previous quarterly and annual periods to ensure growth and monitor the progress of the students and School.

On financial and budgetary matters, the Executive Director, along with the Finance Committee, will provide the Board with monthly operational and financial reports, using (among other things) the Cougar Denali Accounting Software (**Attachment 24**) and reports and dashboard print-outs from the School's third-party accounting vendor (if applicable). This reporting-and-feedback process should ensure that the School remains on budget, has adequate funding for school operations, and that taxpayer funds are utilized appropriately and strictly as approved by the Board. Complete monthly and yearly financial statements will be readily available in the Cougar Denali Accounting Software to the Board for inspection, and will facilitate the statutorily-required annual audit by an independent, licensed accountant selected by the Board each year.

(10) ***Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.***

The primary "advisory" bodies to the Board will be its internal Committees. The Board intends on creating the following Committees, each of which will include not just selected Board members, but also the other stakeholders indicated:

- The **Academic Committee** will consist of the Executive Director, two Board members, and one or more staff and teacher representatives. The Board as a whole will select its appointees. The primary objective of the Committee will be to devise academic strategies and policies, speak on curriculum matters, and provide academic oversight to the School. The Committee's duties will include adopting an overall plan to improve educational achievement, reduce the gaps in performance between groups and sub-groups within the school, and determine whether decisions affecting educational processes are advancing or impeding student achievement.
- The **Finance and Facilities Committee** will consist of the Executive Director, two Board members, and the School's chief financial officer (or the person fulfilling such function, in initial years, meaning the initial "Office Manager"). The Board as a whole will select its appointees. This Committee's duties will include the development and approval of an annual budget, periodically monitoring the school's income and expenses to adjust its financial plans accordingly, as well as submitting a final budget to the Board (for ultimate adoption before forwarding onwards to the SPCSA, pursuant to applicable law and charter school regulations).
- The **Outreach Committee** will consist of the Executive Director, parent volunteers, and School staff who will continuously engage the community and assist with recruitment efforts throughout the stub and first few years. The Committee's duties include but are not limited to arranging speaking and promotional engagements and

building attendance at community events, enabling conversations relating to the mission and vision of the School and our enrollment procedures.

- The **Spirit Committee** will consist of the Executive Director, parent volunteers, and School staff who will assist in the organization and execution of School-related events and activities. These events may include but are not limited to: field trips, art and music shows, sporting events, holiday gatherings (e.g., Halloween activities), as well as graduations.
- The **School Leader Support and Evaluation Committee** will consist of the Board President and two additional Board members who have experience in human resources, management, and related activities. This committee will handle the support and evaluation of the Executive Director.

Conceptually, the role of each Committee will not be to assume decision-making over matters which are under the full Board's purview. Except in the most unusual (emergency) situations, the Board will not delegate specific decision-making to a Committee. Instead, the role of each Committee will be to study and research the issues, arrive at conclusions, and make recommendations to the full Board—at which point the Board as a whole will vote on those matters.

As a result, the routine reporting method would be for each Committee to meet one or more times in the run-up to a scheduled Board meeting. In those Committee meetings, it would develop a written report which it would present at that Board meeting, and which would include specific resolutions or motions which it recommended for the Board's consideration.

The Committees above will not be the sole bodies with an "advisory" role in the School's internal workings. The School expects the parents and teachers to jointly create—and will assist in the creation of, to whatever extent that is requested—a Parent/Teacher Organization.

The School will also, of course, look to other external agencies or organizations for help and input from time to time. Those bodies would include:

- the SPCSA and DOE;
- federal educational agencies, including the U.S. DOE;
- national charter school organizations; and
- national Montessori organizations.

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

As noted above (e.g., in Subsection (1)), there will be countless opportunities for stakeholders to provide input and constructive criticisms into the process. LVMCA will implement an open-door policy for parents and other stakeholders to provide feedback and report concerns regarding all matters related to the School. This practice will ensure transparency and further promote a true Montessori school culture.

The Board will ask the Administration to conduct periodic polling to gauge stakeholder opinions and levels of satisfaction. That will primarily involve SurveyMonkey-type polling, a feature of which will allow full-prose commenting. That polling will cover all aspects of School life, from academics and curriculum to teacher and Administration performance to LVMCA culture and so on. Although each poll will have unique elements—e.g., early polls might include a focus on the drop-off and pick-up

processes and other early/initial issues—most of the questions will be constant, allowing the School to gauge the evolution of stakeholder opinions over time.

The Board also expects to hear from stakeholders via its review of messages to the Board's dedicated email address, which will be included on the School's website. The Board anticipates only allowing access to that inbox by the Board Secretary and President, not Administration, for privacy purposes.

As a statutory matter, under the Open Meeting Law (NRS Chapter 241), stakeholders will also be able to voice opinions at the start and end of every Board meeting.

All of the foregoing will be described in a formal School policy which outlines the steps which parents, students, and other stakeholders may take to voice objections to a governing Board policy or decision, administrative procedure, or practice at the School. The main thrust of the policy is that this is everyone's School, not any given individual's, and all types of comments and suggestions are welcome.

In keeping with the governance-versus-management approach described in Subsection (1) above, that policy would generally request all criticisms and complaints be directed (preferably in writing) to the Executive Director first. Ordinarily, the Board would not be the first point of contact. She would be expected to handle the matter, bringing in other staff as appropriate, or would prepare an analysis and summary for the next Board meeting. However, any matters (i) involving the Executive Director herself or (ii) which are not successfully resolved at the Administration level would go to the Board President or full Board, in one of the ways described above. The Board would then consider the matter, deliberate, brainstorm solutions, and adopt the most appropriate one for the solution. While in most cases that would involve resolving the stakeholder's complaint and implementing a solution, the Board is mindful that it has a duty to the School as a whole. One parent's proposal may be anathema to another. The Board's objective is not to please everyone, but to provide the vast majority of the School's stakeholders with a positive, challenging, high-performance-promoting educational environment.

(12) ***What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?***

The goals for the members of the Board and, the criteria by which they will be held accountable, are described in the following table provided by the SPCSA:

Goal	Purpose	Outcome Measure
Fulfillment of LVMCA's Mission and Vision.	Ensure academic and social excellence, in line with the School's culture and the Montessori philosophy.	Exceed standards in academic performance (measured in part by the School's performance rating, standardized test scores, and other primarily-objective, empirical benchmarks, such as year-on-year student advancement). Objective and subjective measures of stakeholder satisfaction (e.g., family polling, teacher turnover vs.

		reenlistment, student loss vs. re-enrollment, student discipline measures [e.g., the numbers of suspensions and expulsions], etc.).
Improve the overall academic performance of students attending LVMCA in the town of Spring Valley.	Provide students in the community with opportunities for sustainable academic and social growth.	See above; academic performance will exceed other schools within the community, as well as the State's and SPCSA's standards.
Financial stability and compliance with accounting principles.	Continue to provide strong educational opportunities for all, within a responsible, financially-viable, legally-compliant, ethical economic operation.	A clean annual audit. Positive financial results (i.e., no deficits). A growing cash-on-hand reserve. Positive feedback from the SPCSA.
Consistent, active participation in all meetings.	Ensure that the operations of the School are properly monitored and improved, and all matters are addressed in a timely manner.	Board members are prepared and present at Board meetings, actively providing input and ideas to other members of the Board and weighing in on major decisions.
Compliance with the Charter Contract, Nevada laws/regulations, and other regulatory requirements.	Ensure the successful long-term operation of the school in accordance with all applicable legal requirements.	Exceeds SPCSA's academic standards and operational framework metrics. Positive feedback from the SPCSA (and noticeably, remaining far above any situation or circumstance which would bring a "Notice of Concern," such as one- or two-star performance rating).

Board Member Removal.

As the Bylaws included in **Attachment 6** indicate, the Board has the power to remove one of its own members. (See Sections 6(6) and 7(f)(2).) Any removals would be done in accordance with those Bylaws (e.g., upon a motion and vote) and applicable law.

The Board may, for example, remove any member who: (i) has failed to attend three or more of the Board's meetings in any calendar year; (ii) has been declared of unsound mind by order of a court of competent jurisdiction; (iii) has been convicted of a felony or offense involving moral turpitude, or otherwise adversely affected the School's reputation; (iv) has violated the Conflict of Interest or Code of Conduct policies; (v) upon determination by a majority of the remaining Board members that the

member is no longer eligible; or (vi) for such other good cause as the Board may determine by a two-thirds vote, excluding the member at issue.

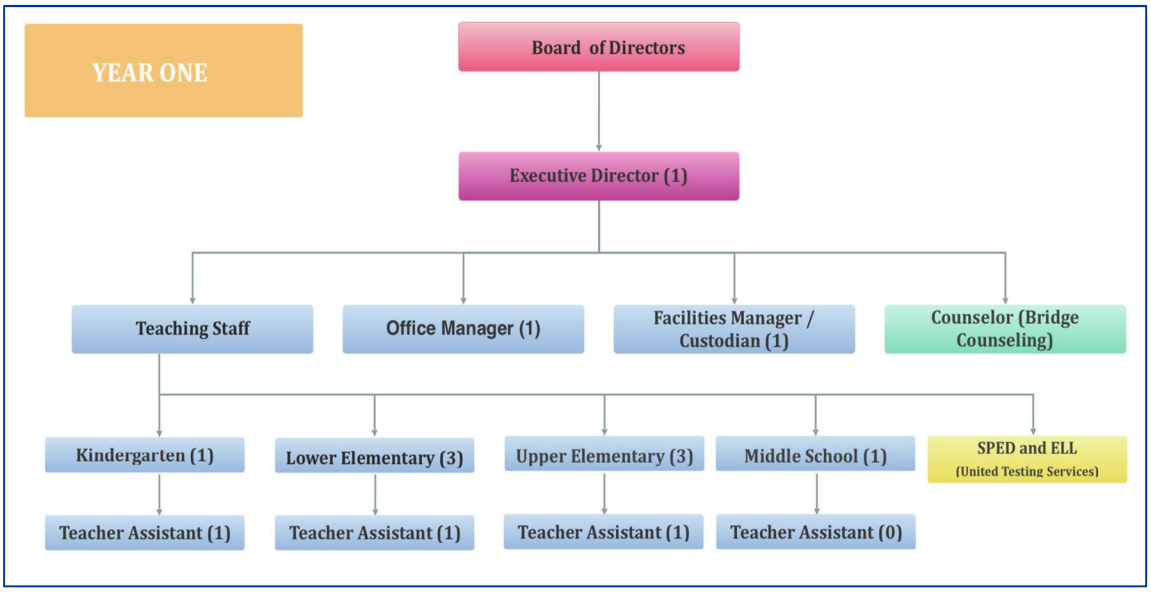
LEADERSHIP TEAM

(1) *Describe the proposed organizational model; include the following information:*

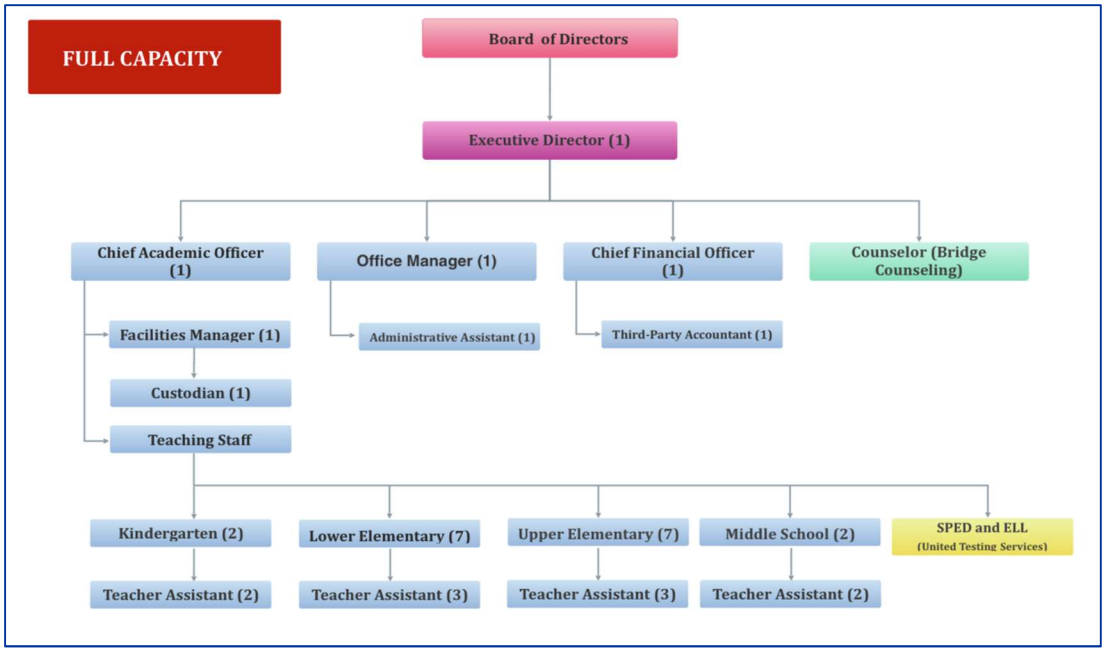
(a) Organizational charts for year one and one for when the school is at full capacity

The proposed organizational model in the first year has substantial differences against when the School reaches full capacity at a future date.

From the start, LVMCA will create an academic and staff support team that will adhere to the requirements and regulations of the State of Nevada, SPCSA, DOE, and federal laws. The proposed organizational model for year one is as follows:



The proposed organizational model for the School upon reaching full capacity is as follows:



(b) Job descriptions for each leadership role (provide as Attachment 7)

Please see **Attachment 7**.

(c) Resumes of all current leadership (provided as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2021-22 school year.

Please see **Attachment 8**.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)

The individual in question is Jesusa ("Susan") Alcantara. Please see **Attachment 9**.

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

(a) School leadership, operations, and governance;
(b) Curriculum, instruction, and assessment;
(c) At-risk students and students with special needs;
(d) Performance management; and
(e) Parent and community engagement.

Spring Valley Montessori School ("SVMS") is a small, Montessori-based, K-8 private school that was founded in 2004 by Ms. Alcantara. It started with only four enrolled children, but in the span of three years, the school was at full capacity with 130 students. During the Great Recession and its toll on local pocketbooks, enrollment fell to 50 students. However, under the guidance and leadership of the Executive Director, Ms. Alcantara, along with her efficient budgeting practices, the school recovered and continues to thrive at near-to-full capacity, fulfilling its mission to provide exemplary Montessori education to the children of Spring Valley.

Given her 16-year stint as head of SVMS, there is no major administrative capacity which she has not developed to a medium- or, in most cases, exceptionally high-level. She is going on two decades of

experience in handling all aspects of school leadership, including operations, governance, academics, curriculum, instruction, staff development, hiring/firing, managing staff and teachers, and parent and community engagement. As a school director and main curriculum developer, she creates a unique curriculum for each child, exploring which methods of learning will be the most engaging and effective for each student. She oversees all curriculum, assessment, and instructional materials utilized for the students at SMVS.

Ms. Alcantara has been an educator for 37 years. From December 1984 to May 1988, she taught high school biology at UP South High School in Paranaque City, Philippines. She was the head of the Science Laboratory and a 6th grade science teacher from June 1988 to December 1996 at St. Benedict College in Alabang, Metro Manila, Philippines.

While she was working as the head of the Science Laboratory, Ms. Alcantara co-authored Science Text and Laboratory Elementary books. Her book of Science Experiments was based on the Montessori Philosophy. It focused on three different procedures to learn one concept, all based on the student's particular level. Her books were published and sold in the Philippines nationwide. Moreover, her books were used by OB Montessori, a prestigious private Montessori school in the Philippines with a population of 850 elementary students (as of 1990), and also by St. Benedict College.

In December 1996, Ms. Alcantara immigrated to the United States. She worked as a science teacher at Lake Forest Montessori School in Lake Forest, California from January 1997 to July 2002. From August 2002 to July 2004, she was the Lead Montessori teacher at Christian Montessori School in Irvine, California. She is a member of the American Montessori Institute.

Ms. Alcantara holds a degree as a Doctor of Veterinary Medicine, Business Administration School for Young Children, and is a Certified Elementary Teacher. She acquired her Montessori training from the National Center of Montessori Education in San Diego, California, as well as the North American Center in British Columbia, Canada.

Ms. Alcantara was awarded the Golden Achievement Award as an Outstanding Veterinarian of the Year in 1997 by Achievers Magazine in Manila, Philippines. She was also named coach of the national champions in the Science Quiz Bee, Elementary Division, in Manila, Philippines, in 1995.

Ms. Alcantara has numerous affiliations in the Las Vegas/Henderson community, including with the Philippine Veterinary Association, Catholic Educational Association of the Philippines, and Rodeo Club of the Philippines.

(3) ***Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10).***

As already discussed in great depth in Subsection (1) of the "Board Governance" Section above (i.e., the "Evaluations of the Executive Director" Subsection), one of the Board's most fundamental priorities is overseeing the Executive Director. The Board is responsible for hiring, monitoring, evaluating, disciplining, and potentially firing the Executive Director. In overseeing Ms. Alcantara, the Board is fully prepared to praise and reward her for the School's successes, or equally to impose tight constraints and if necessary discharge her, if the School were to underperform.

The Board will task its School Leader Support and Evaluation Committee with staying in touch with the Executive Director, giving her all the tools she needs to succeed, and being the "canary" in the coal mine in terms of alerting the full Board to any growing concerns.

The Board and its Committee will ensure that the School's leader is properly trained and her skill set up-to-date on all matters affecting the operations of the school. As an example, had the School been

chartered before the 2019 Legislative Session, following the adoption of AB 168 at that Session, the Board would have arranged for Ms. Alcantara to receive training in how to develop and implement a robust "restorative justice" disciplinary policy.

The Board expects Ms. Alcantara to also take responsibility for her own training and development. She will seek training and coaching from qualified providers such as the Charter School Association of Nevada, DOE, SPCSA, as well as independent partners such as Opportunity 180 (Building Excellent Schools).

To be clear, the Board views Ms. Alcantara as an excellent fit for the initial Executive Director role because she already has a strong baseline in virtually all of the core capacities required to successfully lead LVMCA. By virtue of running SVMS for 16+ years, she understands not just how to found a school, but how to recruit teachers and students, lay out a successful curriculum, tweak the academics over time, create and keep to a budget, save costs/expenses, and what best practices and worst mistakes to impose and avoid.

Attached as **Attachment 10** is a list of the competencies which the Board used in its school leader selection and evaluation process, and which it would use again if that position became vacant.

(4) *Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.*

The School will only be as strong and successful as its employees permit. Without a top-notch teaching and administrative team, LVMCA will simply not achieve its fundamental mission. The successful recruitment, hiring, development and retention of a highly effective staff is one of the Executive Director's top priorities, particularly in the "stub" year preceding the 2021-22 school year. In order to achieve our academic goals, we must find qualified and experienced staff.

The Executive Director will spearhead a campaign to find the best employees possible. Among other things:

- She will attend recruitment events and actively participate in networking to recruit potential candidates.
- She will solicit the cooperation of colleges and universities to engage in the early, on-campus recruitment of prospective teachers—not just locally, but in line with Las Vegas' national reputation, schools all over the U.S. In partnering with colleges and universities, LVMCA will become a training and recruitment site for future educators, many of whom would likely join the School after graduation.

The Executive Director will be responsible for interviewing each candidate to determine their alignment with the school's mission and vision, as well as qualifications and skills. With over 36 years of educational and administrative experience, Ms. Alcantara will lead the development of the staff and immersion of new staff into the life of the campus (as more fully described below). She will also be responsible for orientation and apprenticeship opportunities, so new employees develop a sense of commitment to the school.

(5) *Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?*

Over the past few decades, Ms. Alcantara has developed a unique, successful approach to developing a strong community culture at SVMS and her prior employers.

She fervently believes that one of the main tasks of an Executive Director in creating a positive learning atmosphere is to contribute to the creation of a strong school culture. As a result of that

culture, the school's formal and informal dimensions integrate with each other; administrators, teachers, and students take pride in the school they belong to. This common sentiment provides cohesion and convergence among administrators, teachers, students, and parents. To create a successful school, the Executive Director must necessarily focus on common goals and learning objectives. In order to strengthen school culture, LVMCA must celebrate successes in meetings and ceremonies, looking for opportunities to tell student and teacher stories about success and cooperation, and use a clear and shared language to strengthen the commitment of staff and students. In daily work, the Executive Director will also reinforce the standards and values of the school through statements and discourse with others.

In doing so, research shows that the Executive Director must stay aware of the teachers' needs in their professional and private lives, showing teachers and students that leadership cares about employees and students. While interacting with them, they will be aware of informal groups, and they will visit classrooms and establish close ties with the near and far stakeholders of the School in order to create a positive school culture.

The literature confirms that individual goals are more likely to be converted to a shared goal in schools where there is participation and a strong culture. This is because there is a collective consciousness in strong organizational cultures. Thus, the coherence of an individually developed vision within an organizational culture is more important than who created this individual vision. Thus, one of the most important roles of the Executive Director is to make the shared vision compatible with the school's culture. Shared vision and coherence in culture make the vision more achievable and thus the school leaders and their employees can pass from vision to action. In other words, organizational culture and leadership are independently associated with each other.

The following are six important principles which LVMCA will use in forming its culture-building. (This is adapted from Harvard researcher Leah Shafer's "Building a Strong School Culture" (2018).

- **LVMCA Will Look in the Mirror.** The leader is the main role model for an organization. Everything a leader does, her statements and philosophy, reactions to key events, energy and interaction style, influences culture in a powerful way. To create a collaborative staff, Ms. Alcantara will ask colleagues for advice early and often. For her to have teachers hold students to high expectations, she must reaffirm her own belief not only in young people but also in her staff.
- **LVMCA Will Select Staff Wisely.** Teachers and administrators will enter the school with their own beliefs about education and expectations about what it will be like to work at the School. When hiring and mentoring, the Executive Director will ask questions that help reveal whether those beliefs and expectations align with the ones the LVMCA community holds. Those beliefs and norms will only grow stronger in a tight-knit community.
- **LVMCA Will Teach What It Wants to See.** The School will create a formal training and space for honest conversation about the attitudes, norms, and practices that are core to being a member of the School community. It will use training and other professional development courses to model the desired beliefs and behaviors. It will offer rewards (e.g., praise, written notes, community celebrations) for students and staff when they demonstrate those behaviors.
- **LVMCA Will Broadcast Its Vision.** Every formal communication with the community should reflect and reinforce the culture. In every memorandum to staff, email and letter to parents, or address to students, the School will make sure to:

- highlight the future and what the School has the potential to achieve.
- use data and facts to reduce ambiguity about the School's vision.
- appeal to people's emotions, values, and the deeper needs that motivate them.
- stay positive, grateful, and idealistic, which is an important counterweight to any negative messages students or staff might receive.
- use collective statements ("we are," "we will") to increase a feeling of belonging and collective identity.

- **LVMCA Will Make Its Vision Tangible.** Mottos, symbolic objects, special traditions, and the design of physical space can all help reinforce a cultural vision, especially when the meaning of these tangible artifacts is consistently communicated. For example, regular celebrations of student and staff success is a reminder of what's important. It also inspires continued commitment to shared values.

  At SVMS, Ms. Alcantara schedules quarterly musical singing/dance concerts where parents and other family members join in and share in an evening celebrating their children's milestones and accomplishments. That school also participates in food and clothing drives and other charitable causes throughout the year, fostering greater community involvement, especially for those in need. It recognizes and celebrates holidays and cultural traditions from many diverse races, ethnicities, and countries. Given that none of those celebrations is religious in nature, Ms. Alcantara sees no impediment in importing most if not all of these culture-building practices to LVMCA, consistent with Nevada non-sectarian laws.

- **LVMCA Will Restructure Social Networks.** Culture is spread through connections. So the Executive Director will continually figure out which people or groups are isolated from the community and figure out how to encourage greater interaction with others who are committed to the school culture. This way, everyone, not only school leadership, will help spread LVMCA's positive message more quickly and clearly.

  Unlike many District schools (if not also some local charters), LVMCA's culture will ensure that traditionally disadvantaged children are not forgotten. LVMCA will not exist just to celebrate traditional majority populations. Ms. Alcantara is a parent of a child with special needs. This is how she originally discovered, learned and embraced the Montessori philosophy. She advocates for children and has accepted, worked with, and at SVMS, created a one-of-a-kind learning environment for many students with special needs, ranging from mild to severe disabilities. For many years now, many of her SVMS pupils have been at-risk students subsidized by the Nevada Urban League. She is proud of her success in making great progress with those children and her maintaining good relationships with their families. LVMCA will celebrate <u>all</u> of its children.

STAFFING

(1) ***Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years.***

Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans..

The following SPCSA-mandated table indicates LVMCA's projected staffing needs for the proposed school over the next six years. Please note that:

- The School has no EMO/CMO.
- The School has no intention of opening additional campuses during its first six-year Charter Contract period, so no second table is included.

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
EMO/CMO Organization Positions						
N/A	0	0	0	0	0	0
Total Back-Office FTEs	0	0	0	0	0	0
School Staff & Teachers						
Executive Director	1	1	1	1	1	1
Chief Academic Officer	0	1	1	1	1	1
Academic Director	0	0	1	1	1	1
Office Manager	1	1	1	1	1	1
Facilities Manager	1	1	1	1	1	1
Administrative Assistant	0	0	1	1	1	1
Maintenance/ Custodial Services	1	2	2	2	2	2
Classroom Teachers (Core Subjects)	8	9	9	13	16	18
Classroom Teachers (Specials)***	0	0	0	0	0	0
Specialized School Staff 1 [Counselor]**	0	0	0	0	0	0
Specialized School Staff 2 [Nurse] **	0	0	0	0	0	0
Specialized School Staff 3 [Security]****	0	0	0	0	0	0
Teacher Aides and Assistants	3	7	8	8	8	10
Total FTEs at School	**15**	**22**	**25**	**29**	**32**	**36**

Table Notes:

* In year 1, the Facilities Manager will handle maintenance and custodial services, outsourcing if necessary.

** LVMCA is outsourcing these functions by contracting with third-party vendors.

*** In keeping with the Montessori philosophy, "specials" will be integrated into core-subject classes.

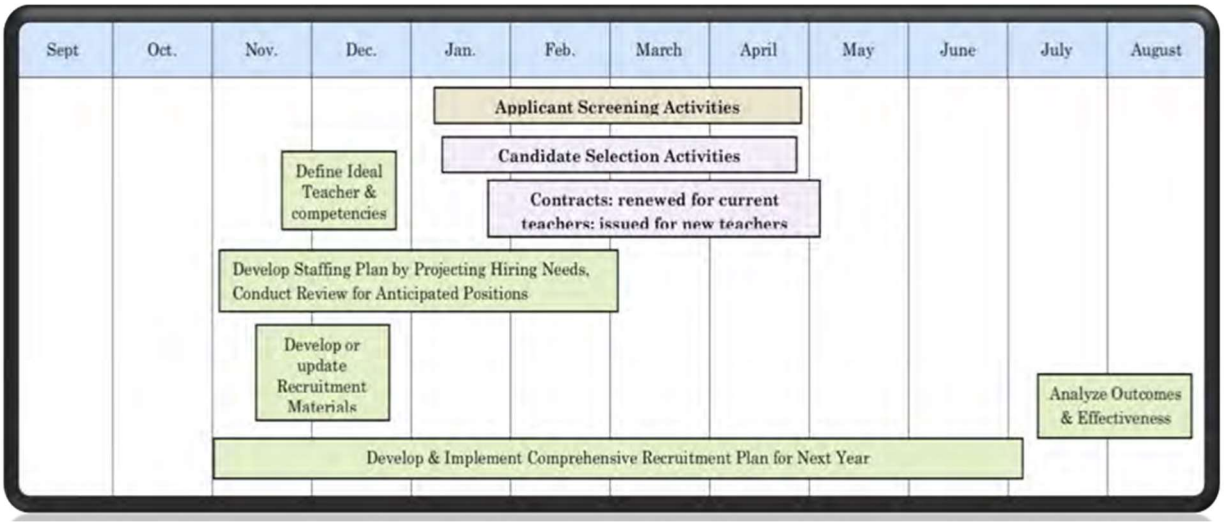
**** Security will be overseen by the School's Facilities Manager.

HUMAN RESOURCES

(1) ***Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.***

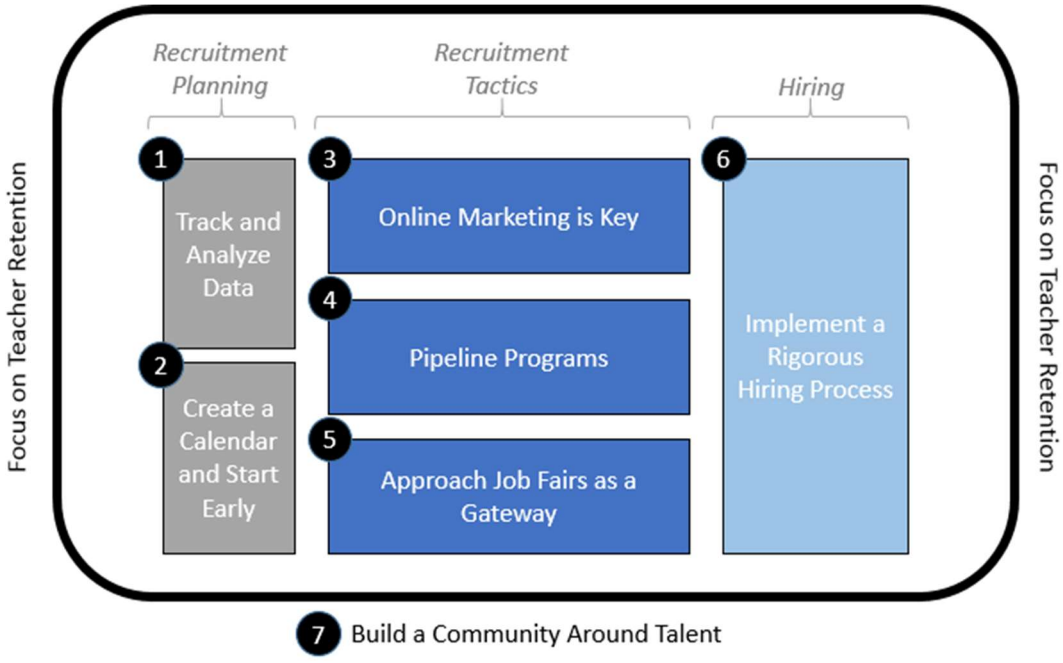
Timeline.

The School's current timeline for teacher and staff recruitment is the following:



Recruitment Strategy & Plans.

In human resource matters, LVMCA's Administration intends on following the recommended best practices in recruitment and pipeline-development published by the National Alliance for Public Charter Schools (NAPCS). Based on that body's extensive research and interviews with experts from high-performing charter and traditional public schools across the country, the NAPCS has identified a number of core principles, which are particularly helpful in finding veteran and bilingual/special education teachers. LVMCA summarizes these principles as follows:



1. *LVMCA Will Track and Analyze Data*.

In the education sector, data-driven instruction is critically important in driving toward improved student outcomes. Over the past decade, many high-performing charters have become increasingly more aware of the importance of applying the same principles of data-driven instruction to talent recruitment and management. LVMCA intends on doing the same.

Extensive research reveals the importance of a two-fold focus on data-driven talent management: a drive to gather as much recruitment data as possible, and an investment in the strategic usage of such data to plan recruitment calendars, develop strategies, and ensure strong staff capacity. This multi-faceted approach to data is one of the largest differentiators between charters who can recruit high-quality talent and those that cannot.

Data Collection Categories	Rationale
Number of openings expected	● Like many successful charters, we will ask employees to sign commitment agreements as early as possible (i.e., January through early February). Research shows the highest-quality candidates look for roles very early in the calendar year. Tracking the number of projected openings will allow our charter to have a clear picture of the recruitment by each December, so we can extend offers to high-quality talent before other schools are able to.
Candidate experience metrics (i.e., dates for when they apply, hear back, interview, etc.)	● Slow hiring processes are unappealing to high-quality candidates. ● We will track this data to ensure quick turnaround times and when that is not possible, work to keep candidates "warm" throughout the process.
How many applicants and quality hires each recruitment strategy produces (i.e., employee referrals, job fairs, social media, etc.)	● LVMCA will track this data to strategically invest our time and resources; this results in less money wasted on recruitment strategies that do not produce strong results.
Calendar of most strategic hiring events	● After analyzing all collected data to ensure a strategic use of resources and time, we will create a calendar to determine staff capacity needed for the recruiting season. Our initial rule of thumb will be to assemble at least 1 recruiter for every 25 open positions, and even to hire seasonal recruiters if needed. Recruiters should be solely focused on generating applicants rather than all aspects of the hiring process.
Exiting staff: dates, demographics, and exit interviews to gather trends	● Tracking this data at a subgroup level allows for our charters to understand our strengths and areas of weakness, particularly when looking to increase the number of leaders of color in the organization. ● Gathering trends in the data will allow LVMCA to place new hires in environments where they are most likely to be successful.

2. *LVMCA Will Create a Calendar and Start Early*.

The creation of a recruitment calendar is extraordinarily important, and LVMCA will embark on this over the course of the next few months, prior to being approved. The highest-performing charters utilize their extensive data analysis processes to create a strategic recruitment calendar. A few key themes arise in the creation of such a calendar: starting recruitment as early as possible, treating recruitment as a year-round focus, and engaging as many staff members as possible in the process.

Best Practices	Description
Inclusion of all events that impact recruitment	● Should outline recruitment goals. ● Should be holistic and include all recruitment events (including employee referral programs) and when employee commitments will be returned.
Start as early as possible	● The strongest teachers are often the ones who are looking for positions earlier than most. ● Start recruiting for openings as early as December, even if they are just projected positions. ● Focus on general hiring (i.e., data says every year we need at least *x* elementary teachers) ● Ask employees to re-commit early (i.e., each January/February). ● Rule of thumb: May 1st is the absolute latest date we can be competitive for strong candidates.
Year-round focus through engagement of all staff	● Create systems and structures that involve as many staff members as possible in recruitment efforts (i.e., employee referrals, Facebook campaigns, hosting events). ● Ensure consistent messaging of year-round recruitment in staff meetings, school events, etc.
Bring in experts as needed	● Although not currently expected, if our organization does not have a strategic recruitment calendar or we fail to have initial success, we will bring in an expert to help create the calendar, train our staff on implementation, and hold our staff accountable for shifting to an earlier execution timeline.

3. LVMCA Will Use Online Marketing.

In today's internet-driven world, online and social media marketing are not just helpful, but are essential tools—particularly for reaching younger teachers. LVMCA will leverage the power of the world wide web to promote itself and advertise openings. Several of its Board members, including Ms. Stephens and Ms. Hules, are extremely skilled and experienced in using social media, websites, and viral content to achieve extraordinary results, including building brand awareness, exponentially growing name recognition, and recruiting new "customers" (meaning, in this case, teacher hires and incoming students). The School's best practices in this area will include:

Best Practices	Description
Set ourselves apart	● Clarify our value proposition, what specifically sets our organization apart, and ensure all staff members (not just the recruitment team) have resources for articulating that value proposition.

Best Practices	Description
	● Ensure all marketing materials (online and collateral) highlight what sets our organization apart from other charter networks.
Target who we want	● Market specifically to the type of teachers we want/need (e.g., for veteran teachers: make sure our website highlights pictures of veteran teachers and potential leadership opportunities).
Update online accounts regularly	● Keep all online accounts updated with job openings and strong job descriptions year-round. ● Ensure job descriptions are targeted to the types of teachers we want to recruit.
Social media is here to stay	● Use social media platforms, such as Twitter, Facebook, and LinkedIn, to build a brand and to recruit aggressively and strategically. ● 80% of marketing strategies should be ones we know will yield applicants in the short term (i.e., Twitter, commercials, etc.) and 20% should be newer/riskier, yet may yield in the long term (e.g., myEDmatch)

4. LVMCA Will Develop "Pipeline" Programs.

A fourth best practice that LMVCA will implement is the need to create as many pipelines as possible. Three specific pipelines will be utilized: employee referrals, internal pipelines, and university partnerships. Like all high-performing charters, our School will invest considerable time and money towards strengthening all three.

Best Practices	Description
Employee Referrals	● Some charters identified that more than 60% of their hires come from employee referrals. Some research has shown that the dollar amount given for a referral may not impact the extent to which employees participate; however, most charters offer between $250-$1,000/hire. LVMCA will give referral bonuses, but not until after the new employee has successfully completed one year of teaching. ● Emerging research shows employees may be more influenced to refer by offering non-monetary unique rewards (e.g., trips, restaurant gift cards, etc.); LVMCA will implement this. ● Some charters use employee referrals to engage teachers in leadership opportunities (i.e., campus leads for "recruitment teams" that receive a stipend).
Internal Pipelines	● Like most successful charters, we will create internal pipeline programs that will yield many hires, and which will tend to have a stronger fit and longer tenure at LVMCA. ● These programs will include a summer experience or a yearlong apprenticeship that allows individuals to get into our facility, experience our culture, and build skills to become stronger teachers. We will run a summer school program and offer a stipend to new

Best Practices	Description
	summer school teachers, with the understanding that if they achieve strong results, they will receive a full-time position.
University Partnerships	● Create partnerships with local or national universities that have teacher residency and/or student teaching programs, or partner with universities to create volunteer opportunities for students. ● Work with professors to identify graduates with the highest potential.

5. *LVMCA Will Approach Job Fairs as a Gateway.*

Unfortunately, research indicates that for high-performing charters, job fairs are not a particularly effective way to hire a teacher, particularly a veteran teacher. Most high-performing charter schools participate in job fairs as a branding opportunity, not to generate high-quality hires. LVMCA is mindful of such research, but knows that single-school-focused job fairs—i.e., one hosted by LVMCA alone, in its own facility—are the exception to that rule and would likely generate high-quality hires. The School does plan on hosting job fairs of that kind, as well as participating in local job fairs to promote and advertise its brand.

Still, the following best practices highlight the approaches LVMCA intends to use.

Best Practices	Description
Hiring Fairs/ Recruitment Events	● Hosted by our specific school. ● Ensure prospects get to experience LVMCA "culture". ● School leaders, teachers, and students are in attendance.
Visitor Days	● Host regularly-scheduled visitor days throughout the year. ● Visitor days are published and marketed online.
Community Events	● Host community events at LVMCA. Publish and market events online. ● Strategically invite prospective teachers.
Professional Development	● Invite prospective teachers to attend a PD session/day. ● Assign a school leader and teacher "partner" to connect with the prospect throughout the PD session.
Target the Audience	● Strategically plan events and invite prospects (i.e., invite bilingual teachers to a community event for bilingual families).

6. LVMCA Will Implement a Rigorous Hiring Process.

The recruitment process will provide candidates with their "first impressions" of LVMCA. The process must therefore reflect who we are and how we will operate the School.

Among other things, that means it must be highly professional and rigorous. It must communicate LVMCA's high expectations, for our employees and thus our students. That rigor must ensure that we hire those who will be a strong fit. Depending upon how deep the talent pool is, this could include a mock training session involving the candidate and real students.

Best Practices	Description
Hiring Rigor	● A picture of the process should be clearly communicated on the front end to candidates. All components of the process should be based upon previously identified competencies. ● All processes should include at minimum an application, phone interview, in-person interview, mock teaching session, and reference check. ● LVMCA's hiring manager should have a clear picture of what traits/skills matter the most (rather than a generative list of ten traits, which could cause him/her to miss out on a strong hire).

7. LVMCA Will Build a Community around Talent.

LVMCA intends on recruiting from all over Nevada, and likely the Southwest. We must build a community around talent through the following three core strategies:

Best Practices	Description
Create a peer learning community of "Chief Talent Officers"	● This group will come together at least monthly to discuss best practices, current openings, anticipated needs, etc. ● Bring in an expert to lead the group and grow skills around best practices.
Create a city-wide teacher recruitment campaign	● Generate Las Vegas/Henderson's value proposition with peers in the talent space.
Create an online resume portal.	● Open year-round. ● Updated monthly.

(2) *Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.*

Given where LVMCA will be operating and what student populations it expects to draw (see the Meeting the Need Section), the School will need teachers who are, in particular, bilingual, ELL proficient, and/or have SPED training and certifications. The Board wants to hire teachers and staff who are 100% representative of the student body. As an immigrant and mother of a special-needs person, Ms. Alcantara is deeply passionate about that same goal.

It is, to be clear, especially challenging to find bilingual, ELL-proficient, and SPED-certified teachers in Southern Nevada. The Board acknowledges this challenge—but is ready to meet it.

Like most high-performing charters across the country, the School will utilize the following best practices in targeting teachers with these particular skill sets:

- LVMCA will reach out to community organizations. For example, it plans on working with the local Boys & Girls Club, Urban League of Southern Nevada, Asian Chamber of Commerce, Moapa Band Tribe of Pauites, and others.
- LVMCA will prepare employee/staff hiring advertisements in English and Spanish. Several of its Board members are fluent in both, as will be, ideally, all of its staff.

- It will place ads in/on bilingual and multi-cultural newspapers, magazines, and websites.
- It will contact local university/college faculty to help identify recent or upcoming graduates.
- If necessary, it will look internationally for bilingual teachers. Puerto Rico and Spain have emerged as successful recruitment landscapes, and many Puerto Ricans have migrated to Florida and other U.S. states.
- LVMCA will actively develop "alternative" teacher pipelines that focus on hard-to-staff areas.
- LVMCA will utilize employee referrals to fill hard-to staff-vacancies.

(3) ***List the proposed school's salary ranges and employment benefits for each employee, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.***

The Board is mindful that many Valley charter schools set salaries slightly beneath the District owing to (i) their lesser state funding and (ii) teachers' willingness to take smaller paychecks in exchange for greater autonomy and better school cultures.

Nevertheless, initially, the aim will be to set all staff salaries at LVMCA in line with similar positions in the Clark County School District (and above those of local charter schools), to attract even better teaching and administrative talent. As the old adage goes, "you get what you pay for." LVMCA wants to attract the best and the brightest.

Below is a chart showing the School's current salary structure. However, it is subject to certain unknown variables. The first will be LVMCA's final enrollment numbers, which will affect the amount of money provided by the State.

The second major variable is the current health pandemic. As of this application date, it is difficult to know what the District will be paying its teachers and staff. The coronavirus pandemic is expected to have a massive effect on State and District finances, and as this application is written, the State Legislature is holding a special session to consider DSA and other school grant modifications.

Job Title	Regular Pay
Teacher Assistants	$26,000 - $32,000
Lead Teachers 0 - 5 years of experience	$38,000 - $44,000
Lead Teachers 6 - 10 years of experience	$46,000 - $54,000
Lead Teachers 6 - 10 years of experience	$56,000 - $61,000
Office Manager/CFO	$30,000 - $35,000
Facility Manager	$25,000 - $30,000
Administrative Assistant	$38,000 - $44,000
Maintenance Custodial	$25,000 - $35,000
Security Monitor	$25,000 - $35,000
Specialized school staff Nurse	$40,000 - $50,000
Specialized school staff Counselor	$40,000 - $50,000
Specialized Teachers	$35,000 - $45,000

Chief Finance Officer	$35,000 - $45,000
Academic Director	$55,000 - $60,000
Executive Director	$75,000 - $95,000

The Board assumes that in addition to the salary steps above, it will want to install bonus compensation tied to, for example, a teacher's special certifications and proficiencies. For example, those with SPED and ELL training would likely receive additional remuneration. In due course, as the School's initial finances stabilize and grow, the Board may implement merit-based bonuses.

As with salaries, LVMCA's employee benefits will be customary for the local educational marketplace. As required by Nevada Law, all FTEs will participate in the Nevada Public Employee Retirement System, or PERS.

Employees will also receive normal and customary medical, dental, and optical health insurance plans. The Board and leadership team will leverage connections to secure the most cost-efficient plans possible, which consistent with other local charters, will likely cover virtually all (i.e., 90%) of the employees' expenditures, and a substantial portion (e.g., 50 to 60%) of dependents' costs. The Board will review the Executive Director's proposed salary and benefits plans at one of its first formal meetings and consider her recommendations, within the context of the school's overall financial position to ensure its ongoing fiscal health.

(4) *Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.*

The teacher student ratio in the classroom will be clearly defined and implemented as 1:21, with an additional teacher assistant for Kindergarten and First Grade classrooms.

Second through Eighth Grades will have a student ratio of 1:25, with an additional one teacher assistant per Grade.

If there is a dedicated SPED classroom, the teacher/student ratio and number of assistants will depend on the specific needs of those children, based on factors such as the number of students, type and level of disabilities presented, and specific IEP requirements to be satisfied.

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

The Executive Director will have ultimate responsibility for hiring and dismissing all LVMCA employees (other than herself, which remains the Board's responsibility).

In early years (1 and 2), she will likely also have actual, hands-on responsibility, too, in tandem with the Office Manager. They will also rely on whatever staff have been hired from time to time, as well as Board participation. Like all small start-up charters, the "stub" year and first year will involve an "all-hands-on-deck" approach.

Hiring Process.

The following describes LVMCA's 15-step hiring process:

1. Identify the Position in Need.

The hiring process begins by identifying a need within LVMCA. This need could vary from filling a vacated position, better managing a team's workload, or expanding the reach of organizational tasks. Positions are, in other words, either newly formed or recently vacated.

2. Formulate A Recruitment Plan.

Once LVMCA identifies a hiring need, the Executive Director will begin the recruitment process. In the case of newly formed positions, LVMCA will clearly identify how the new role aligns with its goals and business plans. She will keep relevant internal teams and employees apprised of the new position at each stage of the hiring process. It's important that all those involved in the hiring process agree to the hiring steps and appropriate communication channels.

Recruitment also includes strategizing how to publicize the new position, both internally and externally, criteria for initial candidate screening, what the interview process will look like, and who will conduct interviews.

3. Write a Job Description.

The Executive Director will start by generating a job description that includes a prioritized list of job requirements, special qualifications, desired characteristics, and requisite experience. The job description will also include information regarding salary and benefits.

4. Advertise the Position.

Identifying highly qualified potential candidates begins internally. LVMCA will start, therefore, by the Executive Director notifying current employees of the openings. Advertising the position may stop there, if the executive director fills the position internally or by a word-of-mouth referral. If, however, the Executive Director were only interested in external candidates, this intention will be made known in the internal notification.

External publicity will likely consist of utilizing a combination of the company's website and social media platforms, job posting sites like LinkedIn, job fairs, industry publications and events, local newspaper advertisements, and word-of-mouth recruitment—all as detailed in great detail in Subsection (1) above. Publicity would also consist of utilizing a combination of the company's website and social media platforms and job posting sites like LinkedIn, industry publications, and local newspaper advertisements.

5. Recruit the Position.

Beyond simple job posts, the Executive Director will reach out directly to desirable candidates via LinkedIn, social media, and LVMCA-centered job fairs. Active recruitment will help generate applications from potential candidates who are not actively searching for new jobs but may be perfect for the available position.

6. Review Applications.

LVMCA will receive applications via email, in hard copy, or however received. In many cases, the review process will begin with the Office Manager and Executive Director, who will review the applications and eliminate any candidate who does not meet the minimum requirements for the position or the School more generally. Once a batch of qualified applications are assembled, the Executive Director will review the remaining candidates and identify those to interview.

7. Phone Interview/Initial Screening.

Initial interviews will typically begin with telephone calls with the Office Manager and Executive Director. Phone interviews determine if applicants possess the requisite qualifications to fill the position and align with the organization's culture and values. Telephone interviews will enable LVMCA to further pare down the list of candidates while expending resources efficiently.

8. Interviews.

At this stage, the Executive Director will inform candidates that were not selected for an interview that the search has moved forward, and they are no longer under consideration. For those who

remain a candidate, one or several interviews will be scheduled. Those interviews will include the following:

- Early interviews will be typically one-on-one, in-person interviews between the applicants and the Executive Director (or as an alternate, the Office Manager). The interview conversation will typically focus on the applicant's experience, skills, work history, and availability. All teachers will be assessed for their existing Montessori certifications, and if any are lacking, the candidate's willingness and availability to receive Montessori training prior to the start of the school year.

  Depending upon how the interview evolves, it would also focus on a specific topic or aspect of the job (such as his/her advanced skills in, for example, ELL teaching methods).

- Additional interviews with other members of the organization may be needed, and would be either one-on-one, formal or casual, on-site, off-site, or online via Skype, Google Hangout, etc. Additional interviews may be more or less in-depth, depending on the reason for the additional interview.

- In any interviews between a candidate and multiple members of the hiring team, each member of the hiring team will focus on a specific area, to avoid redundancy and ensure an in-depth conversation about the role and the candidate's qualifications and experience.

- Final interviews will often include a follow-up conversation with the Executive Director, or a more in-depth discussion with an interviewer from an earlier stage in the hiring process. Final interviews are typically extended only to a very small pool of top candidates, and only to address pending questions and discuss specific job benefits and terms.

9. Applicant Assessment.

Once interviews are completed, LVMCA may require the applicant to take one or more standardized tests. These exams measure a wide range of variables, including personality traits, problem-solving ability, reasoning, reading comprehension, emotional intelligence, and more.

10. Reference Check.

LVMCA will check the applicant's references. These reference checks will verify any pertinent information shared by the candidate about previous employment such as job performance, experience, responsibilities, workplace conduct, etc. A typical question we would ask is, "Would you rehire this person?"

11. Background Check.

LVMCA's initial job postings will indicate that all candidates are subject to mandatory, Nevada-law-required background checks. During the background checks, we will review candidates' criminal records, verify employment histories, confirm job eligibility, and potentially even run credit checks. The School will work hand-in-hand with the SPCSA and DOE to follow state fingerprinting and other protocols. No candidate will be hired who fails a background check.

As is more commonplace, after first consulting with legal counsel, the Office Manager may also check social media accounts (Facebook, Twitter, etc.) to make sure potential employees are likely to represent the company in a professional manner. Drug testing may also be warranted, depending on the position.

12. Decision.

After conducting background and reference checks, the Executive Director identifies the top choice for each available position. The Executive Director will also select a backup candidate, in case the top

choice declines the offer or negotiations fail to produce a signed offer letter. If no candidate meets the hiring criteria, the Executive Director will determine whether to start the hiring process over. If so, the Executive Director will discuss with the Office Manager and other helpful information sources whether and how to adjust or alter the hiring process in order to yield more favorable candidates.

13. Job Offer.

Once a top candidate is identified, the organization will extend an initial offer. Each job offer letter will include the position's salary, benefits, paid time off, start date, potential severance pay, working remotely policy, included company equipment and other terms and conditions of employment. Negotiations may or may not follow. The Executive Director will determine internally which elements of the offer letter are negotiable, and which are not. It is sometimes the case that candidates hope to negotiate terms like salary, a flexible work schedule, and working remotely, but given what LVMCA does, most terms would be relatively inflexible. The exceptions would likely be add-ons like a relocation allowance or special PD allowance.

Once the terms are finalized, the School would work with its legal counsel to sign a contract with the new employee. The School plans on adopting a standard template which varies very little (if at all) from employee to employee.

In line with Nevada custom, the School currently plans on its employees being "at will." But it will revisit this approach each year to determine if it remains the best strategy to balance (i) convenience and less legal risk (in discharging employees) versus (ii) the potential burdens of teachers being free to depart during the school-year with minimal or no consequence.

14. Hiring.

Once a candidate accepts the job offer and signs the contract, they are hired. This begins a process in which he/she will fill out and file standard paperwork related to employment. Forms and paperwork might include:

- Form W-4
- Form I-9 and E-Verify
- A checklist with all required paperwork to be completed by new employees
- LVMCA employees' handbook.

15. On-Boarding

Hiring a new employee does not conclude the hiring process. On-Boarding the new worker in a welcoming and professional way will help integrate them and lay the groundwork for a long-term productive relationship between them and LVMCA. A welcome letter would be provided. From there, senior management will reach out to the employee before their start date to welcome them to the organization. The new employee's workspace will be prepared, cleaned, and equipped with the necessary credentials and equipment before their first day. The Executive Director will organize the incoming person's LVMCA-centric orientation and incoming training sessions, during which the School will make sure the new employee has a clear understanding of our policies, expectations, evaluation criteria, and schedules.

Lastly, the Executive Director will assign the new employee a mentor, who will help the new employee settle into their position and the organization, setting them up for long term growth and success.

Discharge Process.

Terminating an employee is one of the Executive Director's most difficult, but important, responsibilities. To avoid litigation, LVMCA will follow the following general, 10-step procedure in terminating an employee, but in all cases liaise with its legal counsel before and while doing so.

1. Distribute an Employee Handbook.

The staff Handbook is the primary source of information regarding the School's disciplinary policies, and communicates to everyone equally (in a way which can offer protection if the employer or employee later pursues litigation). A hard copy will be given to new hires on their first day in exchange for a receipt in writing, acknowledging understanding.

2. Document Violations.

When it comes to poor performance or violations of School policy, a conversation is not enough. Any issues will be set down in writing and acknowledged by the employee. Although this can be done by email, the aim is for a written memorandum signed by the employee and placed in their personnel file to be standard practice. Undocumented issues leading up to termination are a recipe for expensive litigation or a costly settlement—both of which, in LVMCA's case, would make for a poor use of scarce taxpayer funds.

3. Enforce Disciplinary Policy.

Whatever the consequences are for violating school policy, it is up to LVMCA's leadership to enforce it consistently and fairly. The Executive Director will, in consultation with the Office Manager, make all disciplinary decisions, endeavoring to be objective and to reasonably consider aggravating and mitigating factors. The Executive Director will strictly avoid the appearance of giving, much less giving, disparate treatment, particularly due to race, gender, age, disability, or other legally protected classifications.

4. Investigate Before Termination.

When serious employee actions come into question, the Administration will conduct a thorough investigation. The investigation will include documented interviews with supervisors, co-workers, and witnesses, as well as a review of any related computer files, emails, and other evidence. All evidence will be preserved to avoid any claims of tampering or spoliation. The investigator—likely the Executive Director and/or Office Manager—will prepare a written report with his/her findings.

When in doubt, the School will liaise with its legal counsel to ensure the investigation is done properly.

5. Know the Law.

Certain laws have special significance in termination situations. For instance, LVMCA is strictly prohibited from engaging in discrimination related to age, race and gender as well as disability.

If there were any concerns, LVMCA leadership will consult with its legal counsel to review any special circumstances as well as the process that led up to termination.

6. Putting the Employee on Notice.

As an at-will employer, LVMCA is not obligated to give an employee prior warnings, but may proceed directly with a notice of termination. But putting an employee on notice prior to that stage may make it less likely he/she files a claim. A common theme from plaintiffs is, "They never told me I was doing anything wrong." (This relates to subsection 2 above.) However, when discharge is appropriate, the School will communicate by written notice:

- the termination and its effective date;
- whether the termination was with or without cause;
- if there was cause, what the cause was;
- the School's expectations for returning School property and cooperating in getting student materials to the next teacher.

7. Handle Termination with Dignity.

If an LVMCA employee does not improve after being put on notice, it is time to end the relationship with dignity and in a professional manner. A termination should occur in a private area with at least one witness, but away from other employees, by delivering the previously-written notice.

8. Be Brief and Accurate.

Unnecessary information can create more questions than answers for the employee. It can also lead to more litigation risk. LVMCA would likely handle all terminations in writing, not orally, by delivery of a standard termination letter which varies in the details of the employee and incident(s). The notice would contain those details, but otherwise be brief and precise.

9. Avoid Sugar Coating.

If the employee feels misled and an alternate reason for termination is disclosed after a claim is made, this may shift the burden back to LVMCA to prove a non-discriminatory reason for termination. LVMCA's credibility may then be put into question. As a result, all discharge notices will be reasonably clear about the reason(s) for termination.

10. Fulfill the Requirements.

The School will liaise with its legal counsel in carrying out any discharge, so as not to fall afoul of relevant laws and regulations. For example, LVMCA will need to handle issues involving COBRA health-insurance benefits, his/her last paycheck (the timing of which is governed by NRS Chapter 631), unemployment options, and transportability of other insurances. This will be confirmed in writing.

Where possible, LVMCA will offer severance policies that require the employee to sign a waiver and release in order to receive a relatively small severance payment (often equivalent to 2 to 4 weeks' pay). These releases are generally enforceable and dissuade an employee from filing a claim. The severance cost is modest compared to a lawsuit.

Outside of egregious misconduct or when an employee quits, LVMCA will cooperate with unemployment compensation requirements pursuant to state law.

(6) ***Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 12, as well as any supporting protocols or documentation.***

Employee Support & Development.

The Executive Director will develop an organized, well-planned program to help employees become successful and develop a sense of being a part of not just a School, but also a community. The program will include professional development, a transparent incentive pay structure, involvement in the main on-going programs and events of the school, and opportunities for growth.

Teacher support and development will start at the very beginning of employment. Initial trainings by the Executive Director and leadership team will give each incoming teacher a sense of direction, and help newly hired teachers feel safe and secure. For example, initial training sessions would likely cover:

- LVMCA's mission, philosophy, vision and expectations;
- the staff Handbook and related employee policies;
- information technology training;
- School leadership options;
- student on-boarding; and
- Montessori-based academic methods, strategies, and best practices.

The Executive Director will conduct a weekly meeting with employees to preserve open lines of communication, receive feedback, and welcome suggestions from the employees for the continuous growth and development of the School.

Throughout each school year, teachers will be encouraged and offered to attend free professional development ("PD") training, on top of any required organizational trainings and meetings.

Teachers will also be asked to contribute to and participate in decision making, especially in regards to their specific scope of work and their classroom. Teachers will be given the right to express opinions and ideas, especially during those weekly meetings with the Executive Director and team leaders. When teachers feel respected, valued, and empowered, there is a higher level of commitment, less turn-over, and greater school stability.

Instructional and school culture guidance begins with the Executive Director fully conveying and adapting the Montessori method throughout the School. To be an effective Executive Director, her focus will not only be on her managerial responsibilities, but also on improving classroom instruction and social culture. A significant portion of the early PD strategies will involve trainings by Ms. Alcantara, who has decades of experience in Montessori-based education. The Executive Director will serve as the main instructional coach for teachers in implementing the Montessori method in a way that will help the students accomplish their goals and thrive, as measured by their achievements and results according to annual assessments and other standardized-based evaluations of performance, tied to state and federal accountability.

Research has long confirmed that strong instructional leaders can positively impact teaching and learning. There is increasing recognition that instructional coaches can play an effective role in improving classroom-level practices. A natural way for an Executive Director to take on this role of instructional leader is to serve as a "chief" coach for teachers, by designing and supporting strong classroom level instructional coaching. It is important to carefully select capable coaches and provide them with appropriate training. But no element of an instructional coaching program is more important than its design and fit with the particular needs of each School, its faculty, and its students. Determining goals and needs, selecting a coaching approach that meets these needs, and sustaining the program with time and support, will help ensure that a coaching program improves classroom instruction and, ultimately, student learning. It also builds the school leader's instructional leadership capacity by helping the leader understand the needs of her students and teachers and the best strategies to meet these needs.

Of course, while it is important for the Executive Director to coach her teachers, she understands full well that they need autonomy and responsibility, too. The School's objective here is not to create teaching automatons, but instead to empower the teaching staff to understand the Montessori

philosophy and adapt the same to (i) their own personal teaching style and (ii) their students' wants and needs. This coaching regime does not demand a one-size-fits-all outcome.

Coaching Steps

The following steps will serve as a guide for LVMCA's Executive Director in implementing her role as the main coach to her teaching staff in providing instructional guidance and support.

(This is adapted from and inspired by *Steiner, L. and Kowal, J. (September 2007). Issue Brief: Principal as instructional leader: Designing a Coaching Program That Fits. Washington, DC: The Center for Comprehensive School Reform and Improvement. Steiner, L. and Kowal, J. (September 2007). Issue Brief: Principal as instructional leader: Designing a Coaching Program That Fits. Washington, DC: The Center for Comprehensive School Reform and Improvement. Steiner, L. and Kowal, J. (September 2007). Issue Brief: Principal as instructional leader: Designing a Coaching Program That Fits. Washington, DC: The Center for Comprehensive School Reform and Improvement. Steiner, L. and Kowal, J. (September 2007). Issue Brief: Principal as instructional leader: Designing a Coaching Program That Fits. Washington, DC: The Center for Comprehensive School Reform and Improvement.*)

(1) First Step: Assessing Needs and Goals.

The Executive Director will set the students' learning goals and assess any gaps between the goals and the current student performance. These steps will enable the Executive Director to design an instructional coaching strategy that best addresses any gaps.

- **The Executive Director will set clear, specific goals**. By starting with objectives for improved student learning, the program will ensure that the instructional coaching program is not just a one-shot staff development program, but a program that ultimately imparts a new strategy or skill that will have a measurable impact on student learning. Goals will be tied to district, state, and (if applicable) federal accountability targets, such as adequate yearly progress, but may be more specific (e.g., increasing reading proficiency among third-grade English language learners). Ultimately, goals will be defined by specific improvements in student achievement, as measured by annual assessments and other standards-based evaluations of performance.
- **The Executive Director will assess what knowledge and skills teachers need to meet those goals**. The next step is for the School Administration to assess what teachers need to know to meet their students' learning needs. Engaging in a needs-assessment process will help the Executive Director build on existing strengths and focus on the most pressing needs. In this context, administrators should analyze current classroom practices to determine why there are gaps between what students should know and their current performance. Do teachers have insufficient content knowledge, for example, or do they lack sufficient pedagogical knowledge to convey content successfully? How profound is their lack of knowledge? Which specific teachers have knowledge and skill gaps? Are teachers failing to implement their knowledge consistently? Are broader issues in the school preventing teachers from applying their knowledge? Ultimately, the Executive Director will determine what her teachers need to accomplish, what topics she and her junior coaches should address, and what their approaches should be.

(2) Second Step: Selecting a Coaching Strategy.

While the ultimate goal of any instructional coaching strategy is to increase LVMCA student learning, the Executive Director's immediate goal is to improve teachers' instructional practice.

The empirical evidence on instructional coaching is limited, but there are several studies indicating that one aspect of coaching—the degree to which coaches have direct interactions with teachers—is likely to lead to changes in teachers' instructional practice. The more removed coaches are from the actual work of teachers in classrooms, the less likely they are to have an impact on what it is teachers do there.

Different strategies will be utilized, depending on the needs of both teachers and children to achieve the goal of improving the children's performance. The Executive Director will work with individual teachers to help them improve their practice, modeling instructional strategies, observing teachers, co-teaching, co-planning lessons and units, and providing feedback. The Executive Director may also work with groups of teachers (e.g., grade level teams, content-area specialists) to model instructional approaches, encourage reflection, conduct study groups, present new instructional or curricular materials, and analyze student work.

The design of coaching programs can be informed by the larger body of research on effective professional development, which suggests that certain activities do positively influence teacher and student learning, consistent with the findings described. Broadly speaking, the research suggests that an effective professional development program should have the following characteristics, and LVMCA will implement all of the following into its PD programming:

- Focused on subject-matter content.
- Aligned with other reform efforts.
- Focused on how students learn academic content.
- Ongoing, rather than short-term, with opportunities for feedback and reflection.

This research on professional development is instructive regarding the design and implementation of an effective instructional coaching strategy. It reinforces the need to have LVMCA's Executive Director work directly with her teachers over time, and it suggests that coaching activities focused on academic content have a stronger probability of impacting student learning—the overarching goal of all professional development activities. It also suggests that the Executive Director will be more effective when she is kept in the loop on other reform efforts so they can align their work with State and SPCSA priorities.

(3) Approaches to Coaching.

The Executive Director will use a combination, as appropriate, of both a Consultant approach and a Confronting approach in coaching her teaching staff, in either case in a very respectful and professional manner. Action and approach will depend on the needs of both the teachers and students, and what is most likely to lead to high-level results.

- Coaches who act as consultants work at the behest of teachers to help them with their own self-improvement efforts. Under this model, conferences are directed at strengthening the instructional competence of teachers, at professional growth, and at empowerment when the teacher expresses an interest in further instructional improvement.
- Confronting coaches, on the other hand, typically respond to performance problems by initiating conferences with teachers, sometimes at the request of a senior administrator. Coaches who take on this role often are more prescriptive in their approach. They are more likely to offer concrete advice and modeling how to improve instruction, and they frequently are charged with the task of training teachers to implement an instructional program or approach.

Ms. Alcantara is very familiar and experienced in employing both coaching styles, having honed her management skills over the 16 years in which she steered SVMS.

She is mindful, moreover, that researchers maintain that the consulting approach is ultimately more effective than confronting, all things being equal. (Indeed, there is some evidence in the literature that coaches are more likely to have a lasting impact if they adopt a consultant approach and build capacity by enabling and encouraging teachers to be reflective practitioners who focus on ongoing improvement. According to the consultant model, the way to change teacher practice is to first change teachers' thoughts and beliefs about their practice. By asking teachers to reflect on their decisions, and by jointly examining data about teachers' current practice, for example, coaches can encourage teachers to examine areas that are not effective and determine for themselves how they can make adjustments and changes.)

Although this is the prevalent viewpoint in the literature, it is not the only perspective. Several researchers argue that the confronting approach is more likely to have an immediate impact on student learning. Proponents of the confrontational approach maintain that changes in teacher practice are more likely to take place after teachers experience positive student outcomes, which come only after direct changes in their practice. In other words, coaches who introduce teaching strategies that quickly lead to improved outcomes can get teachers to change their beliefs about teaching and learning. There is some support for this point of view in the literature on organizational improvement across industries where experience suggests that early and tangible wins often serve as a catalyst for staff to make additional positive changes.

In Ms. Alcantara's view, these two perspectives are not mutually exclusive. There are coaches who approach their work at many points along the continuum between consulting and confronting and between initially changing beliefs and initially changing practice, matching their strategies to the needs of the specific teachers they are coaching. Teachers who eagerly seek to improve their practice and embrace the coaching process may be the best candidates for the consulting model; recalcitrant teachers may benefit less from it. Ms. Alcantara is prepared to adopt whatever style and tools are appropriate in any given scenario.

For example, different approaches might be warranted for newer teachers who do not have the experience to define instructional problems and may therefore need more upfront guidance. These are all important considerations for instructional leaders as they design a coaching program that best meets their teachers' strengths and their students' needs.

(4) Third Step: Strategic Timing of Coaching Implementation.

The Executive Director will effectively implement the coaching program with the support of her administrative staff. There are many environmental factors in shaping implementation and effectiveness, including the correct emphasis on the importance of the School and leader support. The Executive Director, together with her teaching staff, will strategically find time for the implementation to happen, not just on dedicated PD days but also throughout the year, making and taking opportunities whenever possible.

Evaluation Tools.

See **Attachment 11**, which contains the School's evaluation form, tools, and related materials for teaching staff. Briefly summarizing, LVMCA leadership will evaluate teachers based on several criteria, including:

- Instructional Performance. Each teacher will be given numerous formal and informal observations by the Executive Director throughout each school year. These observations are designed to provide ongoing support and allow for continuous improvement. The Executive

Director will provide teachers with detailed, regular input and feedback on their methods and performance, as a central part of the evaluation process.

- Performance-Related Factors. This is where empirical measures of student performance would come into play, including standardized test results, year-on-year growth and achievement, and other objective measures.
- Professional Development and Related Achievements. This would address questions like what additional certifications and coursework did the teacher obtain? What additional competences did he/she learn?

(7) ***Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation. If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.***

Evaluation.

Please see Subsection (1) of the Board Governance section (above), where the Board outlined in significant detail its plans, procedures, and criteria for monitoring and evaluating the Executive Director's performance. Among other things, the Board will evaluate the Executive Director every year in a number of different areas, including:

- Academic results;
- Financial management and performance;
- Stakeholder viewpoints and morale;
- Staff management and relations;
- Community relations; and
- Relations with the Board

Attachment 13 contains more information about how the Board will evaluate the Executive Director.

Support.

The Board intends on giving its Executive Director an optimum level of support.

To be clear, though, the Board already views Ms. Alcantara as an experienced, high-achieving school leader, which explains why many of them joined this project and agreed to install her, initially, in the Executive Director position. Many Board members have seen her style and successes firsthand, when their own children attended SVMS and performed beyond all expectations. This is important contextual information in any discussion of the support which the Board intends to provide her. Both Ms. Alcantara and the Board are mindful that this is a challenging (and in certain ways, new) endeavor, and both are committed to asking, in her case, and giving, in the Board's case, whatever PD and training is necessary for her to achieve from day one. Aspects of this are new to her, but are importantly not new to many charter leaders in this State and around the U.S.—all of whom are potential experts to call upon. During the "stub" year and beyond, the Board intends to dedicate a portion of the School's PD funding to getting experts and advisors to counsel Ms. Alcantara on what new capacities and skills she will have to develop, for her and LVMCA to thrive fully.

(8) ***Please provide the succession plans for your proposed school's leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.***

LVMCA intends to put a proactive succession plan in place, which could be called upon in both emergency and planned turnover situations. The aim is to ensure that the School is able to prosper and thrive in any change-in-leadership scenario (including at levels just beneath the Executive Director). No change should interrupt or mar the performance of the School. LVMCA is about the collective, not any one individual, and continuity is vital for the school to further its vision and mission.

The School will prime future leaders in various ways. First and foremost, the Executive Director and Office Manager will likely begin assessing leadership potential from the moment new hires are chosen. Each year, School leadership training will be part and parcel of the teachers' and Administration's yearly education. Once potential successors have been identified and discussed with the Board as a whole, the Executive Director will give those leadership candidates a chance to work with her, learning all obligations and tasks. Additional training programs and instructions will be procured, as necessary, with the aim being to obtain redundancy in staff capacities.

To further grow leadership skills, internal leaders will also from time to time, (i) chair an academic committee; (ii) oversee school-wide events; (iii) participate on a Board committee; (iv) mentor a struggling peer; (v) train incoming staff; and (vi) complete assigned administrative tasks.

All of the processes above should allow LVMCA to create an internal pool of candidates from which the Board may select a replacement leader in a replacement scenario. Of course, in terms of replacing the Executive Director, the decision is ultimately the Board's, not the School leader. The internal options would be only that—options for the Board. The Board could decide to use the same recruiting tools described in Subsection (1) above and hire from among external applicants, too.

(9) ***Please explain the responsibilities of each of your school's administrative/leadership team members. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key HR responsibilities will be managed.***

In the first year of operation, the School's Office Manager will serve as the chief financial officer, overseeing payroll and benefits. The Office Manager will work with the Executive Director on all matters involving employee relations and HR responsibilities.

See **Attachment 23** for a copy of the ADP quote.

(10) ***Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.***

For detailed information regarding unsatisfactory leadership on the part of the Executive Director, please see the relevant Subsections above. That is the Board's purview.

As for poor performance from anyone other than the Executive Director, that is the Executive Director's sole purview.

LVMCA intends to identify unsatisfactory school leadership with the evaluation of the Board, the school staff and the overall report to the authorizers. The progression of the overall rating given by the SPCSA will indicate how well or unsatisfactory the executive director performed her duties. LVMCA has formulated a teacher's evaluation process and procedures and intends to adapt the procedures manual in effectively addressing employee behavior and performance concerns developed by the District School Board of Pasco County.

(11) ***Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.***

LVMCA will require additional support from third parties regarding payroll and benefits administration. It expects to hire ADP to provide core HR functions and to service as the third party for payroll processing. ADP has been tentatively selected after the Board solicited and received several quotes from other companies offering the same services and determined ADP has the lowest relative cost, given the services offered. However, given the passage of time, the Board anticipates re-issuing its RFP and soliciting new quotes—particularly if the pandemic has had a material effect on pricing.

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of R 131. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

(a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

LVMCA will launch an extensive marketing plan to ensure enrollment targets are met initially, and thereafter on an annual basis. Initial marketing efforts have already begun through grass-roots efforts by the Board and staff members, including outreach to local parents and community members. Upon approval of the charter, the school website will go live, along with a robust online marketing program, which includes School and service websites, as well as extensive social media.

Promotional fliers and brochures will be distributed to households throughout Spring Valley town limits. They will also be distributed to community groups, local churches, and businesses in the area.

In order to provide equal access to interested students and families, and in accordance with the requirements of SB390 and statutory permissible admissions preferences pursuant to NRS 388A.456, informational materials will be available in multiple languages that reflect the linguistic needs of the target community. The School will also distribute press releases and utilize local news organizations to promote the open enrollment period. LVMCA will demonstrate in the community how the Montessori method benefits families of all demographics, including those in lower income and other disadvantaged brackets, as well as academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

Open enrollment for the first year of operations will begin on Monday, January 11, 2021 and will end on March 31, 2021. For subsequent years of operation, open enrollment will begin on the second Monday in January of each year and end on the last Friday of March every year. If the number of enrollees is greater than the number of openings, a lottery will be conducted to determine the order of students to be enrolled.

Enrollment targets are listed below in Table (3.a) and will ultimately be the responsibility of the Executive Director. To account for attrition, the first year's target re-enrollment rate is, conservatively, 75%. The target re-enrollment rate for subsequent years will be based on the first year's enrollment data, as well as month-over-month enrollment compared to District wide data.

Annual training prior to the enrollment period will be conducted to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations. Information regarding all legal enrollment requirements will also be included in the staff handbook for reference. Documents required for application will avoid collection of information that may be used for discriminatory purposes, or which otherwise would fall afoul of Nevada regulations (e.g., testing results, income levels, etc.). All applications will be based on first, granting any statutory enrollment priorities (e.g., employee and Board children and siblings), and then secondly, on a first-come, first-served basis (if enrollment is not at capacity) or based on a random lottery determinations (if it is), as Nevada law requires.

Accepted applicants will be required to complete a full application which will include all relevant student information.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Once the School has opened, the student recruitment plan will remain consistent with the pre-opening ("stub") year and will continue with student recruitment efforts throughout the school year. Any major difference in strategies will be focused on school activities that can now be held on school grounds. Open House and fundraising activities will allow parents to further experience a Montessori classroom and attend fun and safe events within the community, thereby turning our parents into our most effective marketers.

That, together with academic success, is expected to drive year-on-year student recruitment, resulting in a lottery by year two or (latest) three.

With the assistance of the management team, the Executive Director will be primarily responsible for the marketing efforts and coordination of events and milestones related to the student recruitment plan. The School will backfill vacancies in existing grades by increasing the focus on targeted grade levels that are below enrollment projections. The school's academic performance will also serve as its marketing tool. The success of the school is measured by the success of the students. The

community will naturally become more aware of the school as it continues to help the children of Spring Valley excel academically and grow socially.

(3) Complete the following tables for the proposed school to open in 2021-22. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2021.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	0	0	0	0	0	0
K	24	30	34	39	44	49
1	28	34	38	43	48	53
2	28	34	38	43	48	53
3	28	34	38	43	48	53
4	23	28	33	38	43	48
5	23	28	33	38	43	48
6	22	23	32	37	43	47
7	12	17	22	27	32	37
8	12	17	22	27	32	37
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	**200**	**245**	**290**	**335**	**380**	**425**

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

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	0	0	0	0	0	0
K	30	35	40	45	50	55
1	35	40	45	50	55	60
2	35	40	45	50	55	60
3	35	40	45	50	55	60
4	30	35	40	45	50	55
5	30	35	40	45	50	55

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6	15	30	35	40	45	50
7	15	20	25	30	35	40
8	15	20	25	30	35	40
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	250	295	340	385	430	475

(c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	0	0	0	0	0	0
K	40	45	50	55	60	65
1	45	50	55	60	65	70
2	45	50	55	60	65	75
3	45	50	55	60	65	70
4	40	45	50	55	60	65
5	40	45	50	55	60	65
6	35	40	45	50	55	60
7	30	35	40	45	50	55
8	25	30	35	40	45	50
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	**345**	**390**	**435**	**480**	**525**	**570**

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout

the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

The number of students and grade levels served in year one is based on the number of pre-enrollment applications submitted, as well as responses from prospective parents of the School. Once chartered, a more robust marketing plan will be implemented, which is expected to substantially increase enrollment. The growth plan illustrated above stems from the academic results that are to be achieved at the School—based in part on the proven track record of the academic strategies and curriculum at SVMS. The implementation of the Montessori method allows for inclusive and immediate remedial instruction for students who are currently not at the level of proficiency in certain subject areas. The multi-age structure of Montessori classrooms encourages personal accountability that improves individual academic performance. As more families experience the benefits of and successes in a Montessori classroom, we (conservatively) anticipate 10% growth from the first year due to retention as well as new enrollees.

Note that the leadership team of LVMCA has ample experience overcoming organizational and academic challenges, which accompany serving larger student bodies and multiple grade levels in a start-up environment. The proposed Executive Director was the founder of SVMS, which has been successfully operating for over 16 years. The successes of previous students in that school not only prove the benefits of the Montessori method, but the abilities of the leadership and staff of the school in which the students attended. The inclusiveness of a Montessori environment facilitates the diversity of the student body, bringing all students together harmoniously, with the common goal of academic and social excellence.

(5) As Attachment 13, please provide evidence of demand from prospective students and families within the community you intend to serve.

Please see **Attachment 13**.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

Please see **Attachment 14.**

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program and why that organization was chosen.

LVMCA's Executive Director, Ms. Alcantara, has 37 years of teaching and senior school administrative experience.

As noted above, during the incubation year and subsequent years, the members of the Board will assume responsibility for ensuring that she is properly trained and up to date on laws, as well as in all matters that affect the operations of the school. The Executive Director will seek training and coaching from qualified providers such as the Charter School Association of Nevada, DOE, SPCSA, Opportunity 180 (Building Excellent Schools), National Alliance for Public Charter Schools, Charter Schools Development Center and Charter School Association of Nevada.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

The proposed school leader, Ms. Alcantara and most if not all of the Board members, but in particular, Ms. Stephens, Ms. Macrae, and Mr. Burgess, will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the School. The Executive Director and Board members will be working as volunteers and not seek any kind of compensation.

SERVICES

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

That narrative has already been provided throughout the Operations section above, as well as the more tailored Services modules below.

However, what has not already been included elsewhere in this Application is the School's unique relationship with its legal counsel. Mark Gardberg is the School's current counsel—but importantly, his relationship with Montessori schooling goes beyond what most would call a normal attorney/client relationship. Mr. Gardberg's child attended SVMS approximately a decade ago and since that time, he has represented SVMS in all legal matters, in the majority of cases pro bono.

Although he does not wear the formal "hat" of a Committee to Form member, Mr. Gardberg has played a far-reaching role in the preparation of this Application—pro bono, to date—and is expected to continue assisting the Board through approval, the "stub" year, opening, and beyond (subject, of course, to the Board's continuing engagement of him, in the Board's discretion). We would respectfully ask the SPCSA to consider Mr. Gardberg as an official member of the Committee to Form. Were it not for his need to maintain a formal attorney/client relationship to avoid conflicts of interest in providing us with legal input in charter school matters—a crucial ethical matter—Mr. Gardberg would have signed on as an official Committee member. It would be form over substance to deny his active role in this project as an equal with the other Committee members.

The Board wishes to flag this because to its understanding, Mr. Gardberg is Nevada's leading practitioner in charter school law. He represents over a dozen charter schools and applicants, including large, extremely high-performing schools such as Coral Academy of Science Las Vegas, Coral Academy of Science Reno, Legacy Traditional School, and Freedom Classical Academy. Given that client base, over the past decade, he has worked on virtually every type of charter school matter imaginable. His Nevada charter school experience includes the following:

a. Governance.

- Incorporated schools as non-profit corporations.
- Negotiated a school's charter contract renewal.
- Advised on the nomination and election of board members (including compliance with the Charter School Act, NRS Chapter 388A).
- Conducted multiple board training sessions regarding good governance and best practices.
- Drafted:

- Bylaws and amendments
- Conflict of interest policies
- Ethics policies
- Nepotism policies
- Legal dispute policies

- Advised a board during a tense, intractable split among its directors (avoiding litigation).
- Advised a board in forging an amicable split with its EMO (avoiding litigation).
- Advised a board in its determination of appropriate, competitive executive director salaries.

b. Regulatory Compliance.

- Represented applicants and schools in presentations to, and direct one-on-one dealings with, various authorizers (i.e., the SPCSA and a County School District), including responding to recent site visitation reports.
- Defended a school from complaints filed with the Nevada Attorney General alleging Open Meeting Law violations; conducted multiple training sessions regarding compliance with the Open Meeting Law (NRS Cha. 241).
- Advised schools in complying with the Public Records Act (NRS Cha. 239).
- Advised schools in complying with local government procurement laws (e.g., NRS Cha. 332.039 *et. seq.*), including the drafting and revising of requests for proposal (RFPs) to conform to Nevada statutes.
- Drafted a public records act policy, with a related submission form.

c. Students and Student Discipline.

- Presented "Crimes & Misdemeanors: Legal Issues in Student Discipline" at the CSAN Annual Conference in September 2018.
- Prosecuted multiple long-term suspension and expulsion hearings, both contested and uncontested.
- Defended schools in multiple due process and related special education law complaints, including Department of Education investigations.
- Drafted:
  - Student handbooks (primary and secondary levels)
  - Restorative justice policies
  - English-language learner policies
  - State testing opt-out policies

d. Labor & Employment Law

- Co-presented "My Teacher Ate My Homework: When, Why, and How to Discipline (or Discharge) Teachers & Staff" at the CSAN Annual Conference in September 2019.
- Conducted an "in-service" training to all teachers/staff on sexual harassment, First Amendment, corporal punishment, and other specialized legal matters.

- Advised on multiple discharges of teachers, under both at-will and for-cause agreements, on charges ranging from alcohol/drug use, violence, criminal arrests, and insubordination.
- Advised schools in performing internal investigations in response to discrimination claims, ADA/disability claims, etc.
- Advised schools in PERS issues and the applicability of ERISA.
- Advised schools in obtaining immigration visas for overseas employees.
- Drafted:
    - Staff employment contract templates
    - Teacher employment contract templates
    - Teacher/staff handbooks
    - Mileage reimbursement policies

e. Contracting.

- Drafted standard "Terms and Conditions" to be appended to client contracts.
- Negotiated and drafted dozens of contracts between charter school clients and various third parties, including agreements relating to:
    - Food supplies/services
    - Janitorial services
    - Educational materials
    - After-school care
    - Trainings and professional development
    - Technology rentals/purchases
    - Marketing/public relations services
    - Lottery software
    - Back-office services
    - Architectural, engineering, and construction services
    - Rentals of portable classrooms
    - Landscaping
    - Temporary staff
    - Crossing guards
    - Sports coaching
    - Sports leagues

f. Financial Matters.

- Advised schools in complying with state budgeting deadlines.
- Advised schools in asserting real property tax exemptions, including appeals to the Nevada Tax Equalization Board.
- Acted as borrower's counsel in charter schools' tax-exempt bond financings.

g. Litigation Matters.

- Prosecuted motions for temporary restraining orders against (i) a parent and (ii) a staff member.

- Defended a school in various lawsuits alleging tort claims.
- Defended a school in a construction lawsuit involving alleged negligence.
- Defended a school in countering discrimination, retaliation, and related labor law actions.
- Defended a school in a small-claims matter involving an alleged breach of contract.
- Advised a school in considering the prosecution of a defamation lawsuit.
- Advised schools in dealing with subpoenas in third-party litigation.
- Advised schools in handling wage garnishment orders.

h. Real Estate Matters.

- Advised a school in its $8.4 million acquisition of a northwestern Las Vegas campus.
- Advised a school in its $3 million acquisition of a Henderson campus.
- Advised schools in multiple long-term leases of campuses for terms ranging 20 to 43 years, with complex negotiations of rents (including abatements), tenant improvement allowances, renewal options, purchase options, and more.
- Represented a school in its (hotly-contested) procurement of a conditional use permit.
- Advised a school in its construction and development of a new 800+ student campus on an active air force base in Las Vegas, Nevada.
- Advised a school in its construction and development of a new, stand-alone gymnasium.
- Advised a school on prevailing-wage obligations in its construction projects.
- Advised a school in negotiating a CC&R Amendment with its neighboring community.
- Advised on the short-term rental of a campus for a political campaign event.
- Advised on the short-term rental of a campus as a feature film shooting location.

i. Enrollment & Lotteries.

- Presented "For the HIGH (EN)ROLLERS: Lottery & Enrollment Law 101" at the CSAN Annual Conference in September 2019.
- Defended a school in an action filed with the state public charter school authority alleging enrollment- and lottery-law violations.
- Drafted:
    - School fees & voluntary contributions policies
    - Tuition reimbursement policies
    - Foster care policies
    - Homeless child policies
- Advised a school on how to achieve priority classification for elite high school

athletes.

With the hope that the SPCSA will consider Mr. Gardberg as a de facto Committee member, the Board offers additional biographical information, similar to what Board members and Ms. Alcantara have also provided.

In addition to charter school matters, Mr. Gardberg practices business and transactional law, primarily in entity formation, mergers and acquisitions, real estate deals, and financings. Given the complexities of modern business, he routinely addresses licensing, employment, intellectual property, dispute resolution, bankruptcy, and other law matters. Over the course of two decades, Mr. Gardberg has worked on business matters ranging in value from a few hundred dollars to over $500 million, both throughout the U.S. and in Eastern and Western Europe. His business clients have ranged from mom-and-pop businesses to Fortune 500 companies, in industries spanning technology, retail business, banking, manufacturing, cannabis, and so on. Mr. Gardberg is a member of the State Bars of Nevada, California, New York, and Florida.

In terms of education, in 1996, Mr. Gardberg graduated from the University of California, Berkley School of Law, Order of the Coif (Top 10%), and in 1991, he earned his undergraduate degree from Georgetown University, graduating 6th in his class, *summa cum laude*.

Mr. Gardberg is married to his wife, Susan, and their daughter is a high schooler who attends a District school.

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Unfortunately—like most (if not all) Nevada charters—LVMCA will not provide transportation services for students, except to the narrow extent required by law (e.g., homeless children). Given Nevada's relatively low per-pupil funding compared to most other states, as well as the gap between Nevada charter schools and their District counterparts, transportation is simply not among the normal capacities of a Nevada charter school. The financial, insurance, and legal barriers are, traditionally, too great.

This will be communicated to parents during the application process and will clearly be stated on the school's website.

Families who qualify for discounted RTC transportation fare will be assisted in acquiring such a discount.

The School will also provide families with extensive information regarding safe pedestrian and bicycle/scooter/skateboard routes to the School's campus. Although many Spring Valley school locations are along busy thoroughfares, there are many large residential areas between those roads which offer relatively safe passage to students walking or riding to school. See, for example, the map attached to the materials referenced in the "Facilities" Section below. Although the proposed facility is on Rainbow Blvd., a large boulevard with three lanes in each direction, there are huge residential developments on both sides of that street.

To the extent necessary, the School will also engage City and County planners to install traffic lights, crosswalks, and other safety measures in the areas surrounding the final LVMCA site.

Finally, all of the above notwithstanding, if in future years the School's finances permit, the Board will consider what transportation options are available and affordable. It plans on revisiting this issue on an annual basis.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Food services at the School will be contracted from an outside vendor. The School will ensure that this does not serve as a barrier to enrollment or ongoing attendance, by ensuring that families who qualify for free or reduced-price lunches are identified and served in accordance with applicable law. LVMCA will seek community sponsors to further offset the cost of breakfasts and lunches and ensure all students receive adequate nutrition.

LVMCA is already researching potential food service vendors. Unfortunately, due to the COVID-19 pandemic, some operators (e.g., Three Square) have withdrawn their school meal service offerings. The School is already planning on contacting other vendors (e.g., iCook Café) to solicit proposals for meal services when the School opens, and the hope is that Three Square will return to the school marketplace.

(c) Facilities maintenance (including janitorial and landscape maintenance).

Facilities maintenance, which includes janitorial and landscape maintenance, will be the responsibility of the School's Facilities Manager, a full-time position which will be filled in year one. In the short-term, janitorial services may be outsourced, depending on which is more cost-effective. The Facilities Manager will conduct a needs analysis for such services and will determine the most efficient and cost-effective solution to provide them. Basic maintenance will be the responsibility of the Facilities Manager unless it requires a licensed professional. The cost is included in the proposed budget in the finances section.

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

The School has the extraordinary privilege of having one of its Board members—its Vice-President, Ms. Bilbray—be married to Dr. Noah Kohn.

Dr. Kohn is a board-certified pediatrician in Las Vegas, Nevada. He is currently the Director of the Pediatric Department of the University Medical Center (UMC), but previously founded the local nonprofit, Clinics in Schools, after seeing a 2009-2010 annual survey by the Nevada Institute for Children's Research & Policy, which reported that nearly one in five Kindergarteners in Nevada has no form of health insurance. His mission, then and now, is to make health care more accessible to underserved children in the state. That 501(c)(3) nonprofit's aim was to provide free health care to children in two school-based health centers in the valley, Reynaldo Martinez Elementary School in North Las Vegas and Cynthia Cunningham Elementary School in eastern Las Vegas. The vast majority of its patients were from Central America. Partnering with the Nevada chapter of Communities in Schools and the United Way of Southern Nevada, Clinics in Schools was, at that time, the only free, full-time, year-round, school-based health care centers for children in Nevada.

In the local press, Kohn noted, "We're able to see kids who have no health insurance, and for many of them, it's the first doctor they've seen in years. I just saw a patient who is 14, and hasn't been to the doctor in 10 years." In addition to medical care, the nonprofit focused extensively on health and wellness education, including information on things like how to provide a nutritious diet for their kids, or the appropriate way to take care of kids with colds, or the difference between a viral infection or a bacterial infection.

Dr. Kohn has offered to provide his expertise and resources (*pro bono*) to help LVMCA establish its in-house medical services, and to promote the health and well-being of the students and the School.

Additionally, one of the School Board members, Andrea Perera, is a registered nurse and has also agreed to volunteer her time at least once a week to assure that all legal health requirements, including immunization recordkeeping, are met. The School will register with Nevada WebIZ to be able to gain access to each student's immunization record.

(e) Purchasing processes.

The Executive Director, in conjunction with her Office Manager (and under the occasional input of the Board Treasurer), will be responsible for overseeing the procurement process in compliance with all applicable laws, including NRS 332.039 *et seq*. Under those laws, all expenditures over a certain threshold will require the School to obtain at least two bids—but the School intends to always obtain three or more—and contracts over a larger threshold (currently $100,000) will require the issuance and publication of a formal Request for Bids (i.e., RFP).

The School Board will empower the Executive Director to enter into contracts without Board approval, up to a certain expenditure level, with reporting on such expenditures at the next Board meeting. The Board has not yet set that amount, but currently considers $15,000 to be an appropriate level. As for expenditures over that amount, all of those decisions will be subject to Board pre-approval. The Board will adopt standard accounting procedures which clarify these authorization requirements.

All procurement decisions shall be done with the aim of maximizing the School's purchase power, using whatever state or other mechanisms are available. (E.g., some state portals provide state-approved vendors.)

Purchasing procedures applicable to the procurement of equipment, supplies, and services used to support the educational process will include the following:

- Supplies, equipment and services shall be requested by a purchase requisition, or petty cash request, and purchased via purchase order, when applicable.
- All purchases shall be authorized by the Board or Executive Director, as described above.
- The Executive Director shall provide the means to procure necessary supplies, equipment and services, when needed, at the lowest possible cost.
- The Executive Director shall ensure prompt payment of invoices.
- No employee of the school is authorized to purchase materials or services to be charged to the School without the use of an official and properly authorized purchase order or administrative authorization. Commitments made without official approval will be strictly the business of, and between, the vendor and the individual making the unauthorized purchase.

(f) Safety and security (include any plans for onsite security personnel)

Safety and security will be the purview of the School's Facilities Manager, who will ensure the same by incorporating customary safety features into the proposed facility. Those will include: security cameras, interior locking classroom doors, carbon monoxide alarms, fire alarms, and proper fencing. All campus visitors will be routed solely through the facility's front door, which will have an auto-lock mechanism which only admits entry after the visitor identifies him/herself to Administrative staff.

When LVMCA reaches its full capacity and is more financially capable, full-time security personnel may be added to staffing to ensure the safety of the employees, students and property.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

The technology infrastructure for the LVMCA facility will be constructed during building renovations and TIs, and will take into consideration the current and future needs of the school. The infrastructure will include cat-6 cabling to each classroom, wireless network capabilities, high bandwidth connection, a computer room integrated with the school library, VoIP phone server and telephones for each classroom and office, as well as a public address system for the entire School.

As necessary, LVMCA will partner with a local provider to perform IT services such as on-site support, firewall safety, troubleshooting, hardware repair, as well as user agreements, policies and procedures to ensure safety and reliable IT infrastructure.

Ms. Stephens, one of the Board members, has extensive knowledge in computer programming and networking services, and will be initially responsible (pro bono) for implementing safety features, technology policies and procedures, and device management protocols.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

Student information will be managed using the statewide Infinite Campus system. The Infinite Campus System link will be available on the LVMCA website, including instructions on how students and parents can (and should) go to the portal on a daily basis, and how to use it. Online registration of students will be implemented using Infinite Campus, for accuracy in enrollment and monitoring students' progress. The Executive Director and management team will utilize the Infinite Campus system to provide detailed, real-time information, including: Calendar, Schedules, Attendance, Grades, Health (Immunizations Only), Assignments, Academic Planner, Academic Progress, Fees/Payments, To Do Lists, Reports, District/School Notices, and School Meals Application.

The Executive Director and Office Manager are committed to training students and teachers and regularly monitoring student information for accuracy and comprehensiveness.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

All data collected by the school will be stored in a secured server, in full compliance with The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99). The School will coordinate its actions with its legal counsel and IT experts.

Access to computer data and information will be limited to the School's management and administrative staff only, unless otherwise authorized by the relevant parent/guardian. All such staff will receive pre-opening training on these matters, and a list of policies and procedures will be provided for staff-training purposes to ensure compliance with FERPA and retention laws.

Requests for student information will be referred to the Office Manager. The Office Manager will authorize and oversee the dissemination of information strictly in accordance with School policy and applicable law.

Where required by law, identifiable information from education records will be destroyed when no longer needed for the specific purpose for which it was disclosed, and the written agreement will specify the time period for destruction.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative

Please see **Attachment 15.**

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;

(b) The number of general education classrooms required each year;

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

(d) Space requirements for administrative functions, food services and physical education.

The School's facility search began by procuring the services of leading Southern Nevada real estate professionals.

Several months ago, the Board began working with one of the most experienced charter school realtors in Nevada. Michael D. Hiltz is a licensed broker and the owner of SGH Commercial Advisers, a large Henderson-based brokerage firm. Mr. Hiltz represents numerous charter schools, including Coral Academy of Science Las Vegas, Teach Public Schools and Nevada Strong Academy (who are also applicants in this same cycle), and more recently, Discovery Charter Schools.

The School has also engaged (to date, pro bono) the services of an SVMS parent, Zachary Broyles. Mr. Broyles is an AIA, Leed AP architect who co-owns his own architecture firm, IZ Design Studio. Mr. Broyles, an experienced architect in practice since 1993, has served as a director for the Nevada chapter of the US Green Building Council and taught multiple courses on LEED and Sustainable Design. In 2010, he joined his father's practice, RFBA, and established the Las Vegas office with the objective of continuing the family's legacy of service and design excellence. Among countless other

projects, his firm worked on the following educational facilities: (i) the Walla Walla Community College Clark Nursing Expansion; (ii) UBC Sunset Training Center; and (iii) Ombudsman Las Vegas center.

LVMCA has focused its facilities search in the center of Spring Valley, its targeted municipality. As described extensively in the Meeting the Need Section, Spring Valley is an area of significant and growing need for better educational offerings for traditionally disadvantaged communities.

During the first year of the charter contract term, LVMCA anticipates occupying a space that is between 12,000 and 18,000 square feet. One of its challenges is to find a facility which can nevertheless expand by year six to provide a significantly larger space.

(As you will see, the attached budget is conservative and assumes that the School will occupy a 17,000 square-foot space in year one—the aim being to overestimate and hopefully find facility savings. Note that even at full planned capacity, LVMCA would have 68 square feet per pupil in year one, and by year six, it would be at 36 square feet per pupil. Compare that with the State requirement of 35 square feet per Kindergarten pupil and 30 square feet per pupil in Grades 1-8. LVMCA is currently budgeting nearly double the minimum space, in part because of the uncertainty in what pandemic-related social distancing requirements may still apply.)

The School is open to inhabiting a two- and (at a maximum) three-story buildings, but would favor a single-story facility for increased safety.

The School is open to two- and (at a maximum) three-story buildings, but would favor a single-story facility for increased safety.

Given its "start-up" nature and the reality of its initial finances, the School began its real estate search by hunting for facilities to lease, with the plan being to procure private or public financing (the latter involving the issuance of tax-exempt bonds) in year three or four to purchase its facility. The School is budgeting facilities expenses in the neighborhood of what an average Nevada charter school would spend on its physical spaces each year, meaning between 14 and 21% of its revenue.

Despite looking for leasing opportunities, the Board discovered that one of its most promising leads is a facility available to purchase, not rent. That property is located at 2975 S. Rainbow Blvd., in the heart of Spring Valley. See **Attachment 16** for more information regarding this property, consisting of:

- The listing broker's marketing materials.
- A preliminary mock-up of the School space by Mr. Broyles. To be clear, that was and is only a very early draft. For example, LVMCA would not likely include the large "Performing Arts" space in its earliest years, for budgetary reasons. Moreover, that same space may be called upon for additional classrooms depending upon enrollment trends, a SPED- or ELL-dedicated classroom, etc.
- A letter of intent for this location (discussed below).

To facilitate a purchase instead of a lease, the School has engaged in preliminary talks with Red Hook Capital Partners, a California-based real estate investment and development firm which works with schools to create permanent homes. The SPCSA is presumably familiar with Red Hook by virtue of that firm having already provided real estate solutions to other SPCSA charters like Coral Academy of Science Las Vegas and Teach Public Schools.

In the days just before the filing of this Application, LVMCA submitted a non-binding Letter of Intent, or LOI, to the owner of 2975 S. Rainbow Blvd. space. As noted above, that is part of the relevant Attachment. As of the filing date, the Landlord has not responded.

Economically, the transaction would involve Red Hook purchasing the Rainbow property, reconfiguring it, and leasing the same to LVMCA. (That building was substantially renovated in 2018, so it is less in need of repairs than of being converted into a school; previously, it had medical and rehabilitation uses.) No terms have been finalized with Red Hook, but the Board's tentative understanding is that company would agree to a 25-year lease with two 5-year options, base rent at approximately 8.5% of project costs, 3% year-on-year rent increases, a triple-net approach to common area maintenance fees and taxes, and a purchase option.

To be clear, although the School is proud of having forged partnerships at such an early stage in its development, it is not locked into its relationship with Mr. Hiltz, Mr. Broyles, or Red Hook (nor, for that matter, with the Rainbow property). The parties have met and discussed their arrangements on numerous occasions, but these relationships are contingent on (i) SPCSA charter approval and (ii) the Board's continuing commitment to safeguard its taxpayer funding by finding the most affordable and efficient service providers possible. It has, for example, also discussed facility financing with:

- the Boys and Girls Club of Las Vegas (which has tentatively expressed a desire to start a capital campaign and build a large school facility for LVMCA, which would become available around the first charter contract renewal date);
- Opportunity 180; and
- Charter School Capital, a national school facility-solutions organization.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:

(a) Total project cost

(b) Financing and financing assumptions

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

As noted above, the School has no "lock" on the Rainbow property, nor would that be feasible prior to obtaining SPCSA approval. If the Board were to voluntarily or involuntarily decide not to pursue the Rainbow property, it will almost certainly revert to its original leasing plans. For that reason, it has continued to scout potential lease properties and ensure a "plan B" and "plan C." As noted in Subsection (1), Mr. Hiltz is working with the Board on continually scouting potential School locations.

Attachment 26 shows some of the Spring Valley rental facilities which the Board has considered and, in certain cases, already toured. It includes some locations not yet fully considered, but found in the course of the Board's recent (but routine) searches of the Loopnet website.

As described above, the Board considers its initial need to be a facility of between 12,000 and 18,000 square feet. It is mindful of its other needs, which include:

- ensuring proper zoning and permitting;
- choosing a space which would not require millions of dollars in expensive TIs;
- obtaining nearby available space for expansion; and
- selecting a location which affords a reasonable parking and queuing plan, so as not to trigger adjoining users' enmity.

Based on its research (e.g., on Loopnet) and its discussions with Mr. Hiltz and others, LVMCA expects to pay approximately between $0.85 and $1.25 per square foot for its facility.

In the Board's reasoned opinion, its facility search may be considerably easier as a result of the current coronavirus pandemic. Because Nevada has, statistically, the least diversified economy of the 50 states (relying heavily on tourism and gaming), the pandemic has had a massive adverse impact on the local economy. Real estate and legal professionals are forewarning of a sharp, imminent increase in foreclosures and distressed properties throughout the Las Vegas/Henderson Valley. The Board cautiously believes that by the time this Application is approved in December of 2020, the real estate market will be a renters' and buyer's market, in contrast to its seller- and landlord-friendly status quo in recent years.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

Please see the response to Subsection (1) above, including the cited Attachment.

The Board is committed to ensuring that its facility is fully and categorically compliant with all local, state, and federal mandates. It will work with its legal counsel and architect to ensure such compliance.

(4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Although no one on the Board is a "hard-core" facilities expert (akin to a broker, general contractor, architect, or real estate investor), collectively, by virtue of many Board members having small- and mid-level business experience, the Board is confident in its ability to (i) hire competent professional advisors and (ii) make sound business decisions.

Ms. Hules, in particular, has extensive real estate experience by virtue of having owned and operated private businesses for many years. Ms. Hules was charged by a former employer with the soup-to-nuts experience of building, developing, permitting, and opening a large surgical center project in western Las Vegas. Their Executive Director, Ms. Alcantara, also has directly-applicable experience, by virtue of having bought and developed SVMS' two-parcel facility in Spring Valley some years ago.

The Board has, moreover, already begun working with some of the most competent, well-known, and reputable real estate professionals in Las Vegas, as noted in Subsection (1) above. Like any good governing board, this one believes that it does not have to develop its own competencies in all respects, but in certain situations is better off hiring external advisors to add to and enhance its own existing knowledge base.

(5) Explain the organization's plan to maintain the independent facility.

As noted in the Human Resources Subsection of this Operations Section, the School's Facilities Manager, with support from the Office Manager, will have responsibility for ensuring the maintenance and upkeep of the facility. The School expects initial capital outlays to be large, but to be primarily the responsibility of LVMCA's facility purchaser (e.g., Red Hook) or landlord (in the form

of the landlord providing a TI fund at the time of leasing). Thereafter, maintenance and upkeep is expected to be relatively minor, given the recency of the TI work, but steadily growing over time.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as Attachment 16 to the final application.

Until the Board finalizes and "locks" in its facility, it would be premature—and arguably a poor use of its initially scarce funds—to hire a land-use consultant to engage the local municipality in permitting a given site.

Moreover, if Red Hook purchases the Rainbow property, it will assume responsibility for obtaining that permitting.

That said, the School has already discussed the permitting process with its architect, legal counsel, and broker. On legal counsel's advice, LVMCA is ready to engage one of several well-known permitting experts, such as Gregory Borgel, a land use consultant with several decades of experience in government relations and real estate regulatory matters. Mr. Borgel previously worked with the Clark County Planning Department and as its Zoning Administrator and head of the Zoning Division. He represents clients in residential, commercial, and non-profit/educational projects.

Here, too, the Board conservatively believes that the COVID-19 pandemic will lead to easier outcomes. The consensus among real estate professionals in Southern Nevada is that with the economy in dire straits, the ease of obtaining permitting and variances will only increase in the coming years.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

The Board will oversee the drafting and finalization of a comprehensive emergency management plan during the pre-opening months. (If the SPCSA wanted that sooner—e.g., as a condition of approval, we will simply move up that work.) The plan will cover, in detail, both sudden emergencies (e.g., earthquakes, floods, bomb threats, and criminal threats), as well as emergencies which are more fluid and time-consuming in the making (e.g., pandemics).

As that last example indicates, it will include a plan for short- and long-term distance learning options, which will be premised on the School achieving a 1:1 student-to-laptop ratio in the earliest years of LVMCA's existence. As stated in the "Board Governance" Subsection of this "Operations" Section above, one of the Board members—its Vice-President, Ms. Bilbray—was a member of CCSD's school-reopening working group over the past few months, so she will have increased involvement in designing LVMCA's pandemic-oriented plans.

The Board intends on using District and other charter school policies and procedures in devising its plan, although tailoring the same to its own facility and employee capacities.

Individual features of the emergency plan will include:

- situational awareness;
- staff/teacher responsibilities and authority;
- communications of threats;
- emergency contacts and protocols for reaching out to first responders;
- in-house medical resources and capacities (e.g., CPR certifications);
- early release vs. "soft" and "hard" lockdown protocols;
- evacuation procedures and staging areas;
- in-house fire suppression technology;
- elementary hostage-situation strategies;

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Please see **Attachment 17**.

5. Financial Plan

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the selection process and criteria for the selection of contractors.

In the first year of operations, the School's Office Manager will serve as the chief financial officer, overseeing payroll and benefits.

For payroll and benefits, LVMCA will use the services provided by Automatic Data Processing, Inc., commonly known as ADP. It is a ubiquitous American provider of human resources management software and services. ADP was selected because of the Executive Director's decade-plus experience working with them and the low-budget pricing in the services they offer. Please refer to **Attachment 23.**

The Office Manager will work with the Executive Director on all matters involving employee relations and HR responsibilities.

On financial and budgetary matters, the Executive Director, along with the Finance Committee, will provide the Board with monthly operational and financial reports, using (among other things) the Cougar Denali Accounting Software (see **Attachment 24**) and reports and dashboard print-outs from the School's third-party accounting vendor (if applicable). This reporting-and-feedback process should ensure that the School remains on budget, has adequate funding for school operations, and that taxpayer funds are utilized appropriately and strictly as approved by the Board. Complete monthly and yearly financial statements will be readily available in the Cougar Denali Accounting Software to the Board for inspection and will facilitate the statutorily required annual audit by an independent, licensed accountant selected by the Board each year.

The Board is cognizant of the significant value other SPCSA-charter schools have derived in contracting with third-party back-office providers such as CSMC, DMS, and others. The Board believes that contracting with a back-office vendor may be of value in the future (and as early as year two or three), but believes the costs would not justify the rewards in LVMCA's first year, when its planned enrollment would only be 250 children. Nevertheless, LVMCA's legal counsel has already flagged our coming existence to those vendors as future partners, in networking settings. When LVMCA's Board decides that pursuing such a provider is appropriate, it will, if required, publish an RFP under the applicable procurement laws, alert the most likely bidders, and consider the bids once the submission deadline arrives. It would check the bidders' references by contacting other charters which use their services and choose the one offering the "best" overall package, in terms of pricing, quality, and service offerings.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The total DSA rate in Clark County that will apply to LVMCA is $7,243, as provided in the Financial Plan Workbook.

State Special Education, Title IIA, and IDEA funding adds an additional $460.00 per pupil. After the deduction, actual per-pupil revenue is $6,408.44.

Note that at SPCSA's urging, we did not adjust the DSA rate assumptions herein to take into account:

- The coronavirus pandemic and its triggering of the just-convened Nevada Legislative Session. The Governor had previously flagged government-funding cuts of between 6 and 14%. The Board is aware of existing Nevada charters that approved 2020-21 school year budgets premised on cuts of 0, 6, 10, and 14%. The Board is optimistic that any COVID-19 related DSA cuts would not be in place by the time the 2021-22 school year commences—but it is already planning contingency scenarios which presume DSA cuts.
- The Governor's task force weighed how to build in larger sums tied to higher FRL, ELL, IEP, or other at-risk or disadvantaged populations. That has not been factored into the Board's DSA assumptions. However, given the Spring Valley demographics described in LVMCA's "Meeting the Need" Section above, these DSA changes would presumably contribute positively to our School's bottom line. LVMCA will have higher populations in those categories, so it would expect to see DSA increases from that task force's work. Nevertheless, it has not included any such "bump" in the attached Budget.)

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at $5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

LVMCA anticipates taking out a standard line-of-credit loan facility from its (likely) retail banker, JP Morgan Chase, in the amount of $50,000, to cover "Stub Year" commitments, but also to continue in subsequent years. LVMCA has not yet approached that bank for a firm commitment letter, given that it has not yet been SPCSA chartered. It plans on seeking that commitment within the first week of being chartered. (The Board would have no qualms about the SPCSA conditioning the charter on our procuring that commitment, if that were customary.)

Per the SPCSA's instruction, as of this Application date, the Board has not included, as a potential funding source, a CSP grant of the kind previously extended by the State of Nevada to newly-approved charters. We have not assumed that any such grants will be available, given the lapse of the program (which, according to our understanding, will occur on or around September 30, 2020). However, we are hopeful this program will be renewed, and we will closely monitor the situation this Fall, and be ready to apply immediately upon that program being restored to capacity.

The School has a third potential funding source. In this case, LVMCA does have a firm commitment to borrow $50,000. As evidenced by **Attachment 25**, upon the SPCSA approving the Board's Application, the School's Executive Director, Ms. Alcantara, has irrevocably committed to loaning the fledgling charter entity $50,000, with a rate of return below that which the School would qualify for in the commercial marketplace. (As you may know, the IRS seriously frowns on interest-free loans, so it is a best practice in the private lending world to include interest, even if simply a below-market rate, in loans between related or affiliated parties.) This loan is to aid in startup costs that will be incurred during the incubation stage, and would have a maturity date approximately midway through LVMCA's first academic semester, when DSA funds have been received. None of these

borrowed funds would be restricted, but instead would be used for any and all expenses during that period. To be clear, the Board would rather not have to borrow monies from its Executive Director, and it views this as a funding source of last resort. It is, however, firmly available.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Personnel

LVMCA wishes to provide the best overall benefits package and services as much as possible. The salary range for Grade Level Teachers is anticipated to be from $38,000.00 to 61,000.00, depending on education, experience, and Montessori certification. Assistant Teachers' salaries will range from $26,000.00 to $32,000. The salaries for the Executive Director and Chief Academic Officer are $75,000.00 to $ 95,000 and $55,000 to $60,000.00 respectively.

The salary of other employees will be in line with current salaries of employees with similar job descriptions in the surrounding Clark County School District schools and local charter schools. Future increases in salaries will be determined on an annual basis during staff reviews and the school's salary increases generally will be subject to approval by the Board.

Benefits

Healthcare benefits were derived from scaling the current benefits provided to SVMS employees, as well as comparisons of other charter school applicants' projections (from last year's 2019 summer application cycle).

FICA and State Insurance Taxes total 7.65%. This includes 6.20% for Social Security and 1.45% for Medicare. The state retirement rates were derived from the Nevada Public Employees' Retirement System website, which states that the employee and employer share equally in the contribution to the Public Employees' Retirement System, 14.50% each. [8]

The total of benefits during the first year is $159,682, which is 28% of staff salaries.

General Operating Expenses

General Operating Expenses include but are not limited to professional development of staff, recruitment, special education, psychology consultancy services, textbooks, library books, office and student supplies, as well as accounting services.

The total for the first year is $298,755.00, which equals $1,195.00 per pupil. Though the overall cost is estimated to increase to $496,121.00 during the 6th year, the per pupil cost is reduced to $1,044.00.

Furnishings, Fixtures, Equipment and Technology

The monthly lease rate for the School's projected copier is $670.00.

Each grade level will receive one desktop computer at an estimated cost of $500.00. Student laptops, computer equipment, and other education-related supplies are to be donated to Las Vegas Montessori Academy by UNLV, The Center for Academic Enrichment and Outreach. Please see **Attachment 1**. Technology support, internet, and telephone services have an annual cost of $16,200.00. Faculty and student furniture total $41,500.00.

[8] Nevada Public Employees' Retirement System. (2019). Retrieved from: https://www.nvpers.org/public/aboutus/

The total Furnishings, Fixtures, Equipment and Technology cost for the first year is $67,341.00.

Facilities

The projected size of the facility to be leased in year one is 17,000 square feet, at a starting rental rate of $14.00 per square feet per year. (The Board believes a smaller space would be more than satisfactory in terms of feasibility, as well as cheaper, but it conservatively predicts that it will have to lease more space than needed to be the master of its own growth pattern in years two, three, and beyond.)

Utilities are expected to be $3.00 per square feet per year and common area maintenance is $1.00 per square feet per year.

The total facilities cost is $306,000.00 during the first year and is expected to increase to $365,853.00 by the sixth.

Insurance

Insurance costs are derived from Balsiger Insurance and the total cost is $28,250.00 for the 1st year.

Recruitment and Marketing

LVMCA will allocate an annual total of $15,000.00 for student recruitment and marketing. This represents the cost of fliers, mailers, online campaigns, as well as website maintenance. Marketing strategies and efforts will be reviewed on an annual basis to determine their effectiveness and viability. Implementation of any changes will be made based on findings and enrollment. For example, if the School is oversubscribed as early as year two, it will likely scale back its marketing spending, devoting those resources to the classrooms or other compelling priorities.

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

LVMCA has endeavored to present a prudent, fiscally conservative budget for its first 6 years of operation. This includes a building of cash reserves, so if any shortfall were to arise in year five, for example, there would be a much stronger foundation for LVMCA to survive that period with less impact in the classroom.

As one example of the Board's conservatism, although it will seek donations from charitable donors and has, amongst its Board members, individuals like Ms. Bilbray whose professional and personal lives have involved *major* fundraising responsibilities and successes, LVMCA's budget does not assume any significant giving. LVMCA has projected just $15,000 in annual donations. While Ms. Bilbray and her Board colleagues believe corporate, parental, and private giving will be several multiples of that number:

- That is a nominal sum relative to its total budget. (Bear in mind that during last year's SPCSA charter application cycle, at least one applicant posited $100,000 or more in annual gift-giving).
- Moreover, for the avoidance of doubt, given its overall budgeting, LVMCA could receive no donations whatsoever—zero dollars—without the School suffering any meaningful effect

whatsoever on its budget. Existing Nevada charter schools routinely deal with month-to-month and year-to-year shortfalls or budgetary "surprises" far in excess of $15,000 with no significant effect on their operations. Air conditioning units break, for example, without their charter schools falling apart.

A more consequential problem would be if LVMCA were to fail to recruit the number of students anticipated, or if the State were to significantly reduce its per-pupil funding. Those would pose serious challenges—but ones the Board is prepared to meet.

The Board's response would obviously depend on the nature and severity of the shortcoming.

For example, if enrollment were the problem, the Board may shift resources from one area (e.g., P.E. sports equipment) to marketing/recruitment. It has, for example, already been in touch with one third-party vendor—Charter School Capital—which offers special "enrollment marketing" services. CSC has been offering such services for approximately three years now, and, unlike some of its PR counterparts, only charges fees (i) at the end of its marketing campaign and (ii) to the extent the campaign was actually successful in bringing in new students. LVMCA will be monitoring its recruitment levels in November, December, January, and February, and at the first sign of any enrollment concerns, will immediately engage CSC or a similar vendor. CSC has suggested that a February engagement is timely enough.

Regardless of the reasons for any budget shortfall—i.e., whether it was (e) or (f) above—the Board would immediately begin triaging its costs/expenses.

If the revenue losses were minor, LVMCA's budget cuts would most likely be surgical, affecting certain line items only. However, if the revenue losses were major, it would likely combine the surgical cuts with across-the-board reductions in virtually all line items.

Items targeted for more surgical cuts would include "lesser" priorities (relative to, for example, core priorities like teacher salaries, books, and facility rent) like:

- non-essential classroom supplies;
- supplies for non-"core" classes (e.g., physical education);
- field trips;
- culture-building events;
- teacher professional development; and
- extracurriculars and student clubs.

To be clear, LVMCA's aim would not be to eliminate those altogether, but simply to (i) surgically reduce those line-items, (ii) delay expenditures to a subsequent calendar quarter or fiscal year, and (iii) where possible (given the School's demographics), asking for parent contributions to make some of those items happen.

Logically, the overarching principle in any budget shortfall scenario would be "needs-must"—i.e., focus on the most important priorities, protecting those as much as possible, and reducing what remains.

As the CSC example above hints, LVMCA would also more aggressively pursue new, alternative revenue sources. For example, although the School will *routinely* (in good times, too) devote staff time and energies towards pursuing government, non-profit, and private grants, a budget shortfall would justify the Executive Director increasing staff time in pursuing lesser-known grant options

(e.g., the i3 Validation Project, the Broad Foundation, and the Barbara Bush Foundation for Family Literacy).

(g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:

- ***How the projected number of students in each applicable subgroup was determined***

Based on "Fast Facts" released by the Clark County District 2018-2019 (See **Attachment 29**). 11.8% of CCSD students qualified for Special Education Services. As noted above, the School anticipates having a slightly higher number, based on Spring Valley school reporting.

For Title 1A, the economic crisis brought by Covid-19 pandemic justifies the projected number of students that will qualify in this category.

- ***How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)***

On June 20,2019, U.S. Secretary of Education Betsy DeVos released the final non-regulatory guidance to remind school districts of the requirement that federal funds supplement, and do not supplant, state and local funds, under section 1118 of Title 1, Part A of the Elementary and Secondary education Act (ESEA). In order to comply with the new supplement-not-supplant requirement, LVMCA will consult the new guidance released by the Department of Education and provide purchasing guidelines to what are Allowable and Unallowable Title 1 Purchases. A Guidance of Allowable and Unallowable Title 1 Purchases is in **Attachment 27**.

- ***How the school will adapt if the student population is different from the projection and/or if the per-pupil allocation is different than anticipated.***

If the student population is different from the projections and/or the per-pupil allocation is different than anticipated, adjustments in the budget proposal will be recommended by the Executive Director and communicated to (and voted upon by) the Board Members, to consider how the School can better allocate the available funds and still effectively serve the families of the community. The Executive Director will proactively communicate with the parents, different organizations and businesses in the community to solicit extra funding for the school. For more information, see the preceding Subsections of this "Financial Plan" Section.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

See **Attachment 19**.

(4) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

Financial controls play an important role in ensuring the accuracy of reporting, eliminating fraud, and protecting the organization's resources, both physical and intangible. These internal control procedures reduce process variation, leading to more predictable outcomes.

The following guidelines will be implemented by LVMCA to ensure the accuracy of our books.

- Placing certain qualifications, limits, spending limits and other restrictions on the spending power of authorized personnel, and other appropriate checks and balances between the Board and its Executive Director.
- Employing only certified, qualified financial staff.
- Establishing an efficient, direct chain of communication among the Executive Director, Office Manager, and CFO.
- Periodic training sessions and information sessions regarding accounting, auditing and reporting procedures and requirements that apply to public schools operating in Nevada, for the Executive Director, Office Manager, and CFO.
- Tasking legal counsel, ADP, and other third parties with responsibility for updating the School on changing laws and evolving business environments. LVMCA's CFO, Executive Director and Office Manager will periodically attend training and information sessions about finance laws, regulations, and best practices.
- Periodic, thorough financial analysis and evaluation of financial ratios and statements wherever fluctuations are significant
- Delegation of financial duties in charter fund raising and/or activities that involve finance.
- Periodic (e.g., monthly and quarterly) reconciliation of bank statements to the general ledger, in addition to annual reporting, for more regular and efficient financial controls.
- Establishing a periodic review policy with all existing School vendors.
- Support files and backups for all financial data in a separately-secured database, with access only permitted to the Executive Director, Office Manager, and CFO.
- Automatic/subscription payments to be monitored and requiring proper authorization in order to control extravagant business expenditure
- Maintaining a vendor database with detailed purchase records with restricted access in order to monitor cash outflow efficiently
- Periodic reconciliation of bank statements to the general ledger
- Clear and precise expense reimbursement policy to be maintained, including detailed expense reports and receipt verifications in order to curb extravagant business expenses and employee fraud.

With the help of Denali Accounting Software, reporting of finances to the Board and stakeholders will be accurate, prompt, and complete. Denali is programmed to be a complete accounting solution which scales to the specific, tailored needs of LVMCA, while maintaining an unbreakable audit trail. For non-profit organizations like LVMCA, the platform has a Denali Fund app that makes the management of both restricted and unrestricted fund accounts easier, aside from ensuring that all transactions are fraud-free.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

The Board appreciates this reminder. The budget does not operate at a loss in any fiscal year.

Charter School Application

July 15, 2020

ATTACHMENTS

Attachment	Description
1	Letters of Community Support/Partnership
2	N/A
3	Annual Academic Schedule
4	Board Member Template
5	Board Member Information Sheet
6	Procedures for identifying and addressing conflicts of interest
7	Leadership Job Description
8	Leadership Team Resumes
9	Previous student achievement data for the individual primarily responsible for academic programming
10	Competencies Used for School Leader Selection and Evaluation
11 & 12	Teacher Evaluation Tool
13	Leadership Evaluation Tool
14	Evidence of Demand from Students and Parents
15	Incubation Year Planning Table
16	Facility Proof of Commitment
17	Insurance Coverage
18	Budget Narrative
19	Financial Plan Workbook
20	Montessori Curriculum Alignment to Common Core Standards
21	Montessori Management Software
22	Board Governance Trainings
23	ADP Payroll
24	Denali Accounting Software
25	Contingent Loan Agreement
26	[Intentionally omitted]
27	Guide to Allowable and Unallowable Title 1 Purchases
28	Spreadsheet of 26 CCSD Schools

ATTACHMENT 1

ATTACHMENT 1

UNLV

The Center
CENTER FOR ACADEMIC ENRICHMENT & OUTREACH

University of Nevada, Las Vegas
4505 S. Maryland Pkwy.
Box 452006
Las Vegas, Nevada 89154-2006
(702) 895-4777 • Fax (702) 774-4333
http://caeo.unlv.edu/

ACADEMIC ENRICHMENT

ADULT EDUCATIONAL SERVICES

EDUCATIONAL OPPORTUNITY CENTER

EDUCATIONAL TALENT SEARCH

FAMILY SUPPORT SERVICES

MCNAIR SCHOLARS INSTITUTE

MENTORING PROGRAM

NSF LSAMP
National Science Foundation
Louis Stokes Alliances for Minority Participation

PARENTS EDUCATIONAL SERVICES

RESEARCH & COMPLIANCE

STUDENT SUPPORT SERVICES

STUDENT SUPPORT SERVICES STEM & HEALTH SCIENCE

TITLE III AANAPISI
Asian American and Native American Pacific Islander Serving Institutions

TITLE III AANAPISI STEM
Asian American and Native American Pacific Islander Serving Institutions

TRIO TRAINING INSTITUTE

TUTORING SERVICES

UNLV PARTNERSHIP GEAR UP
Gaining Early Awareness and Readiness for Undergraduate Programs

UPWARD BOUND

UPWARD BOUND MATH & SCIENCE CENTER

GEAR UP
HIGH EXPECTATIONS FOR YOUTH

TRIO

AANAPISI

July 7, 2020

Dear Nevada Public School Charter Authority,

As the Deputy Executive Director of the UNLV Center for Academic Enrichment and Outreach (The Center), I fully endorse the application of the Las Vegas Montessori Charter School Academy to serve grades K-8 in Southwest Las Vegas - Spring Valley.

The Center for Academic Enrichment and Outreach houses a set of federally-funded college opportunity programs designed to motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. The Center serves eligible participants who are low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate degrees. Specific services provided here include academic and personal counseling, exposure to academic programs and cultural events, tutoring, after school instruction, preparation for college-entrance exams, mentoring, career exploration, leadership development, college tours, financial assistance, undergraduate and graduate admissions, and many others.

The Center partners with the Clark County School District's (CCSD) administration, CCSD middle and high schools, various community organizations, and post-secondary institutions to create an education pipeline that supports students in their pursuit of a college degree.

It is my firm belief that the Las Vegas Montessori Charter Academy (the Academy) will provide valuable contributions to the local educational system by exercising a student-centered approach that emphasizes both individual and group learning. By widely applying the Montessori Method, the Academy will promote a highly successful way for students to learn and persist in education. Furthermore, the Academy will serve students that are first-generation and/or qualify for the Free and Reduced Lunch program. In support of these endeavors, The Center is willing to donate computer equipment, laptops, and other education-related supplies.

Please contact me at (702) 774-4123 if I can provide any additional information in support of this application.

Sincerely,

Keith Rogers, DBA, PMP
Deputy Executive Director

East Valley Family Services

Memorandum of Understanding

Between

East Valley Family Services

and

Las Vegas Montessori Charter School

The purpose of this Memorandum of Understanding (MOU) is to clarify agreements between East Valley Family Services located at 1830 E. Sahara Ave., Suite 103, Las Vegas, NV 89104 and Las Vegas Montessori Charter School 6491 Edna Avenue, Las Vegas 89117.

The agreement between East Valley Family Services (EVFS) and Las Vegas Montessori Charter School is to provide support and services to all ages in return EVFS will provide community resources/services to families in need. EVFS and Las Vegas Montessori Charter School will increase client referrals through their partnership and introduce each organization's clientele, employees, and other community partners to one another.

EVFS is the Family Resource Center for the East, Central, and South Rural Clark County areas -zip codes:

89032, 89108, 89109, 89110, 89119, 89120, 89121, 89142, 89101, 89102, 89104, 89106, 89107, 89169, 89028, 89029, 89039, 89046, 89026, 89019.

Family Resource Centers provide case management, information, referrals for individuals and families in need of assistance in accessing services and programs that will strengthen and support the family. Most services are zip code bound, referrals from partnering agencies are exempt.

East Valley Family Services will provide the following services:

- Conduct an initial needs assessment and develop an individual self-sufficiency plan for each client. Family Resource Center, Senior and Disability Resource Center, and Family Preservation Program services are available free or low-cost*. Services include, but not limited to:

- Emergency food assistance
- Education classes
- Employment services & resources
- Assistance with identification needs (Birth certificates) *fees apply
- Assistance with applying for Nevada State Welfare benefits
    - SNAP (formerly known as Food Stamps)
    - TANF (Temporary Assistance for Needy Families)
    - Medical
- Assistance with applying for utility assistance (EAP & Project Reach)

- Participate their events and support their programs
- Refer clients, when needed or upon request, to treatment services or other needed social services.
- Family Support Specialists will provide partnering agency with referral outcomes. A signed Release of Information is required.
- Include partnering agency on EVFS website as a Community Partner
- Refer clients to their agency for potential employment

Las Vegas Montessori Charter School will provide the following services:

Please list services your agency can provide add services you will provide

- Refer clients to EVFS for services
- Referred clients from EVFS will receive priority and follow-up will be done with School Director
- Provide education about Las Vegas Montessori Charter School to our staff and clients
- Participate with drives such as canned food, toys, hygiene products etc.
- Volunteer at EVFS events and programs
- Serve as a vendor for East Valley Family Services events
- Provide a space for EVFS to host a minimum of 1 Ride with Pride Child Passenger Safety Event

Both parties agree to the responsibilities and procedures stated above. This agreement will be in effect August 1, 2019 and remain in effect until either party decides to terminate this MOU. Any changes to this MOU will be made with approval of both parties. In the event of termination of this MOU, each party should give or be given a 30-day notice.

_____ _____

East Valley Family Services
Ann Taylor
702-369-7098
Executive Director

Date

_____ _____

Las Vegas Montessori Charter School
Susan Alcantara
Phone: 702-362-9739
Title: Director

Date

Memorandum of Understanding

This document constitutes a Memorandum of Understanding (MOU) between ***Bridge Counseling Associates*** (BCA) and ***Las Vegas Montessori Charter School.***

Abstract

Bridge Counseling Associates is a nonprofit, Certified Community Behavioral Health Clinic (CCBHC), which provides services in substance abuse counseling and mental health therapy. Our licensed clinicians are experienced in treating trauma, sexual abuse, and issues relating to domestic violence as well.

Las Vegas Montessori Charter School will be offering a nurturing educational program that will ensure an individualized academic environment. Both agencies serve vulnerable client populations which overlap in characteristics and in need.

Partner Agency Roles, Responsibilities, and Resources.

Participating agencies' roles and responsibilities relate to these projects/programs: Certified Community Behavioral Health Clinic (CCBHC).

Bridge Counseling Associates

BCA's role, responsibilities, and resources committed to this project include (but are not limited to):

Bridge Counseling Associates' Role: BCA will provide scheduled appointment times with qualified mental health and/or substance abuse therapists.

Bridge Counseling Associates' Responsibilities: BCA will offer substance abuse education and prevention and professional therapy from therapists who are also trained, experienced, or properly supervised in trauma, PTSD, sexual abuse, and domestic violence. BCA will also provide other services covered by the CCBHC as clients' needs arise.

Bridge Counseling Associates' List of Resources Committed to this Project: Professional staff time and clinical payment via CCBHC, grant, Medicaid, or other resource, meeting space, supplies, etc.

Las Vegas Montessori Charter School

Las Vegas Montessori Charter School's role, responsibilities, and resources committed to this project include (but are not limited to):

Las Vegas Montessori Charter School Role: Las Vegas Montessori Charter School may identify prospective students/families in need of prevention services or long-term services to include mental health/substance abuse treatment and/or trauma, sexual abuse, and domestic violence and assist in obtaining the collection of accurate identification, data, and funding sources (e.g. grant compliance, Medicaid information).

Las Vegas Montessori Charter School Responsibilities: Las Vegas Montessori Charter School may assist in referring prospective clients for treatment. Las Vegas Montessori Charter School may assist in registering prospective clients for treatment and ensuring that clients keep scheduled appointments with clinician.

Las Vegas Montessori Charter School Resources List of Resources Committed to this Project: Las Vegas Montessori Charter School may identify qualified contacts and/or case managers to communicate with staff and represent Las Vegas Montessori Charter School decisions.

Planning and Development Team

The planning and development team will oversee all phases of this project's operation. Members of the team include:

1) Bridge Counseling Associates: Merlelynn Harris, M.S., MFT or Tabitha Johnson, M.A., MFT.

2) Las Vegas Montessori Charter School: Susan Alcantara

This planning and development team will meet or communicate as needed to coordinate each agency's efforts to effectively serve our shared target population.

The agency partners to the MOU (Bridge Counseling Associates and Las Vegas Montessori Charter School) agree to provide the services and resources as detailed within this MOU and agree to coordinate the project activities. MOU partners agree to abide by federal and state guidelines regarding our joint activities.

We hereby agree to abide by the terms and conditions contained in this Memorandum of Understanding commencing July 11, 2019 and continuing for a period of one year. One-year renewals of this agreement can be made automatically, as long as both parties agree to continue the agreement. Either party may cancel this MOU at any time, but each client being served must be properly scheduled for new or ongoing treatment aside with no collaborative arrangement.

Bridge Counseling Associates:

Signature

David Rebeck President/CEO

Print Name and Title

Las Vegas Montessori Charter School:

Signature

Print Name and Title

Bridge Counseling

Memorandum of Understanding

This document constitutes a Memorandum of Understanding (MOU) between ***Bridge Counseling Associates*** (BCA) and ***Las Vegas Montessori Charter School***.

Abstract

Bridge Counseling Associates is a nonprofit, Certified Community Behavioral Health Clinic (CCBHC), which provides services in substance abuse counseling and mental health therapy. Our licensed clinicians are experienced in treating trauma, sexual abuse, and issues relating to domestic violence as well.

Las Vegas Montessori Charter School will be offering a nurturing educational program that will ensure an individualized academic environment. Both agencies serve vulnerable client populations which overlap in characteristics and in need.

Partner Agency Roles, Responsibilities, and Resources

Participating agencies' roles and responsibilities relate to these projects/programs: Certified Community Behavioral Health Clinic (CCBHC).

Bridge Counseling Associates

BCA's role, responsibilities, and resources committed to this project include (but are not limited to):

Bridge Counseling Associates' Role: BCA will provide scheduled appointment times with qualified mental health and/or substance abuse therapists.

Bridge Counseling Associates' Responsibilities: BCA will offer substance abuse education and prevention and professional therapy from therapists who are also trained, experienced, or properly supervised in trauma, PTSD, sexual abuse, and domestic violence. BCA will also provide other services covered by the CCBHC as clients' needs arise.

Bridge Counseling Associates' List of Resources Committed to this Project: Professional staff time and clinical payment via CCBHC, grant, Medicaid, or other resource, meeting space, supplies, etc.

Las Vegas Montessori Charter School

Las Vegas Montessori Charter School's role, responsibilities, and resources committed to this project include (but are not limited to):

Las Vegas Montessori Charter School Role: Las Vegas Montessori Charter School may identify prospective students/families in need of prevention services or long-term services to include mental health/substance abuse treatment and/or trauma, sexual abuse, and domestic violence and assist in obtaining the collection of accurate identification, data, and funding sources (e.g. grant compliance, Medicaid information).

Las Vegas Montessori Charter School Responsibilities: Las Vegas Montessori Charter School may assist in referring prospective clients for treatment. Las Vegas Montessori Charter School may assist in registering prospective clients for treatment and ensuring that clients keep scheduled appointments with clinician.

Las Vegas Montessori Charter School Resources List of Resources Committed to this Project: Las Vegas Montessori Charter School may identify qualified contacts and/or case managers to communicate with staff and represent Las Vegas Montessori Charter School decisions.

Planning and Development Team

The planning and development team will oversee all phases of this project's operation. Members of the team include:

1) Bridge Counseling Associates: Merlelynn Harris, M.S., MFT or Tabitha Johnson, M.A., MFT.

2) Las Vegas Montessori Charter School: Susan Alcantara

This planning and development team will meet or communicate as needed to coordinate each agency's efforts to effectively serve our shared target population.

The agency partners to the MOU (Bridge Counseling Associates and Las Vegas Montessori Charter School) agree to provide the services and resources as detailed within this MOU and agree to coordinate the project activities. MOU partners agree to abide by federal and state guidelines regarding our joint activities.

We hereby agree to abide by the terms and conditions contained in this Memorandum of Understanding commencing July 11, 2019 and continuing for a period of one year. One-year renewals of this agreement can be made automatically, as long as both parties agree to continue the agreement. Either party may cancel this MOU at any time, but each client being served must be properly scheduled for new or ongoing treatment aside with no collaborative arrangement.

Bridge Counseling Associates:

Signature

David Roberk, President/CEO

Print Name and Title

Las Vegas Montessori Charter School:

Signature

Jesusa Alcantara, Director LVMCS

Print Name and Title

Howard & Howard

law for business·

Ann Arbor | Chicago | Detroit | Las Vegas | Los Angeles | Peoria

direct dial: 702.667.4842

Mark J. Gardberg
Attorney

email: mg@h2law.com

July 12, 2019

Nevada State Public Charter School Authority ("*SPCSA*")
Attention: Mark Modrcin
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

re: Letter of Support for Las Vegas Montessori Charter School ("*LVMCS*")

Dear Mark:

As you know, Howard & Howard and I are extremely proud to represent over half a dozen charter schools in the State of Nevada, virtually all of whom are among the State's top performing schools. It is an enriching practice area, in no small part due to the opportunity to cooperatively work with you and the SPCSA's Executive Director, Board, legal counsel, Mr. Herrick, and extended team.

The purpose of this letter is to lend my full support to a charter school application being submitted by LVMCS under the direction of its projected Executive Director, Susan Alcantara. ***I am fortunate to be able to recommend LVMCS both as its legal counsel and as the grateful parent of an alumnus of LMVCS's predecessor school***, Spring Valley Montessori School ("*SVMS*").

I have known Ms. Alcantara and her leadership team for nearly a decade, meaning since my child, Zoey, began attending SVMS in 2010. All three of her, Jedd Alcantara, and Jessica Alcantara taught my daughter during Zoey's many years as an SVMS pre-Kindergartener and elementary school student. ***My daughter's academic progress at SVMS was nothing less than phenomenal***. By the time she transitioned from SVMS to a CCSD school, she was at a Math and English level ***years ahead*** of her peers. If I recall correctly, it was on her 3rd or 4th grade SBACs where Zoey tested at an 11th-grade reading level. Two years into Zoey's CCSD middle schooling (at a challenging, I.B.-accredited magnet school), she has a perfect 4.0 GPA. In my, my wife's, and Zoey's opinion, it was SVMS that cemented (i) her great love of reading and learning and (ii) her capacity to academically thrive in the years to come.

As the SPCSA shifts its focus to putting new charters in disadvantaged neighborhoods, it is not just important that you charter LVMCS so Ms. Alcantara can bring that same educational experience to a wider audience—it is a moral imperative. There are hundreds (or more likely thousands) of Spring Valley children who cannot afford private schooling, but who would benefit immeasurably from a Ms. Alcantara-led Montessori education. I would implore you to open that door so Ms. Alcantara and her Board may make that a reality.

On a personal level, I can frankly say the members of the LVMCS leadership team are among the kindest and most warm-hearted, caring people in the Las Vegas Valley. Each student

who crosses the school's threshold is given the same care and attention as if they were a family member. Through a combination of parent-participation activities (e.g., I spoke on the U.N. and legal careers), holiday events (e.g., trick-or-treating), weekend, after-school, and summer musical shows and parties, and so forth, the culture at the school is outstanding. We made friends who continue to be in our lives years after our children stopped attending SVMS.

On a more professional level, I began providing legal services to SVMS and Ms. Alcantara approximately eight years ago. From my vantage point, she and her lieutenants have run that school prudently, professionally, and financially soundly (notwithstanding the significant toll the great recession and aborted ESA program took on private schools generally and SVMS specifically). In light of the Board Ms. Alcantara has recruited for LVMCS, that success will undoubtedly continue. Between the leadership team and its exceptionally-qualified, diverse Board, I perceive ***every core competency*** (from education and curriculum-planning to budgeting, finance, human resources, board governance, real estate leasing, financing, and so forth) to be covered by one or more dedicated, talented individuals.

Looking ahead, LVMCS's Board has tentatively engaged me to represent the school upon its application approval. This engagement gives the SPCSA the comfort of knowing that LVMCS will (i) follow good governance practices and (ii) understand and comply with (among other things) its Charter and Bylaws, NRS Chapter 388A and its regulations, the Open Meeting and Public Records Acts, local government public procurement rules, and so forth.

If you have any questions or comments about this letter or LVMCS generally, please do not hesitate to contact me. Thank you so much for your time and attention.

Sincerely,

Mark J. Gardberg

Noah Benjamin Kohn, M.D., F.A.A.P.

[redacted]

July 13, 2019

Susan Alcantara
Leader of the Founding Group
Las Vegas Montessori Charter School
6940 Edna Avenue
Las Vegas, NV 89117

Dear Ms. Alcantara:

Thank you for your recent enquiry as to my serving as a consultant on school health for the Las Vegas Montessori Charter School. I am honored by your request and would be happy to assist you and the school in any way I can.

Please note that given the non-profit nature of the Las Vegas Montessori Charter School, I intend to offer my services to the school on a pro bono basis.

I have attached my CV, but to ensure there is no uncertainty, allow me to verify for you that I am current in my Maintenance of Certification (more commonly referred to as "Board Certified") by the American Board of Pediatrics in General Pediatrics and I am licensed to practice medicine by the Nevada Board of Medical Examiners.

Please let me know if there is anything else by way of documentation you may need at this time. I look forward to working with you as you build the Las Vegas Montessori School and beyond.

Sincerely,

attachments: CV, Noah Benjamin Kohn, MD, FAAP

Noah Benjamin Kohn, M.D., F.A.A.P.

[redacted]

Clinical and Academic Experience

Benefis Hospital — Great Falls, MT
Pediatric Hospitalist — September 2017 - current
Chair, Department of Pediatrics

Touro University Nevada College of Osteopathic Medicine — Henderson, NV
Assistant Dean for Clinical Faculty — August 2014 – September 2017
Assistant Professor of Pediatrics
Pediatric Clerkship Director – Pediatric Clinical Track Director
Chair, Clinical Student at Risk Committee

First Person Care Clinic — Las Vegas, NV
Chief Medical Officer — April 2013 – September 2013

Good Night Pediatrics — Henderson, NV
Pediatrician — January 2010 – September 2017

Children's Free Clinic of Southern Nevada/Clinics In Schools — Las Vegas, NV
Vice President/Medical Director — July 2009 – December 2014
Clinical Instructor, UNLV School of Nursing – Nurse Practitioner Program

Clinics In Schools/Community Outreach Medical Center — North Las Vegas, NV
Pediatric Medical Director — February 2008 – June 2009

Rainbow Mountain Pediatrics — Las Vegas, NV
Pediatrician/Owner — March 2004 - February 2008

Fremont Children's Clinic — Las Vegas, NV
Pediatric Hospitalist — August 2003 - March 2004

Emergency Medicine Associates — Reston, VA
Pediatric Hospitalist — February 2002 - July 2003

Children's Medical Associates of Northern Virginia — Alexandria, VA
Pediatrician — July 1998 - January 2002
Clinical Instructor, University of Virginia School of Medicine

Education and Post-Graduate Training

Harvard Macy Institute — Boston, MA
Program for Educators in Health Professions — January – May 2017

Inova Fairfax Hospital for Children/University of Virginia — Falls Church, VA
Pediatric Resident — July 1996 - June 1998

University of Maryland Medical Center — Baltimore, MD
Pediatric Intern — July 1995 - June 1996

Georgetown University School of Medicine — Washington, DC
Doctor of Medicine — May 1995

Vassar College — Poughkeepsie, NY
Bachelor of Arts in Biochemistry — May 1991

Publications & Presentations

Kohn, NB. It's 2:00 a.m. and Something isn't Right: Identifying and Treating Our Most Vulnerable Patients: a Clinical Case Workshop on Sepsis and Inborn Errors of Metabolism. Northcentral Montana Hospital Alliance: 2019 Annual Meeting.

Kohn, NB and Dougherty, JJ. Introduction of Specialty-Based, Clinical Tracks in a Third Year Medical School Curriculum: a Pilot Project. Harvard Macy Institute: Medical Educators Poster Session, May 2017

Kohn, NB. Pediatric Update: a Review of Current Clinical Practice Guidelines for Common Respiratory Illnesses in Children. Nevada Osteopathic Medical Association: 2017 Annual Meeting. May 2017

Kohn, NB: Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. (Review). COMSEP Journal Club. March 2017

Kohn, NB: Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. (Review). COMSEP Journal Club. July 2016.

Community Service

American Medical Association — Chicago, IL
House of Delegates, Alternate Delegate — June 2016 – August 2017
Reference Committee on Medical Education — June 2017

Nevada State Medical Association — Las Vegas, NV
Executive Council, Member — June 2016 – August 2017

Clark County Medical Society — Las Vegas, NV
Board of Trustees, Trustee — June 2016 – August 2017
Membership Committee, Co-Chair — June 2016 – August 2017
Membership Committee, Member — June 2015 – August 2017

State of Nevada Maternal & Child Health Advisory Board — Las Vegas, NV
Physician Member — June 2015 – current

Nevada Children's Center — Las Vegas, NV
Medical Director, Volunteer — June 2014 – January 2015

Children's Advocacy Alliance — Las Vegas, NV
Community Advisory Board Member — March 2013 – April 2016

Win-Win Entertainment — Las Vegas, NV
Community Advisory Board Member — January 2012 – December 2016

United Way of Southern Nevada — Las Vegas, NV
Campaign Cabinet — March 2010 – June 2011

Nevada State Democratic Party — Las Vegas, NV
State Central Committee Executive Board — March 2010 – April 2012
Elected Board Member

State of Nevada Advisory Council on Fitness and Wellness — Las Vegas, NV
Ex-Officio Member (non-voting) — March 2009 – June 2015
Physician Member — April 2006 – March 2009

Olive Crest Homes and Services for Abused Children — Las Vegas, NV
Board of Directors, Board Member — September 2003 – August 2006

Professional Certification and Membership

- Montana Board of Medical Examiners, License #58931
- Nevada Board of Medical Examiners, License #10452
- Virginia Board of Medical Examiners, License #010105799 (expired)
- Nevada Board of Pharmacy and DEA (numbers available upon request)
- Maintenance of Certification, American Board of Pediatrics, #613789
- Fellow of the American Academy of Pediatrics, #176897
- Member of the American Medical Association, #01002951432
- Member of the Clark County (NV) Medical Society
- Member of the Nevada State Medical Association
- Member of the Cascade County (MT) Medical Society
- Member of the Montana Medical Association

Awards and Recognitions

- *Winged Heart Award* finalist, Clark County Medical Society
- *Silver Syringe Award* (twice), Southern Nevada Immunization Coalition
- *Community Spirit Award,* United Way of Southern Nevada
- *Passion Award* nominee (one of seven, worldwide), Frederique Constant Watches
- *Healthcare Headliners,* In Business Las Vegas
- *Partnership Award,* Clark County (NV) Head Start

Personal

- Date of Birth: July 4, 1968
- Place of Birth: Cambridge, MA
- Spouse: Erin Bilbray
- Children: Caroline (17) and Daisy (14)

To: Nevada State Public School Charter Authority ("SPCSA")

Letter of Support for
Las Vegas Montessori Charter School ("LVMCS")

Dear Sir or Madam:

The purpose of this letter is to lend support to an application being submitted by Susan Alcantara for a new charter school. I would like to recommend LVMCS as a parent of an alumnus of LMVCS's predecessor school, Spring Valley Montessori School. I have known Ms. Susan and her leadership team, Mr. Jedd and Ms. Jessica, since our two children began attending SVMS in 2010. My children were fortunate to have been taught by all three. The confidence and encouragement they received from Ms. Susan and her staff cannot be mentioned enough. The love of and excitement for learning has remained with them.

Their academic progress at SVMS was simply fantastic. Once they transitioned from SVMS, my children were incredibly advanced in their academics, especially in math. I am convinced that their early education at SVMS is why they are still ahead in academics (straight A's and advanced in mathematics and science).

Besides the incredible level of academics, SVMS was very family-oriented. My kids still maintain close friendships with many of their peers at SVMS. Ms. Susan and her staff were some of the kindest and most caring people we have ever met. They treated each student with the same love, respect and attention. They also went out of their way to celebrate each student's achievements, culture and unique talents. SVMS held many family participation activities, holiday events, shows and parties. They were able to achieve a wonderful and inviting family-oriented culture. As a matter of fact, a number of those families are still our close friends.

I do hope you will open the way for hundreds of other students in Spring Valley to experience the same educational level. There are many families who would love to send their children to private schools but cannot afford the tuitions, even in Spring Valley. Please consider making that a possibility.

Thank you for you time and consideration.

Sincerely,
Susan Hughes

July 12, 2020

Nevada Public Charter School Authority
2080 East Flamingo Rd, Suite 230
Las Vegas, NV 89119

To Whom It May Concern,

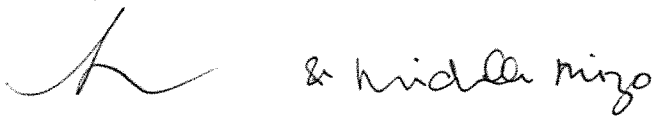
We are writing to show our support for the Las Vegas Montessori Charter Academy as they are applying to open a public charter school to serve the Spring Valley area. We are proud parents of two little ones, [redacted] who is 3.5 years old and [redacted] who is 8 months old; and they've attended Spring Valley Montessori since they were 3 months old.

Through our experience with Ms. Susan (Owner/Operator) and their incredible staff, my wife and I were able to witness firsthand the level of care and attention the entire team provides to their students. They offer a very structured educational approach for every grade level which allowed us to track [redacted] progress from toddler class to pre-kindergarten, but more importantly they provide an environment designed to cultivate the love of learning, which is evident when I see [redacted] and his classmates highly engaged every day at school.

As a resident in the Spring Valley area, I am familiar with some of the struggles that my friends experience as parents who send their children to public schools in the area. The biggest challenge they face is usually catered around the quality of their children's education as classroom sizes are becoming larger, making it more difficult for teachers to properly execute their curriculum while also providing enough time to support their students. When Ms. Susan notified us that they were looking to start a charter school in the area, we were instantly supportive as this would provide a great service to the community and it would also provide an opportunity for children to receive a quality education.

Lastly, as parents who were fortunate enough to receive a quality education growing up; my wife and I believe that great schools along with fantastic teachers is what creates the type of culture needed in a child's development, both academically as well as their soft skillsets (ie. self-confidence, creative/critical thinking, and interpersonal skills). Ms. Susan, her teachers, and staff has demonstrated to us along with countless other families their unwavering commitment to providing students with this type of learning and educational culture that has proven to be very successful. We hope that they can continue to share this through the Las Vegas Montessori Charter Academy.

Sincerely,



Tony Wu & Michelle Mizo

To whom it may concern,

Our kids have been going to Spring Valley Montessori for many years. [redacted] who is now 8 years old started when he 2 1/2 yrs. old and our daughter [redacted] who is now 5 started when she was only an infant at 10 weeks old!

Spring Valley Montessori was not only a place of learning and development but has come to be our kids' second home.

We have the utmost confidence in the Montessori way of teaching and working hand-in-hand with the very proficient teachers of the school, have seen our kids flourish and excel, not only in academics but also in practical living, throughout their formative years.

Thank you Spring Valley Montessori for being our partner in shaping our children's future."

- Ron and Cathy Legaspi

July 11, 2019

To Whom it May Concern,

I started my daughter with Spring Valley Montessori School back in 2012. I didn't know it at the time, but everything I had hoped to find in a school but never thought I actually would, exists within this school.

I have felt the greatest relief for the last 7 years knowing that my daughter is safe, having fun, learning, interacting and gaining confidence. With the guidance of many teachers and assistants, she developed from a nurtured baby to a curious toddler who was always shown new things, to an inquisitive little girl who is still growing and has such a passion for knowledge. Although the school never made my daughter feel pressured into trying harder or made her feel she had to be better, she has advanced academically beyond her age and is so proud of her accomplishments. And yes, she does put forth the efforts required to leap ahead, but I believe her passion for learning and desire to grow directly stem from the amazing staff at Spring Valley Montessori. Every teacher, assistant and staff member has made an impact on my daughter in only positive ways. I can see she has always been well cared for because she is such a caring little girl.

Spring Valley Montessori is without a doubt my rock here in Las Vegas. The kids, parents and teachers have all become an extended family. My daughter has made friends for life- as have I. One of my favorite moments this year, was when we went back to Kansas to visit family- they were already out of school, but my daughter had 3 more weeks left. Her cousins felt devastated for her to still have to go to school before the summer began. However, my daughter looked at them puzzled, because she doesn't know the feeling of not wanting to go to school and learn and grow. For her, she wakes up every morning for school, ready to go and see what the day brings. That is what I never thought I'd never find in a school, but I have, at Spring Valley Montessori.

Sincerely,

Tamara Angeles

07/10/2019

To Whom It May Concern:

My Daughter, who is 5 years old now has been attending Spring Valley Montessori School since she was in the infant room. My daughter is now in the Kindergarten program with Ms. Brenda and I cannot believe how much she has learned. She is able to keep up with her aunt's, ages 6 and 7 on a maturity level as well as educational.

The school Director, Mrs. Susan really cares about the children. Her, along with Mrs. Jessica have made us feel like we are a part of their family. My daughter gets upset on weekends because she isn't able to come into school. She loves the environment. It is positive and comforting for her. This school has been amazing since we got here.

My husband and I are so thankful for everything, but most importantly for the love they show her on a daily basis. I 100 percent support this team and their goal of opening up Las Vegas Montessori Charter School. SVMS already does so much for this community and helping families that I can only imagine how much more positive outcomes this school will bring. I will continue to make the long drive from the other side of town to bring my daughter to this charter school.

Sincerely,

Anita Fuentes

To the Charter School Authorizer of the State Public Charter School Authority,

My name is Ana Katarina Charvet. I attended Spring Valley Montessori School as a student from the years 2004-2008. Throughout that time, I had the honor of experiencing the commitment and dedication that Mrs. Susan possesses as an educator and mentor. Her lead at SVMS created a healthy environment for exploration, learning and creativity thus fostering a sense of independence and determination. Growing up in this setting, I was able to be the person I am today: driven and motivated to expand my creative pursuits.

In the summer of 2017, I competed and won first place in the Adobe Certified Associate World Championship, an international design competition testing the graphic design skills of Adobe certified students around the world. The ACA World Championships opened many doors for me as an aspiring designer, including a creative internship at R&R Partners, a top advertising agency in Las Vegas. Mrs. Susan's excellent leadership was able to build my fundamental drive for success, and I believe that's why I have achieved what I have today. Now, I am a Dean's List student at the University of Nevada Las Vegas, and I am a professional designer pursuing work, clients, and internships in order to push my career further. I am grateful to Mrs. Susan for creating a space that challenged students to grow into their own.

In reading this, I hope you will see the value that Mrs. Susan brings to any student that comes her way.

Sincerely,

Ana Katarina Charvet

[redacted] experienced both Christian and Montessori education in her preschool years. We were able to provide this early education for he through government assistance programs. When she started kindergarten, we couldn't afford Spring Valley Montessori's tuition and had to place her in public school. Where she once excelled in academia and socialization, she was now floundering, often isolated in the time-out corner and the school reported to us they believed she had ADHD. We had her tested twice and both times, the Psychiatrists confirmed she did not have ADHD but is instead gifted. Dr. Davis stated, "[redacted] can't be forced into a social/educational box. She has the abilities to possibly one day influence the shape of the box instead." Jesusa Alcantara, the owner of Spring Valley Montessori, noticed Sonia's distress at the end of her summer camp days at her school before returning to public school to start second grade. She discussed [redacted] growth with us and we were able to come to an arrangement to place [redacted] back in Spring Valley Montessori for her elementary education. [redacted] is again thriving socially and academically. In first grade with this school, her standardized testing placed her highest score as the equivalent of a freshman in high school. This year, she again tested as high a level as a freshman... in college. She is a social butterfly at this school and they are accepting, encouraging personal exploration and understanding and treat everyone like family. Spring Valley doesn't just promote students, it supports the family as an extension of the household.

Andrea Perera

Andrea Perera BSN, RN, CEN, TCRN

Arte and Cathy Hules
[redacted]

July 7, 2019

Our son, [redacted], and daughter, [redacted] were students at Spring Valley Montessori (SVM) from 2008 to 2012. Our children thrived while attending SVM. We were extremely impressed with the overall culture of the school and sense of community it brought to our lives. Our kids excelled academically with high grades and test scores that continue to this day. They learned practical life skills and confidence that prepared them for success beyond academics.

Jesusa, Jedd, and Jessica made a profound impact on the lives of all the students and their families. The sense of community they built while our children attended fostered relationships that are still a big part of our lives. We have had career and business opportunities, community involvement, and incredible friendships that have developed for us and our children because of SVM. We are very thankful we found SVM and are forever advocates of the profound, extensive, and positive impact it had in the lives of our children, family, and friends.

We had to leave SVM in 2012 due to the high cost of private school tuition. We are so excited to see the opportunity for other families to receive a Montessori education through the charter school system. We strongly believe that Las Vegas Montessori Charter School will enhance and change many children's lives for the better. Spring Valley and the surrounding area desperately need an alternative choice for public education.

Cathy and Arte Hules

IZ design studio
design...sustainability...architecture.

Nevada State Public Charter School Authority ("SPCSA")
Attention: Mark Modrcin
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Re: Letter of Support for Las Vegas Montessori Academy

Dear Mark,

IZ design studio has been serving Las Vegas since 2010. My wife and I have been a part of the Las Vegas Community since moving to town in 2003. Before starting our own Architecture Firm, we worked for several of the city's prominent architecture firms and have put in a good deal of community service. We have worked on over 100 school projects for both public and private clients, many of which have been in Nevada. We support great education.

On behalf of IZ design studio, I would like to express our support for the approval of Las Vegas Montessori Charter Academy. Great options that support a broad spectrum of different needs for different students are what our community needs to provide the next generation with the tools needed for success.

It is our strong belief that LVMCA will be a highly performing elementary school option that our children in Spring Valley need and deserve.

We are hopeful that Las Vegas Montessori Academy can successfully launch and work alongside families, existing public schools, and the Spring Valley Community.

In Partnership,

Zach Broyles, Founder

IZ design studio

7229 West Sahara Avenue – Suite 120 – Las Vegas, Nevada 89117

Phone: 702.441.0026 Fax: 702.475.4755 www.izdesignstudio.com

Backstage Beauty Salon, LLC.
7020 N. Durango Dr.
Las Vegas, NV 89149
702-684-6222
BackstageBeautyLV.com
BackstageBeautyLV@gmail.com

Nevada State Public Charter School Authority ("SPCSA")
Attention: Mark Modrcin
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Re: Letter of Support for Las Vegas Montessori Academy

Dear Mark:

Backstage Beauty Salon has been serving Las Vegas since 2010. On behalf of Backstage Beauty Salon I would like to express our support for the approval of Las Vegas Montessori Charter Academy. Furthermore, it is our strong belief LVMCA will be a highly performing elementary school option, that our children in Spring Valley need and deserve.

We are hopeful that LVMCA will successfully launch and work alongside families, existing public schools, and the Spring Valley Community.

In partnership,

Rachael Marie Jackson

Owner/Operator
Rachael Marie Jackson
Backstage Beauty Salon

Nevada State Public Charter School Authority
Attn: Mark Modrcin
1749 N Stewart Street, Suite 40
Carson City, NV 89706

RE: Letter of Support for Las Vegas Montessori Academy

Dear MR Modrcin,

New Capital Ventures, LLC has been serving Las Vegas since 2012, while employing 25-50 student workers at any given time. We take pride in providing a great experience for our local residents as well as those tourists who visit our city. We also take pride in our local schools and the development of the students who will someday be providing jobs for the next generation. On behalf of New Capital Ventures, LLC, I would like to express our support for the approval of the Las Vegas Montessori Charter Academy (LVMCA) so that they can help continue the development of our youth.

It is our strong belief that LVMCA will be a high performing elementary school option that our children in Spring Valley need and deserve.

We are hopeful that Las Vegas Montessori Academy can successfully launch and work alongside families, existing public schools and the Spring Valley Community.

Thank you for your time and consideration.

Sincerely,

Joseph Shortal

Joseph Shortal
Founder and Member
New Capital Ventures, LLC

NEED MERCH?
WWW.NEEDMERCH.COM

702-798-3330 OFFC
INFO@NEEDMERCH.COM

February 24,2020

Nevada State Public Charter School Authority

Attention: Mark Modrcin

1749 N. Stewart Street, Suite 40

Carson City, Nevada 89706

RE: Letter of Support for Las Vegas Montessori Academy

Dear Mark,

NeedMerch.com has been serving Las Vegas since 1998.

In behalf of NeedMerch.com I would like to express our support for the approval of Las Vegas Montessori Academy.

It is our strong belief that LVMCA will be a highly performing elementary school option that our children in Spring Valley need and deserve.

We hope that Las Vegas Montessori Academy can successfully launch work alongside families, existing public schools and Spring Valley Community.

Sincerely

Doris Saliba
Owner NeedMerch.com

6835 Speedway Blvd, Suite L103, Las Vegas, NV 89115
PHONE: (800) 869-2080 www.Spanco.com

SPANCO Inc.
Promise to perform.

February 20, 2020

Nevada State Public Charter School Authority ("SPCSA")
Attention: Mark Modrcin
1749 N. Stewart Street, Suite 40
Carson City, NV 89706
RE: Letter of Support for Las Vegas Montessori Charter Academy

Dear Mark,

In 2008, Spanco expanded operations to better serve it's North American partners along the west coast. Since this time, Spanco and our west coast employees, have proudly considered Las Vegas our home. With that been said, on behalf of Spanco, I would like to express our support for the approval of the Las Vegas Montessori Charter Academy in Spring Valley. I've witnessed my children blossom as a result of the Montessori philosophy, and feel strongly that LVMCA will provide this same quality experience to the families of Spring Valley. We are hopeful that LVMCA will launch and successfully work alongside the existing public schools and wonderful members of the Spring Valley community.

In Partnership,

Shaun M. Hyland, MBA
Regional Manager
Spanco, Inc.
702-533-4986
shyland@spanco.com

East Valley Family Services

Memorandum of Understanding

Between

East Valley Family Services

and

Las Vegas Montessori Charter School

The purpose of this Memorandum of Understanding (MOU) is to clarify agreements between East Valley Family Services located at 1830 E. Sahara Ave., Suite 103, Las Vegas, NV 89104 and Las Vegas Montessori Charter School 6491 Edna Avenue, Las Vegas 89117.

The agreement between East Valley Family Services (EVFS) and Las Vegas Montessori Charter School is to provide support and services to all ages in return EVFS will provide community resources/services to families in need. EVFS and Las Vegas Montessori Charter School will increase client referrals through their partnership and introduce each organization's clientele, employees, and other community partners to one another.

EVFS is the Family Resource Center for the East, Central, and South Rural Clark County areas -zip codes:

89032, 89108, 89109, 89110, 89119, 89120, 89121, 89142, 89101, 89102, 89104, 89106, 89107, 89169, 89028, 89029, 89039, 89046, 89026, 89019.

Family Resource Centers provide case management, information, referrals for individuals and families in need of assistance in accessing services and programs that will strengthen and support the family. Most services are zip code bound, referrals from partnering agencies are exempt.

East Valley Family Services will provide the following services:

- Conduct an initial needs assessment and develop an individual self-sufficiency plan for each client. Family Resource Center, Senior and Disability Resource Center, and Family Preservation Program services are available free or low-cost*. Services include, but not limited to:

- Emergency food assistance
- Education classes
- Employment services & resources
- Assistance with identification needs (Birth certificates) *fees apply
- Assistance with applying for Nevada State Welfare benefits
    - SNAP (formerly known as Food Stamps)
    - TANF (Temporary Assistance for Needy Families)
    - Medical
- Assistance with applying for utility assistance (EAP & Project Reach)

- Participate their events and support their programs
- Refer clients, when needed or upon request, to treatment services or other needed social services.
- Family Support Specialists will provide partnering agency with referral outcomes. A signed Release of Information is required.
- Include partnering agency on EVFS website as a Community Partner
- Refer clients to their agency for potential employment

Las Vegas Montessori Charter School will provide the following services:

Please list services your agency can provide add services you will provide

- Refer clients to EVFS for services
- Referred clients from EVFS will receive priority and follow-up will be done with School Director
- Provide education about Las Vegas Montessori Charter School to our staff and clients
- Participate with drives such as canned food, toys, hygiene products etc.
- Volunteer at EVFS events and programs
- Serve as a vendor for East Valley Family Services events
- Provide a space for EVFS to host a minimum of 1 Ride with Pride Child Passenger Safety Event

Both parties agree to the responsibilities and procedures stated above. This agreement will be in effect August 1, 2019 and remain in effect until either party decides to terminate this MOU. Any changes to this MOU will be made with approval of both parties. In the event of termination of this MOU, each party should give or be given a 30-day notice.

_____ _____

East Valley Family Services
Ann Taylor
702-369-7098
Executive Director

Date

_____ _____

Las Vegas Montessori Charter School
Susan Alcantara
Phone: 702-362-9739
Title: Director

Date

Memorandum of Understanding

This document constitutes a Memorandum of Understanding (MOU) between ***Bridge Counseling Associates*** (BCA) and ***Las Vegas Montessori Charter School.***

Abstract

Bridge Counseling Associates is a nonprofit, Certified Community Behavioral Health Clinic (CCBHC), which provides services in substance abuse counseling and mental health therapy. Our licensed clinicians are experienced in treating trauma, sexual abuse, and issues relating to domestic violence as well.

Las Vegas Montessori Charter School will be offering a nurturing educational program that will ensure an individualized academic environment. Both agencies serve vulnerable client populations which overlap in characteristics and in need.

Partner Agency Roles, Responsibilities, and Resources.

Participating agencies' roles and responsibilities relate to these projects/programs: Certified Community Behavioral Health Clinic (CCBHC).

Bridge Counseling Associates

BCA's role, responsibilities, and resources committed to this project include (but are not limited to):

Bridge Counseling Associates' Role: BCA will provide scheduled appointment times with qualified mental health and/or substance abuse therapists.

Bridge Counseling Associates' Responsibilities: BCA will offer substance abuse education and prevention and professional therapy from therapists who are also trained, experienced, or properly supervised in trauma, PTSD, sexual abuse, and domestic violence. BCA will also provide other services covered by the CCBHC as clients' needs arise.

Bridge Counseling Associates' List of Resources Committed to this Project: Professional staff time and clinical payment via CCBHC, grant, Medicaid, or other resource, meeting space, supplies, etc.

Las Vegas Montessori Charter School

Las Vegas Montessori Charter School's role, responsibilities, and resources committed to this project include (but are not limited to):

Las Vegas Montessori Charter School Role: Las Vegas Montessori Charter School may identify prospective students/families in need of prevention services or long-term services to include mental health/substance abuse treatment and/or trauma, sexual abuse, and domestic violence and assist in obtaining the collection of accurate identification, data, and funding sources (e.g. grant compliance, Medicaid information).

Las Vegas Montessori Charter School Responsibilities: Las Vegas Montessori Charter School may assist in referring prospective clients for treatment. Las Vegas Montessori Charter School may assist in registering prospective clients for treatment and ensuring that clients keep scheduled appointments with clinician.

Las Vegas Montessori Charter School Resources List of Resources Committed to this Project: Las Vegas Montessori Charter School may identify qualified contacts and/or case managers to communicate with staff and represent Las Vegas Montessori Charter School decisions.

Planning and Development Team

The planning and development team will oversee all phases of this project's operation. Members of the team include:

1) Bridge Counseling Associates: Merlelynn Harris, M.S., MFT or Tabitha Johnson, M.A., MFT.

2) Las Vegas Montessori Charter School: Susan Alcantara

This planning and development team will meet or communicate as needed to coordinate each agency's efforts to effectively serve our shared target population.

The agency partners to the MOU (Bridge Counseling Associates and Las Vegas Montessori Charter School) agree to provide the services and resources as detailed within this MOU and agree to coordinate the project activities. MOU partners agree to abide by federal and state guidelines regarding our joint activities.

We hereby agree to abide by the terms and conditions contained in this Memorandum of Understanding commencing July 11, 2019 and continuing for a period of one year. One-year renewals of this agreement can be made automatically, as long as both parties agree to continue the agreement. Either party may cancel this MOU at any time, but each client being served must be properly scheduled for new or ongoing treatment aside with no collaborative arrangement.

Bridge Counseling Associates:

Signature

David Roberk President/CEO

Print Name and Title

Las Vegas Montessori Charter School:

Signature

Print Name and Title

Memorandum of Understanding

This document constitutes a Memorandum of Understanding (MOU) between ***Bridge Counseling Associates*** (BCA) and ***Las Vegas Montessori Charter School***.

Abstract

Bridge Counseling Associates is a nonprofit, Certified Community Behavioral Health Clinic (CCBHC), which provides services in substance abuse counseling and mental health therapy. Our licensed clinicians are experienced in treating trauma, sexual abuse, and issues relating to domestic violence as well.

Las Vegas Montessori Charter School will be offering a nurturing educational program that will ensure an individualized academic environment. Both agencies serve vulnerable client populations which overlap in characteristics and in need.

Partner Agency Roles, Responsibilities, and Resources.

Participating agencies' roles and responsibilities relate to these projects/programs: Certified Community Behavioral Health Clinic (CCBHC).

Bridge Counseling Associates

BCA's role, responsibilities, and resources committed to this project include (but are not limited to):

Bridge Counseling Associates' Role: BCA will provide scheduled appointment times with qualified mental health and/or substance abuse therapists.

Bridge Counseling Associates' Responsibilities: BCA will offer substance abuse education and prevention and professional therapy from therapists who are also trained, experienced, or properly supervised in trauma, PTSD, sexual abuse, and domestic violence. BCA will also provide other services covered by the CCBHC as clients' needs arise.

Bridge Counseling Associates' List of Resources Committed to this Project: Professional staff time and clinical payment via CCBHC, grant, Medicaid, or other resource, meeting space, supplies, etc.

Las Vegas Montessori Charter School

Las Vegas Montessori Charter School's role, responsibilities, and resources committed to this project include (but are not limited to):

Las Vegas Montessori Charter School Role: Las Vegas Montessori Charter School may identify prospective students/families in need of prevention services or long-term services to include mental health/substance abuse treatment and/or trauma, sexual abuse, and domestic violence and assist in obtaining the collection of accurate identification, data, and funding sources (e.g. grant compliance, Medicaid information).

Las Vegas Montessori Charter School Responsibilities: Las Vegas Montessori Charter School may assist in referring prospective clients for treatment. Las Vegas Montessori Charter School may assist in registering prospective clients for treatment and ensuring that clients keep scheduled appointments with clinician.

Las Vegas Montessori Charter School Resources List of Resources Committed to this Project: Las Vegas Montessori Charter School may identify qualified contacts and/or case managers to communicate with staff and represent Las Vegas Montessori Charter School decisions.

Planning and Development Team

The planning and development team will oversee all phases of this project's operation. Members of the team include:

1) Bridge Counseling Associates: Merlelynn Harris, M.S., MFT or Tabitha Johnson, M.A., MFT.

2) Las Vegas Montessori Charter School: Susan Alcantara

This planning and development team will meet or communicate as needed to coordinate each agency's efforts to effectively serve our shared target population.

The agency partners to the MOU (Bridge Counseling Associates and Las Vegas Montessori Charter School) agree to provide the services and resources as detailed within this MOU and agree to coordinate the project activities. MOU partners agree to abide by federal and state guidelines regarding our joint activities.

We hereby agree to abide by the terms and conditions contained in this Memorandum of Understanding commencing July 11, 2019 and continuing for a period of one year. One-year renewals of this agreement can be made automatically, as long as both parties agree to continue the agreement. Either party may cancel this MOU at any time, but each client being served must be properly scheduled for new or ongoing treatment aside with no collaborative arrangement.

Bridge Counseling Associates:

Signature

David Roberts President/CEO

Print Name and Title

Las Vegas Montessori Charter School:

Signature

Print Name and Title

ATTACHMENT 2

This Exhibit is N/A.

ATTACHMENT 2

ATTACHMENT 3

ATTACHMENT 3

Las Vegas Montessori Charter Academy
2021-2022 School Calendar for Students*

August 2021 - May 2022

August 2021
No School on Shaded Days

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2021

Monday, August 9 - Classes Begin

September 2021
No School on Shaded Days

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September 2021

Monday, September 6 - Labor Day (No School)
Monday, September 13 - Staff Development Day (No School for Students)

October 2021
No School on Shaded Days

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October 2021

Monday, October 4 - Staff Development Day (No School for Students)
Wednesday, October 13 - Parent-Teacher Conferences (No School for Students)
Friday, October 29 - Nevada Day Observed (No School)

November 2021
No School on Shaded Days

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November 2021

Thursday, November 11 - Veterans Day (No School)
Friday, November 12 - Staff Development (No School for Students)
Wednesday, November 24 - Staff Development (No School for Students)
Thursday-Friday, November 25-26 - Thanksgiving Day and Family Day (No School)

December 2021
No School on Shaded Days

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 2021

Friday, December 17 - Winter Break Begins - End of Day

No School December 20 - January 4

January 2022
No School on Shaded Days

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2022

Tuesday, January 4 - Staff Development Day (No School for Students)
Wednesday, January 5 - Classes Resume

Monday, January 17 - Martin Luther King, Jr. Day (No School)

*Subject to change

Las Vegas Montessori Charter Academy
2021-2022 School Calendar for Students* (page 2)

August 2021 - May 2022

February 2022 No School on Shaded Days						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February 2022

Monday, February 7 - Staff Development (No School for Students)
Monday, February 21 - Presidents' Day (No School)

March 2022 No School on Shaded Days						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March 2022

Monday, March 14 - Staff Development (No School for Students)

April 2022 No School on Shaded Days						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2022

Friday, April 8 - Spring Break Begins - End of Day No School for Students April 11 - April 15
Monday, April 18 - Staff Development (No School for Students)

Tuesday, April 19 - Classes Resume
Monday, April 25 - Parent - Teacher Conference (No School for Students)

May 2022 No School on Shaded Days						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 2022

Wednesday, May 25 - End of School Year (180 days)

*Subject to change

ATTACHMENT 4

ATTACHMENT 4

EXPERIENCED APPLICANT BOARD MEMBER ROSTER

CURRENT BOARD MEMBERS Name & Title on Board (if applicable)	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)	AREA OF EXPERTISE										COMMITTEE ASSIGNMENT (change/expand as necessary)					
			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
KIRBY BURGESS	Retired	60 M	X	X	X	X		X	X		X	X	X	X	X	X	X	X
ERIN BILBRAY-KOHN	Major Gift Officer	6M		X	X	X		X			X	X	X		X	X	X	X
OSCAR CARDONA	Retired School Administrator/Teacher		X	X	X			X	X		X		X			X		X
MATTHEW KILLINGSWORTH	CCSD Teacher			X	X		X	X	X		X		X					
CATHY HULES	Administrator	5M	x	x				x			x			X		X		
HOLLY MACRAE	Retired	500K	X	X	X				X		x		x	X				X
ASHLEY STEPHENS	IT Developer	10.5 MILLION		x			x	x	x		x		x		x			
ANDREA PERERA	Nurse			x			x	x	x		x		x		x		x	

ATTACHMENT 5

ATTACHMENT 5

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: LAS VEGAS MONTESSORI CHARTER ACADEMY
2. Full name: KIRBY LEE BURGESS
   Home Address: [redacted]
   Business Name and Address: N/A
   Phone Number: [redacted]
   E-mail address: [redacted]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes
6. Why do you wish to serve on the board of the proposed charter school?
7. What is your understanding of the appropriate role of a public charter school board member?
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.

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

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of three years of the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
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?

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☐ Yes

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

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

or entity is transacting or will be transacting with the school.

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

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

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

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☐ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
    ☐ None. ☐ Yes

Certification

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

_____ _____

Signature Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____,
(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.

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.

Kirby Lee Burgess — Signature of Certifying Charter School Official

Kirby Lee Burgess — Name Printed

Chairman — Title

7-6-20 — Date

State of Nevada, County of Clark

Subscribed and sworn to before me

This 6th day of July 2020

date month year

CATHY HULES
Notary Public, State of Nevada
Appointment No. 11-4878-1
My Appt. Expires May 20, 2023

Cathy Hules

(Notary Public Seal)

Start Up Charter School Board Member Information

Responses to Questions

Topic: Background, responses to questions 3 through 9

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

I have approximately 48 years of professional experiencing in advocating for and working with at risk and high risk youth in the juvenile justice and education systems. Since retirement, I've continued working with at risk and high risk youth in the community and at Spring Mountain Youth Camp.

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 other not for profit corporation (to the extent not otherwise indicated in your response to Item 3 above).

I previously served in a start up/interim board capacity in 2012 for Sterling Charter School. This school was affiliated with the Rite of Passage, a structured, behavioral and treatment program for high risk male youth in the Juvenile Justice System.

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

I believe every child has a right to a good, quality education. I t has been the foundation to my own success. I would like to contine my advocacy in this area by helping guide this process and being a part of the solution to our educational short comings in this community. I also have two nephews, ages 1 and 4 years who could potentially attend this school and would very much like to be involved in their physical and social development, aptitude, cultural enrichment and maturation.

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

The board member provides oversight and review from a policy perspective of the school's leadership (principal), quality of education, class sizes, fudiciary accountability, staff qualifications and retention and annual strategic planing and program progress.

8. Describe any previous experience you have that is relevant to serving on the charter school (e.g., other board service). If you have not had previous experience of this nature,

explain why you have the capacity to be an effective board.

My previous experience relates to the 2012 formaton and approval of Sterling Charter School, serving as a board member on Communities in Schools and other community boards as a member or in an advisory capacity.

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

I possess the knowledge, skills and abilities through my many years in a leadership role in the areas of adminmistration, finance and budgeting, recruitment and selection of qualified staff, legislative advocacy, child and youth development and supervision, family and parenting dynamics, strategic and action planning and community networking and outreach.

Topic: School Mission and Program, responses to questions 1 through 4

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

This school will be based on the Montessori model which allows students to self actualize, develop and learn in an individualized and group setting. It is a tried and true model that has worked well with my two nephews, ages 1 and 4 years. I believe this process will allow them and all the students who'll attend this school to maximize their academic achievement and prepare them for greater success. I also believe the caring and " family engagement" philosphy of this school's leadership will have a positive, nuturing effect on its students, especially given the small class sizes and student/tacher ratio. I truly believe in and support this school's mission, vision and guiding principles.

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

This school will serve youth who are in grades K-8 and will base its educational philosphy and teaching on individualized success and group participation. It will have small class sizes and allow flexibility in student achievement with good student/teacher ratios.

3. What do you believe to be the characterists of a success school?

A successful school has an involved and engaged board that provides leadership in the areas of policies, student academic success and accountability from the school principal. The school's top priority must be the academic achievement and enrichment of its students. The school's principal and staff must have processes and protocols in place to address all student needs and effectively communicate on a regular and ongoing basis with the students and their parents.

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

I will do my part to insure this school's success by regularly attending all board meetings, ongoing interaction with the school's principal and advocating for strategic planning with measureable outcomes. I will also rely on parent satisfaction/involvement surveys and performance standards for the school principal. Lastly, I will periodically conduct site visits to the school to review first hand its daily operations.

Topic: Governance, responses to questions 1 through 5

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

The board will develop solid, workable policies that will allow the school to fulfill its mission and vision. Additionally, the board will oversee the hiring and retention of good, qualified staff that will promote student achievcement with positive outcomes.

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

The board and I will conduct a review of the strategic plan and goals for the first year with the school principal to determine if they have been met. Additionally, I will want to know the pre and post results of the students academic achievement and test outcomes during the year.

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

My expectations will be along the same line of the first year with determining how consistent and stable the school leadership/ staff has become. Lastly, I will want to review the accountability of the school in the areas of budgeting and fudiciary responsibilities.

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

The board must hold regular meetings and be involved and engaged in establishing reasonable and workable policies to allow the school principal and staff to do their jobs properly. It must regularly review and provide feedback on student achievement and success. Lastly, it must be forward looking to help determine what's in the best interests of its student population and how to include family and community resources to achieve its goals.

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

I would initially and simultaneously bring the situation to the board's legal consel and the member's attention and ask for an explanation of the allegation(s).. If the situation could not be resolved or required additional adjudication, I would through legal consel refer the

matter to the Nevada Public Charter School Authority and/or the Nevada Attorney General.

Erin Kathleen Bilbray-Kohn

[redacted]

Non-Profit Leadership Experience

Planned Parenthood of the Rocky Mountains — Las Vegas, NV
Major Gifts Officer — November 2018 – current

- Responsible for all fundraising in Southern Nevada.
- Produce annual fundraising gala event.

Emerge Nevada — Las Vegas, NV
Founder and Executive Director — April 2007 – June 2013

- Founded and organized the Board of Directors of the Nevada Chapter of Emerge.
- Collaborated with the national Emerge office to promote and expand Emerge programs locally and nationally, including writing many portions of the Emerge training curriculum that were adopted by the national Emerge program.
- Ran all monthly training sessions in Northern and Southern Nevada.
- Responsible for all large and small donor fundraising, yielding annual revenues of $80,000
- Conceived and implemented the "Women-to-Women" GOTV strategy for the 2012 general elections in Southern Nevada, in partnership with NSEA and AFSCME, raising an additional $500,000 for this project.

Andre Agassi Charitable Foundation — Las Vegas, NV
Fundraiser/Strategic Consultant — July 2003 – July 2004

- Produced the Golden Nugget's grand re-opening gala fundraiser to benefit the Andre Agassi Charitable Foundation.
- Assisted in the Production of the 2003 Grand Slam For Kids concert, which raised over $10 million.
- Assisted in fundraising for the Andre Agassi Preparatory Academy Capital Campaign.

Ashoka Innovators for the Public — Arlington, VA
Director of Development — January 2001 – March 2002

- Designed and implemented a development strategy for this $24 million a year organization.
- Produced two direct-mail fundraising appeals.
- Managed a staff of four

Political Experience

Nevada State Education Association — Las Vegas, NV
Strategic Consultant — January 2015 – July 2015

- Registered Lobbyist at the Nevada Legislature's 2015 session.

Erin Bilbray for Congress — Las Vegas & Henderson, NV
Democratic Nominee for Congress – CD3 — July 2013 – November 2014

- Endorsed by the DCCC, Planned Parenthood, NARAL, Emily's List, and the Human Rights Campaign.
- Raised $1,161,529.

Democratic National Committee — Las Vegas, NV & Washington, DC
Democratic National Committee Woman — August 2008 – August 2016

- Super Delegate to the 2008, 2012, and 2016 DNC Presidential Nominating Conventions.

Catherine Cortez Masto for Attorney General — Las Vegas, NV
Political Director — January 2007 – December 2014
Campaign Manager — January 2010 – December 2010

Political Experience (continued)

Clark County Democratic Party — Las Vegas, NV
Senior Advisor to the Chair — September 2007 – July 2009

Lois Tarkanian for City Council — Las Vegas, NV
Finance Director/Strategic Consultant — December 2004 – June 2007
- Responsible for all fundraising for the Special Election Campaign, and for the upcoming re-election campaign.
- Worked with the Campaign Manager to develop campaign strategy.

Gallagher for Congress — Las Vegas, NV
Finance Director — July 2004 – November 2004
- Responsible for all fundraising.

John Kerry for President — Las Vegas, NV
Nevada State Finance Co-Chair — May 2004 – November 2004
- Raised $200,000 of federal (hard-money) campaign contributions for John Kerry's primary and general election campaigns.

Nevada State Campaign Director October 2003 – June 2004
- Opened the Nevada State campaign office.
- Created, organized, and directed the Nevada Campaign Steering Committee.
- Served as the liaison between the John Kerry Campaign and organized labor in Nevada.
- Responsible for a grass-roots "Get-Out-The-Vote" drive that generated statewide record turnouts for the County Democratic Caucuses.

Citizen Soldier Fund — Washington, DC
Chair and Executive Director — February 2002 – November 2002
- Created and implemented the finance plan for Senator John Kerry's nonfederal (soft-money) leadership committee, which generated two million dollars in donations.

Democratic National Committee — Washington, DC
Convention Affairs, Director — November 1999 – December 2000
- Directed, created and executed the Democratic National Committee's Finance Convention 2000 plan, which included 30 major fundraising events in a one week period.
- Responsible for all fundraising related to DNC Convention 2000.
- Responsible for Coordination of Cabinet Officials, Members of Congress and VIPs.
- Responsible for managing a staff of 30.

Democratic Business Council, Director — February 1999 – November 1999
- Directed and implemented the strategy for making contact with large and small businesses for the Democratic Party. This program has been lauded by the National Journal.
- Responsible for raising more than $10 million in a non-Presidential election year.

Women's Leadership Forum, Finance Director — April 1997 – December 1998
- Directed high dollar and low dollar fundraising events with President Clinton, Vice President Gore, Hillary Clinton, and Tipper Gore for the Women's financial community.
- Oversaw and managed the activities of a staff of four fundraiser.

Saxophone Club, Director — May 1992 – November 1992
- Developed and coordinated the Saxophone Club, a DNC donor group, which targeted young professionals.

Political Experience (continued)

Friends for Harry Reid — Washington, DC
National Finance Director — January 1998 – January 1999
- Worked with the Finance Director to create and implement a $4 million fundraising plan to benefit Senator Harry Reid's re-election campaign.
- Organized large and small dollar fundraising events in Washington, DC, nationally and in Nevada.

United States Department of Commerce — Washington, DC
Office of Legislative and Intergovernmental Affairs — March 1996 – December 1996
Special Assistant to the Assistant Secretary
- Advised the Assistant Secretary on all legislation pertaining to NOAA, an agency that comprises 60% of the budget of the Department of Commerce.
- Responsible for preparing Congressional briefing material for the Secretary of Commerce.

National Oceanic and Atmospheric Administration — June 1993 – March 1996
Legislative Affairs Specialist
- Developed strategies for presenting NOAA's legislative concerns to Congress.
- Coordinated and briefed members of Congress and their staffs on NOAA legislative issues.
- Responsible for the largest increase in NOAA's research budget in the preceding 15 years.

1992 Presidential Inaugural Committee — Washington, DC
Finance Liaison for the Chief Executive Officer — November 1992 – February 1993
- Served as liaison to the million dollar, corporate sponsors of the Presidential Gala.

Bill Clinton for President/DNC Victory Fund — Washington, DC
Finance Assistant — March 1992 – November 1992
- Conceived of, implemented, and ran the "Saxophone Club", a young donors affinity group that raised over $500,000.

Non-Profit Volunteer Experience

Clark County School District — Las Vegas, NV
Sexual Education Advisory Committee — May 2019 – current
- Member.

Nevada Progressive Coalition — Las Vegas, NV
Founding Board Member — July 2016 – current

Nevada Advocates for Planned Parenthood Affiliates — Las Vegas, NV
Member, Board of Directors NV — July 2015 – December 2018
- Secretary of the Board. — October 2018 – December 2018
- Forks and Corks Dinner Committee Chair. — April 2017
- Forks and Corks Dinner Committee Member. — December 2016 – current

Desert Research Institute — Las Vegas, NV
Member, Board of Directors — December 2004 – November 2010
- Revenue Committee Member.

Southern Nevada Prom Closet — Las Vegas, NV
Co-Chair for Southern Nevada, Board of Directors — November 2003 – October 2006
- Responsible for logistics, public relations, and fundraising.

Olive Crest Homes and Services for Abused Children — Las Vegas, NV
Member, Board of Directors — September 2003 – August 2006
- Dinner Committee Member.

Awards & Recognitions

Working Families Party — July 2016
- Outstanding Leader Award

Vegas Magazine — April 2014
- "Women to Watch"

Emerge America — November 2013
- Trailblazer Award

US News & World Report — July 2001
- "One of the best and brightest" fundraisers in the country.

Campaigns and Elections — February 2001
- "One the 50 most influential in Nevada politics."

Media Experience

Fox Business News — Las Vegas, NV
Contributor — February 2016 – current

MSNBC — Las Vegas, NV
Contributor — February 2016 – current

Fox Radio – KBET 790 Talk Now — Las Vegas, NV
Weekly guest on the Kevin Wall Show — February 2016 – June 2018

Education

George Mason University — Fairfax, VA

Personal

- Born, Las Vegas, NV: April 11, 1969.
- Third generation Nevadan.
- Married 23 years: Noah Benjamin Kohn, MD.
- Children: Caroline, 17; Daisy, 14.

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: Las Vegas Montessori School

2. Full name: Erin Kathleen Bilbray-Kohn
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Phone Number: [redacted]
   E-mail address: [redacted]

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

4. ☒ Resume and professional bio are attached.

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

6. Why do you wish to serve on the board of the proposed charter school?
   I believe in the Montessori curriculum and it's benefits for children of all ages.
7. What is your understanding of the appropriate role of a public charter school board member?
   To provide governance and 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.
   Please see attached CV.
9. Describe the specific knowledge and experience that you would bring to the board.
   Understanding of governance and Robert's Rules, as well as vast experience with community relations, public affairs, and fundraising.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   To promote its students' learning and growth through the Montessori curriculum.
2. What is your understanding of the school's proposed educational program?
   Full implementation of the Montessori Method.
3. What do you believe to be the characteristics of a successful school?

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

   If our students are motivated for life-long learning and productive members of our community

Governance

1. Describe the role that the board will play in the school's operation.
   Oversight of finances, operations, and legal compliance issues.
2. How will you know if the school is successful at the end of the first year of operation?
   Meeting all state and national proficiency standards with at least 50% enrollment.
3. How will you know at the end of three years of the school is successful?
   Exceeding all state and national proficiency standards with full enrollment.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Active oversight of, and participation in, the school's operations
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   I would report it to the board's general counsel.

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

   Several proposed members are fellow, former Spring Valley Montessori School parents when our respective children were students there.
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

   Some of the former Spring Valley Montessori School teachers and administrators may work at this charter school.
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.

Start-Up Charter School Board Member Information

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

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

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

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

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

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

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

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

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

☒ None. ☐ Yes

Certification

I, Erin Kathleen Bilbray-Kohn, 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 Las Vegas Montessori School Charter School is true and correct in every respect.

E R — 7/5/19

Signature Date

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.

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.

Erin Bilbray-Kohn — Erin Bilbray-Kohn

Signature of Certifying Charter School Official — Name Printed

Board Member — Title

7/7/1920 — Date

Subscribed and sworn to before me

This 7th day of July 2020
date month year

State of Nevada
County of Clark
This instrument was acknowledged before me on 07/07/2020
by Erin Bilbray Kohn

(Notary Public Seal)

CATHY HULES
Notary Public, State of Nevada
Appointment No. 11-4878-1
My Appt. Expires May 20, 2023

Cathy Hules

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

• Name of charter school on whose Board of Directors you intend to serve	Las Vegas Montessori Charter Academy
• Full name	Andrea Perera
Home Address	[redacted]
Business Name and Address	[redacted]
Phone Number	[redacted]
E-mail address	[redacted]

- Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **Baccalaureate of Nursing, experienced trauma and pediatric emergency room (ER) registered nurse (RN). Several professional certifications, Emergency Nurses Association (ENA) trauma instructor and American Heart Association (AHA) instructor, some masters level course work completed in education and a clinical instructor for Hospital Corporation of America's (HCA) new nurse residency program.**
- Resume and professional bio are attached.

- 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). **2008-9 Vice President of Washington State student nurse association, 2018-19 Chair of University Medical Center's (UMC) Professional Development and Education Council.**

• Why do you wish to serve on the board of the proposed charter school?
To make the Montessori method an educational opportunity for anyone interested.
• What is your understanding of the appropriate role of a public charter school board member?
To oversee the operations of a charter school and ensure appropriate delivery of educational services to students and their families in the community.
• 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 a vested interest as my children attend the school and professionally, I am an educator.
• Describe the specific knowledge and experience that you would bring to the board.
As an educator and former chair to an educational council and having also written hospital guidelines, I am familiar with the process of educational oversight and quality improvement.

School Mission and Program

• What is your understanding of the school's mission and guiding beliefs?
To provide high quality education utilizing the Montessori method, optimizing children's potential and preparing them for higher education.
• What is your understanding of the school's proposed educational program?
Montessori method
• What do you believe to be the characteristics of a successful school?
Inclusive, nurturing, STEAM components
• How will you know that the school is succeeding (or not) in its mission?
Standardized testing results from children developing of love of lifelong learning.

Governance

• Describe the role that the board will play in the school's operation.
Oversight of operations, academics, finances, staffing and legal compliance.
• How will you know if the school is successful at the end of the first year of operation?
Meeting all state and national standards and achieving enrollment targets.
• How will you know at the end of three years of the school is successful?
Meeting all state and national standards and achiveing enrollment targets along with other goals outlined in the operations portion of the application.
• What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Active oversight and participation in school operations.
• 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?
Report these findings to the rest of the board and school leadership.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
I / we do not know any such employees. Yes

My children have been in attendance at this school for 4 years so we know the current staff well.

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

As a registered nurse, I will be available approximately once a week to review student health records/needs and will be doing this on a voluntary basis.

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
• 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, Andrea Perera, 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 Las Vegas Montessori Charter School is true and correct in every respect.

Signature

7/20/20
Date

Statement of Assurances

Revised June, 2015

• The charter school herein named, Las Vegas Montessori Charter Academy, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

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

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

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and

program evaluation and reporting, including, but not limited to, the following. The charter school shall:

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

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

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

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.

_____ _____

Andrea Perera

Signature of Certifying Charter School Official Name Printed

board member 7/10/20

Title Date

Subscribed and sworn to before me

This 10th day of July 2020

date month year

(Notary Public Seal)

State of NV, County of Clark

CATHY HULES
Notary Public, State of Nevada
Appointment No. 11-4878-1
My Appt. Expires May 20, 2023

ANDREA PERERA

[redacted]

PROFESSIONAL SUMMARY

Registered Nurse certified in Emergency and Trauma Nursing, showcasing a nearly ten-year career of compassionate, competent, quality patient care. Proficient in complex tasks and well versed in all elements of patient care with excellent verbal and written communication skills based on an organized, service-oriented and analytical nature. Easily able to coordinate care with physicians and other stakeholders in improving patient outcomes. Focused on innovation and closing the gap between evidence and bedside care. Seeking opportunity to leverage expertise in emergency care and advance the nursing practice.

WORK HISTORY

HealthTrust - StaRN Clinical Instructor
Sunrise, FL • 04/2018 - Current
Recruited by HealthTrust's director of curriculum after in-person observation of teaching skills during a class audit for Emergency Medical Consultants, a company outsourced by HealthTrust and HCA (Hospital Corporation of America).

Implements the StaRN custom training program focused on the use of AACN and other professional practice standards for new licensed nurses.

Responsible for course instruction utilizing classroom, skills stations and simulation formats adapting to several different training environments across the nation.

Serves as an ED subject matter expert for the newly licensed nurse residency program, StaRN.

University Medical Center Of Southern Nevada - ED/Trauma RN
Las Vegas, NV • 07/2016 - Current
As the Chair of the hospital-wide Professional Development and Education Council at UMC, assist the education department with annual competencies, needs assessments and the development and implementation of educational programs to align clinical work with practice changes.

As a member of the Advanced Degree and Certification sub-council, motivate staff to pursue advanced training and am coordinating and hosting the National Certified Nurses Day celebration at UMC this year.

RECOGNITIONS

UMC Distinguished Nurse of the Year award recipient (2018)

UMC Unit Based Nurse Excellence award recipient (2018)

Awarded two ICARE4U awards at UMC for exceptional performance

Awarded three Mercy Memos at MultiCare for exceptional performance

EDUCATION

Pacific Lutheran University
Tacoma, WA • 2009
BSN

Pierce College
Puyallup, WA • 2006
Associates Of Arts And Sciences

Community College Of The Air Force
Montgomery, AL • 2006
Associate In Criminal Justice

CERTIFICATIONS

Certified Emergency Nurse (CEN) exp 02/2022

Trauma Certified Registered Nurse (TCRN) exp 10/2019

Trauma Nurse Core Course (TNCC) Instructor

Advanced Burn Life Support (ABLS) Provider exp 11/2020

Emergency Nurse Pediatric Course (ENPC) Provider exp 07/2019

Assists the education department with their monthly TNCC course, giving lectures and evaluating knowledge base through trauma nurse process stations in accordance with ENA standards.

Using shared governance to allow bedside nursing participation in process improvement, collaborated with physicians and vendors while using ENA guidelines and INS (Infusion Nurse Society) guidelines to write and implement a policy, education pathway and validation steps for the skill of ultrasound guided peripheral IVs in the Adult ED and Trauma Resuscitation. Spearheaded UMC's Trauma Resuscitation Mock Activation drills to streamline the work flow of critically injured patients as well.

Provided quality care for patients with varied conditions, including stroke, acute coronary syndrome, sepsis, traumatic injuries such as TBI, pneumothoraces, cardiac tamponade, fractures, burns and assisted with resuscitation of cardiac arrests while providing ICU level care with transfer to the ICU, IR and OR.

Expert level familiarity with critical care equipment including arterial lines, chest tube and drainage systems, airway adjuncts, central lines, massive transfusion protocol with rapid infusers, ICP monitoring devices, intraosseous vascular access and their applicable medications.

Invited by leadership to act as an interim Clinical Nurse Supervisor for the adult ED during a leadership transition in which I helped develop, implement and evaluate the education and preceptorship for a new Med-Surg to ED transition group, revised the disaster decision tree and plans for disaster response while relocating the disaster supplies to a more accessible area, began the process for the Center for Behaviorial Health to gain access to the adult ED as part of a mobile outreach program to combat the opioid abuse epidemic while performing chart audits, follow-up calls, proposing policy revisions and maintaining the flow of daily operational tasks in the adult ED.

Banner Health - ED RN
Mesa, AZ • 02/2012 - 06/2016
One of two nurses selected to conduct ED technician evaluation and training at Banner Baywood and Banner Heart Hospital ED.

Provided quality care for patients with varied conditions, including stroke, acute coronary syndrome, sepsis and other ailments requiring ICU level care and ACLS compliance.

Expert level familiarity with critical care procedures including transcutaneous pacing, synchronized cardioversion, arterial lines, central lines, airway adjuncts, lumbar puncture and their applicable medications and monitoring.

Memorial Medical Center - ED/Trauma RN
Springfield, IL • 09/2014 - 12/2015
Initiated ED study on various methods to acquire labs, determining method with least sample lysis for a process improvement initiative.

Advanced Cardiac Life Support (ACLS) Provider exp 06/2019

Basic Life Support (BLS) Provider exp 06/2019

Pediatric Advanced Life Support (PALS) Provider exp 11/2019

Illinois Trauma Nurse Specialist (TNS) exp 04/2019

American College of Surgeons' Stop the Bleed Instructor (08/2017)

Course in Advanced Trauma Nursing (CATN) Provider completed 09/2015

Emergency Neurological Life Support (ENLS) Provider completed 08/2015

Crisis Prevention Institute (CPI) certified exp 09/2020

Completed ACLS Instructor Essentials Course (03/2018)

Completed preceptor course for UMC (2017) and MultiCare (2010)

National Institute of Health Stroke Scale (NIHSS) Provider renewed 08/2018

AFFILIATIONS

Emergency Nurses Association member (exp 11/2020)

TNCC 8th Edition Item Reviewer

Society of Trauma Nurses member (exp 12/2019)

REFERENCES

Craig Laser, EdD, MA, RN, CENP

[redacted]

Thomas Tierney, MBA, BSN, RN, CEN

Trained and credentialed peers on ultrasound guided peripheral IV access, a skill endorsed by the ENA and INS (Infusion Nurse Society).

One of only two RNs selected for the TNCC-I (instructor) course.

Achieved a score of 95% on the Trauma Nurse Specialist (TNS) licensure; a course required in the state of Illinois for a bedside nurse to practice trauma care.

Became NHTSA nationally certified Car Seat Technician (5/2015)

Provided quality care for patients with varied conditions, including stroke, acute coronary syndrome, spesis, traumatic injuries such as TBI, pneumothoraces, cardiac tamponade, fractures, burns and assisted with resuscitation of cardiac arrests while providing ICU level care with transfer to ICU, IR and OR.

Expert level familiarity with critical care skills and monitoring including arterial lines, chest tube and drainage systems, airway adjuncts, central lines, massive transfusion protocol with rapid infusers, ICP monitoring devices, intraosseous vascular access and their applicable medications.

Favorite Staffing - Agency ED RN
Tacoma, WA • 07/2010 - 12/2011
Maintained clinical competency in a variety of patient demographics while performing skillful assessment, planning, implementation and evaluation of nursing care in emergency departments ranging from small rural locations to large urban centers.

Provided quality care for patients with varied conditions, including stroke, acute coronary syndrome, sepsis, congenital birth defects in the pediatric patient population and other ailments requiring ICU level care in compliance with ACLS and PALS standards.

Proficient level familiarity with critical care procedures including transcutaneous pacing, ScVO2 monitoring, synchronized cardioversion, arterial lines, central lines, airway adjuncts, lumbar puncture and blood patching along with their applicable medications and monitoring.

MultiCare Health System - ED/Trauma RN
Tacoma, WA • 07/2009 - 09/2010
Provided quality care for patients with varied conditions, including stroke, acute coronary syndrome, sepsis, traumatic injuries such as TBI, pneumothoraces, cardiac tamponade, fractures, burns and assisted with resuscitation of cardiac arrests while providing ICU level care with transfer to the ICU, IR and OR all in compliance with ACLS standards.

Novice to competent level familiarity with critical care equipment including arterial lines, chest tube and drainage systems, airway adjuncts, central lines, ScVO2 monitoring, drawing ABGs, massive

Former UMC Director of Critical Care, Adult ED and Trauma Resuscitation
[redacted]

Linda Riseman, TNSCC
Former Southern Illinois University Trauma Education Coordinator
[redacted]

Kristin Reed, RN, TCRN
Reach Air Medical Services Flight Nurse
[redacted]

Christi Engelberg
ED/Trauma RN, UMC and Sunrise Hospital
[redacted]

transfusion protocol with rapid infusers, ICP monitoring devices, lumbar puncture with blood patching, intraosseous vascular access and their applicable medications.

United States Air Force - Security Forces And Combat Arms Instructor
Lackland Air Force Base, TX • 10/2000 - 07/2006
Performed DUI arrests, issued traffic citations, criminal investigations and antiterrorism measures amongst other base defense duties. As leader of 30 personnel nuclear security team and commander's administrative office, created information filing system to process thousands of personnel records. Supervised and taught marksmanship, wrote lesson plans, operated firing ranges while providing first aide when needed and maintained over one thousand weapons and ammunition. Deployed twice under wartime operations.

First woman in Air Force history to earn "high pistol" marksman

Achieved highest score amongst 600 personnel on 2 separate exams

Selected above 24 peers for an early promotion

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: Las Vegas Montessori Charter
2. Full name: Holly Ann MacRae
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Phone Number: [redacted]
   E-mail address: [redacted]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. 25+ years administrative & Management. UNLV
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 want to help establish a Montessori Charter School
7. What is your understanding of the appropriate role of a public charter school board member? Administrative & overseeing
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 25+ years Public relations & administrative skills
9. Describe the specific knowledge and experience that you would bring to the board. Public relations leadership & creativity

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Larger scale of the Montessori method
2. What is your understanding of the school's proposed educational program? K-8, charter school
3. What do you believe to be the characteristics of a successful school? well rounded Children, education, Socialization & civics

4. How will you know that the school is succeeding (or not) in its mission? It will take some time to discover how successful the program is.

Governance

1. Describe the role that the board will play in the school's operation. Overseeing school leadership & operations
2. How will you know if the school is successful at the end of the first year of operation? I believe it will take 2 years to determine success
3. How will you know at the end of three years of the school is successful? Test scores & progress charted
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Monitor school leadership and operations
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? Bring it to the attention of the board if after talking to the member in question so it can be explored

Disclosures

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

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

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐ I / we do not know any such persons. ☒ Yes My children will attend LV Montessori Charter

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.

☒ None. ☐ Yes

Certification

I, Holly Ann Macrae, 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 LV Montessori Charter Charter School is true and correct in every respect.

Signature

7-8-19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named,
Spruce Valley Montessori Charter School
(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.

	Holly Macrae
Signature of Certifying Charter School Official	Name Printed
Board Member	7/10/2020
Title	Date

State of NV, County of Clark
Subscribed and sworn to before me

This 10th day of July 2020
date month year

(Notary Public Seal)

CATHY HULES
Notary Public, State of Nevada
Appointment No. 11-4878-1
My Appt. Expires May 20, 2023

Start-Up Charter School Board Member Information

I, Holly Macrae, 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 Spring Valley Montessori Charter School is true and correct in every respect.

Signature

7-9-2020

Date

Holly Ann Macrae

Professional Summary:

Outstanding Social Services Representative with management skills. Experience in adapting programs, managing activities and developing, scheduling and personnel. Ready for more challenging postion in social service management.

Skills:

Communications management
Creative and team leadership
Able to multitask
Creative and effective ideas
Proactive problem solver
Marketing campaigns and strategies
Personnel management

Experience:

January 2017 to current:

Technichrome;
Las Vegas Nevada
Administrative

Managed travel schedules, air, hotel, vehicle, both preplanned and immediate.

- Arranged freight services, both truck and rail. Arranged smaller parcels also.
- Arranged schedules for management to meet with clients and inspections of property.
- Handled customer questions and complaints.
- Collaborated with Management to plan, develop and implement purchases and sales.
- Composed, sent, received and distributed correspondence through letters and emails.
- Conducted market research to learn of current trends and to perform sale activities accondingly.
- Juggled answering phones while attending to clients in person
- Organized and managed customer invoices and payments.
- Prepared weekly logs of business activity.
- Collaborated with colleagues to discuss market information and strategies.
- Effectively communicated with other employees and upper management to ensure complete and smooth communications.
- Conducted analysis and research relevant to current properties and divide tasks among departments as needed

January 1984 to January 2017
Megastar, Inc.
Las Vegas NV

Managed travel schedules, air, hotel, vehicle, both preplanned and immediate.

- Arranged freight services, both truck and rail. Arranged smaller parcels also.
- Arranged schedules for management to meet with clients and inspections of property.
- Handled customer questions and complaints.
- Collaborated with Management to plan, develop and implement purchases and sales.
- Composed, sent, received and distributed correspondence through letters and emails.
- Conducted market research to learn of current trends and to perform sale activities accondingly.
- Juggled answering phones while attending to clients in person
- Organized and managed customer invoices and payments.
- Prepared weekly logs of business activity.
- Collaborated with colleagues to discuss market information and strategies.
- Effectively communicated with other employees and upper management to ensure complete and smooth communications.
- Conducted analysis and research relevant to current properties and divide tasks among departments as needed.

Education

University of Nevada, Las Vegas Las Vegas, NV
Pre Med Core
Pre Med Core was a pre-med program developed by UNLV and the State of Nevada to help pre-med students increase core subject saturation (Ex:: Chemistry (both General and Organic), Biochemistry and Math) giving a heavier over all load of

science classes

Due to an extended life threatening illness I was not able to finish the Medical program. I choose not to return when the opportunity arose several years later.

My finest accomplishment and the things that brings me the most joy is my family. I am blessed to be able to work a schedule that allows me spend an optimal amount of time with my family . This is my focus, my children, our children, our future.

ASHLEY STEPHENS

Technical Product Owner / Tech Consultant

ABOUT ME

Highly focused self taught aspiring product leader with 10+ years experience driving vision and roadmap solutions for dynamic SaaS, EdTech, and startup environments. Provided consultation and guidance over cross-functional teams on Agile/Scrum frameworks, multi-platform API integrations, customer experience, and product strategy.

WORK EXPERIENCE

Imago Digital - Owner

July 2019 - present

Digital solutions company offering product consulting, web and app developement, marketing and brand identity. Our approach helps companies achieve an end-to-end transformation that enables them to:
- Reinvent offerings based on a complete understanding of customers' needs. Work across organizational boundaries to effectively harness a digital presence. Apply test-and-learn approaches to boost innovation and shorten time-to-market. And, install a closed-loop system to measure and improve every element of the customer experience

ProcessMaker - Product Manager

2018-2020

Managed an open source, BPMN 2.0 workflow management SaaS transitioning to cloud microservice for enterprise and developer user base.

Translated features into technical PRD's and user stories within the team's backlog for 2 products simultaneously, established acceptance criterias, wireframing, conducted client interviews, demos, and trial AWS instance deployments. Traveled between International locations Bolivia, Colombia, Paris to manage 180+ engineer team.

NeONBRAND / Work In Progress - PM/Scrum Master

2016-2018

Applied Agile/Scrum methods to promote a disciplined and transparent project management process within Agency Team structure.

Coordinated efforts of an 8 person team in Mobile application, Website development and design, Marketing campaigns, Brand identity and Content creation projects.

Effectively negotiated 2 week print goals with the team, which resulted in improvement of team velocity by 35% and deliver 93% according to roadmaps.

REFERENCES

Susan Alcantara
(Owner) Spring Valley Montessori

Taylor Dondich
CTO - ProcessMaker Inc.

[redacted]

EDUCATION

BACHELORS | INTERNATIONAL BUSINESS

UNLV | 2015 - present
Las Vegas, Nevada

Pharmacy Tech

PIMA Medical Institute | 2011-2013
San Diego, CA

Associates | Science

San Diego Mesa College | 2009-2011
San Diego, CA

CERTIFICATIONS

Agile Scrum Master
EXIN Simplilearn - Online
2018
Website www.simplilearn.com

CSPO
Scrum Alliance
2017
Website www.simplilearn.com

SKILLS / TOOLS

Brand Development	UI/UX Design (Adobe)
Agile/Scrum	Wireframing
Technical Product R&D	Analysis / SQL
Team Leadership	Marketing
Go-to-Market Launch	HTML / CSS / Javascript
Budget Management	API Development
SEM/SEO	SEO
Product Roadmaps	Jira, Monday, AHA

PROJECTS

People of Product
A product collective to bring awareness and support on topics for Product Owner / Product Management roles in Las Vegas.
Website www.peopleofproduct.org (in progress)

Future Techies Academy
In Person and online program teaching K-8 students tech, coding and design concepts. I teach at one school on thursdays and private tutoring. Collborate with GS First, Scratch Jr, and Adobe Ed Tech.
Website www.futuretechiesacademy.com

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: Las Vegas Montessori Charter Academy

2. Full name: Ashley Stephens
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Phone Number: [redacted]
   E-mail address: [redacted]

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

4. ☑ Resume and professional bio are attached.

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

6. Why do you wish to serve on the board of the proposed charter school?
   I am a strong ambassador of Montessori model, I would like to be a representative within the community through the LVMCA Board.

7. What is your understanding of the appropriate role of a public charter school board member?
   To provide accountability towards processes of formation and governance

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.

This is my first board of education initiative. I have experience for large enterprise software, including Ed Tech.

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

Highly focused self taught aspiring product leader with 10+ years experience driving vision and roadmap solutions for dynamic SaaS, EdTech, a startup environments. Provided consultation and guidance over cross-functional teams on Agile/Scrum frameworks, multi-platform API integratio customer experience, and product strategy.

School Mission and Program

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

The promotion of education and growth through the Montessori Method.

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

It is a curriculum structured around the Montessori approach.

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

It is a method that allows students to take an approach at their own pace, along with in depth support from staff and parents to grow.

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

If students have the foundation and desire to keep learning beyond their early years of education, along with a sensitivity of community and cultural pride.

Governance

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

To be an advocate for school accountability for proper legal compliance, finance and school operations.

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

Meeting all the state requirements for testing, and continued student retention, with increased student enrollment or interest.

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

Above anticipated numbers of enrollment, and increased scores of state testing.

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

Scalable interaction of school operations with community involvement and feedback.

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?

Raise concern with appropriate authority within forming Board.

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

Other Board members are current or previous parents of Spring Valley Montessori School. My children currently attend this school.

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

Other Board members are current or previous parents of Spring Valley Montessori School, and some staff may come over from this school t be an employee. My children currently attend this school.

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.
    ☑ None. ☐ Yes

Certification

I, Ashley Stephens, 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 Las Vegas Montessori Charter School is true and correct in every respect.

Signature

07/14/2020
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Montessori Charter 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.

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.

Ashley M. Stephens

Signature of Certifying Charter School Official Name Printed

Board Member 07/15/2020

Title Date

State of Nevada, County of Clark

Subscribed and sworn to before me

This 15th day of July, 2020

date month year

Sumathi Param.

(Notary Public Seal)

SUMATHI PARAM
Notary Public State of Nevada
No. 05-98171-1
My Appt. Exp. June 8, 2021

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: Las Vegas Montessori Academy
2. Full name: Matthew Killingsworth
   Home Address: [redacted]
   Business Name and Address: _____
   Phone Number: [redacted]
   E-mail address: _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☑ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☑ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
   It will be a privilege to serve LVMCA. I believe in Montessori. Philosophy working in the school
7. What is your understanding of the appropriate role of a public charter school board member?
   To oversee and provide the accountability of each person
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
   I was working as a teacher in a charter school and have knowledge on how it works.

Start-Up Charter School Board Member Information

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Prepare students to higher education - Improve learning with Montessori
2. What is your understanding of the school's proposed educational program?
Montessori self directed. Learn by their own pace Method
3. What do you believe to be the characteristics of a successful school?
Having positive and great students - successful students
4. How will you know that the school is succeeding (or not) in its mission?
Assessing each years testing scores.

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of three years of the school is successful?
Improvement in the students score assessment
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Have to take time to check and oversee schools operation
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?
Have a board meeting. Be honest and communicate.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☑ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☑ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☑ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity

☑ 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.
    ☑ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Matthew Killingsworth, 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 Las Vegas Montessori Academy Charter School is true and correct in every respect.

Signature

7/10/20
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Montessori 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

Matthew Killingsworth
Name Printed

Board Member
Title

7/10/20
Date

State of NV, County of Clark
Subscribed and sworn to before me

This 10th day of July 2020
date month year

(Notary Public Seal)

CATHY HULES
Notary Public, State of Nevada
Appointment No. 11-4878-1
My Appt. Expires May 20, 2023

CATHY HULES
Notary Public, State of Nevada
Appointment No. 11-4878-1
My Appt. Expires May 20, 2023

Matthew Killingsworth

[redacted]

Matthew Killingsworth has been working as an educator in Nevada since 2002. Matthew has experience as a classroom teacher in every level for grades Kindergarten through 12th grade. Teaching experience and school/community involvement has allowed Matthew to be well versed in the inner workings of public schools and their role in the community. Knowledge of curriculum as well as enrichment & high engagement activities, has allowed Matthew to take leadership on many school wide initiatives with success.

From 2008-2015, Matthew Killingsworth worked for Innovations International Charter School of Nevada. Those were the initial years of the school, so he was able to be involved with a charter school in its fledgling existence. Those formative teaching years allowed Matthew opportunities to grow as an educator and gain experience helping establish a new school to the community. Fundraising events, Before & After School programs, media coordination, were all responsibilities Matthew gained experience in.

Beyond core teaching duties, Matthew has been involved in providing learning & enrichment opportunities for his school communities. Cultural Heritage Coordinator experience has allowed Matthew to spearhead events like Hispanic Heritage celebration, Luau on the Lawn, and Southern Chapter of Buffalo Soldiers Assemblies (historic preservation group) to schools he has worked with. Matthew is currently a Green Our Planet coordinator for Mendoza Elementary and extends Science lessons into the school garden for hands on opportunities for young learners.

If selected, this will be the first board member experience for Matthew Killingsworth. With the experiences as an educator and in community organizing, Matthew looks forward to offering perspectives to the many crucial decisions needed to ensure a successful school community.

Matthew is married to Jessica Festa-Killingsworth and the have two daughters, Elsie and Naomi.

Matthew Killingsworth

[redacted]

Experience

Science Teacher 2018—present
John F. Mendoza Elementary, Las Vegas NV
*K-5th grade Science & Humanities
* Green Our Planet coordinator—school & community garden

Science Teacher 2015—2018
C.C. Ronnow Elementary, Las Vegas NV
* 5th grade Science, Social Studies, and Reading

Middle & High School Teacher 2008 - 2015
Innovations International Charter School of Nevada, Las Vegas, NV

- Technology/Media Teacher, 7th – 12th grade 2013-2015
- 2nd grade 2012-2013
- 7th grade US History and 8th grade Geography 2009-2012
- 7th and 8th grade Math 2008-2009
- Started a Media Production class that incorporated students from 5th through 12th grade
- Coached the 5th and 6th grade boys football team in The Valley Athletic Conference (VAC)
- Managed an after school tutoring class with students ranging from 1st through 12th grade

Psychological-Social Rehabilitation Counselor 2007 --2008
Majestic Behavioral Health, Las Vegas, NV

- Counseled referred Severely Emotionally Disturbed (SED) clients aged 14-18 years
- Developed treatment plans to help children meet individual goals

Teacher 2005 --2007
Cortney Junior High, Las Vegas, NV

- 6th grade Reading and English

Education

Sierra Nevada College, Las Vegas, NV 2004 -- 2005
Degree: K-8 Teaching License (NV); **Major:** Elementary Education

Pacific University, Forest Grove, OR 1989 -- 1992
Degree: Bachelor of Arts; **Major:** Communications - Television Production

Endorsements

- Highly Qualified Teacher, K-8 2005

Matthew Killingsworth

[redacted]

Experience

Science Teacher 2018—present
John F. Mendoza Elementary, Las Vegas NV
*K-5th grade Science & Humanities
* Green Our Planet coordinator—school & community garden

Science Teacher 2015—2018
C.C. Ronnow Elementary, Las Vegas NV
* 5th grade Science, Social Studies, and Reading

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Innovations International Charter School of Nevada, Las Vegas, NV

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Degree: K-8 Teaching License (NV); **Major:** Elementary Education

Pacific University, Forest Grove, OR 1989 -- 1992
Degree: Bachelor of Arts; **Major:** Communications - Television Production

Endorsements

- Highly Qualified Teacher, K-8 2005
- Highly Qualified Teacher, Social Studies, Secondary 2011

- Highly Qualified Teacher, Social Studies, Secondary 2011

Matthew Killingsworth

[redacted]

Matthew Killingsworth has been working as an educator in Nevada since 2002. Matthew has experience as a classroom teacher in every level for grades Kindergarten through 12th grade. Teaching experience and school/community involvement has allowed Matthew to be well versed in the inner workings of public schools and their role in the community. Knowledge of curriculum as well as enrichment & high engagement activities, has allowed Matthew to take leadership on many school wide initiatives with success.

From 2008-2015, Matthew Killingsworth worked for Innovations International Charter School of Nevada. Those were the initial years of the school, so he was able to be involved with a charter school in its fledgling existence. Those formative teaching years allowed Matthew opportunities to grow as an educator and gain experience helping establish a new school to the community. Fundraising events, Before & After School programs, media coordination, were all responsibilities Matthew gained experience in.

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If selected, this will be the first board member experience for Matthew Killingsworth. With the experiences as an educator and in community organizing, Matthew looks forward to offering perspectives to the many crucial decisions needed to ensure a successful school community.

Matthew is married to Jessica Festa-Killingsworth and the have two daughters, Elsie and Naomi.

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: Las Vegas Montessori Charter Academy

2. Full name: Catherine Hules
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Phone Number: [redacted]
   E-mail address: [redacted]

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

4. ☑ Resume and professional bio are attached.

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

6. Why do you wish to serve on the board of the proposed charter school?
   To collaborate as a team to create a much-needed Montessori charter school for our community and to provide business management leadership for success.
7. What is your understanding of the appropriate role of a public charter school board member?
   To provide guidance, support, expertise to the school and make certain the needs of the children and community are met.
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 governing body of an ambulatory surgery center for several years where I was responsible for creating, implementing and monitoring policies and procedures along with compliance and financial oversight.**

9. Describe the specific knowledge and experience that you would bring to the board. **HR, accounting, budgeting, compliance, leadership, business development and management.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **To create an environment that recognizes the potential of every student and their desire to learn.**

2. What is your understanding of the school's proposed educational program? **To teach children Life skills along with a strong academic education to empower them with confidence and prepare them for higher education.**

3. What do you believe to be the characteristics of a successful school? **Strong leadership, parent involvement, careful planning, and an environment that nurtures and empowers students.**

4. How will you know that the school is succeeding (or not) in its mission? **Board meetings, financial reports, enrollment numbers, meeting and exceeding state and national proficiency standards, goal tracking, and parent involvement.**

Governance

1. Describe the role that the board will play in the school's operation. **Oversight of financial and human resource matters.**

2. How will you know if the school is successful at the end of the first year of operation? **Enrollment is at max and students are exceeding state and national proficiency standards.**

3. How will you know at the end of three years of the school is successful? **Financial reports, staff retention, enrollment, student retention, student and teacher feedback, community involvement, and proficiency exams**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Strong policies and procedures, board meetings, quality improvement programs, and financial oversight.**

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **I would refer to the code of ethics and would report unethical behavior as guided in the school's policy for reporting unethical behavior.**

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

My children attended school with a fellow board member's children.

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

My Children attended Spring Valley Montessori.

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.
☒ None. ☐ Yes

Certification

I, Catherine Hules, 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 Las Vegas Montessori Charter Academy is true and correct in every respect.

Catherine Hules
Signature

07/07/2020
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Montessori Charter 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.

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.

Cathy Hules — Cathy Hules

Signature of Certifying Charter School Official — Name Printed

Board Member — 07/08/2020

Title — Date

State of Nevada
County of Clark
Subscribed and sworn to before me

This 8th day of July 2020

date month year

(Notary Public Seal)

EMEE MAAG
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 09-28-2021
Certificate No: 13-12154-1

CATHY HULES

[redacted]

Summary

Results-focused management professional offering 20 years of progressive leadership experience. Transforms high-potential staff into outstanding leaders who demonstrate the creativity and savvy that is critical to financial and operational success. High-energy Manager successful in building and motivating dynamic teams. Cultivates a company culture in which staff members feel comfortable voicing questions and concerns, as well as contributing new ideas that drive company growth.

Highlights

- Operations and practice management
- Human resources management
- Financial management
- Facilities management
- Benefits administration
- Policy & procedure development
- Intuit QuickBooks specialist
- Notary Public
- Change Management
- Customer Service Specialist
- AAAASF and Medicare Compliance
- Complex problem solving
- Business Development
- Marketing/Brand Awareness
- SWOT Analysis
- Team Building
- Revenue Cycle Management
- Lien Processing
- Credentialing
- Quality Assurance/Quality Improvement
- Dedicated and effective leader
- Ethical business philosophy

Experience

Practice Administrator
Herte Center for Cosmetic Surgery **06/2019 to Current**
Responsible for overall management of the medical practice, med spa, and surgery center. Duties include monitoring regulatory compliance, human resources, accounting, improvement activities, staff management & development, marketing, sales, credentialing, business development, and other management duties.

Operations Manager
Signature Plastic Surgery and Dermatology **05/2018** to 06/2019
Responsible for operations and practice management of a busy plastic surgery/dermatology/med spa practice. Duties include financial management, patient coordinating, human resource management, staff development and training, inventory control, marketing, sales, credentialing, and other management duties.

Operations Manager **02/2012 to 05/2018**
Red Rock Fertility Center and Sunset Surgery Center **Las Vegas, NV**
Responsible for operations management, financial management, human resource management, facility management and other administrative duties.

Financial Controller

- Created analysis reports to highlight cost saving measures, potential risks and profit opportunities.
- Managed all bookkeeping responsibilities for three entities including payroll, A/P, A/R, GL, account reconciliations, tax filings, income tax preparation, and W-2 and 1099 preparation and filing.
- Created financial reports by collecting relevant financial information; preparing balance sheets, profit and loss statements, and other reports.
- Implemented and maintain financial policies and procedures.
- Maintained strong working relationships with SBA, banking institutions, attorneys and CPA.
- 2015 Advocate of the Year for Prosper Healthcare Lending.
- Established successful, low-cost patient financing programs.

HR Director/Operations Manager/Business Development

- Developed and shared best practices across companies including the development and implementation of operating policies and procedures for both Red Rock Fertility Center and Sunset Surgery Center.
- Identified inefficiencies and made recommendations for process improvements.
- Promoted and implemented human resource values by planning and managing human resources programs.
- Guided management and employee actions by researching, developing, and updating employee policies, procedures, methods, and guidelines; communicating and enforcing company values.
- Completed successful integration of new physicians and service lines of ASC to maximize profits.
- Administered and managed employee benefit programs including 401(k), health insurance, supplemental insurance, COBRA, and workers compensation.
- Provided training, development, counseling and support to staff.
- Reviewed all legal and ethical matters concerning the organization and its staff.

- Formulated long-range plans in accordance with the organization's mission goals and objectives.
- Collaborated with management team for the successful state licensing and AAAASF accreditation of the ambulatory surgery center
- Promoted businesses at community, healthcare, and charity events.

Facility Manager

- Facilitated planning and relocation into 13,000 SF state-of the-art fertility clinic and ambulatory surgery center while collaborating with design team, architects, contractors and subcontractors.
- Created an Ambulatory Surgery Center Functional Program.
- Distinguished surgical equipment needs and developed a complete equipment plan for maximum cost savings and efficiency.
- Developed, implemented and communicated facility policies and procedures.
- Created facility and equipment management program including preventative maintenance and life-cycle requirements.
- Negotiated vendor and service contracts to optimize delivery and cost saving.

Financial Advisor Assistant **01/2009 to 04/2012**
Las Vegas Investment Advisors **Las Vegas, NV**

- Financial analysis.
- Financial trading for client accounts.
- Maintained records of daily transactions and holdings.
- Provided support for client relationship building and business development activities
- Performed business analytics as needed to support Financial Advisors in the growth of the business

Chief Operating Officer **01/2008 to 01/2009**
Savvylux Furniture & Design **Las Vegas, NV**

- Directed all daily executive level business operations for progressive 12,000 SF furniture and interior design retail enterprise.
- Spearheaded the development, communication and implementation of effective growth strategies and processes.
- Developed all operating policies, procedures and compliance regulations.
- Developed and implemented a cohesive marketing plan and budget
- Administered employee payroll, insurance and program benefit packages.
- Maintained accurate/extensive inventory control.
- Recruited, trained, supervised, evaluated, motivated 30+ personnel.
- Selected/developed vendor accounts and negotiated pricing/contracts.
- Built partnerships in new markets, and nurtured relationships with funders, business, political, and community leaders.

District Office Manager **05/1998 to 01/2008**
Thomasville Home Furnishings of Las Vegas **Las Vegas, NV**

- Managed all phases of new store setup and personnel development.
- Coordinated opening of 3 retail locations increasing showroom floor space from 12,000 SF to 34,000 SF
- Increased gross sales to $7M while maintaining a consistent $1M inventory with less than 1% shrink loss.

- Achieved almost 100% A/R collection rate along with 0% chargeback rate.
- Recruited, trained, evaluated and managed office/sales personnel.

Executive Secretary/Bookkeeper/Marketing Coordinator **01/1995 to 01/1998**
Mission Yamaha **Laguna Niguel, CA**

- Handled all matters for CEO from legal correspondence to development and coordination of marketing materials, press releases, special promotions.
- Prepared monthly financial statements, A/R, A/P, promotional budgets.

Race Coordinator and Promoter **01/1995 to 01/1998**
Mission Yamaha and International Speedway **Costa Mesa, CA**

- Developed, organized, promoted Pee Wee motorcycle races.

Education

Bachelor of Science: Business Management **2019**
Western Governors University
WGU Award of Excellence in Business Ethics

Series 7/63 Securities Licensing **2012**
Kaplan University

Associate of Arts: Marketing **1997**
The Fashion Institute of Design & Merchandising Los Angeles, CA, USA
FIDM Honor Society and Scholarship Beneficiary
Cum Laude

Bio – Cathy Hules

Cathy Hules is originally from Southern California. She moved to Las Vegas in 1998 and currently resides in Spring Valley with her husband, Arte, and children, Billy and Savannah.

Cathy has over 20 years of experience in small business ownership and management, with the most recent decade in the medical field managing practices specializing in dermatology, plastic surgery, fertility, and multi-specialty ambulatory surgery centers. Cathy has extensive experience and expertise in accounting, human resources, business development, marketing, operations, team building, facility management, and ASC development and compliance. Cathy has always had a great passion for plastic surgery and was very happy to have joined the Herte Center for Cosmetic Surgery as Practice Administrator in 2019.

Cathy received her Bachelor of Science in Business Management from Western Governors University. She has a great passion for learning and providing better educational opportunities for at-risk children in her community of Spring Valley. She currently serves as a founding board member for the Las Vegas Montessori Charter Academy, overseeing financial and human resource matters. In her free time Cathy enjoys concerts, ballroom dancing, hiking, musical theater, and spending quality time with her friends and family.

ATTACHMENT 6

ATTACHMENT 6

Bylaws of the
Charter School Board of
LAS VEGAS MONTESSORI CHARTER ACADEMY,
a Nevada Public Charter School

Section 1. Name.

The name of the charter school is Las Vegas Montessori Charter Academy ("*LVMCA*" or the "*School*").

Section 2. Legal Status.

The School is a charter school authorized, sponsored, and regulated by the State Public Charter School Authority of the State of Nevada (the "*Authorizer*") pursuant to a Charter Contract Agreement dated _____, 2020 (the "*Charter*"). The Charter School Board of the School (the "*Board*") is an independent body under the authorization of the Authorizer. The Board plans and directs all aspects of the school's operations.

Section 3. Principal Office; Campuses.

The School's physical location(s) shall be at the following address(es):

Principal Office:	_____
Campus(es):	_____

Section 4. Conformity with Laws.

(a) Laws. The School shall operate in accordance with (i) Nevada Revised Statutes, Chapter 388A (the "*Charter School Act*") and (ii) all other local, state, and federal laws and regulations applicable to the operation of public charter schools in the State of Nevada and/or this School in particular (collectively, "*Applicable Laws*").

(b) Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, ethnicity, gender, age, disability, sexual orientation, military/veteran status, or any other class protected under Applicable Laws, including without limitation (i) in its employment practices; and (ii) in its student enrollment, education, treatment, disciplinary, and other practices

Section 5. Purpose. The general purpose for which the School is organized is to engage in any lawful act or activity which a state public charter school may engage in, particularly the operation of a school for, and provision of a high-quality education to, children in grades Kindergarten through eighth (8^{th}) grade.

Section 6. Board Powers.

The Board shall supervise, direct, and oversee the affairs and property of the School and exercise its powers hereunder, subject to the limitations of Applicable Law, the Charter, and these Bylaws. The Board shall delegate the day-to-day management of the activities of the School to the School administration, so long as the affairs of the School are ultimately managed, and its powers are exercised, under the Board's jurisdiction. Without limiting the general powers conferred by these

Bylaws, the Board shall have the following specific, enumerated powers:

Re. Operations:

(1) To perform any and all duties imposed on the Board by Applicable Law, the Charter, or by these Bylaws;

(2) To (A) supervise the conduct, management and control of the affairs and activities of the School, and (B) make policies, rules, and regulations not inconsistent with, but instead to uphold and enforce, Applicable Law, the Charter, and these Bylaws;

(3) To establish and approve all major educational activities, operational policies, and the schedule of major events and activities at the School, so as to cause the further improvement and development of the School's academic growth and performance;

(4) To ensure the ongoing evaluation of the School, in part to ensure public accountability;

(5) To strive for a diverse student population, reflective of the local and regional community;

Re. Personnel:

(6) To elect and remove individual members of the Board ("*Board Members*");

(7) To appoint, supervise, review, and (if necessary) discharge the School's Executive Director—meaning the individual who is responsible for the operation of the School, administering the School in accordance with Board direction and policies, and (in the absence of a specified Board direction or policy) managing the School consistent with the objectives of the Board and reasonable, generally accepted educational practices;

(8) To prescribe powers and duties for School employees and to fix their compensation (or ratify the compensation structure recommended by the Executive Director);

(9) To maintain insurance, and to indemnify, Board Members, the Executive Director, officers, employees, and/or agents (each one, an "*Indemnitee*") for liability asserted against or incurred by any Indemnitee in his/her official capacity or arising out of such person's status as such, subject to the provisions of Applicable Law, the Charter, and these Bylaws;

Re. Finances & Assets:

(10) To supervise and approve the leasing, purchase, acquisition, improvement, sublease, mortgage, transfer in trust, pledge, encumbering of, conveyance of, or disposition of, in any lawful manner (including by exchange, lease, gift, devise, bequest, or otherwise), for and in the name of the School, any and all (A) real property, (B) major personal property, and (C) rights or privileges deemed necessary or convenient for the conduct of the School's purpose and mission, as well as the of such property in accordance herewith;

(11) To (A) develop and approve an annual budget, (B) periodically monitor the School's income and expenses to adjust its financial plans accordingly, (C) ensure adequate funding for School operations, including fundraising and the pursuit of

local, state, and federal grants (consistent with the School's mission), and (D) to submit a final budget to the Authorizer pursuant to Applicable Law;

(12) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by Applicable Law, made by an independent, licensed accountant selected by the Board, which audit shows in reasonable detail all of the assets, liabilities, revenues, and expenses of the School and its accurate financial condition; and

Re. Miscellaneous:

(13) To carry out such other duties and exercise such other powers as are appropriate, necessary, or customarily and reasonably entailed and vested in the board of a Nevada state public charter school.

Section 7. Board Members.

(a) Number. The initial targeted number and maximum number of School Board Members is nine (9).

(b) Formation. The Board's membership shall adhere to the statutory requirements of NRS 388A.320, NAC 388A.525, and other Applicable Laws (as amended or superseded from time to time).

(c) Qualification. All Board members shall be devoted to the purpose and mission of the School and shall represent in good faith the interests of the community. A Board Member may only take office after complying with all Applicable Laws, including NRS 388A.320(3) and 388A.323.

(d) Elections.

(1) Elections. No formal nomination process is mandated hereunder; the Board President shall exercise reasonable discretion in presenting nominees for a vote. The Board may elect any person who will serve the interests of the school reasonably effectively and in good faith. The Board, excluding the candidate (if he/she is already a Board Member), shall elect each Board Member by a majority vote of the Board Members then in office, whether or not the number of Board Members in office is sufficient to constitute a quorum—or by the sole remaining Board Member (if just one).

(2) Election Timing. The Board shall elect Board Members at the Annual Meetings (generally in May), at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

(e) Terms of Office. The term of office of each Board Member shall be two (2) years, starting on July 1st of a calendar year, and concluding on June 30th of the following calendar year. The Board terms shall be staggered, meaning that approximately half (1/2) of the Board Member posts shall be subject to election in one calendar year, and the other half (1/2) in the following year. The President shall decide which slate of initial Board Members shall only serve a one (1)-year term to achieve such staggering. The term of office of a Board Member elected to fill a vacancy begins on the date of the Member's election, and continues for the balance of the unexpired term. A Board Member's term of office shall not be shortened by any reduction in the number of Members resulting from amendment to the Charter, the Bylaws, or other Governing Body action (unless the affected Board Member agrees thereto).

(f) Resignation & Removal.

(1) Resignation. A Board Member may voluntarily resign at any time by giving written notice to the Board President or Secretary. The resignation shall be effective upon receipt of such notice, or at a later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Member. A Board Member may not resign if the Board Member's resignation leaves the School without one (1) duly elected Board Member in charge of its affairs.

(2) Removal. The Board may remove a Member in accordance with Applicable Law. The Board may, for example, remove any Member who: (i) has failed to attend three or more of the Board's Regular Meetings in any calendar year; (ii) has been declared of unsound mind by order of a court of competent jurisdiction; (iii) has been convicted of a felony or offense involving moral turpitude, or otherwise adversely affected the School's reputation; (iv) has violated the Conflict of Interest or Code of Conduct policies in effect from time to time; (v) upon determination by a majority of the remaining Board Members that the Member is no longer eligible; or (vi) for such other good cause as the Board may determine by a two-thirds vote, excluding the Member at issue.

(3) Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Board Member, upon the removal of a Board Member, upon a declaration of vacancy pursuant to these Bylaws (e.g., due to an enlargement of the Board), or upon the death of a Board Member.

(g) Post-Election Matters.

(1) Notification. The School shall notify its Authorizer within 10 days of selecting a new Board Member and provide the new Member's resume and affidavit pursuant to NRS 388A.320(2). Board members shall also be fingerprinted according to the NRS 388A.323 procedure.

(2) Orientation/Training. Each new Board Member shall be given an orientation by the Board or Administration prior to such Member's first Board meeting. Written materials shall be provided in the form of a Board packet.

(h) Compensation of Board Members. The Board may approve compensation of Board Members and/or Officers while conducting School business, in accordance with NRS 388A.320(5). Any compensation or other reimbursement of expenses that are not accepted by a Board Member shall be construed as a gift to the School.

Section 8. Board Meetings.

(a) Meetings. Regular Meetings shall be held at various times during the year as the Board may determine, but under no circumstances less than one (1) meeting per quarter (or as otherwise required by NRS 388A.320 from time to time). An annual meeting shall be held in May of each year for the purpose of electing Board Members for the following academic year, making and receiving reports on school affairs, reviewing the Executive Director's performance, and transacting other business. The annual meeting shall be construed as satisfying the regularly scheduled quarterly meeting for that calendar quarter. A Special Meeting may be held at any time as determined by the Board President or by three (3) Board Members, provided the Executive Director or Board President notifies all Board Members of the meeting reasonable in advance of

the same (i.e., at least three (3) days).

(b) Place of Meetings. Board Meetings shall be held at School facilities or at any other reasonably convenient place as the Board may designate.

(c) Adjournment. A majority of the Board Members present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place (provided that the reconvening of the meeting complies with the Nevada Open Meeting Law, codified at NRS Chapter 241 (the "*OML*").

(d) OML Compliance. All Board Meetings shall be held in accordance with the dictates of the OML and other Applicable Laws (in effect from time to time). For example, all notices (except in the event of an emergency) must be given at least 3 working days before the meeting; all agendas must be timely posted; all agenda items must meet the statutory requirements for detail and content; and time shall be reserved at each Board Meeting for public comment. All Board Members may request the inclusion of agenda items reasonably in advance (at least 24 hours) of the notice/posting deadline. The Board may not hold a closed meeting or a non-public meeting except in compliance with the OML.

(e) Conduct of Meetings. The Board President shall exercise reasonable discretion in conducting meetings, using Robert's Rules of Order if and to the extent desired.

(f) Absences; Remote Participation. If a Board member is unable to attend a Board meeting, the Board member shall contact the Board President, Executive Director, or designated supervising employee as far in advance of the meeting as possible. Board Members who cannot physically attend a scheduled Meeting may participate through the use of telephone, video conference, or similar communication equipment, so long as (i) all Members participating in such meeting are able to hear and to communicate with one another and (ii) the Board President, exercising his/her reasonable discretion, can authenticate the identity of those Members. Participation by communication equipment constitutes presence in person at the Meeting and is counted toward achieving a quorum.

Section 9. Board Actions, Votes, & Decisions.

(a) Quorum. A quorum at all meetings of the Board shall consist of a majority of the Board Members then in office. Except as otherwise provided in these Bylaws or Applicable Law, a quorum of Board Members must be present to lawfully conduct a Board Meeting.

(b) Member Participation. Every Board Member has the right to participate in Board discussions and vote on all issues before the Board, if present at the meeting where the vote is taken, with the exception of issues on which the Member is obligated to recuse him/herself. (A Member shall be excused from the vote on any matter involving a conflict of interest or indemnification of that Member.)

(c) Actions Taken at Board Meetings; Voting. Except as otherwise provided in these Bylaws or Applicable Law, the vote of a majority of the Board Members present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any Board meeting there is less than a quorum present, the Members present may adjourn the meeting until a quorum is obtained. Proxy voting is not permitted.

Section 10. Board Committees.

The Board may create Committees for any purpose—e.g., an Academic Committee, Finance

Committee, Governance Committee, and/or Facilities Committee. At the time of appointment, the Board shall appoint a Chairperson for each Committee. Any delegated activity or decision-making authority may be unilaterally revoked at any time by the Board. The Board may delegate any power or authority of the Board to a Board Committee, except (i) filling a vacancy on the Board; and (ii) amending these Bylaws. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the OML with respect to the notice and conducting of meetings.

Section 11. Board Information.

(a) Inspection Rights. Every Board Member has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties and assets of the School, provided that such inspection is conducted at a reasonable time, after reasonable notice, and does not interfere in the School's purpose or mission. This inspection right is subject to (i) the caveat that certain materials may contain confidential information which, under Applicable Law, is not subject to Board review (e.g., health information protected under HIPAA, if the Board has no reasonable grounds for reviewing such information); and (ii) the reviewing Member's obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by Applicable Law. Inspection rights also extend to the School's Authorizer.

(b) Duty to Maintain Board Confidences. Every Board Member has a duty to maintain the confidentiality of all Board meetings and actions which are not required by Applicable Law (including the OML) to be open to the public, including discussions which take place during any Closed Meeting or Non-Meeting Sessions of the Board.

Section 12. Board Officers.

(a) Officer Posts**.** The Officers of the Board shall consist of a President, Vice President, Secretary, and Treasurer. The Board may also have such other officers as the Board deems desirable. Subject to full Board control:

(1) President. The President has general supervision, direction, and control of the affairs of the Board, and such other powers and duties as the Board may prescribe. The President shall possess the power to sign all certificates, contracts, or other instruments of the School that are approved by the Board. When present, the President shall preside at Board meetings, exercising his/her discretion in administering the proceedings.

(2) Vice President. If the President is absent or disabled, the Vice President shall perform all of the President's duties and, when so acting, shall have all the President's powers and restrictions. The Vice President may have other powers and shall perform other duties as the Board may prescribe.

(3) Secretary. The Secretary shall: (i) cause to be kept, at the School's Principal Office, or such other place as the Board may direct, a minute book for all meetings of the Board and Board Committees, noting the time and place of each meeting, whether it was regular, special, or emergency (and if special or emergency, how authorized), the notice given, the names of Board Members present, and the actions and decisions at such proceedings; (ii) cause to be kept a copy of the School's Charter and Rules of Governance, with amendments; (iii) cause to be given notice of the Board and Committee meetings as required by the Rules; and (iv) have other powers and

duties as the Board may prescribe.

(4) Treasurer. The Treasurer shall have general oversight responsibility for the preparation by the School's Chief Financial Officer (or similar executive employee) of, and shall cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The Treasurer shall cause the safeguarding of the assets of School. Among other things, the Treasurer will: (i) cause the books of accounts to be made available at all times for inspection by any Board Member; (ii) cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (iii) cause to be disbursed the School's funds as the Board directs; (iv) cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; and (v) have other powers and duties as the Board may prescribe. The Treasurer may "cause" one or more of the actions above by issuing instructions to the Chief Financial Officer (or similar executive employee) to carry out the appropriate action.

(b) Election, Eligibility and Term of Office**.**

(1) Election. The Board shall elect the Officers at the Annual Meeting, except that Officers elected to fill vacancies shall be elected as vacancies occur. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes (even if a plurality, not a majority) shall be elected to the office.

(2) Eligibility. A Board Member may hold any number of offices.

(3) Term of Office. Each officer serves at the pleasure of the Board, holding Office until the next Annual Meeting or his/her resignation, removal, or disqualification from service.

(4) Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or other reason, may be filled by the Board for the unexpired portion of the term.

(5) Removal and Resignation**.** The Board may remove any Officer, with or without cause, at any time with a two-thirds (2/3) supermajority vote of the Members then in office, excluding the Member at issue. Any Officer may resign at any time by giving written notice of the intent to do so to the President or Secretary, the resignation taking effect on receipt of the notice or at a later date as specified in the notice.

Section 13. Board Member Standard of Care.

(a) Performance of Duties. Each Board Member shall share in performing all duties of the Board, including duties on any Board Committee, and act (i) in good faith, (ii) in a manner which the Board Member believes to be in the best interests of the School, and (iii) with such care, including reasonable inquiry, as an reasonable person in a like position would use under similar circumstances, and in compliance with any Code of Conduct adopted by the Board from time to time.

(b) Reliance on Others. In performing the duties of a Board Member, each such Member shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented, or prepared by:

(1) One or more officers or employees of the School whom the Member

believes to be reliable and competent in the matters presented;

(2) Legal counsel, independent accountants, or other persons as to matters that the Member believes are within that person's professional or expert competence; or

(3) A Board Committee, on which the Member does not serve, as to matters within its designated authority;

but in each case, only when the Board Member has no knowledge of facts that would cause such reliance to be unwarranted.

(c) Investments. In investing and dealing with all property and assets held by the School for investment, the Board shall exercise the standard of care described above and avoid speculative or exceptionally risky investments, instead considering, in a prudent manner, the investment's return, risk factors, and the safety of the School's capital. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the School.

(d) Conflicts of Interest; Self-Dealing.

(1) Ethical Code. The Board shall follow the Code of Ethical Standards set forth at NRS Chapter 281A and any conflict of interest policy adopted by the Board.

(2) Self-Dealing. Neither the Board nor any Board Member shall engage in any transactions barred under the Board's conflict of interest policy in effect from time to time. The following transaction shall not be deemed a prohibited self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the School, if the transaction is approved or authorized by the independent Board Members in good faith and without unjustified favoritism, and results in a benefit to one or more Board Members or their families because they are part of a class of persons intended to be benefited by the program.

Section 14. Board Member Liability, Indemnification, & Insurance.

(a) Liability Limitations & Protections. The Board Members shall not be personally liable for the School's debts, liabilities, or other obligations. Notwithstanding any other provisions in these Bylaws, no Board Member shall be subject to liability if:

(1) he or she would not have been liable, for the same action or omission, if the School were a for-profit corporation, under NRS 78.138 and 78.139 (setting forth, among other things, Nevada's business judgment rule, constituencies provision, reasonable-reliance provision, and the threshold for liability limitation set forth in NRS 78.138(7)); and/or

(2) he or she is immune from liability under traditional common-law precedents or statutory provisions, including, for example, NRS 41.0305 *et seq*. (codifying sovereign immunities).

(b) Indemnification.

(1) Indemnity. To the maximum extent permitted by Applicable Law, the School shall indemnify all Board Members and other members of Board Committees, if such persons are made a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (an "*Action*"), by reason of the fact that he/she is or was a Board Member or Board Committee member (an

"*Indemnitee*"), against any and all claims, causes of action, liabilities, judgments, amounts, costs, fines, charges, obligations, losses, penalties, fees, and expenses, including attorneys' and experts' fees and costs, and also amounts paid in settlement, if he/she acted in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interests of the School, and, with respect to any criminal Action, had no reasonable cause to believe his/her conduct was unlawful. The School may not, however, indemnify an Indemnitee for: (i) an Action brought by the School against him/her; or (ii) if it is proven that the Indemnitee's action or omission (A) constituted a breach of a fiduciary duty owed (if any) as a Board Member or Committee member, and (B) the breach of such duty involved intentional misconduct, fraud or a knowing violation of law.

(2) Failure; Success. The termination of any Action by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the Indemnitee is liable or did not act in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interests of the School, or that, with respect to any criminal Action, he/she had reasonable cause to believe that his/her conduct was unlawful. Conversely, to the extent that an Indemnitee has been successful on the merits or otherwise in defense of any Action, he/she shall be indemnified by the School for the same.

(3) Defense (Procedure). Promptly after Indemnitee's receipt of notice of the commencement or threat of an Action, Indemnitee shall, if Indemnitee believes indemnification is owed hereunder, notify the School in writing. That notice shall be addressed to the Executive Director and Board President and shall include documentation or information necessary to determine if indemnification is appropriate. Any delay in such notice shall not constitute a waiver or release by Indemnitee, except to the extent of any prejudice caused by such delay. Upon receiving such notice, the School shall be entitled to assume the defense of such Action, with counsel approved by Indemnitee (not to be unreasonably withheld or delayed), upon the delivery to Indemnitee of written notice of the School's election to do so. The School's election to defend shall not constitute a waiver of its right to subsequently challenge whether indemnification was required. Indemnitee may hire independent counsel to monitor or appear in the Action, and the fees and costs associated with the same shall be paid by the School if Indemnitee reasonably concludes there may be a conflict of interest between the School and Indemnitee in the conduct of such defense. The School shall not settle any Action that would impose any penalty or limitation on Indemnitee without Indemnitee's prior written consent. Neither the School nor Indemnitee will unreasonably withhold its or his or her consent to any proposed settlement; provided, however, Indemnitee shall not be required to consent to any settlement of an Action to which he or she is party, unless such settlement is reasonably satisfactory to Indemnitee and releases Indemnitee from all potential indemnified sums.

(4) Advances. Expenses incurred in defending an Action may be paid by the School in advance of the final disposition of such action, suit or proceeding, as authorized by the Board, upon receipt of an undertaking by or on behalf of the Indemnitee to repay such amount if it is ultimately determined by a court that he/she is not entitled to indemnification hereunder.

(5) Other Indemnity Sources. The indemnification in this Sub-Section: (i) does not exclude any other rights to which the Indemnitee seeking indemnification may be entitled under the Charter, Applicable Law, these Bylaws, or a vote of disinterested Directors.

(6) Successors. All indemnification rights herein shall continue as to an

Indemnitee who has ceased to be a Board Member or Committee Member, and shall inure to the benefit of his or her legal successors, heirs, executors and administrators.

(7) Amendments. No amendment to these Bylaws can retroactively limit or abridge the indemnification rights of Indemnitees for actions or omissions undertaken prior to such amendment going into effect.

(8) Subrogation. In the event of any payment hereunder by the School, the School shall be subrogated to the extent of such payment to all of the rights of recovery of Indemnitee, who shall execute all documents required and shall do all acts that may be necessary to secure such rights and to enable the School to effectively bring an Action to enforce such rights.

(c) Insurance. The School shall purchase and maintain insurance in reasonable amounts, and from a reasonable, licensed insurer, on behalf of any person who is or was an Indemnitee, whether or not the School would have the power to indemnify such Person against such liability under the provisions of this Sub-Section. The School shall not be obligated to indemnify any Indemnitee for indemnifiable sums to the extent the insurer has already paid such sums directly to Indemnitee. Notwithstanding the foregoing, the School shall have no obligation to obtain or maintain such insurance if (i) the Board determines in good faith that (A) such insurance is not reasonably available, (B) the premium costs for such insurance are substantially disproportionate to the amount of coverage provided, or (C) the coverage provided by such insurance is limited by exclusions so as to provide an insufficient benefit, or (ii) all Indemnitees are covered by similar insurance maintained by another person, entity, or governmental unit.

Section 15. Miscellaneous.

(a) Fiscal Year**.** The fiscal year of the School begins on July 1st of each year and ends on June 30th of the following year.

(b) Contracts, Notes, & Instruments**.**

(1) Signing Authority. Unless otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Board Member who is not the President to enter into any contract or execute and deliver any instrument in the name of or on behalf of School. Such authority may be confined to specific instances. Unless so authorized, no Board Member who is not the President or Vice President shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

(2) Executive Director Authority. Notwithstanding the preceding Sub-Section, unless a different threshold is required by Applicable Law, the Charter, these Bylaws, or a Board decision from time to time, the Board shall adopt a monetary threshold, under which the Executive Director shall have the authority to approve, reject, modify, and sign contracts, instruments, and other items (including any contract, check, order, expenditure, purchase, acquisition, exchange, lease, gift, devise, bequest, pledge, mortgage, or other similar action or incurring of indebtedness, but not loans to any Board Members or the Executive Director). The foregoing shall not prohibit the Executive Director from submitting an action under that threshold to the Board in its discretion.

(c) Property**.** The property and assets of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No School property or asset, including real estate, shall be conveyed or encumbered except in accordance with the preceding Sub-Section. The School may accept contributions, gifts, bequests, and devises at any

time.

(d) Deposits**.** All School funds not otherwise earmarked shall be deposited for the general credit of the School in such banks, credit unions, trust companies, or other custodians located in the State of Nevada as the Board may select.

(e) Construction**.** Without limiting the generality of these Bylaws, the masculine gender includes the feminine and neuter, the singular number includes the plural, and vice versa. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions. Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter control. These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly and efficient manner, of the purposes of the School. These Bylaws shall not be construed so as to impair the operations of the School.

(f) Dissolution**.** If, at any time and for any reason, the School's Charter is revoked or the School is dissolved, all property and assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of in accordance with Applicable Law (and in the event of there being no such Applicable Law, to the Authorizer to dispose of as it sees fit).

(g) Bylaw Amendments. A two-thirds (2/3) supermajority vote of the Board Members then in office shall have the power to adopt, amend, or repeal these Bylaws at any meeting, provided that the amendment, alteration, or repeal was included in the meeting agenda. Approved amendments to these Bylaws shall not go into effect without the approval of the School's Authorizer, if so required by Applicable Law.

CERTIFICATE OF SECRETARY

The undersigned certifies that:

- he/she is the Secretary of Las Vegas Montessori Charter Academy, a public charter school duly organized and existing under the laws of the State of Nevada;
- the foregoing Bylaws are the current bylaws of the Charter School Board of that School; and
- these Bylaws were duly adopted by the requisite vote of the Board Members and, if necessary, approved by the School's Authorizer.

_____ _____

Signature of Secretary Date

Date of Adoption:
_____, 2020
(Version #1)

CONFLICT OF INTEREST POLICY

of

LAS VEGAS MONTESSORI CHARTER ACADEMY,

a Nevada Non-Profit Corporation
Operating a State Public Charter School,

for

Members of the Board of Directors and
Its Committees and Subcommittees

Each of the members (the "*Board Members*") of the Board of Directors (the "*Board*") of Las Vegas Montessori Charter Academy ("*LVMCA*") desires to operate in the most ethical and conscientious manner possible, and to that end adopts, and agrees to abide by, this Conflict of Interest Policy (this "*Policy*").

Section 1. Purpose; Nevada Ethical Code.

(a) The purpose of this Policy is to protect and safeguard LVMCA's integrity, academic, financial, and moral interests, and reputation when it is contemplating entering into a transaction or arrangement that might benefit the private interests of any Members of the Board of Directors and its Committees and Subcommittees (any such person, an "*LVMCA Director*," even if he/she were not formally a Board Member).

(b) This Policy is intended to supplement, but not replace, any applicable state and federal laws and regulations governing conflicts of interest applicable to charter schools, as well as LVMCA's Charter Agreement and Bylaws as they may be amended from time to time. (In the event of an unavoidable conflict, those laws, regulations, and documents trump this Policy.)

Among other things, the applicable laws include the Nevada Code of Ethical Standards (the "*Nevada Ethical Code*"), codified at Nevada Revised Statutes ("*NRS*") 281A.400 *et seq.*, a copy of which (as in effect as of January 15, 2020) is attached as **Exhibit A** to this Policy, and which applies to each LVMCA Director (as a "*Public Officer*") pursuant to 388A.525(7).

Section 2. Definitions.

(a) A "*Financial Interest*" exists for a person if he/she has, directly or indirectly, through business, investment, family, or otherwise:

(1) an ownership or investment interest in any person or entity with whom/which LVMCA has a transaction or arrangement,

(2) a compensation arrangement with any person or entity with whom/which LVMCA has a transaction or arrangement,

(3) a potential ownership or investment interest in, or compensation arrangement with, any person or entity with whom/which LVMCA is negotiating (or is reasonably likely to negotiate in the next six (6) months) a transaction or arrangement; or

(4) one of other types of interests listed in NRS 281A.420(1)(a) through (d) of the Nevada Ethical Code.

In this definition, "*compensation*" includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest. A person who has a Financial Interest may have a conflict of interest only if the An LVMCA Director or Board decides that a conflict of interest exists, in accordance with this Policy.

(b) "*Independent LVMCA Director*" means any LVMCA Director who is not an Interested LVMCA Director in a particular matter.

(c) "*Interested LVMCA Director*" means any LVMCA Director who has a direct or indirect Financial Interest in a particular matter.

Section 3. Policy Matters.

(a) General Prohibitions. An LVMCA Director shall comply in all material respects with the provisions of NRS 281A.400 of the Nevada Ethical Code, which (paraphrasing, and without amending that statute nor exhaustively summarizing it) generally prohibits the LVMCA Directors from:

(1) accepting gifts which will improperly influence decision making, or using his or her position to gain unjustified privileges or benefits;

(2) participating in negotiations with an entity in which the An LVMCA Director has a significant pecuniary interest;

(3) receiving compensation from a private source for the LVMCA Director's public duties;

(4) using confidentially-obtained information for his or her own pecuniary gain, or suppressing official information to prevent a loss in his or her own pecuniary interests; and

(5) using LVMCA time, property, equipment, or facilities for his or her own pecuniary gain.

(b) Duty to Disclose.

(1) In connection with any actual or possible conflict of interest, an Interested An LVMCA Director must timely disclose the existence of the Financial Interest and be given a reasonable opportunity to disclose all of the material facts to the Board, in accordance with the full paragraph in NRS 281A.420(1) of the Nevada Ethical Code (but subject to the disclosure exceptions in NRS 281A.420(1) of that Code).

(2) For Open Meeting Law purposes, a conflict-of-interest discussion is deemed to be a part of any agenda item in which an actual or potential conflict of interest is raised, even if the conflict-of-interest is not expressly stated in the agenda item and is only raised at the meeting.

(c) Recusal (a/k/a abstention) by Oneself.

(1) An LVMCA Director shall recuse himself or herself at any time from involvement in any decision or advocacy (but not necessarily the discussion, generally) in which the LVMCA Director believes he or she has or may have a conflict of interest, when recusal is required by NRS 281A.420(3) and (4)(a) of the Nevada Ethical Code. Generally, the test in those statutes is whether the "independence of judgment of a reasonable person in the public officer's situation would be materially affected" by the Financial Interest. That is an objective test,

based on what a reasonable person would do.

(2) Any LVMCA Director may recuse himself or herself at any time from involvement in any decision or discussion in which the LVMCA Director believes he or she has or may have a conflict of interest, without going through any process for the other LVMCA Directors determining whether a conflict of interest exists, but shall first consider the policy statement set forth in NRS 281A.420(4)(b) of the Nevada Ethical Code, which discourages abstention except in "clear cases."

(d) Recusal (a/k/a abstention) by Other LVMCA Directors. If, after disclosure of the Financial Interest and all material facts pursuant to this Section 3, and after any discussion with the Interested LVMCA Director, the Interested LVMCA Director has not recused himself or herself, and any Independent LVMCA Director (on the Board, Committee, or Subcommittee, as the case may be) has reasonable concerns about that decision, then:

- the Interested LVMCA Director shall leave the meeting; and
- the remaining Independent LVMCA Directors shall discuss the matter, decide if a conflict of interest exists, and vote upon whether to recuse the Interested LVMCA Director.

(e) Effect of Recusal on Voting. Upon recusal, the necessary quorum to act upon the matter, and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the Board, Committee, or Subcommittee. In the event of a tie vote among the remaining an LVMCA Directors, no approval or denial shall be deemed given (meaning it is as if the Board did not vote).

(f) Eligibility for Contracts. Neither LVMCA nor any LVMCA Director (nor any entity controlled by an LVMCA Director) shall bid upon, negotiate, or enter into any contract or similar arrangement with LVMCA, except in material accordance with NRS 281A.430 of the Nevada Ethical Code, which describes in detail under which conditions such contracts or arrangements may and may not be bid upon, negotiated, and entered into.

(g) Alternative Transactions. The Board President, if appropriate, may appoint an Independent LVMCA Director or committee to investigate alternatives to a proposed transaction or arrangement. If the Interested LVMCA Director is the Board President, then a majority of the Governance Committee shall consider whether or not to take such action.

Section 4. Policy Violations.

(a) If the Board has reasonable cause to believe an LVMCA Director has failed to disclose actual or possible conflicts of interest, it shall inform that LVMCA Director of the basis for such belief and afford the LVMCA Director an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the LVMCA Director's response and after making further investigation as warranted by the circumstances, the Board determines that the LVMCA Director has failed to disclose an actual or possible conflict of interest (with a vote of a simple majority of Independent Directors, excluding the LVMCA Director in question), it shall take appropriate corrective and/or disciplinary action.

Section 5. Records of Proceedings.

At any meetings where matters under this Policy are discussed and/or voted upon, the minutes of such meeting shall contain: (i) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of

the Financial Interest, any action taken to determine whether a conflict of interest was present, and the Interested LVMCA Director or Board's decision as to whether recusal was required; and (ii) the names of the persons who were present for discussions and votes relating to the relevant transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 6. Compensation; Voting.

(a) A voting LVMCA Director who receives compensation, directly or indirectly, from LVMCA for services is precluded from voting on matters pertaining to that person's compensation, excepting a reasonable fixed sum that such person may receive for attendance at each regular or special meeting of the Board, Committee, or Subcommittee.

(b) A voting LVMCA Director who sits on the Board or a Committee or Subcommittee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LVMCA for services is precluded from voting on matters pertaining to that person's compensation.

(c) No voting LVMCA Director who sits on the Board or a Committee or Subcommittee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LVMCA, either individually or collectively, is prohibited from providing information to such body.

Section 7. Annual Statements.

Each LVMCA Director shall, upon LVMCA request, annually sign a written statement which affirms that such person: (i) has received a copy of this Policy; (ii) has read and understands this Policy, and (iii) has agreed to comply with this Policy. If at any time the information in such a statement materially changes, the Interested LVMCA Director shall immediately disclose such changes and submit a new disclosure form.

Section 8. Periodic Reviews.

(a) To ensure that LVMCA operates in a manner consistent with its tax-exempt purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board's Governance Committee shall regularly and consistently monitor, review, and enforce compliance with this Policy by reviewing LVMCA Director statements and taking such other actions as are necessary for effective oversight.

(b) The Governance Committee's periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits, if any, are reasonable, based on competent survey information and are the results of arm's-length bargaining; and (ii) whether partnership and joint venture arrangements and arrangements with management organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further LVMCA's tax-exempt purposes and do not result in inurement, an impermissible private benefit, or an excess benefit transaction.

(c) In conducting the periodic reviews provided for in this Section 8, LVMCA may (but need not) use outside advisors. If outside experts are used, their use shall not relieve the LVMCA Directors of their responsibility for ensuring that periodic reviews are conducted.

Section 9. Policy Amendments.

A majority of the Board as a whole may approve or disapprove of amendments and modifications to this Policy from time to time. Upon any modification being approved, the school shall submit the same to the School District within five (5) days, if required under its Charter or by applicable law.

[*The remainder of this page is intentionally blank and the Certification Page follows*.]

[*Certification Page*]

CERTIFICATE OF SECRETARY

By signing below, the undersigned certifies that:

(1) he/she is the Secretary of Las Vegas Montessori Charter Academy, a non-profit corporation duly organized and existing under the laws of the State of Nevada and duly operating as a Nevada state public charter school;

(2) the foregoing Conflict of Interest Policy is the current policy of the Charter School Board of that School; and

(3) this Conflict of Interest Policy was duly adopted by the requisite vote of the Board Members and, if necessary, approved by the School's Authorizer.

_____ _____

Signature of Secretary Date

Exhibit A

Nevada Code of Ethical Standards for Public Officers

(NRS 281A.400 *et seq.*)

NRS 281A.400 General requirements; exceptions. A code of ethical standards is hereby established to govern the conduct of public officers and employees:

1. A public officer or employee shall not seek or accept any gift, service, favor, employment, engagement, emolument or economic opportunity, for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity, which would tend improperly to influence a reasonable person in the public officer's or employee's position to depart from the faithful and impartial discharge of the public officer's or employee's public duties.

2. A public officer or employee shall not use the public officer's or employee's position in government to secure or grant unwarranted privileges, preferences, exemptions or advantages for the public officer or employee, any business entity in which the public officer or employee has a significant pecuniary interest or any person to whom the public officer or employee has a commitment in a private capacity. As used in this subsection, "unwarranted" means without justification or adequate reason.

3. A public officer or employee shall not participate as an agent of government in the negotiation or execution of a contract between the government and the public officer or employee, any business entity in which the public officer or employee has a significant pecuniary interest or any person to whom the public officer or employee has a commitment in a private capacity.

4. A public officer or employee shall not accept any salary, retainer, augmentation, expense allowance or other compensation from any private source, for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity, for the performance of the public officer's or employee's duties as a public officer or employee.

5. If a public officer or employee acquires, through the public officer's or employee's public duties or relationships, any information which by law or practice is not at the time available to people generally, the public officer or employee shall not use the information to further a significant pecuniary interest of the public officer or employee or any other person or business entity.

6. A public officer or employee shall not suppress any governmental report or other official document because it might tend to affect unfavorably a significant pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity.

7. Except for State Legislators who are subject to the restrictions set forth in subsection 8, a public officer or employee shall not use governmental time, property, equipment or other facility to benefit a significant personal or pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity. This subsection does not prohibit:

(a) A limited use of governmental property, equipment or other facility for personal purposes if:

(1) The public officer or employee who is responsible for and has authority to authorize the use of such property, equipment or other facility has established a policy allowing the use or the use is necessary as a result of emergency circumstances;

(2) The use does not interfere with the performance of the public officer's or employee's public duties;

(3) The cost or value related to the use is nominal; and

(4) The use does not create the appearance of impropriety;

(b) The use of mailing lists, computer data or other information lawfully obtained from a

governmental agency which is available to members of the general public for nongovernmental purposes; or

(c) The use of telephones or other means of communication if there is not a special charge for that use.

If a governmental agency incurs a cost as a result of a use that is authorized pursuant to this subsection or would ordinarily charge a member of the general public for the use, the public officer or employee shall promptly reimburse the cost or pay the charge to the governmental agency.

8. [Intentionally omitted]

9. A public officer or employee shall not attempt to benefit a significant personal or pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity through the influence of a subordinate.

10. A public officer or employee shall not seek other employment or contracts for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity through the use of the public officer's or employee's official position.

NRS 281A.410 Limitations on representing or counseling private persons before public agencies; request for relief from strict application of certain provisions. In addition to the requirements of the code of ethical standards and the other provisions of this chapter:

1. If a public officer or employee serves in a state agency of the Executive Department or an agency of any county, city or other political subdivision, the public officer or employee:

(a) Shall not accept compensation from any private person to represent or counsel the private person on any issue pending before the agency in which that public officer or employee serves, if the agency makes decisions; and

(b) If the public officer or employee leaves the service of the agency, shall not, for 1 year after leaving the service of the agency, represent or counsel for compensation a private person upon any issue which was under consideration by the agency during the public officer's or employee's service. As used in this paragraph, "issue" includes a case, proceeding, application, contract or determination, but does not include the proposal or consideration of legislative measures or administrative regulations.

2. Except as otherwise provided in subsection 3, a State Legislator or a member of a local legislative body, or a public officer or employee whose public service requires less than half of his or her time, may represent or counsel a private person before an agency in which he or she does not serve.

3. A member of a local legislative body shall not represent or counsel a private person for compensation before another local agency if the territorial jurisdiction of the other local agency includes any part of the county in which the member serves. The Commission may relieve the member from the strict application of the provisions of this subsection if:

(a) The member files a request for an advisory opinion from the Commission pursuant to NRS 281A.675; and

(b) The Commission determines that such relief is not contrary to:

(1) The best interests of the public;

(2) The continued ethical integrity of each local agency affected by the matter; and

(3) The provisions of this chapter.

4. For the purposes of subsection 3, the request for an advisory opinion, the advisory opinion and all meetings, hearings and proceedings of the Commission in such a matter are governed by the provisions of NRS 281A.670 to 281A.690, inclusive.

5. Unless permitted by this section, a public officer or employee shall not represent or counsel a

private person for compensation before any state agency of the Executive or Legislative Department.

NRS 281A.420 Requirements regarding disclosure of conflicts of interest and abstention from voting because of certain types of conflicts; effect of abstention on quorum and voting requirements; exceptions.

1. Except as otherwise provided in this section, a public officer or employee shall not approve, disapprove, vote, abstain from voting or otherwise act upon a matter:

(a) Regarding which the public officer or employee has accepted a gift or loan;

(b) In which the public officer or employee has a significant pecuniary interest;

(c) Which would reasonably be affected by the public officer's or employee's commitment in a private capacity to the interests of another person; or

(d) Which would reasonably be related to the nature of any representation or counseling that the public officer or employee provided to a private person for compensation before another agency within the immediately preceding year, provided such representation or counseling is permitted by NRS 281A.410,

without disclosing information concerning the gift or loan, the significant pecuniary interest, the commitment in a private capacity to the interests of the other person or the nature of the representation or counseling of the private person that is sufficient to inform the public of the potential effect of the action or abstention upon the person who provided the gift or loan, upon the public officer's or employee's significant pecuniary interest, upon the person to whom the public officer or employee has a commitment in a private capacity or upon the private person who was represented or counseled by the public officer or employee. Such a disclosure must be made at the time the matter is considered. If the public officer or employee is a member of a body which makes decisions, the public officer or employee shall make the disclosure in public to the chair and other members of the body. If the public officer or employee is not a member of such a body and holds an appointive office, the public officer or employee shall make the disclosure to the supervisory head of the public officer's or employee's organization or, if the public officer holds an elective office, to the general public in the area from which the public officer is elected.

2. The provisions of subsection 1 do not require a public officer to disclose:

(a) Any campaign contributions that the public officer reported in a timely manner pursuant to NRS 294A.120 or 294A.125; or

(b) Any contributions to a legal defense fund that the public officer reported in a timely manner pursuant to NRS 294A.286.

3. Except as otherwise provided in this section, in addition to the requirements of subsection 1, a public officer shall not vote upon or advocate the passage or failure of, but may otherwise participate in the consideration of, a matter with respect to which the independence of judgment of a reasonable person in the public officer's situation would be materially affected by:

(a) The public officer's acceptance of a gift or loan;

(b) The public officer's significant pecuniary interest; or

(c) The public officer's commitment in a private capacity to the interests of another person.

4. In interpreting and applying the provisions of subsection 3:

(a) It must be presumed that the independence of judgment of a reasonable person in the public officer's situation would not be materially affected by the public officer's acceptance of a gift or loan, significant pecuniary interest or commitment in a private capacity to the interests of another person where the resulting benefit or detriment accruing to the public officer, or if the public officer has a commitment in a private capacity to the interests of another person, accruing to the other person, is not greater than that accruing to any other member of any general business, profession, occupation or group that is affected by the matter.

The presumption set forth in this paragraph does not affect the applicability of the requirements set forth in subsection 1 relating to the duty of the public officer to make a proper disclosure at the time the matter is considered and in the manner required by subsection 1.

(b) The Commission must give appropriate weight and proper deference to the public policy of this State which favors the right of a public officer to perform the duties for which the public officer was elected or appointed and to vote or otherwise act upon a matter, provided the public officer makes a proper disclosure at the time the matter is considered and in the manner required by subsection 1. Because abstention by a public officer disrupts the normal course of representative government and deprives the public and the public officer's constituents of a voice in governmental affairs, the provisions of this section are intended to require abstention only in clear cases where the independence of judgment of a reasonable person in the public officer's situation would be materially affected by the public officer's acceptance of a gift or loan, significant pecuniary interest or commitment in a private capacity to the interests of another person.

5. Except as otherwise provided in NRS 241.0355, if a public officer declares to the body or committee in which the vote is to be taken that the public officer will abstain from voting because of the requirements of this section, the necessary quorum to act upon and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the body or committee.

6. [Intentionally omitted]

7. [Intentionally omitted]

8. [Intentionally omitted]

NRS 281A.430 Contracts in which public officer or employee has interest prohibited; exceptions; request for relief from strict application of certain provisions.

1. Except as otherwise provided in this section and NRS 218A.970 and 332.800, a public officer or employee shall not bid on or enter into a contract between an agency and any business entity in which the public officer or employee has a significant pecuniary interest.

2. A member of any board, commission or similar body who is engaged in the profession, occupation or business regulated by such board, commission or body may, in the ordinary course of his or her business, bid on or enter into a contract with an agency, except the board, commission or body on which he or she is a member, if the member has not taken part in developing the contract plans or specifications and the member will not be personally involved in opening, considering or accepting offers.

3. [Intentionally omitted]

4. Except as otherwise provided in subsection 2, 3 or 5, a public officer or employee may bid on or enter into a contract with an agency if:

(a) The contracting process is controlled by the rules of open competitive bidding or the rules of open competitive bidding or for a solicitation are not employed as a result of the applicability of NRS 332.112 or 332.148;

(b) The sources of supply are limited;

(c) The public officer or employee has not taken part in developing the contract plans or specifications; and

(d) The public officer or employee will not be personally involved in opening, considering or accepting offers.

If a public officer who is authorized to bid on or enter into a contract with an agency pursuant to this subsection is a member of the governing body of the agency, the public officer, pursuant to the requirements of NRS 281A.420, shall disclose the public officer's interest in the contract and shall not vote on or advocate the

approval of the contract.

5. A member of a local legislative body shall not, either individually or through any business entity in which the member has a significant pecuniary interest, sell goods or services to the local agency governed by his or her local legislative body unless:

(a) The member, or the business entity in which the member has a significant pecuniary interest, offers the sole source of supply of the goods or services within the territorial jurisdiction of the local agency governed by his or her local legislative body;

(b) The local legislative body includes in the public notice and agenda for the meeting at which it will consider the purchase of such goods or services a clear and conspicuous statement that it is considering purchasing such goods or services from one of its members, or from a business entity in which the member has a significant pecuniary interest;

(c) At the meeting, the member discloses his or her significant pecuniary interest in the purchase of such goods or services and does not vote upon or advocate the approval of the matter pursuant to the requirements of NRS 281A.420; and

(d) The local legislative body approves the purchase of such goods or services in accordance with all other applicable provisions of law.

6. The Commission may relieve a public officer or employee from the strict application of the provisions of this section if:

(a) The public officer or employee files a request for an advisory opinion from the Commission pursuant to NRS 281A.675; and

(b) The Commission determines that such relief is not contrary to:

(1) The best interests of the public;

(2) The continued ethical integrity of each agency affected by the matter; and

(3) The provisions of this chapter.

7. For the purposes of subsection 6, the request for an advisory opinion, the advisory opinion and all meetings, hearings and proceedings of the Commission in such a matter are governed by the provisions of NRS 281A.670 to 281A.690, inclusive.

Date of Adoption:

_____, 2020

(Version #1)

CODE OF CONDUCT POLICY

of

LAS VEGAS MONTESSORI CHARTER ACADEMY,

a Nevada Non-Profit Corporation
Operating a State Public Charter School,

for

Members of the Board of Directors and
Its Committees and Subcommittees

Each of the members (the "*Board Members*") of the Board of Directors (the "*Board*") of Las Vegas Montessori Charter Academy ("*LVMCA*") desires to operate in the most ethical and conscientious manner possible, and to that end adopts, and agrees to abide by, this Code of Conduct (this "*Code*").

Section 1. Governance Structure.

Each Member of the Board of Directors and its Committees and Subcommittees (any such person, an "*LVMCA Director*," even if he/she were not formally a Board Member) shall:

(a) recognize that the authority of the Board rests only with the Board as a whole and not with individual members, and shall act accordingly;

(b) support the delegation of authority for the day-to-day administration of the LVMCA to the Executive Director, and shall act accordingly;

(c) honor the chain of command and refer problems or complaints consistent with the chain of command;

(d) recognize that the Executive Director should be present at all meetings of the Board except when his/her contract, salary or performance is under consideration or when otherwise required by law;

(e) not undermine the authority of the Executive Director or LVMCA administration;

(f) refrain from entangling in matters that properly belong to the administration;

(g) refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow LVMCA policies; and

(h) use reasonable efforts to keep the Executive Director informed of concerns or specific recommendations that any LVMCA Director may bring to the Board.

Section 2. Strategic Planning.

Each LVMCA Director shall:

(a) reflect through his/her actions that his/her first and foremost concern is for the educational welfare of children attending the LVMCA;

(b) participate in planning activities to develop the vision and goals of the Board, Committee, or Subcommittee;

(c) work with the Executive Director and/or Board, Committee, or Subcommittee to ensure prudent and accountable uses of LVMCA resources;

(d) render all decisions based on the available facts and his/her independent judgment and refuse to surrender his/her judgment to individuals or special interest groups, including without limitation any EMO or CMO with which LVMCA may contract; and

(e) Uphold and enforce all applicable laws, rules, and guidelines of the State of Nevada, Nevada State Public Charter School Authority, and the LVMCA Board.

Section 3. Community Relations.

Each LVMCA Director shall:

(a) seek regular and systemic communications among the Board and students, staff, and the community; and

(b) communicate to the Board and the Executive Director any expressions of public reaction to Board policies and LVMCA programs which such LVMCA Director may receive.

Section 4. Policy Development.

Each LVMCA Director shall:

(a) work with other LVMCA Directors to establish effective policies for LVMCA;

(b) delegate administration of the school to the Executive Director;

(c) make decisions on policy matters only after full discussion at lawfully-convened, publicly-held Board, Committee, or Subcommittee meetings; and

(d) periodically review and evaluate the effectiveness of policies on school programs and performance.

Section 5. Board, Committee, and Subcommittee Meetings.

Each LVMCA Director shall:

(a) attend and participate in scheduled meetings;

(b) be informed and prepared to discuss issues to be considered on the meeting agendas;

(c) work with other LVMCA Directors in a spirit of harmony and cooperation, in spite of differences of opinion that may arise during the discussion and resolution of issues at meetings;

(d) vote for a closed meeting or (non-meeting) session of the Board only when applicable law, including NRS Chapter 241 and Board policy requires consideration of a matter in such session;

(e) maintain the confidentiality of all discussions and other matters pertaining to LVMCA;

(f) make good-faith decisions in accordance with the best interests of LVMCA as a whole and not any particular agreement thereof;

(g) express opinions before votes are cast, but support all majority decisions following such votes, even if he/she was on the non-prevailing side.

Section 6. Financial Governance.

Each LVMCA Director shall:

(a) refrain from using his/her position for personal or partisan gain or to benefit any person or entity over the best interests of LVMCA; and

(b) refrain from conducting any business on behalf of LVMCA when not authorized to do so by the Board, Committee, or Subcommittee.

Section 7. General Conduct as an LVMCA Director.

Each LVMCA Director shall:

(a) devote sufficient time, thought and study to the performance of his/her duties and responsibilities;

(b) become informed about current educational issues by individual study and through participation in programs providing needed education and training;

(c) communicate in a respectful professional manner with and about fellow LVMCA Directors and LVMCA employees, and refrain from excessive profanity, unlawful discrimination or rude behavior;

(d) take no private action that will compromise the Board or LVMCA administration, nor cast moral outrage or offense on LVMCA or its reputation;

(e) preserve confidences and confidential/sensitive information that may become privy to as part of responsibility as a Board member;

(f) refrain from informally evaluating any staff member's performance or make any evaluative statement of management's performance in an open session of the Board unless the Board is specifically evaluating such person as an agenda item; and

(g) recognize that authority rests with the Board and make no personal promises nor take any private action that may compromise the Board.

Section 8. Code Violations.

(a) If the Board has reasonable cause to believe an LVMCA Director has failed to comply with this Code, it shall inform that LVMCA Director of the basis for such belief and afford the LVMCA Director an opportunity to explain the alleged failure.

(b) If, after hearing the LVMCA Director's response and after making further investigation as warranted by the circumstances, including conducting a hearing on point, the Board determines that the LVMCA Director has breached this Code, it shall take appropriate corrective and/or disciplinary action. At any such hearing, the breaching LVMCA Director may testify, bring witnesses on his/her behalf, introduce documentary and other evidence, and make a closing argument. No corrective and/or disciplinary action may issue except upon a two-thirds (2/3) vote of the Board Members, excluding the breaching LVMCA Director in question. Corrective

and/or disciplinary action may include removal from the relevant Board, Committee, or Subcommittee. Any corrective and/or disciplinary action shall be recorded in the minutes of the meeting of the Board.

[*The remainder of this page is intentionally blank and the Certification Page follows*.]

[*Certification Page*]

CERTIFICATE OF SECRETARY

By signing below, the undersigned certifies that:

(1) he/she is the Secretary of Las Vegas Montessori Charter Academy, a non-profit corporation duly organized and existing under the laws of the State of Nevada and duly operating as a Nevada state public charter school;

(2) the foregoing Code of Conduct Policy is the current policy of the Charter School Board of that School; and

(3) this Code of Conduct Policy was duly adopted by the requisite vote of the Board Members and, if necessary, approved by the School's Authorizer.

_____ _____

Signature of Secretary Date

ATTACHMENT 7

ATTACHMENT 7

LAS VEGAS MONTESSORI CHARTER ACADEMY

Job Description of The Executive Director

Overall Leadership Responsibilities:

As the Executive Director of LVMCA, many of the Executive Director's responsibilities are cumulative and involve organization-wide leadership.

- Enacting Mission and Vision: Maintain alignment between all programs and the overall vision, mission, and core values of Las Vegas Montessori Charter Academy.
- Organizational Leadership: Work with the LVMCA team and Board of Directors to develop, maintain, and enhance all aspects of LVMCA to ensure positive outcomes for students and a strong, collaborative professional culture. Supervises direct reports in a manner that promotes success, efficiency, and on-going development. This includes effective delegation; training, development, and support of staff; establishing performance requirements; and evaluating staff supervised.
- Strategic Planning and Implementation: Consistently plan for efforts to achieve the strategic outcomes of all aspects of organizational health and growth, including but not limited to academics, child development, health and wellness, support services, organizational stability, and financial strength. Maintain alignment between the academy's mission/vision and the policies and strategic direction of Las Vegas Montessori Charter Academy's Board of Directors.
- Board Work: Report to the board and maintain a positive, working relationship with the Board. It is incumbent upon the Executive Director to keep the Board informed of all financial and legal matters, and to work with board members on the various committees. The Executive Director is expected to attend all committee meetings, within reason, and to share updates on the school and bring back recommendations from the committees to be implemented in practice.

- INTERNAL MANAGEMENT: The core elements of internal management are those key pieces that flow naturally from our mission and are the central, measurable things Las Vegas Montessori Academy will do to see our vision become a reality. The Executive Director is responsible for:

- Enforcement of Rules and Regulations: Honor all local, state, and federal laws, rules, and regulations. Appropriately and directly respond when infractions occur.
- School Culture: Develop and maintain a staff culture that embodies the academy's core values and brings the mission/vision to life. To do this, the Executive Director will work directly with the LVMCA team and Board of Directors to develop and maintain this school culture.

- Financial Management: Ensure accurate financial management and oversight to guarantee that LVMCA secures all needed revenues (including enrollment projections), stays within the board- approved budget, and effectively protects assets. Ensure effectiveness of accounting and auditing consultants.
- Human Resources: Establish systems that ensure that recruiting / selection processes benefit LVMCA; ensure that employment legal requirements are met; and ensure ongoing care and overall HR administration meets the needs of employees and LVMCA.
- Internal Communication: Implement high quality, timely, and effective communication from LVMCA leadership to the staff, students, board members, committee members, and other internal stakeholders.

- EXTERNAL RELATIONS: The Executive Director is the most externally facing employee of the school and much of the role is building and maintaining positive working relationships with external partners.

Development Work: Ensure the financial health and longevity of the school by cultivating relationships with foundations, corporations, and individuals who provide financial support to the school. Ensure that the school meets its short- and long-term fundraising goals.

- Community Outreach and Partnerships: Be the face of the school to the external community. Although the Executive Director may not be the primary point person for every relationship, the Executive Director must be aware of, connected to, and nurturing relationships with all organizations (including and not limited to: Bridge Counseling, Boys and Girls Club, Opportunity 180 Partnership, Urban League, etc.). Community outreach may also include advocacy at the local and state policy level.
- Authorizer Relationship: Maintain a strong relationship with the school's authorizer, currently the NV State Public Charter School Authority (SPCSA). Funding and external assessments go through SPCSA and it is essential that the Executive Director maintains a positive, working relationship with the authorizer.
- External Communication: Implement quality, timely, and effective communications from LVMCA leadership to key partners, the community at large, and other critical stakeholders.

- MISSION ALIGNMENT: Mission-aligned members of the LVMCA community share the following values and beliefs. As the organization's leader, the Executive Director is expected to model all the following as well. Mission- aligned LVMCA members:

- Dedicate themselves to the academy's mission and vision, adopting a "whatever-it-takes" attitude in helping our students succeed.

- Understand that relationships are essential to working with students who have been disengaged from their education and are at-risk of dropping out of school. Staff members pursue appropriate and healthy relationships with students, including advocating for them and their success.
- Believe our students have strengths and assets and build on these strengths in their work. Maintain a positive attitude and a solution-based approach to challenges in the workplace.
- Oversee open and consistent communication with students and their families about their academic progress, health success and needs, parenting success and needs, individual graduation plans, and college planning. Also communicate proactively with colleagues about student needs to ensure integrated support.
- Are committed to restorative justice as a mean of addressing conflicts or challenges in the community, whether between students, staff members, or students and staff members.
- Are committed to inclusive excellence. This means they are willing to engage in conversations about privilege, power, equity, and diversity, and are willing to invest time in community-building and professional development based on inclusive excellence.
- Are active participants in a supportive and demanding professional community that fosters respect, trust, honesty, risk-taking, open-mindedness, flexibility, collaboration, and continuous improvement.

LAS VEGAS MONTESSORI CHARTER ACADEMY

Job Description of the Office Manager

The Office Manager plays a central role in ensuring an orderly, responsive, and open school. In addition to maintaining the school's administrative systems and routines, the Office Manager functions as the primary contact person for all the school's constituents. In this role, the Office Manager must be able to communicate effectively with students, teachers, families, trustees, donors, and visitors. The Office Manager will report directly to the Executive Director.

- Demonstrate a relentless drive to improve the minds, characters, and lives of students both in and out of school.
- Implement and enhance the LVMCA's systems and culture.
- Maintain the academy's administrative systems and routines.
- Communicate effectively with students, families, and colleagues.
- Commit to positive customer service in challenging situations.
- Commit to continual professional growth, participating actively in department meetings, faculty meetings, and other meetings.
- Be present for an annual three-week summer staff orientation and training.
- Support grade-level and school-wide activities.
- Assist with student recruitment.
- Collect school performance and student data.
- Maintain student files.
- Support staff events by preparing materials for staff workshops/trainings.
- Work with the school Leadership Team to ensure that all government and authorizer grant
- proposals and reports are completed on time.
- Serve as substitute teacher as necessary.
- Work periodic evenings and weekends as needed.
- Work on a year-round administrative schedule.

SPECIFIC RESPONSIBILITIES

- Oversee the day to day activities of the school and serving as the main point of contact in the school reception area.

- Manage phones (answering calls, re-directing calls, taking messages, placing calls, creating school announcements, etc.).
- Greet and document all visitors (signing in visitors, ensuring that students only leave with authorized parents/guardians, monitoring and controlling access to the school, etc.)
- Manage mail (distributing received mail, preparing school mailings, making mail drops, etc.).

- Help manage the collection and maintenance of student, personnel, and school information (receiving forms and paperwork, tracking missing forms, managing databases, updating contact information, keeping records current, etc.).
- Help manage school-wide daily systems (managing student attendance, tracking the student discipline system, etc.).
- Help execute logistics and preparations for school events and activities as needed (making photocopies, setting up for special events, making phone calls to confirm attendance, etc.).
- Help prepare set-up for staff meetings, staff trainings and annual evaluations.
- Coordinate on-site components of school financial systems such as purchase orders, payroll records, grant reports, and financial forms.
- Manage school maintenance and supply systems.
- Maintain office equipment and furnishings and upgrading as needed.
- Maintain school calendar of events.
- Help to manage the Food program of LVMCA with the vendor.
- Process student and faculty applications.

LAS VEGAS MONTESSORI ACADEMY

Job Description of the Facilities Manager

The Facility Manager takes "ownership" of the LVMCA campus by overseeing all aspects of facility maintenance, school safety and cleanliness. Assist and support the Executive Director and teaching staff in a manner that enhances their roles. Attend to emergencies outside the normal school hours.

Primary Responsibilities (To include but not be limited to):

Ensure the full upkeep and high functionality of the facility.

Complete preventive maintenance and repairs for facility and equipment.

Manage and supervise the daily work of custodial staff.

Manage project plans for winter break and summer facility renewal and repair projects.

Ensure all required permits are maintained and in place.

Coordinate and oversee the facility landscaping.

Coordinate and oversee the cleanliness of facility.

Coordinate and oversee the security of facility through contracts with alarm vendors.

Coordinate and oversee the HVAC systems in facility through contracts with heating, ventilation, and electrical vendors.

Coordinate and oversee all furniture delivery and installation.

Oversee implementation of water regulation compliance.

Oversee implementation of fire safety plans, including contracts for the monitoring and maintenance of fire alarm and fire suppression systems; liaise with local police and fire departments as needed.

Order all necessary departmental supplies following school protocol including obtaining Material Request approval, maintaining purchase log, and submitting receipts.

Collaborate with Office Manager to obtain multiple quotes for significant purchases.

Review vendor invoices for payment approval.

Maintain inventory of keys.

Report Directly to the Executive Director.

LAS VEGAS MONTESSORI CHARTER ACADEMY

Job Description of the Teachers

Instructional

- Design deliver instructional lessons that aligns with the mission and goals of LVMCA and to meet curriculum requirements adopted by the NV Board of Education.

- Provide planned learning experiences that motivate students, utilize best practices, are inclusive of parent participation, adhere to LVMCA's Montessori educational model and are developmentally appropriate.

- Develop current lesson plans (daily and/or weekly) and instructional materials that provide individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.

- Select and utilize appropriate instructional materials, aids, and supplies that assist in the development of innovative, well-organized units of study.

- Identify, record, reflect on student needs and cooperate with the professional learning community to assess, plan, monitor, and implement methods to solve student health, attitude, and learning issues.

- Work collaboratively with parents to design, deliver, manage learning experiences for all learners.

Classroom Management and Aesthetics

- Establish and maintain high standards of student behavior needed to achieve optimal learning atmosphere in the classroom.

- Provide a functional and attractive Montessori environment in the classroom conducive for learning and aligned to the curriculum.

- Adhere to LVMCA's Positive Behavior Intervention System policy, and social/emotional learning policy.

- Plan and coordinate the work of aides, teacher assistants, parents, and other paraprofessionals as appropriate.

Assessment

- Participate cooperatively in the system of evaluation as stated in the NV Charter's guidelines.

- Administer assessments in a variety of forms (formative, summative, standardized, etc.) in accordance with the NV Department of Education testing requirements.
- Evaluate students' academic and social growth, keep appropriate records, prepare student reports and communicate with parents regarding their child's progress.

Additional Responsibilities

- Communicate with parents, administration, colleagues in a timely, respectable manner.

- Actively participate in a professional learning community.

- Perform basic attendance accounting and business services as required in an accurate and timely manner.

- Supervise students in out-of-classroom activities during the assigned working day.

- Share in the sponsorship of student activities and participate in faculty committees as agreed upon.

- Attend all school functions as required by the LVMCA.

Professional Development

- Attend all teacher in-service education required and provided by the administration.

- Maintain professional competence through participation in additional in-service activities and other learning opportunities and/or self-selected professional growth activities.

LAS VEGAS MONTESSORI ACADEMY

Job Description of the Chief Academic Officer

Responsibilities:

- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management.

- Responsible for coaching teachers on instructional delivery and methods.

- Assist the Executive l in developing staff development programming.

- Responsible for managing student data systems.

- Assist in administration of scheduling and standardized assessments.

- Assist the Executive Director in the development of school created assessments

- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events.

- Assist in making formal reports to the board of trustees and charter entity on student academic performance.

ATTACHMENT 8

ATTACHMENT 8

Jesusa Alcantara

Proposed Executive Director
Las Vegas Montessori Charter Academy

[redacted]

EXPERIENCE

Spring Valley Montessori — *Executive Director*
April 15, 2004 to present to PRESENT
Las Vegas, NV, U.S.A

Christian Montessori — Montessori Lead Teacher
August 2003 to March 30, 2004
Irvine, California, U.S.A.

Lake Forest Montessori School — Montessori Teacher
January 1997 to - July 2003
Lake Forest, California, U.S.A..

St. Benedict College - Science Elementary Teacher and Head of the Science Laboratory
June 1988 to December 1997

UP South High School - H.S. Science Teacher
December 1984 to May 1988

EDUCATION

Certificate Montessori Teacher Ages 6-9
North American Montessori Center, British Columbia, Canada
22006

Certified Montessori Teacher Ages 21/2- 6
National Center For Montessori Education San Diego, California
2002

Business Administration School For Young Children
Irvine Valley College, Irvine, California 2002-2003

Certified Montessori Teacher Infant and Toddler
University of California, Irvine, California 2002

Philippine Normal University, Manila, Philippines
Certificate to Teach Elementary 2004

Gregorio Araneta University Foundation , Presently De La Salle University, Philippines

Doctor of Veterinary Medicine
June 1979 to October 1984

Achievements

1. Coach of the National Champion in National Science Quiz Bee Elementary Division

   Manila, Philippines

2. Golden Achievement Award

   Outstanding Veterinarian of the Year in 1997
   Achievers Magazine

   Manila, Philippines

3. Published Nationwide Science Textbook and Laboratory Book for 6th Grade

   The book was used by OB Montessori in the Philippines, the biggest Montessori School in the Philippines and by St. Benedict College

Professional Affiliation

Member, Philippine Veterinary Medical Association

Member, Catholic Education Association of the Philippines

Member, Rodeo Club of the Philippines

Member, American Montessori Institute

ATTACHMENT 9

ATTACHMENT 9

SPRING VALLEY MONTESSORI SCHOOL

6940 EDNA AVENUE LAS VEGAS, NV 89117
T: (702) 362-9739 F: (702) 388-0900

Spring Valley Montessori School's standardized testing results for 2018 and 2019 tests show the average National Percentile Rank (NPR) for each age group scored by Seton Testing for the Terra Nova 2 plus battery test. The national percentile rank shows a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year as the students. NPRs are based on national standardization. This is the testing of a large group of students that are representative of the nation in terms of enrollment size, geographic region, and other characteristics. A percentile rank of 58 means that the student scored better than 58 percent of the other children in the same grade in the norming sample.

Kindergarten

Subject Area	NPR 2018	NPR 2019
Reading	79	87
Language Arts	92	92
Mathematics	87	93
Overall Score	**88**	**93**

Lower Elementary (Grade 1-3)

Subject Area	NPR 2018	NPR 2019
Reading	80	76
Language Arts	90	86
Mathematics	68	62
Science	87	68
Social Studies	77	81
Word Analysis	84	77
Vocabulary	90	84
Language Mechanics (2-3)	95	88
Spelling (2-3)	91	81
Mathematics Computation	65	68
Total Reading	**89**	**91**
Total Language Arts (2-3)	**94**	**81**
Total Mathematics	**71**	**68**
Overall Score	**83**	**79**

Upper Elementary (Grade 4-8)

SPRING VALLEY MONTESSORI SCHOOL

6940 EDNA AVENUE LAS VEGAS, NV 89117
T: (702) 362-9739 F: (702) 388-0900

Subject Area	**NPR 2018**	**NPR 2019**
Reading	63	73
Language Arts	63	58
Mathematics	53	54
Science	79	64
Social Studies	76	57
Vocabulary	66	78
Language Mechanics	56	60
Spelling	76	90
Mathematics Computation	45	56
Total Reading	**66**	**78**
Total Language Arts	**58**	**62**
Total Mathematics	**50**	**56**
Overall Score	**61**	**64**

SVMS
6940 EDNA AVE
LAS VEGAS, NV 89117

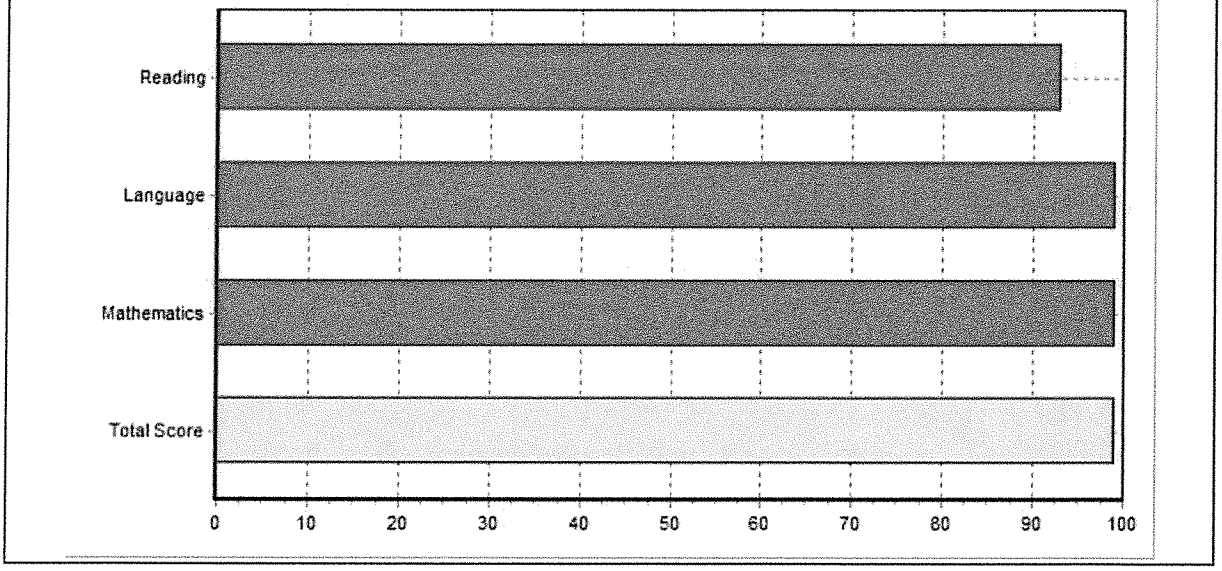
Grade: KN
Test Date: 05/20/2019
Student [redacted]

Student Diagnostic Profile

TerraNova 2 (CAT 6), 2nd Edition Complete — Level 10 Form C Spring 2005 Norms

Test Name	RS	Total	SS	GE	NPR	NS	Performance Level
Reading	19	20	591	2.1	93	8	High Level
Language	20	20	620	3.4	99	9	Highest Level
Mathematics	30	30	629	4.5	99	9	Highest Level
Total Score			613	3.4	99	9	Highest Level

Dark graph lines represent individual tests. Light graph lines are composite scores derived from two or more tests.



For Seton Testing Kenneth B. Clark

Kenneth B. Clark, M.Ed., Executive Director

SVMS
6940 EDNA AVE
LAS VEGAS, NV 89117

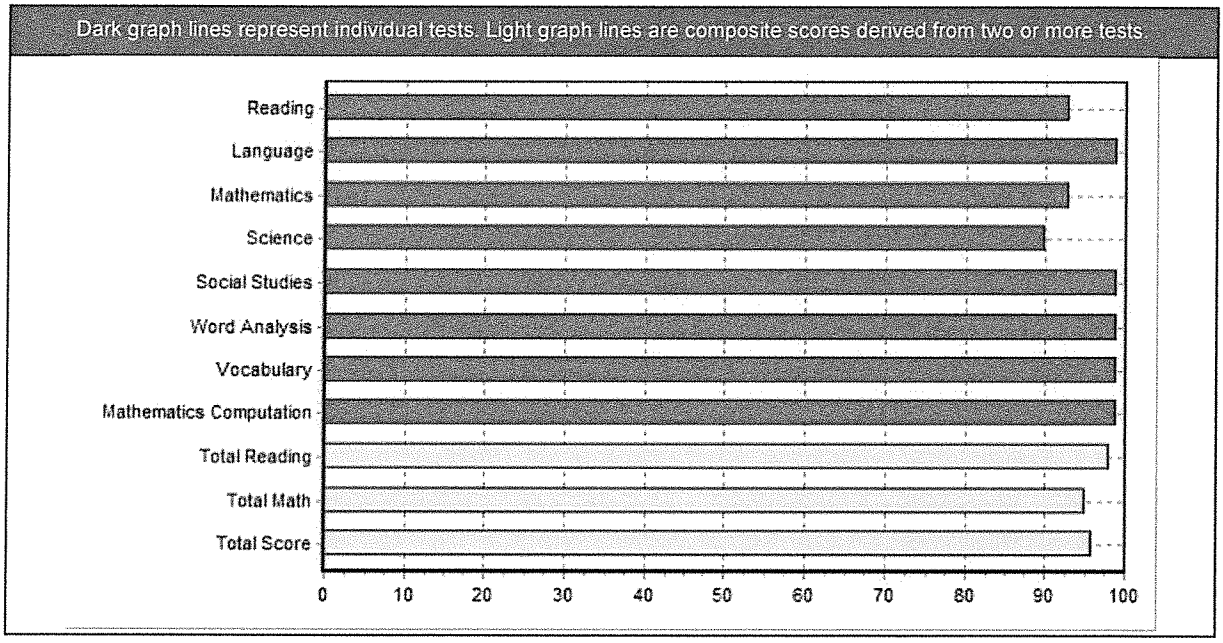
Grade: 1
Test Date: 05/20/2019
Student: [redacted]

Student Diagnostic Profile

TerraNova 2 (CAT 6), 2nd Edition Complete — Level 11 Form C Spring 2005 Norms

Test Name	RS	Total	SS	GE	NPR	NS	Performance Level
Reading	23	25	635	4.1	93	8	High Level
Language	20	20	680	10.4	99	9	Highest Level
Mathematics	45	47	603	3.6	93	8	High Level
Science	19	20	634	4.6	90	8	High Level
Social Studies	20	20	651	5.4	99	9	Highest Level
Word Analysis	20	20	660	N/A	99	9	Highest Level
Vocabulary	20	20	665	7.5	99	9	Highest Level
Mathematics Computation	20	20	565	3.3	99	9	Highest Level
Total Reading			650	5.6	98	9	Highest Level
Total Math			584	3.4	95	8	High Level
Total Score			639	4.9	96	9	Highest Level

Dark graph lines represent individual tests. Light graph lines are composite scores derived from two or more tests.



For Seton Testing Kenneth B. Clark
Kenneth B. Clark, M.Ed., Executive Director

SVMS
6940 EDNA AVE
LAS VEGAS, NV 89117

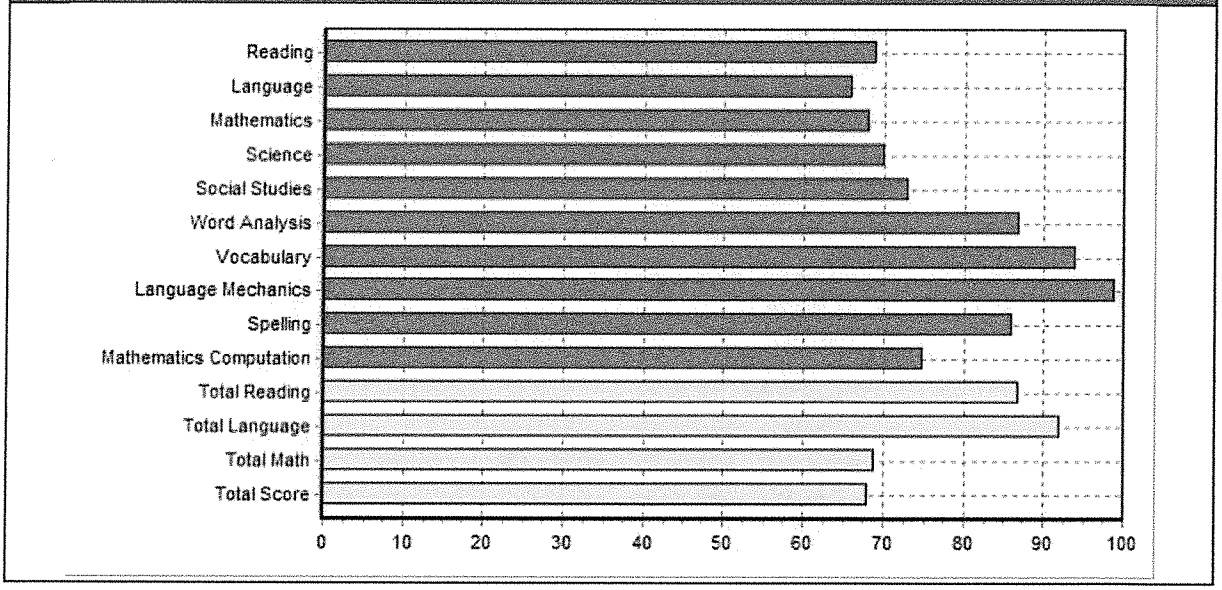
Grade: 3
Test Date: 05/20/2019
Student: [redacted]

Student Diagnostic Profile

TerraNova 2 (CAT 6), 2nd Edition Complete — Level 13 Form C Spring 2005 Norms

Test Name	RS	Total	SS	GE	NPR	NS	Performance Level
Reading	35	42	647	5.0	69	6	Slightly Above Average
Language	22	28	641	4.7	66	6	Slightly Above Average
Mathematics	44	50	628	4.5	68	6	Slightly Above Average
Science	29	35	635	4.7	70	6	Slightly Above Average
Social Studies	30	35	644	4.7	73	6	Slightly Above Average
Word Analysis	18	20	676	N/A	87	7	Well Above Average
Vocabulary	19	20	685	10.3	94	8	High Level
Language Mechanics	20	20	710	13.0	99	9	Highest Level
Spelling	18	20	662	6.7	86	7	Well Above Average
Mathematics Computation	18	20	611	4.5	75	6	Slightly Above Average
Total Reading			666	7.8	87	7	Well Above Average
Total Language			676	10.0	92	8	High Level
Total Math			620	4.6	69	6	Slightly Above Average
Total Score			639	4.9	68	6	Slightly Above Average

Dark graph lines represent individual tests. Light graph lines are composite scores derived from two or more tests



For Seton Testing Kenneth B. Clark

Kenneth B. Clark, M.Ed., Executive Director

SVMS
6940 EDNA AVE
LAS VEGAS, NV 89117

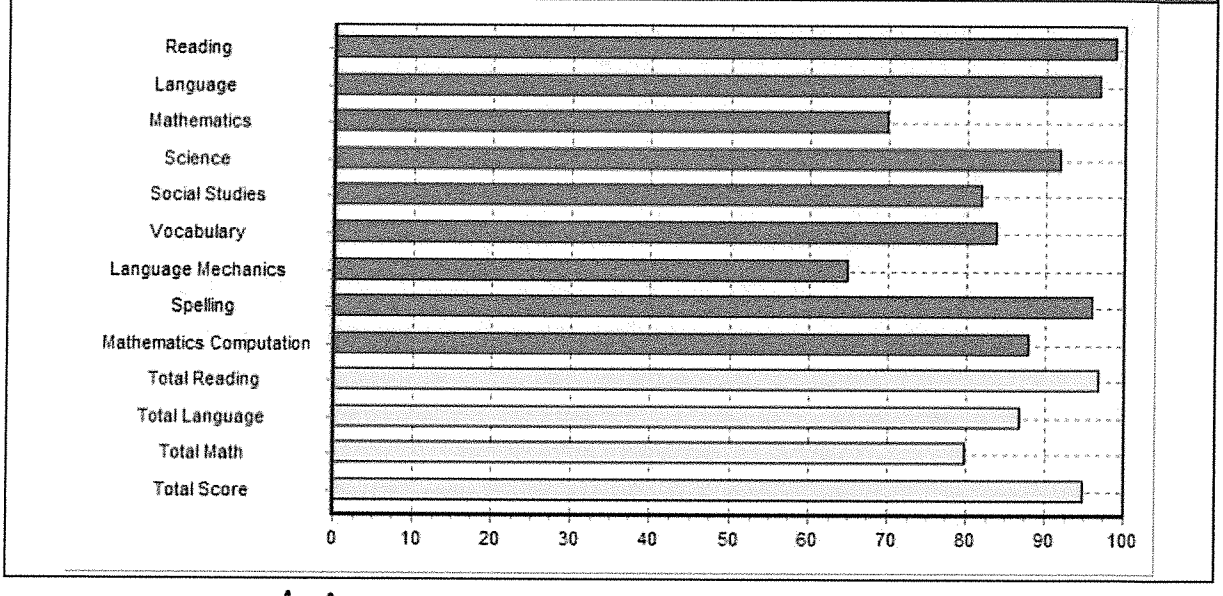
Grade: 5
Test Date: 05/20/2019
Student: [redacted]

Student Diagnostic Profile

TerraNova 2 (CAT 6), 2nd Edition Complete — Level 15 Form X Spring 2005 Norms

Test Name	RS	Total	SS	GE	NPR	NS	Performance Level
Reading	45	46	746	13.0	99	9	Highest Level
Language	32	34	721	13.0	97	9	Highest Level
Mathematics	47	57	671	7.1	70	6	Slightly Above Average
Science	35	40	703	11.1	92	8	High Level
Social Studies	35	40	683	9.4	82	7	Well Above Average
Vocabulary	17	20	687	10.5	84	7	Well Above Average
Language Mechanics	15	20	661	7.3	65	6	Slightly Above Average
Spelling	17	20	708	11.6	96	9	Highest Level
Mathematics Computation	18	20	681	8.3	88	7	Well Above Average
Total Reading			717	13.0	97	9	Highest Level
Total Language			691	11.6	87	7	Well Above Average
Total Math			676	8.1	80	7	Well Above Average
Total Score			713	13.0	95	8	High Level

Dark graph lines represent individual tests. Light graph lines are composite scores derived from two or more tests.



For Seton Testing Kenneth B. Clark

Kenneth B. Clark, M.Ed., Executive Director

ATTACHMENT 10

ATTACHMENT 10

LAS VEGAS MONTESSORI CHARTER SCHOOL

6940 EDNA AVENUE LAS VEGAS, NV 89117
T: (702) 362-9739 F: (702) 388-0900

COMPETENCIES USED FOR SCHOOL LEADER SELECTION

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Plans every action to be purposeful and aligned with the school's vision and the district's vision of student success and educator quality. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐

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Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
	Annual school improvement plans ☐
Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Demonstrates the expertise to make frequent observations and provide actionable evidence-based feedback to teachers in ways that ensure that instruction is constantly improving in its alignment to the Common Core. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Demonstrates the expertise to implement a whole school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Demonstrates the expertise to create a professional environment where staff feel encouraged and supported. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Understands the importance of race, ethnicity, language, class and gender in the process of interacting with all the constituencies involved in the school community, and cultivates a culture of	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐

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Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
respect for all. ☐	Staff and/or parent feedback ☐ Annual school improvement plans ☐
Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness.☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Incorporates data in the development of school policies and procedures, and uses data to monitor progress, to make adjustments when progress is not being made, and to determine success. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Understands and accepts the need for the school principal to bear personal accountability for student learning and other measures of school success. ☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Implements a system for regularly self-assessing and adjusting strategic improvement plans.☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐ Annual school improvement plans ☐
Demonstrates expertise in providing social-emotional supports for all students.☐	Executive Director evaluation ☐ Observation ☐ Job Interview ☐ Statement from Reference ☐ Staff and/or parent feedback ☐

LAS VEGAS MONTESSORI CHARTER SCHOOL
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T: (702) 362-9739 F: (702) 388-0900

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
	Annual school improvement plans ☐

ATTACHMENT 11

ATTACHMENT 11

ATTACHMENT 12

This Exhibit is included under Exhibit 11;
please see that Exhibit.

ATTACHMENT 12

ATTACHMENT 13

ATTACHMENT 13

Executive Director Performance Evaluation

Executive Director's Name: _____

Evaluation Period: _____ to _____ Evaluated By: _____

General Responsibility of the Executive Director: To serve as the Executive Director of Las Vegas Montessori Charter Academy; report to the President and the Board of Trustees; direct and administer all programs, operations and policies; supervise professional staff; and manage the annual budget.

Rating Scale: 1. Significantly below standard--unsatisfactory performance, seriously fails to meet established standards, cannot perform without direction
2. Below standard--inconsistent performance, rarely exceeds established standards, requires supervision
3. Standard--satisfactory performance, consistently meets but rarely exceeds established standards, requires assistance when major problems occur
4. Above standard--above average performance, usually exceeds established standards, does not require direction, can anticipate and deal with problems independently
5. Significantly above standard--exceptional performance, exceeds established standards, in full command of all aspects of the position

SECTION A: RELATIONS WITH BOARD OF DIRECTORS/GOVERNANCE

	RATING (Low 1 2 3 4 5 High)
1. Communicates necessary information openly and honestly in a timely and organized fashion.	1 2 3 4 5
2. Establishes and maintains positive and effective working relationships with each member and each committee of the Board.	1 2 3 4 5
3. Conforms to Board policies and directives.	1 2 3 4 5
4. Demonstrates an understanding of differences between the administrative role of Executive Director and the policy-making role of the Board.	1 2 3 4 5
5. Synthesizes information and frames issues and questions in a manner for the board to make appropriate decisions	1 2 3 4 5
6. Makes periodic reports to the Board regarding all important aspects of the organization's functions and operations, highlighting both achievements and areas of concern.	

Comments, Section A: _____

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SECTION B: STRATEGIC PLANNING

1. Works with the Board to develop a Long Range Plan every year.	1	2	3	4	5
2. Oversees the strategic planning process.	1	2	3	4	5
3. Oversees development of annual action plans for Board approval.	1	2	3	4	5
4. Implements new programs and services growing out of the strategic planning process.	1	2	3	4	5

Comments, Section B: _____

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SECTION C: PROGRAM DEVELOPMENT & MANAGEMENT

	Low				High
1. Develops, implements and supervises programs and services that are consistent with the Las Vegas Montessori Charter Academy's goals and mission.	1	2	3	4	5
2. Develops, implements and supervises programs and services that meet the needs of the LVMCA's community.	1	2	3	4	5
3. Ensures accessibility of services to the LVMCA's community.	1	2	3	4	5
4. Ensures ongoing program supervision and training for all program staff.	1	2	3	4	5
5. Maintains a system of quality program record-keeping and documentation of all activities.	1	2	3	4	5
6. Encourages and supports all staff in updating their skills and knowledge necessary to ensure the most appropriate and effective services possible.	1	2	3	4	5

Comments, Section C: _____

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SECTION D: FINANCIAL MANAGEMENT

1. Oversees development of and works with the board to finalize the annual LVMCA's budget. 1 2 3 4 5
2. Oversees the preparation of regular reports to the Board regarding the financial condition and fiscal operation of the organization. 1 2 3 4 5
3. Oversees the development and management of the organization's funds and financial strategies in conjunction with the Board. 1 2 3 4 5
4. Ensures adequate financial oversight in the annual audit. 1 2 3 4 5
5. Ensures that the organization's business is operated in accordance with Generally Accepted Accounting Principles and procedures; takes actions to improve the organization's business practices based on annual recommendations from an independent auditor. 1 2 3 4 5

Comments, Section D:_____

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SECTION E: FUND DEVELOPMENT

1. Oversees the development and management of all fundraising strategies as agreed upon by the Board. 1 2 3 4 5
2. Oversees development and execution of a long range fund raising and resource development plan. 1 2 3 4 5
3. Oversees development of and monitors an annual fund development plan. 1 2 3 4 5
4. Oversees grant writing, insuring requests are prepared in the quantity and quality required and that they are submitted on a timely basis. 1 2 3 4 5
5. Meets and otherwise communicates with funders as needed. 1 2 3 4 5

Comments, Section E: _____

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SECTION F: STAFF MANAGEMENT AND RELATIONS

	Low				High
1. Sets clear performance expectations and goals for team members.	1	2	3	4	5
2. Establishes clear patterns of authority, responsibility, supervision and communication with staff, including periodic staff meetings, staff planning retreats, and individual supervision.	1	2	3	4	5
3. Delegates authority and monitors results appropriately.	1	2	3	4	5
4. Communicates necessary information in a timely and organized manner and invites and responds to staff needs and feedback in a timely manner.	1	2	3	4	5
5. Facilitates learning and development by mentoring and finding suitable external opportunities for the staff.	1	2	3	4	5
6. Develops and utilizes an effective set of personnel policies and procedures.	1	2	3	4	5
7. Develops and utilizes an effective system of performance appraisal for all staff.	1	2	3	4	5
8. Provides coaching and feedback.	1	2	3	4	5
9. Develops and utilizes a well-planned, fair and effective system for hiring, motivating and maintaining a highly qualified staff.	1	2	3	4	5
10. Provides an open door environment where team members are comfortable discussing their concerns.	1	2	3	4	5
11. Oversees and utilizes a fair process of progressive disciplinary actions when warranted by employee actions and identifies and deals with personnel issues quickly and effectively.	1	2	3	4	5

Comments, Section F:

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SECTION G: LEADERSHIP AND RELATIONS WITH STAFF

1. Establishes and maintains positive and effective working relationships with all staff.	1	2	3	4	5
2. Models behaviors and attitudes which promote individual responsibility, programmatic and professional excellence and creative initiative.	1	2	3	4	5
3. Facilitates teamwork and collaboration.	1	2	3	4	5
4. Encourages innovative thinking and solutions and effectively incorporates the ideas and contributions of others.	1	2	3	4	5
5. Shares knowledge with others.	1	2	3	4	5
6. Delivers on commitments.	1	2	3	4	5
7. Demonstrates an ability to foresee problems and utilize preventive problem solving strategies.	1	2	3	4	5

Comments, Section G: _____

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SECTION H: COMMUNITY RELATIONS

	Low				High
1. Develops effective working relationships within the LVMCA's organization to ensure that the organization remains a significant player within the community.	1	2	3	4	5
2. Develops effective working relationships and a presence within the local partners in the community to ensure that LVMCA is represented in the community-at-large and for the families the organization serves.	1	2	3	4	5
3. Maintains affiliation with professional associations relevant and beneficial to the successful operation of LVMCA.	1	2	3	4	5
4. Serves as the chief spokesperson for LVMCA.	1	2	3	4	5
5. Leads the communications effort with the organization's many constituencies.	1	2	3	4	5
6. Insures the LVMCA is marketed and positioned properly to help it achieve its mission.	1	2	3	4	5

Comments, Section H: _____

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SECTION I: LVMCA ADVOCACY

1. Represents the needs of the organization and advocates for the needs to funding and regulatory bodies at the local, state, and federal levels.	1 2 3 4 5
2. Communicates effectively about, and advocates for, issues affecting LVMCA, the organization and the community.	1 2 3 4 5
3. Takes active steps to educate the local public regarding issues relating to the LVMCA's activities.	1 2 3 4 5
4. Encourages liaison activities by all staff with representatives of government, other providers, community members and members of the media.	1 2 3 4 5
5. Participates in community, state and federal professional organizations, and societies that will help in the progression of LVMCA.	1 2 3 4 5
	1 2 3 4 5

Comments, Section I: _____

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SECTION J: CONDUCT OF BUSINESS

	Low				High
1. Ensures that the organization conducts all business at the highest standard of integrity and ethics.	1	2	3	4	5
2. Ensures that the organization, its staff and its programs operate in compliance with all applicable local, state, and federal laws and regulations.	1	2	3	4	5
3. Develops, maintains, and fulfills contracts with other organizations when required and/or appropriate.	1	2	3	4	5

Comments, Section J: _____

_____

_____

_____

OVERALL RATING: 1 2 3 4 5

GOALS FOR THE COMING YEAR:

1. _____

2. _____

3. _____

4. _____

JOB-RELATED STRENGTHS:

1. _____

2. _____

3. _____

4. _____

PLANS TO STRENGTHEN PERFORMANCE:

1. _____

2. _____

ATTACHMENT 14

ATTACHMENT 14

Timestamp DateFilter	I support the approval of t csvFilter	Parent/Guardian csvFilter	Name(s): NoFilter	Email(s): NoFilter	Phone Number(s): NoFilter	Address(es): NoFilter	Child's Name: NoFilter	# of Years Child/Children NumberRangeFilter	# of Child/Children who hi Male/Female: NumberRangeFilter	Date of Birth:
5/25/2019 17:20:05	Yes I agree	Mother	Arlyn Valencia	[redacted]						
5/23/2019 18:38:15	Yes I agree	Mother	Tasha Heath							
5/23/2019 21:15:26	Yes I agree	Mother	RuDeana Dawkins							
5/23/2019 3:47:28	Yes I agree	Mother	Andrea Raneri							
5/21/2019 12:53:56	Yes I agree	Mother, Father	Stephanie Ahmadi, Ham							
5/21/2019 12:59:54	Yes I agree	Mother, Father	Stephanie Ahmadi, Ham							
6/21/2019 5:18:17	Yes I agree	Mother	Brenda Inzunza							
5/23/2019 21:17:39	Yes I agree	Mother	Laura Zollar							
5/23/2019 21:58:21	Yes I agree	Father	Ken Spencer							
5/23/2019 23:24:03	Yes I agree	Father	Ken Spencer							
5/23/2019 23:24:14	Yes I agree	Father	Ken Spencer							
5/23/2019 20:04:38	Yes I agree	Mother	Nicolet Palmer							
5/23/2019 20:21:23	Yes I agree	Mother	Cathy Hules							
5/25/2019 4:53:22	Yes I agree	Father	Barry Ellsworth							
5/23/2019 19:36:04	Yes I agree	Mother	Cathy hules							
5/23/2019 3:39:41	Yes I agree	Mother, Father	Holly Macrae, Nigel Mac							
5/23/2019 21:00:19	Yes I agree	Mother, Father	Nigel & Holly Macrae							
5/25/2019 16:38:19	Yes I agree	Mother	Natalie Miller							
5/23/2019 22:16:17	Yes I agree	Mother	Rainbow							
5/24/2019 0:38:11	Yes I agree	Mother, Father	Patti Lundberg & Brett L							
5/23/2019 21:01:38	Yes I agree	Mother, Father	Nigel and Holly Macrae							
5/23/2019 19:42:27	Yes I agree	Mother	May Denina							
5/21/2019 13:30:30	Yes I agree	Mother, Father	May Denina, Anthony D							
5/23/2019 19:54:00	Yes I agree	Other legal guardian	Grandma							
5/23/2019 3:41:36	Yes I agree	Mother, Father	Holly Macrae, Nigel Mac							
5/23/2019 3:50:02	Yes I agree	Mother	Ariane Raneri							
5/23/2019 17:54:47	Yes I agree	Mother	Ariane Raneri							
5/23/2019 3:38:24	Yes I agree	Mother, Father	Manna Hodi-Shortal, Joe							
5/23/2019 17:53:46	Yes I agree	Mother	Simla Subramanian							
5/23/2019 21:15:25	Yes I agree	Father	Joe							
5/24/2019 19:54:06	Yes I agree	Mother	Diana Castillo							
5/23/2019 17:24:11	Yes I agree	Father	Jeremy							
5/23/2019 17:26:15	Yes I agree	Mother	Perla Perez							
6/10/2019 1:29:25	Yes I agree	Mother, Father	Ryan salde							
5/24/2019 3:59:04	Yes I agree	Father	Chad Hartoon							
5/24/2019 0:39:16	Yes I agree	Mother	Rosa Perez							
5/20/2019 2:24:50	Yes I agree	Mother, Father	Hwaling Coffey, Jason K							
5/22/2019 13:45:16	Yes I agree	Mother	Shawn Pino, Chris Pino							
5/20/2019 23:39:44	Yes I agree	Mother, Father	Catherine Legaspi, Rona							
6/6/2019 1:12:36	Yes I agree	Mother	Dacia Kelly							
5/21/2019 13:41:03	Yes I agree	Mother, Father	Andrea Perera, Michael							
5/23/2019 19:14:26	Yes I agree	Mother	Andrea Perera							
6/6/2019 1:11:23	Yes I agree	Mother	Dacia Kelly							
6/21/2019 5:25:19	Yes I agree	Mother, Father	Dacia Kelly, Robert Kelly							
5/21/2019 13:02:55	Yes I agree	Mother, Father	Diona Linardo, Shaun Hy							
5/23/2019 18:04:43	Yes I agree	Mother	Diona Linardo							
5/23/2019 3:07:16	Yes I agree	Mother, Father	Lacey Racines, Matt Ros							
5/23/2019 21:45:32	Yes I agree	Mother	Lacey Racines							
5/24/2019 14:21:49	Yes I agree	Other legal guardian	Sharon Dito							
5/21/2019 13:33:33	Yes I agree	Mother, Father	Tammy Angeles, Emigdi							
5/23/2019 17:43:21	Yes I agree	Father	Emigdio Angeles							
6/4/2019 16:08:34	Yes I agree	Mother	Tammy Angeles							
5/23/2019 2:13:58	Yes I agree	Father	Z Bowman							
5/25/2019 4:37:45	Yes I agree	Mother, Father	Lisa jundzil							
5/23/2019 3:15:14	Yes I agree	Mother, Father	Jasmine Ally, Reginald R							
5/23/2019 17:55:47	Yes I agree	Mother	Jasmine Ally							
5/23/2019 4:01:33	Yes I agree	Mother	Rosa C Fermin Sanchez							
5/25/2019 1:54:36	Yes I agree	Mother	Rosa C Fermin Sanchez							
5/24/2019 0:11:55	Yes I agree	Mother	Rotem Salde							
6/10/2019 1:26:57	Yes I agree	Mother	Rotem							

Timestamp	I support the approval of t	Parent/Guardian	Name(s):	Email(s):	Phone Number(s):	Address(es):	Child's Name:	# of Years Child/Children	# of Child/Children who h	Male/Female:	Date of Birth:
DateFilter	csvFilter	csvFilter	NoFilter	NoFilter	NoFilter	NoFilter	NoFilter	NumberRangeFilter	NumberRangeFilter		
5/22/2019 14:09:21	Yes I agree	Mother, Father	Brenda G Montano, Cristi								
5/23/2019 3:28:28	Yes I agree	Mother, Father	Lina Shea, William Shea								
5/23/2019 23:18:04	Yes I agree	Father	Bill Shea								
6/11/2019 0:10:26	Yes I agree	Mother, Father	Lina and Bill Shea								
5/23/2019 3:09:32	Yes I agree	Mother	Stephanie Rennick-Orte								
5/23/2019 17:46:04	Yes I agree	Mother	Eva Littman								
5/20/2019 2:12:51	Yes I agree	Mother, Father	Ashley Stephens, Ruber								
5/23/2019 4:12:57	Yes I agree	Mother, Father	Ashley Stephens, Ruber								
6/21/2019 5:13:18	Yes I agree	Mother, Father	Brenda Inzunza, Giovan								
5/22/2019 13:52:12	Yes I agree	Mother, Father	Teresa Pyle,Michael Ho								
5/23/2019 2:55:30	Yes I agree	Mother, Father	Guadalupe Herrera, Rig								
5/23/2019 22:45:36	Yes I agree	Mother	Teresa Pyle								
5/21/2019 13:27:07	Yes I agree	Mother, Father	Shayla Hooke-Andrew,								
5/23/2019 4:08:52	Yes I agree	Mother, Father	Angelique Chipp, David								
5/23/2019 18:16:47	Yes I agree	Mother, Father	Angelique Chipp, David								
5/23/2019 18:40:31	Yes I agree	Mother, Father	Danielle and Doug MacD								
5/22/2019 13:30:45	Yes I agree	Mother, Father	Nora Alario, Shawn Gold								
5/23/2019 18:35:27	Yes I agree	Mother	Nova Alario								
5/20/2019 23:37:34	Yes I agree	Mother, Father	Catherine Legaspi, Rona								
5/25/2019 15:46:25	Yes I agree	Mother	Lauren Stroger								
6/21/2019 5:20:09	Yes I agree	Mother	Lauren Stroger								
5/25/2019 1:20:23	Yes I agree	Mother	Amber Curl								
5/20/2019 23:32:41	Yes I agree	Mother, Father	Hwaling, Coffey, Jason K								
5/24/2019 13:49:33	Yes I agree	Mother, Father	Tania Gabriela Petre, Ra								
5/23/2019 4:05:19	Yes I agree	Mother, Father	Regina Letoto, Loic Pillo								
6/9/2019 0:22:17	Yes I agree	Mother, Father	Regina Letoto, Loic Pillo								
6/21/2019 5:28:22	Yes I agree	Mother, Father	Dacia Kelly, Robert Kelly								
5/21/2019 13:38:08	Yes I agree	Mother, Father	Andrea Perera, Michael								
5/23/2019 19:17:04	Yes I agree	Mother	Andrea Perera								
5/23/2019 4:14:44	Yes I agree	Mother, Father	Ashley Stephens, Ruber								
5/22/2019 13:32:50	Yes I agree	Mother, Father	Anita Fuentes, David Ga								
5/23/2019 18:13:35	Yes I agree	Mother	Anita Fuentes								
5/23/2019 3:59:49	Yes I agree	Mother	Rosa C Fermin Sanchez								
5/25/2019 1:56:16	Yes I agree	Mother	Rosa C Fermin Sanchez								
5/22/2019 14:19:37	Yes I agree	Mother, Father	Natalie Upperman, Vince								
5/23/2019 2:57:19	Yes I agree	Mother, Father	Guadalupe Herrera, Rigo								
5/23/2019 21:39:44	Yes I agree	Mother	Natalee Upperman								
5/22/2019 13:49:56	Yes I agree	Mother, Father	Teresa Pyle, Michael Ho								
5/23/2019 22:47:05	Yes I agree	Mother, Father	Teresa Pyle, Michael Ho								
5/23/2019 3:05:22	Yes I agree	Mother, Father	Lacey Racines, Matt Ros								
5/24/2019 13:47:04	Yes I agree	Mother, Father	Andrea Moisoiu, Andrei F								
5/20/2019 23:29:15	Yes I agree	Mother, Father	Jessica Alcantara, Jedd A								
5/22/2019 13:37:25	Yes I agree	Mother, Other legal guard	Ryan Pahang, Barabara								
5/25/2019 16:45:20	Yes I agree	Mother	Jessica Alcantara								
5/21/2019 13:05:07	Yes I agree	Mother	Manisha Bribbanie Nkere								
5/23/2019 3:44:37	Yes I agree	Mother, Father	Oprah Dean, Jim Dean								
6/6/2019 0:48:44	Yes I agree	Mother	Oprah Dean								
5/24/2019 13:57:50	Yes I agree	Mother, Father	Oya Oprea, Calin Oprea								
5/21/2019 13:23:35	Yes I agree	Mother	Mariah Benson								
5/23/2019 3:54:44	Yes I agree	Mother, Father	I-Fang Broyles, Zach Bro								
5/23/2019 3:19:12	Yes I agree	Mother, Father	Lina Shea, William Shea								
5/23/2019 3:25:56	Yes I agree	Mother, Father	Lina Shea, William Shea								
5/24/2019 0:13:54	Yes I agree	Mother	Hila								
5/23/2019 18:42:10	Yes I agree	Father	Shawn Goldenberg								
5/24/2019 13:39:07	Yes I agree	Mother, Father	Luisa Perez, Reynalido M								
5/21/2019 13:36:17	Yes I agree	Mother, Father	Andrea Perera, Michael F								
5/23/2019 19:19:16	Yes I agree	Mother	Andrea Perera								
5/20/2019 23:34:20	Yes I agree	Mother, Father	Hwaling Coffey, Jason Ko								
5/25/2019 15:44:50	Yes I agree	Mother	Lauren Stroger								
5/21/2019 13:24:40	Yes I agree	Mother	Mariah Benson								

[redacted]

Timestamp	I support the approval of t	Parent/Guardian	Name(s):	Email(s):	Phone Number(s):	Address(es):	Child's Name:	# of Years Child/Children	# of Child/Children who h	Date of Birth:
DateFilter	csvFilter	csvFilter	NoFilter	NoFilter	NoFilter	[redacted]	NoFilter	NumberRangeFilter	NumberRangeFilter	
5/23/2019 3:12:25	Yes I agree	Mother, Father	[redacted]							
5/23/2019 17:29:44	Yes I agree	Mother, Father								
5/23/2019 23:38:30	Yes I agree	Mother, Father								
5/25/2019 5:39:48	Yes I agree	Father								
5/23/2019 19:25:33	Yes I agree	Other legal guardian								
5/24/2019 19:52:35	Yes I agree	Mother								
5/24/2019 19:55:19	Yes I agree	Father								
5/23/2019 3:31:22	Yes I agree	Mother, Father								
5/23/2019 17:59:06	Yes I agree	Mother, Father								
5/23/2019 19:04:23	Yes I agree	Father								
5/23/2019 17:39:38	Yes I agree	Other legal guardian								
5/21/2019 13:42:51	Yes I agree	Mother								
5/23/2019 22:47:21	Yes I agree	Mother								
5/24/2019 5:18:40	Yes I agree	Other legal guardian								
5/23/2019 17:14:14	Yes I agree	Mother								
5/22/2019 14:12:13	Yes I agree	Mother, Father								
5/24/2019 3:40:50	Yes I agree	Mother, Father								
6/24/2019 18:47:19	Yes I agree	Mother, Father								
6/24/2019 18:49:29	Yes I agree	Mother, Father								
6/24/2019 19:16:56	Yes I agree	Mother, Father								
6/24/2019 19:20:23	Yes I agree	Mother, Father								

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367
Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Jerome Deada
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Ma. Rachelle Deada
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature _____

Received: _____ **Date Received:** _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367
Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Jerome Deada
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Ma. Rashelu Deada
Home Addres [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ **Date Received:** _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Harold A. Yago
Home Address [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature Harold Yago

Mother's Name: Jenelyn Deida
Home Addr [redacted]
Cellphone N
Business/W
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367
Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam [redacted]
Date of Birt

Father's Name: Harold A. Yago
Home Addre [redacted]
Cellphone No
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature Harold Yago

Mother's Name: Venelyn Deada
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No._____

Mother's Signature Venelyn Deada

Received: _____ **Date Received:** _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Zachary Santana
Home Address [redacted]
Cellphone No.
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Ilene Santana
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No. _____

Mother's Signature Ilene Santana

Received: _____ **Date Received:** _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Zachary Santana
Home Address [redacted]
Cellphone No.
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Ilene Santana
Home Address [redacted]
Cellphone No.
Business/Work Name _____
Business/Work Telephone No. _____

Mother's Signature Ilene Santana

Received: _____ **Date Received:** _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Carlos Hernandez- Quiroz
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature Carlos Hernandez Q

Mother's Name: Vicky Hernandez-Garcia
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature Vicky Hernandez-Garcia

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: LaVenia Davis

Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature LaVenia Davis

Received: _____ Date Received: 11/8/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Ryan Alali
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Anelia Mollova
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Brandon Collup
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Michelle Callahan
Home Addre [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: 9/20/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Cody Gamble
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Stacey Gamble
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature_____

Received: _____ Date Received: 8/30/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Cody Gamble
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Stacey Gamble
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature_____

Received: _____ Date Received: 8/30/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: TRAVIS HUFF / CALEDIAN
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature _____

Mother's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 8/7/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Jeremy Wilson
Home Address [redacted]
Cellphone No.
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Perla Perez
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mercedes Davis

Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Chris Macias
Home Add [redacted]
Cellphone
Business/V
Business/V

Father's Signature_____

Mother's Name: Erika Parra
Home Addres [redacted]
Cellphone No
Business/Wor
Business/Wor

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Hila Fant

Home Addres [redacted]
Cellphone No

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL
Contact no. 702-332-2367
Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Lauren Strouer
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature _____

Received: _____ Date Received: 5/17/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: William Shea

Home Address [redacted]

Cellphone No.

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Lina Shea

Home Address [redacted]

Cellphone No.

Business/Wor

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: William Shea
Home Address [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Tina Shea
Home Addres [redacted]
Cellphone No
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: Zach Broyles
Home Address: [redacted]
Cellphone No.: [redacted]
Business/Work [redacted]
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: I-Fang Broyles
Home Address [redacted]
Cellphone No. [redacted]
Business/Work Name _____
Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/9/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Zarko Dimitrov
Home Ad [redacted]
Cellphon
Business/
Business/

Father's Signature _____

Mother's Name: Veselina Dimitrova
Home Add [redacted]
Cellphone
Business/V
Business/V

Mother's Signature _____

Received: _____ Date Received: 6/21/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: CALIN OPREA

Home Address

Cellphone No.

Business/Work Name ——

Business/Work Telephone No. ——

Father's Signature

Mother's Name: OYA OPREA

Home Addre

Cellphone N

Business/Work Name ——

Business/Work Telephone No. ——

Mother's Signature

Received: _____ Date Received: 8/20/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]

Date of Birt[redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mamisha Brittanie Nkere

Home Addre[redacted]

Cellphone Nc[redacted]

Business/Wo[redacted]

Business/Wo[redacted]

Mother's Signature _____

Received: _____ Date Received: 5/9/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

[redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mariah Benson

[redacted]

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/9/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Jim Dean
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Oprah Dean
Home Addres [redacted]
Cellphone No
Business/Wor
Business/Wor

Mother's Signature O. Dean

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]
Date of Birt[redacted]

Father's Name: MLADEN KOSTAV PISAROV
Home Addre[redacted]
Cellphone Nc[redacted]
Business/Wo[redacted]
Business/Wo[redacted]

Father's Signature _____

Mother's Name: ROSITSA PISAROVA
Home Addr[redacted]
Cellphone N[redacted]
Business/W[redacted]
Business/W[redacted]

Mother's Signature _____

Received: _____ Date Received: 5/28/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam
Date of Birt

Father's Name: Cristian R. Arevalo
Home Addre
Cellphone No
Business/Wo
Business/Wo

Father's Signature_____

Mother's Name: Brenda G. Montano
Home Addres
Cellphone No
Business/Wor
Business/Wor

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

[redacted]

Child's Name

Date of Birth

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Kenisha Davis

[redacted]

Home Addr

Cellphone N

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 6/26/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: MLADEN KOSTOV PISAROV
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Father's Signature _____

Mother's Name: Rositsa PISAROVA
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: 6/21/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Esteban Polanco

Home Address [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work [redacted]

Father's Signature _____

Mother's Name: Nicole Wilkinson

Home Addre [redacted]

Cellphone N [redacted]

Business/W [redacted]

Business/W [redacted]

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: ANDREI RĂZVAN MOISOIU
Home Address [redacted]
Cellphone No.
Business/Work Name —
Business/Work Telephone No. —

Father's Signature

Mother's Name: ANDREEA MOISOIU
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No. —

Mother's Signature

Received: _____ Date Received: 5/20/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: RADU CRISTIAN PETRE
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No. —

Father's Signature

Mother's Name: TANIA GABRIELA PETRE
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No.

Mother's Signature

Received: Date Received: 5/20/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Robert Kelly

Home Address [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work [redacted]

Father's Signature

Mother's Name: Dacia Kelly

Home Addres [redacted]

Cellphone No [redacted]

Business/Wo [redacted]

Business/Wo [redacted]

Mother's Signature D Kelly

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]

Date of Birt[redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Ashley M. Stephens

Home Addres[redacted]

Cellphone No

Business/Wo

Business/Wo

Mother's Signature Ashley M Stephens

Received: _____ Date Received: 5/13/19

Ms. Susan Alcantara

(93)

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Michael Pereira
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature

Mother's Name: Andrea Perera
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: David Garcia
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Anita Fuentes
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature Anita Fuentes

Received: _____ Date Received: 5/7/2019
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Ryan Pahang
Home Addres [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature Ryan Pahang

Mother's Name: Barbara Marin (Grandma)
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/7/2019
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: Michael Hooke
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Teresa Pyke
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: Vince Upperman
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Natalee Upperman
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Guadalupe Herrera
Home Addres [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature Guadalupe Herrera

Received: _____ Date Received: _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: Matt Rose

Home Addres

Cellphone No

Business/Wo

Business/Work Telephone No.: _____

Father's Signature: Matt

Mother's Name: Laura Raines

Home Address

Cellphone No.

Business/Wor

Business/Work Telephone No. _____

Mother's Signature: Laura Raines

Received: ✓ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Rosa C. Fermin Sanchez
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature Rosa C Fermin S.

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Eric Salde
Home Addres
Cellphone No
Business/Wor
Business/Work Telephone No.

Father's Signature

Mother's Name: Maggie Richter
Home Address
Cellphone No.
Business/Wor
Business/Work Telephone No.

Mother's Signature

Received: _____ Date Received: 5/28/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: LOIC PILLON
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: REGINA LETOTO
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: 5/8/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Tsvetalin Tsonev
Home Addres
Cellphone No
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Sevdalina Tsoneva
Home Address:
Cellphone No. _
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: JASON KOCH
Home Address:
Cellphone No.
Business/Work Name
Business/Work Telephone No.

Father's Signature

Mother's Name: HWALING COFFEY
Home Addres
Cellphone No.
Business/Work Name
Business/Work Telephone No.

Mother's Signature

Received: _____ Date Received: 5/17/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Tsvetalin Tsonev
Home Address: [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Sevdalina Tsoneva
Home Address: [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 6/3/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Douglas Curl

Home Address: [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Amber Curl

Home Address [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work [redacted]

Mother's Signature _____

Received: _____ Date Received: 6/4/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Lauren Stroop

Home Addres [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: 5/20/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Orion Hook

Home Addr[redacted]

Cellphone N[redacted]

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature Orion Hook

Mother's Name: _____

Home Address: _____

Cellphone No. _____Email Address: _____

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: DAVID CHIPP
Home Address [redacted]
Cellphone No. [redacted]
Business/Work [redacted]
Business/Work [redacted]

Father's Signature _____

Mother's Name: Angelique Chipp
Home Address [redacted]
Cellphone No. [redacted]
Business/Work [redacted]
Business/Work [redacted]

Mother's Signature _____

Received: _____ Date Received: 5/8/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Shawn Goldenberg
Home Addre[redacted]
Cellphone No
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature N/A

Mother's Nam[redacted]
Home Address
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature _____

Received: _____ Date Received: 5/7/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: RONALDO LEGASPI
Home Addre[redacted]
Cellphone N[redacted]
Business/W[redacted]
Business/W[redacted]

Father's Signature Ronaldo Legaspi

Mother's Name: CATHERINE LEGASPI
Home Address [redacted]
Cellphone No.
Business/Worl
Business/Worl

Mother's Signature

Received: _____ Date Received: 5/16/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Oscar A. Cárdenas
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature _____

Mother's Name: Alba Marisol Ayala
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Giovanni Arevalo
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Brenda Izuma
Home Address [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Ashley M. Stephens

Home Address [redacted]
Cellphone No. [redacted]
Business/Wor[redacted]
Business/Wor[redacted]

Mother's Signature _____

Received: _____ Date Received: 5/12/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: David Andrew
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature [signature]

Mother's Name: Shayla Hooke-Andrew
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature Shooke Andrew

Received: [signature] Date Received: 5/13/2019
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Michael Hooke
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Teresa Pyle
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: Rojo Espinoza
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Guadalupe Herrera
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Stephanie Rennick-Ortega

Home Addres [redacted]

Cellphone No.

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mercedes Davis

Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature _____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Emigdio Arrieles
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No. N/A

Father's Signature _____

Mother's Name: Tammy Arrieles
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature TArrieles

Received: _____ Date Received: 5/13/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Cristian R. Arevalo
Home Addr[redacted]
Cellphone N
Business/W
Business/W

Father's Signature _____

Mother's Name: Brenda G. Montano
Home Addres[redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Z. Bawmain

Home Addre[redacted]

Cellphone Nc[redacted]

Business/Wo[redacted]

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]
Date of Birt[redacted]

Father's Name: Matt Rose

Home Address[redacted]
Cellphone No.[redacted]
Business/Work[redacted]
Business/Work[redacted]

Father's Signature

Mother's Name: Tracy Racines

Home Addres[redacted]
Cellphone No[redacted]
Business/Wo[redacted]
Business/Wo[redacted]

Mother's Signature Tracy Racines

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Reginald Reynolds
Home Addre [redacted]
Cellphone Nc
Business/Wc
Business/Wc

Father's Signature _____

Mother's Name: Jasmine Ally
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: William Shea
Home Address [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Lina Shea
Home Addre [redacted]
Cellphone No
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Rosa C. Fermin Sanchez

Home Add [redacted]

Cellphone

Business/W

Business/W

Mother's Signature Rosa C Fermin S

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Shaun Hyland
Home Addres
Cellphone Nc
Business/Wo
Business/Wo

Father's Signature _____

Mother's Name: Diana Linardo
Home Addre
Cellphone Nc
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ **Date Received:** 5/16/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: CHRIS PINO
Home Address: [redacted]
Cellphone No.: [redacted]
Business/Work: [redacted]
Business/Work: [redacted]

Father's Signature: _____

Mother's Name: SHAWN PINO
Home Address: [redacted]
Cellphone No: [redacted]
Business/Work: [redacted]
Business/Work: [redacted]

Mother's Signature: _____

Received: _____ Date Received: 5/9/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: RONALDO LEGASPI
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature Ronaldo Legaspi

Mother's Name: CATHERINE LEGASPI
Home Address [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature

Received: _____ Date Received: 5/16/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: JASON KOCH
Home Address [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: HUALING COFFEY
Home Address: [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: Timothy Kephart

Home Addres [redacted]

Cellphone No

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Nicole Henigan

Home Address [redacted]

Cellphone No.

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

(94)

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Michael Perera
Home Addres[redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature _____

Mother's Name: Andrea Perera
Home Addr[redacted]
Cellphone N
Business/W
Business/W

Mother's Signature _____

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Robert Kelly
Home Addres
Cellphone No
Business/Wo
Business/Wo

Father's Signature _____

Mother's Name: Dacia Kelly
Home Addre
Cellphone N
Business/W
Business/W

Mother's Signature D Kelly

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

[redacted]

Child's Na
Date of Bi

Father's Name: [redacted]
Home Addr
Cellphone N
Business/W
Business/Work Telephone No._____

Father's Signature_____

[redacted]

Mother's Nan
Home Addres
Cellphone No
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/30/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]

Date of Birt[redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Ariane Raneri

Home Addre[redacted]

Cellphone Nc[redacted]

Business/Wo[redacted]

Business/Wo[redacted]

Mother's Signature Ariane Raneri

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Jeremy Wilson
Home Addr [redacted]
Cellphone
Business/W
Business/Work Telephone No.

Father's Signature

Mother's Name: Perla Perez
Home Addre [redacted]
Cellphone N
Business/W
Business/Work Telephone No.

Mother's Signature

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Enrique Chuidian

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Wo

Father's Signa

Mother's Name: Bernadette Rigo

Home Address [redacted]

Cellphone No.

Business/Work

Business/Work

Mother's Signature [signature]

Received: [signature] Date Received: 6/7/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: Hammed Ahmadi

Home Addre

Cellphone N

Business/W

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Stephanie Ahmadi

Home Addr

Cellphone N

Business/W

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 6/4/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Chart start date of August 1, 2020.

Child's Name [redacted] 5th

Date of Birth

Father's Name: Nigel Macrae

Home Addres [redacted]

Cellphone No

Business/Wor

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Thilla Macrae

Home Address [redacted]

Cellphone No.

Business/Wor

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on th
enrollment with Las Vegas Montessori Cha
start date of August 1, 2020.

Child's Name:
Date of Birth:

Father's Name: ANTHONY DENINA
Home Address:
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: MAY DENINA
Home Address
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: 5/18/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL
Contact no. 702-332-2367
Email: LVMC800@gmail.com

#Late Bday

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Reynaldo Mercedes
Home Addre
Cellphone No
Business/Wo
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Luisa L. Perez
Home Addre
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: 5/20/19
Ms. Susan Alcantara

(12)

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

* Late B-day

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Michael Perera

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Wo

Father's Signature [signature]

Mother's Name: Andrea Perera

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Work Telephone No. 702-383-3969

Mother's Signature [signature]

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Eric Salde

Home Addres [redacted]
Cellphone No
Business/Wor
Business/Wor

Father's Signature

Mother's Name: Maggie Richter

Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No.

Mother's Signature

Received: Ms. Susan Alcantara Date Received: 5/28/19

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Timothy Kephart

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Nicole Henigan

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Chris Merafuentes
Home Add [redacted]
Cellphone
Business/
Business/

Father's Signature CM

Mother's Name: Edlee Garcia
Home Addre [redacted]
Cellphone N
Business/W
Business/Work Telephone No.

Mother's Signature

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth: [redacted]

Father's Name: William Mitchell (Mitch) Hallstrom

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Wo

Father's Signature

Mother's Name: Natasha Hallstrom

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Wo

Mother's Signature

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mariah Benson

Home Addres [redacted]
Cellphone No
Business/Wor

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/9/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth:

Father's Name: JASON KOCH

Home Address [redacted]

Cellphone No.

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: HUALING COFFEY

Home Address: [redacted]

Cellphone No.

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Nigel Macrae
Home Address: [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Holly Macrae
Home Addr[redacted]
Cellphone N
Business/W
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]

Date of Birt[redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____Email Address: _

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Brenda Inzunza

Home Ad[redacted]

Cellphon[redacted]

Business/[redacted]

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Hammed Ahmadi

Home Addres [redacted]

Cellphone No [redacted]

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Stephanie Ahmadi

Home Address [redacted]

Cellphone No. [redacted]

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/16/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: Hammed Ahmadi
Home Addres [redacted]
Cellphone No [redacted]
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Stephanie Ahmadi
Home Addres [redacted]
Cellphone No. [redacted]
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/16/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: N/A
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Andrea Bonesi
Home Address [redacted]
Cellphone No.
Business/Work Name _____
Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: ROMEO ALCANTARA
Home Addres: [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature _____

Mother's Name: MADELYN ALCANTARA
Home Address [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature _____

Received: _____ **Date Received:** _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: ROMEO ALCANTARA
Home Address [redacted]
Cellphone No. _____ **Email Address:** _____
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: MAOELYN ALCANTARA
Home Address: [redacted]
Cellphone No. _____
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ **Date Received:** _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Carlos Hernandez- Quiroz
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature Carlos Hernandez Q

Mother's Name: [redacted]
Home Address: 7
Cellphone No. (83
Business/Work N
Business/Work T

Mother's Signature Vicky Hernandez-Garcia

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: LaVenia Davis

Home Address: [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work [redacted]

Mother's Signature LaVenia Davis

Received: _____ Date Received: 11/8/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Ryan Alali
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Anelia Mollova
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: Bogwdon Collup

Home Addre

Cellphone N

Business/W

Business/W

Father's Signature _____

Mother's Name: Michelle Callahan

Home Addre

Cellphone N

Business/W

Business/W

Mother's Signature _____

Received: _____ Date Received: 9/20/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: Cody Gamble
Home Addre
Cellphone N
Business/W
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Stacey Gamble
Home Address
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature_____

Received: _____ Date Received: 8/30/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: Cody Gamble
Home Addres [redacted]
Cellphone No
Business/Wor
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Stacey Gamble
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature_____

Received: _____ Date Received: 8/30/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth:

Father's Name: TRAVIS HUK / CALEDIAN

Home Address: [redacted]

Cellphone No.

Business/Wor

Business/Wor

Father's Signature _____

Mother's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 8/7/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Jeremy Wilson
Home Address:
Cellphone No [redacted] Email Address:
Business/Work Name
Business/Work Telephone No.

Father's Signature

Mother's Name: Perla Perez
Home Addre [redacted]
Cellphone N
Business/Work Name
Business/Work Telephone No.

Mother's Signature

Received: _____ Date Received: _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth:

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mercedes Davis

Home Addre[redacted]

Cellphone No

Business/Wo

Business/Wo

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Chris Macias

Home Address: [redacted]

Cellphone No. [redacted] ess: _____

Business/Wo [redacted]

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Erika Parra

Home Add [redacted]

Cellphone

Business/W

Business/W

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Hila Fant

Home Addres: [redacted]

Cellphone No. [redacted]

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Lauren Strayer
Home Address: [redacted]
Cellphone No. [redacted]
Business/Work [redacted]
Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/17/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth:

Father's Name: William Shea

Home Addres [redacted]

Cellphone No

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Lina Shea

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: William Shea
Home Address [redacted]
Cellphone No. [redacted]
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Tina Shea
Home Addres [redacted]
Cellphone No [redacted]
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Zach Broyles
Home Addres
Cellphone No
Business/Wo
Business/Work Telephone No.

Father's Signature

Mother's Name: I-Fang Broyles
Home Addres
Cellphone No.
Business/Work Name
Business/Work Telephone No.

Mother's Signature

Received: Date Received: 5/9/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Zarko Dimitrov

Home Ad[redacted]

Cellphon[redacted]

Business[redacted]

Business[redacted]

Father's Signature _____

Mother's Name: Veselina Dimitrova

Home Addr[redacted]

Cellphone N[redacted]

Business/W[redacted]

Business/W[redacted]

Mother's Signature _____

Received: _____ Date Received: 6/3/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: CALIN OPREA
Home Addres
Cellphone No.
Business/Work Name —
Business/Work Telephone No. —

Father's Signature

Mother's Name: OLA OPREA
Home Addres
Cellphone No
Business/Work Name —
Business/Work Telephone No. —

Mother's Signature

Received: _____ Date Received: 5/20/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]

Date of Birt[redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mamisha Britannie Nkere

Home Addre[redacted]

Cellphone N[redacted]

Business/W[redacted]

Business/W[redacted]

Mother's Signature _____

Received: _____ Date Received: 5/9/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mariah Benson

Home Address: [redacted]

Cellphone No.: [redacted]

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/9/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

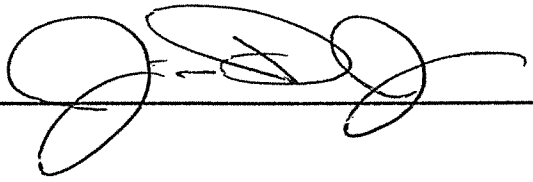
Father's Name: Jim Dean

Home Address: [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work [redacted]

Father's Signature 

Mother's Name: Dorah Dean

Home Address: [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work [redacted]

Mother's Signature D. Dean

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam
Date of Birt

Father's Name: MLADEN KOSTAV PISAROV
Home Addre
Cellphone N
Business/W
Business/W

Father's Signature _____

Mother's Name: ROSITSA PISAROVA
Home Addr
Cellphone N
Business/W
Business/W

Mother's Signature _____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Cristian R. Arevalo

Home Addres [redacted]

Cellphone No [redacted]

Business/Wo [redacted]

Business/Wo [redacted]

Father's Signature _____

Mother's Name: Brenda G. Montano

Home Addre [redacted]

Cellphone N [redacted]

Business/W [redacted]

Business/W [redacted]

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Kenisha Davis

Home Add [redacted]

Cellphone

Business/W

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 6/26/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]
Date of Birt[redacted]

Father's Name: MLADEN KOSTOV PISAROV
Home Addres[redacted]
Cellphone No
Business/Wor
Business/Wor

Father's Signature _____

Mother's Name: ROSITSA PISAROVA
Home Addre[redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: 6/3/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Esteban Polanco
Home Addres
Cellphone No.
Business/Wor
Business/Wor

Father's Signature

Mother's Name: Nicole Wilkinson
Home Addres
Cellphone No
Business/Wo
Business/Wo

Mother's Signature

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: ANDREI RAZVAN MOISOIU

Home Addres [redacted]

Cellphone No.

Business/Wor

Business/Wor

Father's Signature _____

Mother's Name: ANDREEA MOISOIU

Home Addre [redacted]

Cellphone N

Business/W

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/20/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: RADU CRISTIAN PETRE

Home Address [redacted]

Cellphone No.

Business/Wor

Business/Work Telephone No. —

Father's Signature

Mother's Name: TANIA GABRIELA PETRE

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Work Telephone No.

Mother's Signature

Received: Date Received: 5/20/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Robert Kelly

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Wo

Father's Signature [redacted]

Mother's Name: Dacia Kelly

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Wo

Mother's Signature [redacted]

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL
Contact no. 702-332-2367
Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Ashley M. Stephens
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature Ashley M Stephens

Received: _____ Date Received: 5/13/19
Ms. Susan Alcantara

(93)

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Michael Pereira
Home Addres [redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature _____

Mother's Name: Andrea Perera
Home Addre [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: David Garcia
Home Addr[redacted]
Cellphone N
Business/W
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Anita Fuentes
Home Ad[redacted]
Cellphone
Business/
Business/

Mother's Signature Anita Fuentes

Received: _____ Date Received: 5/7/2019
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Ryan Pahang
Home Addres
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature Ryan Pahang

Mother's Name: Barbara Marin (Grandma)
Home Addres
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/7/2019
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL
Contact no. 702-332-2367
Email: LVMC800@gmail.com
PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: Michael Hooke
Home Addre
Cellphone N
Business/W
Business/W

Father's Signature

Mother's Name: Teresa Pyle
Home Addres
Cellphone No.
Business/Wor
Business/Work Telephone No. 702-733-0320

Mother's Signature

Received: _____ Date Received: _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Vince Uberman
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Natalee Uberman
Home Add [redacted]
Cellphone
Business/V
Business/V

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Guadalupe Herrera

Home Addres [redacted]

Cellphone No

Business/Wor

Business/Work Telephone No. _____

Mother's Signature Guadalupe Herrera

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Matt Rose
Home Addres [redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature MR

Mother's Name: Laura Raines
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Work Telephone No.

Mother's Signature Laura Raines

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Rosa C. Fermin Sanchez

Home Addre [redacted]

Cellphone No

Business/Wo

Business/Wo

Mother's Signature Rosa C Fermin S.

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: Eric Salde
Home Addre [redacted]
Cellphone No
Business/Wo
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Maggie Richter
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth:

Father's Name: LOIC PILLON

Home Address [redacted]

Cellphone No.

Business/Work

Business/Work

Father's Signature _____

Mother's Name: REGINA LETOTO

Home Addr [redacted]

Cellphone N

Business/W

Business/W

Mother's Signature _____

Received: _____ Date Received: 5/8/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: Tsvetalin Tsonev

Home Address [redacted]

Cellphone No.

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Sevdalina Tsoneva

Home Address [redacted]

Cellphone No.

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: JASON KOCH

Home Address: [redacted]

Cellphone No. [redacted]

Business/Work Name [redacted]

Business/Work Telephone No. [redacted]

Father's Signature [redacted]

Mother's Name: HWALING COFFEY

Home Addres [redacted]

Cellphone No. [redacted]

Business/Work Name [redacted]

Business/Work Telephone No. [redacted]

Mother's Signature [redacted]

Received: [redacted] Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Tsvetalin Tsonev

Home Address [redacted]

Cellphone No. [redacted]

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Sevdalina Tsoneva

Home Address [redacted]

Cellphone No [redacted]

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 6/13/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: Douglas Curl

Home Address: [redacted]

Cellphone No.

Business/Work

Business/Work

Father's Signature _____

Mother's Name: Amber Curl

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Wo

Mother's Signature _____

Received: _____ Date Received: 6/4/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Lauren Stroar
Home Addre[redacted]
Cellphone N
Business/W
Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/20/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Orion Hook

Home Addre [redacted]

Cellphone N [redacted]

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: _____

Home Address: _____

Cellphone No. _____Email Address: _____

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: J DAVID CHIPP
Home Address: [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Angelique Chipp
Home Addres [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: 5/8/2019
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: Shawn Goldenberg
Home Addres [redacted]
Cellphone No
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature N/A

Mother's Name: Nova Alario
Home Address [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature [signature]

Received: [signature] Date Received: 5/7/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: RONALDO LEGASPI

Home Addres: [redacted]

Cellphone No: [redacted]

Business/Wo: [redacted]

Business/Wo: [redacted]

Father's Signature Ronaldo Legaspi

Mother's Name: CATHERINE LEGASPI

Home Address: [redacted]

Cellphone No.: [redacted]

Business/Work: [redacted]

Business/Work: [redacted]

Mother's Signature

Received: _____ Date Received: 5/16/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: Oscar A. Cardenas
Home Addres [redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature [signature]

Mother's Name: Alba Marisol Ayala
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature [signature]

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Giovanni Arevalo
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Brenda Inzunza
Home Addres [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Ashley M. Stephens

Home Addre[redacted]

Cellphone N[redacted]

Business/W[redacted]

Business/W[redacted]

Mother's Signature [redacted]

Received: _____ Date Received: 5/12/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: David Andrew
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature [redacted]

Mother's Name: Shayla Hooke-Andrew
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature [redacted]

Received: [redacted] Date Received: 5/13/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: Michael Hooke
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Teresa Pyle
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Rigo Espinoza

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Guadalupe Herrera

Home Address: [redacted]

Cellphone No.: [redacted]

Business/Work: [redacted]

Business/Work: [redacted]

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Stephanie Rennick-Ortega

Home Address [redacted]

Cellphone No.

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mercedes Davis

Home Addre[redacted]
Cellphone Nc
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Emigdio Arrieles

Home Addres [redacted]

Cellphone No.

Business/Wor

Business/Wor

Father's Signature _____

Mother's Name: Tammy Arrieles

Home Address [redacted]

Cellphone No.

Business/Wor

Business/Wor

Mother's Signature TArrieles

Received: _____ Date Received: 5/13/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Cristian R. Arevalo

Home Addre[redacted]

Cellphone N[redacted]

Business/W[redacted]

Business/W[redacted]

Father's Signature_____

Mother's Name: Brenda G. Montano

Home Ad[redacted]

Cellphone[redacted]

Business/[redacted]

Business/[redacted]

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth: [redacted]

Father's Name: Z. Baomain

Home Addres [redacted]

Cellphone No.

Business/Wor

Business/Work Telephone No._____

Father's Signature _____

Mother's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Matt Rose

Home Addr [redacted]

Cellphone N [redacted]

Business/W [redacted]

Business/W [redacted]

Father's Signature _____

Mother's Name: Lacey Raines

Home Ad [redacted]

Cellphon [redacted]

Business/ [redacted]

Business/ [redacted]

Mother's Signature Lacey Raines

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: Reginald Reynolds
Home Addres: [redacted]
Cellphone No.
Business/Wor
Business/Wor

Father's Signature _____

Mother's Name: Jasmine Ally
Home Addres: [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: William Shea

Home Addres [redacted]

Cellphone No [redacted]

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Lina Shea

Home Addre [redacted]

Cellphone Nc [redacted]

Business/Wo [redacted]

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Rosa C. Fermin Sanchez
Home Addre [redacted]
Cellphone Nc
Business/Wo
Business/Wo

Mother's Signature Rosa C Fermin S

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: Shaun Hyland
Home Addr[redacted]
Cellphone N
Business/W
Business/W

Father's Signature _____

Mother's Name: Diana Linardo
Home Addres[redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature _____

Received: _____ Date Received: 5/16/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: CHRIS PINO
Home Address [redacted]
Cellphone No.
Business/Work
Business/Work

Father's Signature _____

Mother's Name: SHAWN PINO
Home Addres [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature _____

Received: _____ Date Received: 5/9/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: RONALDO LEGASPI

Home Addres [redacted]

Cellphone No

Business/Wor

Business/Wor

Father's Signature Ronaldo Legaspi

Mother's Name: CATHERINE LEGASPI

Home Addre [redacted]

Cellphone Nc

Business/Wo

Business/Wo

Mother's Signature

Received: _____ Date Received: 5/16/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: JASON KOCH
Home Address [redacted]
Cellphone No.
Business/Work Name
Business/Work Telephone No.

Father's Signature

Mother's Name: HWALING COFFEY
Home Address [redacted]
Cellphone No.
Business/Work Name
Business/Work Telephone No.

Mother's Signature

Received: _____ Date Received: 5/17/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: Timothy Kephart
Home Addres [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Nicole Henigan
Home Addre [redacted]
Cellphone N
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/28/19
Ms. Susan Alcantara

(94)

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Michael Perera
Home Addre
Cellphone N
Business/W
Business/W

Father's Signature _____

Mother's Name: Andrea Perera
Home Address
Cellphone No.
Business/Work
Business/Work

Mother's Signature _____

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Robert Kelly
Home Address: [redacted]
Cellphone No.:
Business/Work
Business/Work

Father's Signature _____

Mother's Name: Dacia Kelly
Home Address: [redacted]
Cellphone No.
Business/Wor
Business/Wor

Mother's Signature D Kelly

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: [redacted]

Home Addr [redacted]

Cellphone N [redacted]

Business/W [redacted]

Business/Work Telephone No. [redacted]

Father's Signature [redacted]

Mother's Name: [redacted]

Home Ad [redacted]

Cellphone [redacted]

Business/Work Name [redacted]

Business/Work Telephone No. [redacted]

Mother's Signature [redacted]

Received: _____ Date Received: 5/30/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth:

Father's Name: _____
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Ariane Ranera
Home Addres [redacted]
Cellphone No
Business/Wo
Business/Wo

Mother's Signature Ariane Ranera

Received: _____ Date Received: _____
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Jeremy Wilson
Home Address:
Cellphone N[redacted] Email Address:
Business/Work Name [redacted]
Business/Work Telephone No.

Father's Signature

Mother's Name: Perla Perez
Home Addre[redacted]
Cellphone N
Business/W
Business/Work Telephone No.

Mother's Signature

Received: Ms. Susan Alcantara Date Received: 5/28/19

LAS VEGAS MONTESSORI CHARTER SCHOOL
Contact no. 702-332-2367
Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth: [redacted]

Father's Name: Enrique Chuidian
Home Addres [redacted]
Cellphone No
Business/Wor
Business/Wor

Father's Signa

Mother's Name: Bernadette Rigo
Home Addres [redacted]
Cellphone No
Business/Wor
Business/Wor

Mother's Signature

Received: _____ Date Received: 6/7/2019
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL
Contact no. 702-332-2367
Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Hammed Ahmadi
Home Addres
Cellphone No
Business/Wo
Business/Work Telephone No.

Father's Signature

Mother's Name: Stephanie Ahmadi
Home Addres
Cellphone No
Business/Wor
Business/Work Telephone No.

Mother's Signature

Received: _____ Date Received: 6/4/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Chart start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: Nigel Macrae

Home Address [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Hollie Macrae

Home Addre [redacted]

Cellphone N [redacted]

Business/W [redacted]

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on th
enrollment with Las Vegas Montessori Cha
start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: ANTHONY DENINA

Home Address: [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work [redacted]

Father's Signature [redacted]

Mother's Name: MAY DENINA

Home Address [redacted]

Cellphone No. [redacted]

Business/Work [redacted]

Business/Work [redacted]

Mother's Signature [redacted]

Received: [redacted] Date Received: 5/18/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL
Contact no. 702-332-2367
Email: LVMC800@gmail.com

#Late Bday

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Reynaldo Mercedes
Home Addre
Cellphone N
Business/W
Business/Work Telephone No.

Father's Signature

Mother's Name: Luisa L. Perez
Home Add
Cellphone
Business/W
Business/Work Telephone No.

Mother's Signature

Received: Ms. Susan Alcantara Date Received: 5/20/19

(12)

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

* Late B-day

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Michael Perera

Home Addres [redacted]

Cellphone No.

Business/Wor

Business/Wor

Father's Signature _____

Mother's Name: Andrea Perera

Home Addres [redacted]

Cellphone No

Business/Wo

Business/Wo

Mother's Signature _____

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: Eric Soldi
Home Addres
Cellphone No
Business/Wo
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Maggie Belcher
Home Addres
Cellphone No
Business/Wor
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/28/19
Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: Timothy Kephart

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Nicole Henigan

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/28/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth

Father's Name: Chris Mierafuentes

Home Address:

Cellphone

Business/W

Business/W

Father's Signature

Mother's Name: Edlee Garcia

Home Addre

Cellphone N

Business/W

Business/Work Telephone No.

Mother's Signature

Received: _____ Date Received: 5/10/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: William Mitchell (Mitch) Hallstrom

Home Addres: [redacted]

Cellphone No: [redacted]

Business/Wo: [redacted]

Business/Wo: [redacted]

Father's Signature: [redacted]

Mother's Name: Natasha Hallstrom

Home Addres: [redacted]

Cellphone No: [redacted]

Business/Wo: [redacted]

Business/Wo: [redacted]

Mother's Signature: [redacted]

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]
Date of Birt

Father's Name: _____

Home Address: _____

Cellphone No. _____ Email Address: _____

Business/Work Name _____

Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Mariah Benson

Home Add[redacted]
Cellphone

Business/Work Name _____

Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: 5/9/2019

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]

Date of Birth: [redacted]

Father's Name: JASON KOCH

Home Address: [redacted]

Cellphone No.: [redacted]

Business/Work Name: _____

Business/Work Telephone No.: _____

Father's Signature: _____

Mother's Name: HWALING COFFEY

Home Address: [redacted]

Cellphone No.: [redacted]

Business/Work Name: _____

Business/Work Telephone No.: _____

Mother's Signature: _____

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name: [redacted]
Date of Birth:

Father's Name: Nigel Macrae
Home Address [redacted]
Cellphone No.
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Holly Macrae
Home Addr [redacted]
Cellphone N
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: _____

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Nam[redacted]

Date of Birt[redacted]

Father's Name: _____

Home Address: _____

Cellphone No. _____Email Address: _

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Brenda Inzunza

Home Addres[redacted]

Cellphone No.[redacted]

Business/Wor[redacted]

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/17/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth: [redacted]

Father's Name: Hammed Ahmadi
Home Addres [redacted]
Cellphone No. [redacted]
Business/Work Name_____
Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Stephanie Ahmadi
Home Addres [redacted]
Cellphone No. [redacted]
Business/Work Name_____
Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/16/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]

Date of Birth [redacted]

Father's Name: Hammed Ahmadi

Home Addres [redacted]

Cellphone No [redacted]

Business/Work Name_____

Business/Work Telephone No._____

Father's Signature_____

Mother's Name: Stephanie Ahmadi

Home Addres [redacted]

Cellphone No. [redacted]

Business/Work Name_____

Business/Work Telephone No._____

Mother's Signature_____

Received: _____ Date Received: 5/16/19

Ms. Susan Alcantara

LAS VEGAS MONTESSORI CHARTER SCHOOL

Contact no. 702-332-2367

Email: LVMC800@gmail.com

PRE-ENROLLMENT APPLICATION

This student is pre-enrolled or placed on the waiting list for future enrollment with Las Vegas Montessori Charter School with a projected start date of August 1, 2020.

Child's Name [redacted]
Date of Birth

Father's Name: N/A
Home Address: _____
Cellphone No. _____ Email Address: _____
Business/Work Name _____
Business/Work Telephone No. _____

Father's Signature _____

Mother's Name: Andrea Bonesi
Home Addres [redacted]
Cellphone No
Business/Work Name _____
Business/Work Telephone No. _____

Mother's Signature _____

Received: _____ Date Received: _____

Ms. Susan Alcantara

Oscar M. Cardona

[redacted]

CERTIFICATION:

Professional Secondary	7-12 Math w/calculus (09/01/77) Expires 10/01/2020
Professional Special	K-12 School Administrator (11/02/1992) Expires 10/01/2020

EDUCATION:

Graduate Courses,
Adams University, Correspondence Program, 2009-2010
B.Y.U. Correspondence Program, 2003-2004

Administrative License,
University of Nevada, Las Vegas, 1982 - 1994

Masters Degree in Mathematics Education,
Western New Mexico University, Silver City, New Mexico, 1982

Bachelor of Arts Mathematics Education,
Western New Mexico University, Silver City, New Mexico, 1977

CAREER HISTORY:

2007-2010 Mathematics Teacher, Duane D. Keller Middle School

Duties and Responsibilities:

- 7th grade Accelerated Math
- 8th grade Algebra 1 Honors
- Teacher Mentor: Math Teachers
- Small Learning Communities
- Boys Basketball Coach

7th grade Math
8th grade Pre-Algebra
Capturing Kids Hearts
Looping 7th grade to 8th grade
Intramurals: Boys Basketball

2005-2007 Assistant Principal, Duane D. Keller Middle School

Duties and Responsibilities:

- Assemblies/Activities
- Building Utilization
- Equipment Inventory
- Extra Duties/Extra Pay
- Facilities Maintenance
- Field Trip Permits
- Master Calendar
- Fire Drill/Emergency Procedures
- Fundraising
- Hazard Communication
- Intramurals/Interscholastic Sports
- Key Inventory
- Liaison w/outside Organizations & Facilities
- Testing
- Teacher Evaluations
- Locker Cleanout
- School Pictures
- Staff/Teacher Handbook
- Substitutes/Student Teachers/Practicum Students
- Supervision of Custodians
- Supervision of Support Staff
- Textbook Control
- Yearbook
- Closing of Schools
- Opening of Schools
- Professional Development
  - ELL
  - English
  - Reading

1998-2005 Assistant Principal, Roy W. Martin Middle School

Duties and Responsibilities:

- Testing and Evaluation
- Zone Variances
- Registration
- Master Calendar
- Exam Schedules
- Bell Schedules
- Substitutes
- Parent Newsletter
- School Inventory
- Key Control
- Transportation
- Attendance and Discipline
- Athletics
- Extra Duties/Extra Pay
- Field Trips
- Fundraisers
- PAYBAC
- Awards Night
- Teacher Evaluations
- Support Staff Evaluations
- Facilities/Rehab/Modernization
- Curriculum and Scheduling
- Assemblies/Activities
- Opening of School
- Closing of School
- Open House

ATTACHMENT 15

ATTACHMENT 15

Las Vegas Montessori Charter Academy Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for 'Staffing'. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

2020-2021 Planning Year Milestones (SMART Goals) by Work Stream	**Activity**	**Responsible Personnel**	**Milestone Date(s)**
GOVERNANCE and MANAGEMENT			
The Board of Trustees has been established	List of current members of the Board Members including contact information and officers.	Susan Alcantara	Completed
By-Laws have been ratified	Copy of ratified by-laws or a board resolution approving by-laws	Mark Gardberg	Completed
A permanent head of the school has been named	Written notice that the head of the school has been named within 5 days of the hire date.	Kirby Burgess	Completed
Other key leadership roles in the school are filled or adequately covered	Updated organizational chart with names of specific individuals occupying key leadership roles	Susan Alcantara	January 1-30, 2021
Become familiar with guidance, including reporting timelines	A copy of Charter school Reporting Requirements Manual	Susan Alcantara	January 1-30, 2021
Maintain evidence and regular board meetings and minutes	Post all meeting schedules and agendas to the public	Susan Alcantara	As soon as Chartered
INSTRUCTION			
Curriculum alignment with the Nevada Academic Content Standards	Evidence of Montessori Curriculum alignment to Nevada Academic Content Standards	Susan Alcantara	Completed
Based on enrollment , determine the number of texts and supplies necessary for each curriculum	Check and review number of children enrolled in each grade level	Holly Macrae	June 1-15, 2021

Instructional materials and supplies have been distributed to classrooms at every grade level	Instructional materials and supplies are evident at time of pre-opening site visit, or evidence that they will be in school in time for opening.	Holly Macrae	June 15-30, 2021
School Calendar and Class Schedules have been made available to students and families.	Evidence that they have been distributed to the parents. Should also been posted in the school's website	Susan Alcantara and Ashley Stephens	February 1, 2020
Provisions have been made for serving students with special needs	Written documentation that the school has contracted with or received a commitment from United testing Service regarding certified Special Education teacher and ELL teachers.	Susan Alcantara	March 1-15, 2021
Student records are available to teachers for planning	Evidence that a student roster and student records are on file and accessible to teachers for planning.	Susan Alcantara	July 1, 2021
Schedule appropriates dates for academic testing upon charter approval	Evidence that the testing dates is scheduled.	Susan Alcantara	February 1, 2021
TALENT			
The number of teachers is adequate and their assignments match the staffing plan	Teacher roster with teaching assignments by grade level or specialty	Susan Alcantara	March 30, 2021
Teachers are certified or no more than the maximum number of non-certified teachers have been hired.	Copies of teacher certifications or appropriate proof of compliance with statutory exemptions.	Sussan Alcantara	March 30, 2021
Fingerprint supported criminal background checks have been completed and all employees have current Sheriff's card for employment	Copies of teachers and staffs' Sheriff's card and Criminal background result.	Ms. Susan Alcantara	March 1-25,2021
OPERATIONS			
Recruitment Strategies Implementation	Implementation of different recruitment Strategies as listed in the application	Susan Alcantara and Ashley Stephens	January 2021

Staff hired in accordance with application staffing plan.	Updated staffing plan with names of individuals occupying the positions, including licensing, background checks, requirements and information for each staff.	Susan Alcantara	March 30, 2021
Planned procedures for the administration of prescription medications to students and for provision of required health services.	Written plan and procedures for the administration of prescription medications to students and for the provision required health services	Andrea Perera and Susan Alcantara	March 30, 2021
Finalized job description of each hired staff and to clarify their roles and responsibilities.	Distribute upon hiring and Review with the staff Employee's Handbook	Susan Alcantara	May 1, 2021
Finalized salary ranges, hiring and onboarding	Documentation of teachers' and staff Contract	Susan Alcantara	May 1, 2021
Orientation of the Staff to familiarize with the school's mission and program.	Agenda of the meeting and attendance sheets signed by the staff.	Susan Alcantara	June 1, 2021
Arrangement have been made for food service/ Application for free lunch program (Community Eligibility).	Appropriate Local health department Inspection and Documentation of the application.	Holly Macrae	April 7 2021
Before and After School Program arrangement with the outside provider.	Documentation signed contract with the outside provider.	Susan Alcantara and Mark Gardberg	June 11, 2021
Communication and plan in placed RTC discounted transportation for eligible students and families.	Inquiry regarding procedures for parents and students to acquire discounted RTC fares.	Susan Alcantara	April 17, 2021
Written plans for safety procedures, including fire drills and emergency evacuation, consistent with Nevada's Health and Safety Standards	Evidence of written safety procedures consistent with the Nevada's Health and Safety Standards.	Susan Alcantara And Kirby Burgess	May 18, 2021
Provisions have been made for required health services, including immunization records.	Written evidence from Dr. Noah Kohn and Andrea Perera as volunteers. Registration to WebIZ for immunization record to access students' record.	Susan Alcantara	July 8, 2021

TECHNOLOGY			
Establish an official school email system	Proof of working emails of each school member	Ashley Stephens	Immediately after approval
Safety assurance in the children's use of Computer	Documentation that there is a safety procedure, policies that children should follow in using the computer	Ashley Stephens and Susan Alcantara	March 31, 2021
LVMCA website up and working with necessary link to i.e. Infinite Campus and other important information about the charter school.	Checking on the website up and working.	Ashley Stephens	March 31, 2021
Set-up an account on Facebook for advertisement and parent information	Evidence of account set up	Ashley Stephens, Cathy Hules	Completed
Ensure that personnel and students' records are adequately safeguarded	Evidence of safety features set in the computer	Ashley Stephens	July 23, 2021
FINANCE			
Financial budget identified and proper appropriation to each section of the project.	Written evidence and approved appropriation of the budget signed by the board members	Susan Alcantara, Cathy Hules and Kirby Burgess	January 15, 2021
LVMCA has established fiscal management and oversight policies and an accounting system with internal controls.	Procurement of Denali software and evidence of independent accounting office to review and audit financial activities.	Cathy Hules and Susan Alcantara	January 10, 2021
PARENT & COMMUNITY ENGAGEMENT			
Student admissions (including lottery procedures), enrollment and intake procedures have been identified, including transfer of student records, and the procedures used to identify students with disabilities, and special needs.	Evidence of Admissions and Enrollment Policies. This should also be available in the LVMCA website.	Ashley Stephens and Susan Alcantara	January 15, 2021
Infinite Campus up in the LVMCA website for enrollment ,academic, attendance, discipline, immunization and test records	Infinite Campus link should be up in LVMCA website	Ashley Stephens	January 15, 2021

Student special health records are separate from academic records and are in locked storage in the office.	Assignment of storage place for health records	Susan Alcantara	July 5, 2021
Parents Orientation and relevant information about the school i.e. school calendar available in the school's website	Parent's handbook available in the LVMCA website	Ashley Stephens	January 15, 2021
SCHOOL SYSTEMS & CULTURE			
Policies relating to student discipline including special education students, Complaints and Grievances, FERPA, Open Meetings Law, and have made appropriate policies available to students and their families in the Student and Family Handbook.	Copy of Student and Family Handbook containing specified policies, including FERPA access Copy of School's Discipline Policy including special education discipline Copy of FERPA Procedures for storage and handling of student files in school Copy of school's complaint and grievance policy Media Contact list for Board Meeting Notification		
Facilities, Fixtures & Equipment			
School Location identified and facility secured or in development	Copy of Lease with the physical address of the facility identified	Mark Gardberg and Susan Alcantara	January 5, 2021
Evidence of Insurance Coverage	Certificates of Insurance for all insurance.	Mark Gardberg and Susan Alcantara	June 15, 2021
Available space (including Classrooms, restrooms, and special purpose space) meets the requirements of the programmed the number of students enrolled. Space is accessible to all students (including handicapped students), clean and well lit. If the building is not required to be handicapped accessible, procedures for reasonable accommodation of such persons are in place.	Written procedures for accommodation of handicapped persons in compliance with ADA. Certification from an engineer or architect that the building complies as an E occupancy under the rules of the Fire Prevention and Building Safety Commission. Inspection at time of Pre-opening Site Visit	Susan Alcantara Zach Broyles (Project Architect)	July 1, 2021

A certificate of Occupancy (or statement of substantial completion) is on files well as any other appropriate certificates of inspection, or permits.	Certificate of occupancy or statement of substantial completion. Zoning, land use and building use permits and /or certification. State construction, design release. Documentation from the State Fire Marshall and Fire Department.. Documentation from the local building Inspector.	Susan Alcantara and Zach Broyles { Project Architect}	July 1, 2021
Enough classroom tables and chairs for the enrolled children Classroom fixtures and Office fixtures	Documentation of receipts and proof of delivery and acceptance should be in place	Susan Alcantara and Holly Macrae	July 1-15, 2021
Systems are in place for student drop-off and pick-up	Plan detailing times and locations for student drop-off and pick-up before, during and after school	Susan Alcantara and Zach Broyles (Project Architect)	Ingress and egress should have been included in the architect's plan before the development of the property but the final detailing and times should be completed on or before June 30, 2021.
Space his safe and secure, entrance and egress from the school's space is adequately controlled	Inspection at time of Pre-opening Site Visit to ensure safety and evacuation plans in each classroom and school signage are posted	Susan Alcantara Zach Broyles (Project Architect)	July 15-25, 2021

ATTACHMENT 16

ATTACHMENT 16

±38,784 SF Class B Office Building

2975 S. RAINBOW BOULEVARD, LAS VEGAS, NV 89146

Sun
Commercial Real Estate, Inc.

CONFIDENTIALITY & DISCLOSURE

SUN COMMERCIAL REAL ESTATE, INC. (the "Broker") has been retained on an exclusive basis to market the property described herein (the "Property"). Broker has been authorized by the Seller of the Property (the "Seller") to prepare and distribute the enclosed information (the "Material") for the purpose of soliciting offers to purchase from interested parties. More detailed financial, title and tenant lease information may be made available upon request following the mutual execution of a letter of intent or contract to purchase between the Seller and a prospective purchaser. You are invited to review this opportunity and make an offer to purchase based upon your analysis. If your offer results in the Seller choosing to open negotiations with you, you will be asked to provide financial references. The eventual purchaser will be chosen based upon an assessment of price, terms, ability to close the transaction and such other matters as the Seller deems appropriate.

The Material is intended solely for the purpose of soliciting expressions of interest from qualified investors for the acquisition of the Property. The Material is not to be copied and/or used for any other purpose or made available to any other person without the express written consent of Broker or Seller. The Material does not purport to be all-inclusive or to contain all of the information that a prospective buyer may require. The information contained in the Material has been obtained from the Seller and other sources and has not been verified by the Seller or its affiliates. The pro forma is delivered only as an accommodation and neither the Seller, Broker, nor any of their respective affiliates, agents, representatives, employees, parents, subsidiaries, members, managers, partners, shareholders, directors, or officers, makes any representation or warranty regarding such pro forma. Purchaser must make its own investigation of the Property and any existing or available financing, and must independently confirm the accuracy of the projections contained in the pro forma.

Seller reserves the right, for any reason, to withdraw the Property from the market. Seller has no obligation, express or implied, to accept any offer. Further, Seller has no obligation to sell the Property unless and until the Seller executes and delivers a signed agreement of purchase and sale on terms acceptable to the Seller, in its sole discretion. By submitting an offer, a purchaser will be deemed to have acknowledged the foregoing and agreed to release Seller and Broker from any liability with respect thereto.

Property walk-throughs are to be conducted by appointment only. Contact Broker for additional information.

Lisa Hauger
Senior Vice President
LisaH@suncommercialre.com
NV Lic # BS.0037600.LLC

Timothy Erickson
Senior Associate
TimE@suncommercialre.com
NV Lic # S.0171876

INVESTMENT SUMMARY

THE OFFERING:

This ±38,784 SF office building is a prime opportunity for an owner/user or value add investor. The property was previously leased as a single tenant property, but has had multi-tenant uses in the past. The building consists of a variety of large meeting rooms and smaller spaces with private offices. The previous tenant had completed a major renovation in 2018 when ±85% of the property was remodeled.

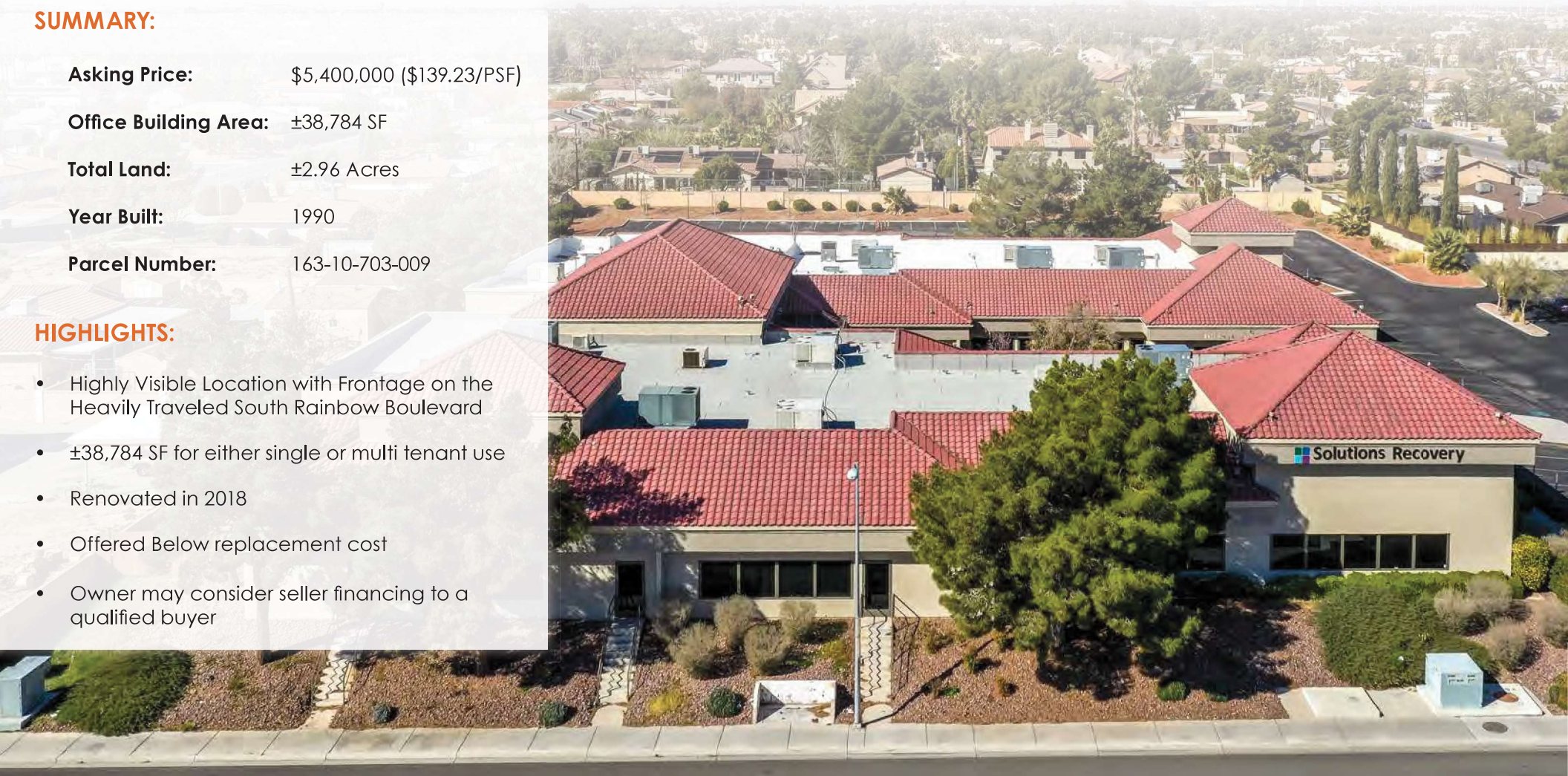
The property is ideally located in the West Las Vegas submarket on the highly traveled South Rainbow Boulevard, making this a prime location for a corporate headquarters. An owner/user has the potential to offset some of their costs by leasing out smaller offices spaces. As for an investor, this offering presents the opportunity to acquire a recently renovated office building for less than its replacement cost.

SUMMARY:

Asking Price:	$5,400,000 ($139.23/PSF)
Office Building Area:	±38,784 SF
Total Land:	±2.96 Acres
Year Built:	1990
Parcel Number:	163-10-703-009

HIGHLIGHTS:

- Highly Visible Location with Frontage on the Heavily Traveled South Rainbow Boulevard
- ±38,784 SF for either single or multi tenant use
- Renovated in 2018
- Offered Below replacement cost
- Owner may consider seller financing to a qualified buyer



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Surrounding Aerial Map

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Area Demographics

Las Vegas Overview — Section 3

Nevada Business Advantages
Las Vegas Development

The information contained herein was obtained from sources believed reliable, however, Sun Commercial Real Estate, Inc. any of its agents or employees make no guaranty, warranty or representation as to the completeness and/or accuracy thereof, inclusive of any current and future projected returns. Anyone utilizing this analysis does so at their own risk and agrees to hold Sun Commercial Real Estate, Inc., its agents and employees harmless. The presentation of this property is subject to error, omissions change of price or conditions prior to sale, or withdrawal without notice.

LISA HAUGER
Senior Vice President
702-968-7333
LisaH@suncommercialre.com
NV Lic # BS.0037600.LLC

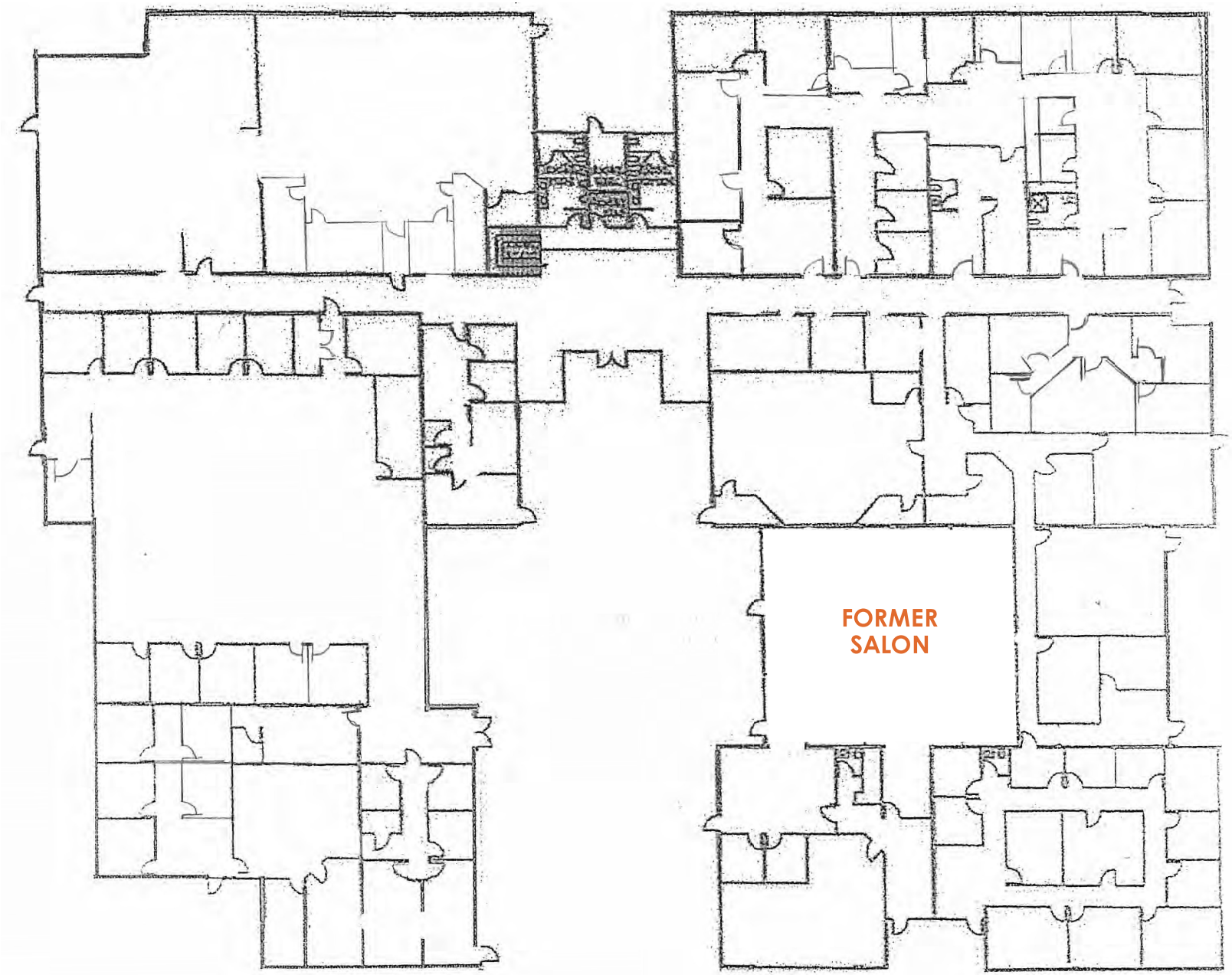
TIM ERICKSON
Senior Associate
702-968-7334
TimE@suncommercialre.com
NV Lic # S.0171876

PROPERTY PHOTOS

EXTERIOR PROPERTY PHOTOS

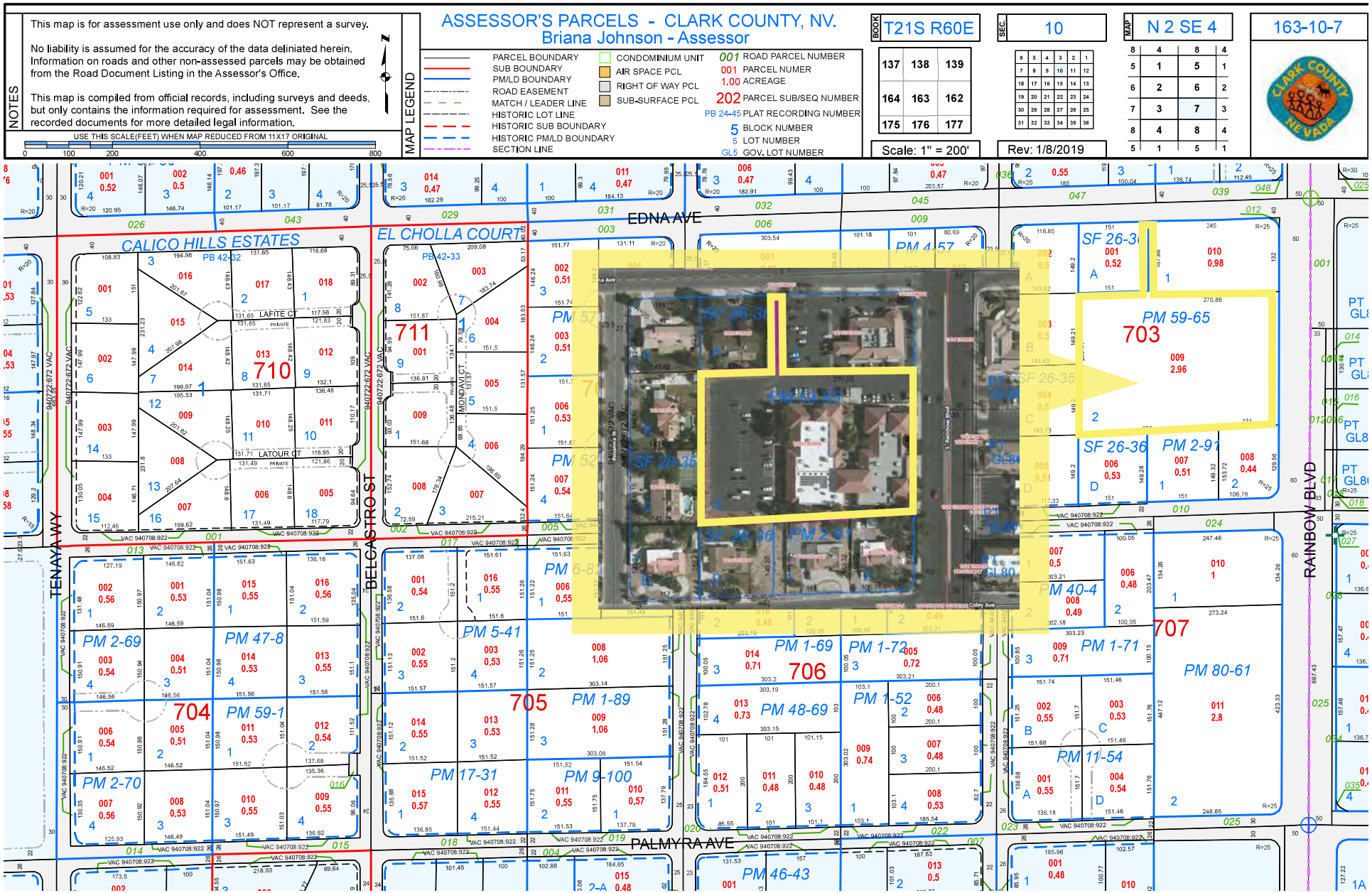
INTERIOR PROPERTY PHOTOS

FLOOR PLAN

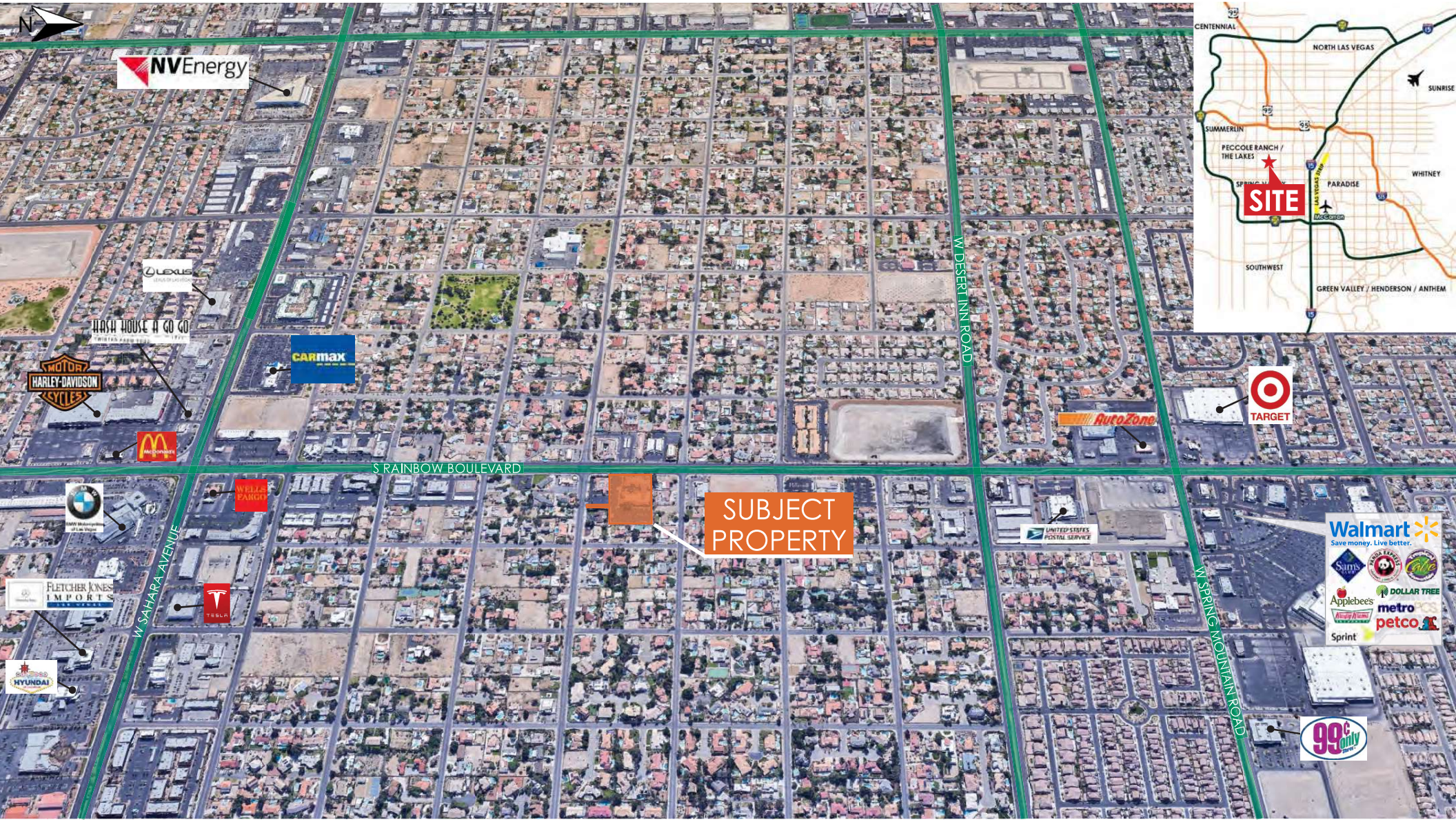


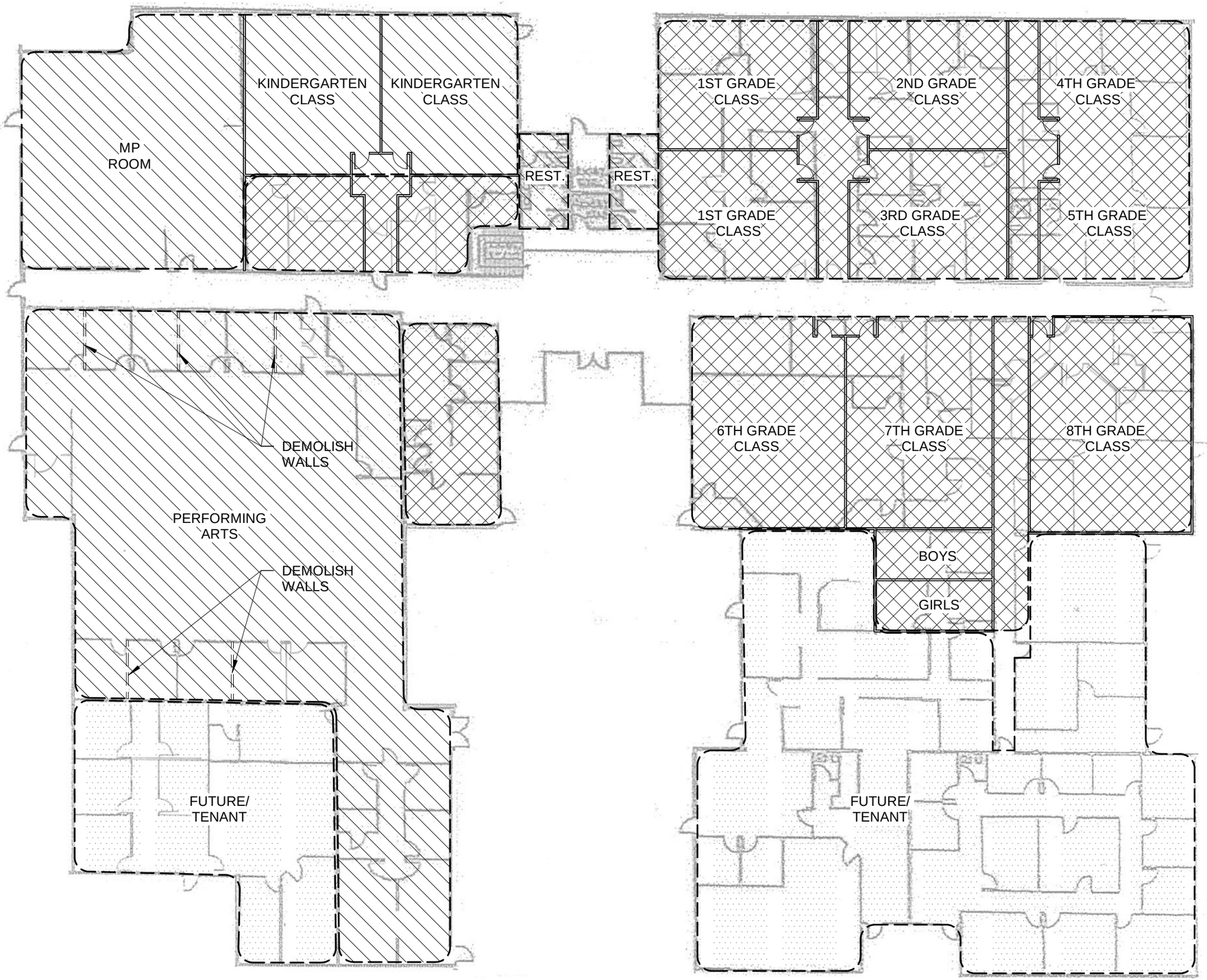
** Not exact floor plan. Recent modifications not depicted.*

ASSESSOR PARCEL MAP



SURROUNDING AERIAL MAP





AREA 1 - FULL DEMOLITION AND REMODEL
12,660 SQ. FT.

AREA 2 - MINOR REMODEL MINIMAL DEMOLITION AND NEW PAINT
11,381 SQ. FT.

AREA 3 - FIRE SPRINKLERS ONLY
9,594 SQ. FT.

6/25/2020 9:38:03 AM

A1

FLOOR PLAN

SVMS

LAS VEGAS MONTESSORI CHARTER ACADEMY

Orientation

Scale As indicated

Date: 06/24/2020

IZ design studio
design...sustainability...architecture.
1701 W Charleston Blvd, Suite 230, Las Vegas, NV 89102 PH.702.441.0026 FX.702.475.4755 www.IZdesignstudio.com

DocuSign Envelope ID: 7FF1316F-F6D8-49CC-B2E8-E93C7F4FBBCC

July 6, 2020

BY EMAIL: time@suncommercialre.com

Sun Commercial Real Estate, Inc.
6140 Brent Thurman Way, Ste#140
Las Vegas, NV 89148
Direct: 702-968-7334
Cell: 702-378-8620
Fax: 702-968-7301

Subject Property: KDLRLL C SERIES 2975 S RAINBOW BOULEVARD
And Seller Former Recovery Solutions Building
2975 S. Rainbow Boulevard
Las Vegas, Nevada 89146

Re: Letter of Intent for the Purchase of Real Estate

Dear Tim,

Thank you for our recent communications regarding the real estate property mentioned below (the "*Property*"). On behalf of everyone involved with Las Vegas Montessori Charter Academy ("*LVMCA*" and the "*School*"), I can confirm how excited we are about the prospect of buying your Property.

As we have discussed, I am part of a "Committee to Form" LVMCA, which is in the process of applying to the Nevada State Public Charter School Authority (the "*SPCSA*") for an official charter. Upon being chartered, LVMCA will operate a nonprofit public school that will begin serving grades K-8 students in August of 2021. The School, which will employ a child-centered Montessori philosophy, will serve a wide, diverse array of children, including those with special needs and disabilities, gifted and talented students, students for whom English is a second language, and students qualifying for free- and reduced-lunch programs.

Proposed Terms.

Because the School is not yet chartered, this letter of intent (this "*LOI*") is intended, for both parties' benefit, to be entirely non-binding. It is a general outline of our proposed venture and is not meant to be exhaustive. The detailed terms and conditions of any transaction would be included in a Purchase and Sale Agreement to be finalized and signed by the parties at a future time (together with any ancillary documents, the "*Transaction Documents*"), if and when a mutual agreement were reached. In signing this LOI, we expressly agree that this does not contain binding, enforceable duties and no party may sue the other for any alleged breach hereof.

For your consideration, LVMCA proposes the following:

	Subject Matter	**Term(s)**
(1)	*Property Address*	2975 S, Rainbow Blvd, Las Vegas, Nevada 89146

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(2)	*APN(s)*	16310703009
(3)	*Lot Size (acreage)*	Approximately. 2.96 acres
(4)	*Building/Improvement Size (sq. ft.)*	Approximately 38,784
(5)	*Purchase Price*	All Cash, Four Million, Eight Hundred and Twenty Five Thousand Dollars ($4,825,000.00).
(6)	*Deposit; Funding Deadline; When it "Goes Hard"*	$100,000 to be deposited upon completion of the Due Diligence Period. Deposit to be released, non-refundable and credited to the purchase price at the close of escrow.
(7)	*Due Diligence Period*	Expires on or before December 15,2020
(8)	*Closing Period*	On or before December 31, 2020
(9)	*Buyer Closing Contingencies*	(a) Committee. LVMCA Committee to Form approval. (b) SPCSA. State Public Charter School Authority charter approval (including approval of this specific facility/location). (c) Permitting. Procurement of a Special Use Permit, and any other required local/municipal zoning permits, waivers, and/or approvals. (d) Title. ALTA title policy procured by Seller, with only LVMCA-approved permitted exceptions. (e) Financing. By countersigning below, Red Hook Capital Partners ("*Red Hook*") is tentatively agreeing to partner with LVMCA, in the form of (i) Red Hook paying the Purchase Price and acquiring title to the Property; and (ii) Red Hook leasing the Property to LVMCA, with an option to purchase in the School's favor, at a rental rate (and other terms) agreed to by Red Hook and LVMCA in separate contracts. Unless and until otherwise agreed to by Red Hook and LVMCA, this paragraph (and their relationship) is also non-binding and subject to termination by either such party for any or no reason, with or without cause.
(10)	*Seller Closing Contingencies*	Payment of the Purchase Price.
(11)	*Closing Costs (e.g., escrow fees)*	To be shared 50/50.
(12)	*Pro-Rations (e.g., utilities)*	To be pro-rated as of the Closing date (in accordance with customary practices).
(13)	*Real Property Transfer Tax*	Paid by Seller (but this transaction is potentially exempt, based on LVMCA's charter school status).
(14)	Real Estate Brokers	Sun Commercial Real Estate Inc., Timothy Erickson, is representing the Seller and SGH Commercial Advisers, Michael Hiltz; Broker/Owner is Representing Red Hook Capital, Purchaser in this

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transaction. The parties acknowledge that there are no other Brokers. SGH Commercial Advisers shall be paid by the Seller via a separate agreement by and between Seller and Sun Commercial Real Estate Inc.

Except to the extent provided in a future Transaction Document, each party to this LOI is solely responsible for its own costs and expenses (including its own legal, accounting, consulting, Broker, and other advisors' fees), whether or not the proposed purchase and sale is consummated.

If you agree that the terms above are a good summary of our discussions to date, please sign below and email your signed version to me.

Las Vegas Montessori Charter Academy	**KDLRLL C SERIES 2975 S. RAINBOW BOULEVARD**	**Red Hook Capital Partners**
By: _____	By: _____	By: DocuSigned by: David Hyun 0ED40DFE21554C9...
Name: Kirby Burgess*	Name: _____	Name: David Hyun
Title: Chairman	Title: _____	Title: Principal
Date: _____	Date: _____	Date: 7/7/2020 | 9:34 AM PDT

* The execution of this LOI is not intended to, and shall not, create any personal liability on the part of the signatory, who is solely signing in his capacity as Chairman of a charter school Committee to Form.

agreement by and between Seller and Sun Commercial Real Estate Inc.

Except to the extent provided in a future Transaction Document, each party to this LOI is solely responsible for its own costs and expenses (including its own legal, accounting, consulting, Broker, and other advisors' fees), whether or not the proposed purchase and sale is consummated.

If you agree that the terms above are a good summary of our discussions to date, please sign below and email your signed version to me.

Las Vegas Montessori Charter Academy	**KDLRLL C SERIES 2975 S. RAINBOW BOULEVARD**	**Red Hook Capital Partners**
By: _____	By: _____	By: _____
Name: Kirby Burgess*	Name: _____	Name: David Hyun
Title: Chairman	Title: _____	Title: Principal
Date: 7-7-20	Date: _____	Date: _____

* The execution of this LOI is not intended to, and shall not, create any personal liability on the part of the signatory, who is solely signing in his capacity as Chairman of a charter school Committee to Form.

ATTACHMENT 17

ATTACHMENT 17

Attachment No. 17 Insurance Policy

Las Vegas Montessori Academy will secure insurance coverage for the following:

1. Directors and Officers – Cover legal fees, settlement, and damages.

LVMCA will secure coverage that insures individual directors and officers to protect their personal assets. The coverage reimburses the organization to cost incurred when the organization indemnifies directors and officers in a claim.

2. Employment Practices Liability – Protecting against Employee-Related Lawsuits

The coverage includes settlements and damage awards if employer is found liable of misconduct against an organization's employees and managers.

3.Crime and Fidelity Insurance claims

Employee Dishonesty	Embezzlement
Forgery	Robbery
Safe Burglary	Computer Fraud
Wire Transfer Fraud	Counterfeiting

3. Accident Coverage for volunteers, students and teachers for

Accidental injuries while at school, when the school is in session, and while participating in school-sponsored and supervised activities. Injuries that occur during travel to and from school and school athletic tournaments.

4. Excess Liability Provides an extra layer of coverage over the charter's general reliability includes abuse and professional liability and automobile liability.
5. Automobile Liability – automobile insurance to protect the school when employees and volunteers use their personally owned vehicle to conduct work related business.
6. Coverage Features:

Liability limits to $1 Million	Uninsured Motorist
Medical Payments	Symbol 1, Any Auto

Social Service Enhancement Endorsement

Physical Damage:

Comprehensive: $500 deductible

Collision- $500 deductible

7. General Liability – Coverage features-

   Professional Liability - limits $1MM/$3MM with "per location" aggregates

   Professional liability – separate coverage part with limits to 1MM/$3MM

   Abuse and Molestation Liability – Separate coverage part with Limits to 1MM/$3MM.

8. Abuse and Molestation Liability Insurance Covers

   Failure to exercise sufficient care in the selection of staff

   Failure to properly supervise the abuser

   The school allowed the abuser to continue working with children after abuse was suspected.

9. Workman's Compensation

Las Vegas Montessori was able to get an estimation from Balsiger Insurance company.

Their agent's name is Luis Martich

Luis Martich	Jul 10, 2020, 11:31 AM (4 days ago)		
to me, Luis			

Good morning Mrs. Susan,

Time was very limited to prepare something more accurate and professional but here are the rough numbers I was able to obtain via phone. For a formal proposal as we are use, usually we fill applications and run it with all the UW departments, so this estimation is based on scaling up what you already have.

General Liability about 17. Per student (250 students)	$4,250
Personal Property	$1,000
Abuse and Molestation Endorsement	$1,000
Workers Compensation	$10,000
Director and Officer	$3,000

Employment Practices Liability	$2,000
Cyber and Data Breach	$1,500
Crime	$500
Excess Umbrella	$5,000
Total	$28,250

Per my comment above, we will need formal application to be filled and submitted to get few options from different companies so we can compare.

"Your Forever Insurance Broker"

Luis E. Martich

Agent

BALSIGER INSURANCE

Office: (702) 220-8640 **(Las Vegas)** or (775) 826-1559 **(Reno)**

Direct Line: (702) 400-289 **Fax:** (866) 865-2046

Email: luis@balsigerinsurance.com

Website: www.balsigerinsurance.com

Las Vegas Office: 3481 East Sunset Rd, Ste 100, Las Vegas, NV 89120

Reno Office: 6380 Mae Anne Ave, Unit 7, Reno, NV 89523

ATTACHMENT 18

This Exhibit was included in the "Financial Plan" Section of the Application.

ATTACHMENT 18

ATTACHMENT 19

ATTACHMENT 19

ATTACHMENT 20

ATTACHMENT 20

CCSS Math & Geometry

Version 1.0
July 2014

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Math Cluster Overview Chart

Domain	Cluster Objectives	K	1	2	3	4	5	6	7	8
Counting and Cardinality	Know number names and the count sequence.	x								
	Count to tell the number of objects.	x								
	Compare numbers.	x								
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	x								
	Represent and solve problems involving addition and subtraction.		x	x						
	Understand and apply properties of operations and the relationship between addition and subtraction.		x							
	Add and subtract within 20.		x	x						
	Work with addition and subtraction equations.		x							
	Work with equal groups of objects to gain foundations for multiplication.			x						
	Represent and solve problems involving multiplication and division.				x					
	Understand properties of multiplication and the relationship between multiplication and division.				x					
	Multiply and divide within 100.				x					
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.				x					
	Use the four operations with whole numbers to solve problems.					x				
	Gain familiarity with factors and multiples.					x				
	Generate and analyze patterns.					x				
	Write and interpret numerical expressions.						x			
	Analyze patterns and relationships.						x			
Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value.	x								
	Extend the counting sequence.		x							
	Understand place value.		x	x						
	Use place value understanding and properties of operations to add and subtract		x	x						
	Use place value understanding and properties of operations to perform multi-digit arithmetic.				x	x				
	Generalize place value understanding for multi-digit whole numbers.					x				
	Understand the place value system.						x			
	Perform operations with multi-digit whole numbers and with decimals to hundredths.						x			
Measurement and Data	Describe and compare measurable attributes.	x								
	Classify objects and count the number of objects in each category.	x								
	Measure lengths indirectly and by iterating length units.		x							
	Tell and write time.		x							
	Represent and interpret data.		x	x	x	x	x			
	Measure and estimate lengths in standard units.			x						
	Relate addition and subtraction to length.			x						
	Work with time and money.			x						
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				x					
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				x					
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.				x					
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.					x				
	Geometric measurement: understand concepts of angle and measure angles.					x				
	Convert like measurement units within a given measurement system.						x			
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.						x			
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	x								
	Analyze, compare, create, and compose shapes.	x								
	Reason with shapes and their attributes.		x	x	x					
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.					x				
	Graph points on the coordinate plane to solve real-world and mathematical problems.						x			
	Classify two-dimensional figures into categories based on their properties.						x			
	Solve real-world and mathematical problems involving area, surface area, and volume.							x		
	Draw, construct, and describe geometrical figures and describe the relationships between them.								x	
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.								x	
	Understand congruence and similarity using physical models, transparencies, or geometry software.									x
	Understand and apply the Pythagorean Theorem.									x
	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.									x
Number and Operations—Fractions	Develop understanding of fractions as numbers.				x					
	Extend understanding of fraction equivalence and ordering.					x				
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.					x				
	Understand decimal notation for fractions, and compare decimal fractions.					x				
	Use equivalent fractions as a strategy to add and subtract fractions.						x			
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.						x			
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.							x		
	Analyze proportional relationships and use them to solve real-world and mathematical problems.								x	
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.							x		
	Compute fluently with multi-digit numbers and find common factors and multiples.							x		
	Apply and extend previous understandings of numbers to the system of rational numbers.							x		
	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.								x	
	Know that there are numbers that are not rational, and approximate them by rational numbers.									x
Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.							x		
	Reason about and solve one-variable equations and inequalities.							x		
	Represent and analyze quantitative relationships between dependent and independent variables.							x		
	Use properties of operations to generate equivalent expressions.								x	
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.								x	
	Work with radicals and integer exponents.									x
	Understand the connections between proportional relationships, lines, and linear equations.									x
	Analyze and solve linear equations and pairs of simultaneous linear equations.									x
Statistics and Probability	Develop understanding of statistical variability.							x		
	Summarize and describe distributions.							x		
	Use random sampling to draw inferences about a population.								x	
	Draw informal comparative inferences about two populations.								x	
	Investigate chance processes and develop, use, and evaluate probability models.								x	
	Investigate patterns of association in bivariate data.									x
Functions	Define, evaluate, and compare functions.									x
	Use functions to model relationships between quantities.									x

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Representative AMI Math Curriculum

Activity ID	Content Strand	Material	Presentations/Activities
	Great story of mathematics/history		
40001		Charts/story	The story of our numerals
40002			Making charts/making models
40003			Making timelines
40004			Research: number systems, cultural history, decimal system
	The decimal system, categories and place value		
40008		Golden beads & presentation tray	Introduce decimal/whole number categories
40009		Golden beads & decimal cards	Association of symbol & quantity 1, 10, 100, 1000's
40010		Decimal cards	Understanding zero
40011		Golden beads & trays	Forming numbers using concrete quantities of beads
40012		Golden beads & decimal cards	Forming numbers w/decimal cards, hiding zeroes
40013		Golden beads, decimal cards & trays	Creating quantities w/symbols up to 9,999
40015		Wooden hierarchical material	Introduction to quantity & language, up to million
40016			Geometric shape and families to millions
40017		Number cards 1, 10, 100… 1,000,000	Introduction to symbol to millions
40018		Whm & number cards	Symbol and quantity into millions
40019		Golden beads, decimal cards	Expanded notation/decomposing numbers
40020		Sbf/lbf & sbf/lbf paper	Expanded notation/decomposing numbers
40021		Bank game	Expanded notation (along w/multiplication)
	Quantity & symbol: whole numbers: numeration		
40024		Spindle boxes (0 - 9), bead stair (1 - 9)	Introduce/review numbers 1 - 10
40025		Snake game (1-10), memory games	Introduce/review numbers 1 - 10
40026		Cards & counters	Introduce odd/even numbers
40027		Golden beads	Counting and numbers 1 – 10
40028		Golden beads	Exchange/change game across categories
40029		Teen boards, bead bars	Introduce/review counting 11 - 20
40030		Ten boards & bead bars	Introduce/review counting 1 - 100
40031		Golden beads, base board	Decimal system (numbers to thousands using base board in base 10)
40032		Small bead frame	Counting to 1000
40033		Hundred & thousand chain & labels	Counting to 1000
40034		Short/square bead chains & labels	Linear & skip counting
40035		Long/cube bead chains & labels	Linear & skip counting
40036		Large bead frame	Counting to millions
40037		Sbf/lbf and sbf/lbf paper	Presentation of symbol up to millions
	Whole numbers: addition		
40041		Golden beads	Concept of static addition with whole numbers
40042		Golden beads & decimal cards	Static addition (no carrying)
40043		Large bead frame	Static addition (no carrying)
40044		Stamp game	Static addition (no carrying)
40045		Stamp game w/square paper	Static addition w/recording
40046		Golden beads & decimal cards	Dynamic addition (w/carrying)
40047		Large bead frame	Dynamic addition (w/carrying)
40048		Dot game	Dynamic addition (w/carrying)
40049		Stamp game	Dynamic addition (w/carrying)
40050		Lbf and lbf paper	Dynamic addition w/recording
40051		Stamp game w/square paper	Dynamic addition w/recording
40052		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40053		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40054		Golden beads	Addition word problems, problem solving
40055		Bead bar material and pencil/paper	Addition word problems, problem solving
40056		Bead bar material and pencil/paper	Commutative law of addition
40057		Bead bar material and pencil/paper	Associative property of addition

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Activity ID	Content Strand	Material	Presentations/Activities
40059	Memorization of addition facts	Addition strip board	Addition math facts, memorization
40060		Addition practice/finger charts	Addition math facts, memorization
40061		Addition snake game	Addition math facts, memorization
40062		Bead bar material and pencil/paper	Memorization of facts (addition)
40064	Whole numbers: subtraction		
40065		Golden beads	Concept of static subtraction with whole numbers
40066		Golden beads & decimal cards	Static subtraction (no borrowing)
40067		Large bead frame	Static subtraction (no borrowing)
40068		Stamp game	Static subtraction (no borrowing)
40069		Stamp game w/square paper	Static addition w/recording
40070		Golden beads & decimal cards	Dynamic subtraction (w/borrowing)
40071		Large bead frame	Dynamic subtraction (w/borrowing)
40072		Dot game	Dynamic subtraction (w/borrowing)
40073		Stamp game	Dynamic subtraction (w/borrowing)
40074		Lbf and lbf paper	Dynamic subtraction (w/borrowing)
40075		Stamp game w/square paper	Dynamic subtraction (w/borrowing)
40076		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40077		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40078		Golden beads	Subtraction word problems, problem solving
40079		Bead bar material and pencil/paper	Subtraction word problems, problem solving
40081	Memorization of subtraction facts	Subtraction strip board	Subtraction math facts, memorization
40082		Subtraction practice/finger charts	Subtraction math facts, memorization
40083		Subtraction snake game	Subtraction math facts, memorization
40084		Bead bar material and pencil/paper	Memorization of facts (subtraction)
	Laws of multiplication		
40087		Golden beads w/decimal cards	Introduce multiplication
40088		Bead bars	Concept of simple multiplication (facts)
40089		Bead bars	Build the decanomial w/bead bars
40090		Practice charts, bead bars, booklets	Memorization of multiplication facts
40091		Bead chains	Skip counting, memorization of facts
	Commutative law of multiplication		
40094		Bead bars and cards	Concept and language of commutative law
	Distributive law of multiplication		
40096		Bead bars, cards, parentheses, envelopes	Concept and language of distributive law
40097		Bead bars	Sensorial exploration
40098			Passage to more symbolic representations with beads
40099			Passage to more symbolic representations without beads
40100			Passage to more symbolic representations on paper
40101		Golden beads & decimal cards	Extension to the decimal system: multiplication of composite numbers
40102			Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation with number cards
40103		Paper	Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation on paper
40104			
	Long multiplication		
	Checkerboard		
40107		Checkerboard & bead bars	Introduction to the checkerboard
40108		Checkerboard & bead bars & number tickets	Multiplication by a one-digit multiplier
40109		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, no facts)
40110		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, some facts)
40111		Checkerboard, bead bars, no. Tickets, paper	Multiplication by a multi-digit multiplier (using all facts, recording problem and final product)

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Activity ID	Content Strand	Material	Presentations/Activities
40112		Checkerboard, bead bars, no. Tickets, paper	Multiplication by a multi-digit multiplier (using facts, recording problem, partial products, and final product)
40113			Multiplication by a multi-digit multiplier (no beads, using facts, recoding problem and final product)
	Large bead frame		
40115		Large bead frame & lbf paper	Multiplication by a one-digit multiplier
40116		Large bead frame & lbf paper	Multi-digit multiplier
40117		Large bead frame & lbf paper	Multi-digit multiplier (recording partial products, adding partial products, checking)
40118			
	Bank game		
40120		Bank game	Multiplication by a one-digit multiplier
40121		Bank game	Two-digit multiplier
40122		Bank game	Three-digit multiplier
	Flat bead frame		
40124		Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing final product only)
40125		Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing partial products)
	Geometric form of multiplication		
40127		Graph paper, colored pencils	Geometric form of multiplication
	Multiplication summary		
40129		Paper/pencil	Consolidate multiplication fact memorization
40130		Paper/pencil & appropriate material	Traditional multiplication algorithm
40131		Paper/pencil	Multiplication word problems
	Long division		
	Division with boards, racks, and tubes		
40134		Racks & tubes materials	Division by a one-digit divisor
40135		Racks & tubes materials	Division by a multi-digit divisor
40136		Racks & tubes and paper/pencil	Recording intermediate remainders, quotient, final remainder
40137		Racks & tubes and paper/pencil	Recording what has been used, intermediate remainders, quotient, final remainder
40138		Racks & tubes and paper/pencil	Special cases
	Division with stamps		
40140		Stamp game	Division with stamps
	Division summary		
40142		Pencil/paper	Traditional division algorithm
40143		Pencil/paper	Division word problems
	Multiples, factors, and primes		
	Multiples		
40146		Short bead chains 1^2 - 10^2	Concept and language of multiple using short chains
40147		Bead bars	Further investigation of multiples using bead bars (one-and two-digit numbers)
40148		Multiples of numbers paper	Further investigation of multiples using multiples of numbers paper
40149		Tables A & B	Calculation of multiples using table A and table B
40150		Bead bars & paper/pencil	Concept and language of common multiple
40151		Multiples of numbers paper	Investigation of common multiple using multiples of numbers paper
40152		Table C	Investigation of numbers using table C (leading to concept and language of prime number)
40153		Bead bars & paper/pencil	Concept, language, and notation for least common multiple (lcm)
	Factors		
40155		Pegs and pegboard	Concept and language of factor using pegs/ pegboard
40156		Pegs & pegboard with white strips	Concept and language of common factor
40157		Table C	Concept and language for prime factor using table C
40158		Pegs & pegboard	Calculation of prime factors using pegboard

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Activity ID	Content Strand	Material	Presentations/Activities
40159		Pegs & pegboard, pencil/paper	Using prime factors to find the least common multiple (lcm) of numbers
40160		Pegs & pegboard, pencil/paper	Concept, language, and notation for greatest common factor (gcf)
40161		Sieve of eratosthenes	Handout: sieve of eratosthenes
40162			
	Divisibility		
40165		Gold beads and paper tickets	Divisibility by 2, 5, and 25
40166		Gold beads and paper tickets	Divisibility by 4 and 8
40167		Gold beads, paper tickets, pencil/paper	Divisibility chart
40168		Gold beads and paper tickets	Divisibility by 3 and 9
40169		Gold beads and paper tickets	Divisibility by 11
40170			
	Fractions		
	Introduction and equivalence		
40173		Red metal fraction insets	Fractions: quantity and language
40174		Fraction insets & labels	Fractions: symbol, notation, further language
40175			Fractions: other representations
40176		Fraction insets	Equivalence: sensorial
	Operations: simple cases		
40178		Fraction insets and paper tickets	Simple addition (denominators common, reduction)
40179		Fraction insets and paper tickets	Simple subtraction (denominators common, reduction)
40180		Fraction insets and paper tickets	Simple multiplication (by single-digit whole number, reduction)
40181		Fraction insets and paper tickets	Simple division (by single-digit whole number, reduction)
	Operations: beyond simple cases		
40183		Fraction insets and paper tickets	Addition/subtraction: uncommon denominators
40184		Fraction insets and paper tickets	Multiplication by a fraction less than one
40185		Fraction insets and paper tickets	Division by a fraction less than one (measurement/group)
40186		Fraction insets, paper tickets, lg. Skittles	Division by a fraction less than one (partitive / sharing)
	Operations: passages to abstraction		
40188		Transparencies prepared with fraction lines	Addition/subtraction: finding a common denominator using transparencies
40189		Pencil/paper	Addition/subtraction: finding a common denominator by multiplying the denominators
40190		Pencil/paper	Addition/subtraction: known denominator, finding the numerators by raising or reducing a fraction
40191		Pencil/paper	Addition/Subtraction: Finding the Least Common Denominator (LCD)
40192		Pencil/paper	Abstraction of the rules for operations with fractions
40193	Applications with Fractions		
	Decimal Fractions		
	Introduction to Decimal Fractions		
40197		Decimal cubes and beads	Decimals: quantity and language
40198		Label strip for decimal board	Decimals: symbol
40199		Decimal board (yellow board) & cubes/beads	Decimals: formation and reading
	Operations: Simple Cases		
40201		Decimal board (yellow board) & cubes/beads	Addition and subtraction using the decimal board
40202		Pencil/paper	Algorithm for addition and subtraction of decimals
40203		Decimal board (yellow board) & cubes/beads	Multiplication by a unit multiplier
40204		Decimal cubes and skittles	Division by a unit divisor
	Multiplication with Decimals: Beyond Simple Cases		
40206		Decimal checkerboard	Multiplication by a fraction using the decimal checkerboard
40207		Felt squares for decimal checkerboard	Category multiplication in the decimal system (whole and decimal numbers, using felt squares)

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Activity ID	Content Strand	Material	Presentations/Activities
40208		Decimal checkerboard and beads	Multiplication of a fraction by a fraction using the decimal board
40209		Pencil/paper	Algorithm for multiplication of decimals
	Division with decimals: beyond simple cases		
40211		Decimal beads and skittles	Division by a mixed number or by a decimal using skittles
40212		Pencil/paper	Algorithm for division of decimals
	Introduction to percentage with the centessimal frame		
40214		Centessimal frame	Concept, language, and notation of percentage
40215		Red fraction insets and centessimal frame	Conversion of fraction insets to percentage using the centessimal frame
	Special topics extending the exploration of decimals		
40217		Pencil/paper	Relative size of terms when multiplying and dividing (positive) numbers
40218		Pencil/paper	Rounding of decimal fractions
40219		Pencil/paper	Conversion of common to decimal fractions (and vice versa)
40220			
	Squares and cubes of numbers		
	Squares		
40223		Bead squares and short chains	Concept and notation of the square of a number
40224		Bead squares and short chains	Exploring squares of numbers 1 – 10
40225		Numerical (paper) decanomial	Numerical decanomial
	Cubes		
40227		Bead cubes and long chains	Concept and notation of the cube of a number
40228		Bead cubes and long chains	Exploring cubes of numbers 1 – 10
40229		Bead cubes and long chains	Building the tower of jewels
	Operations with squares and cubes		
40231		Bead squares and cubes and paper tickets	Operations with numbers written as squares and cubes
40232			
	Squaring		
	Squaring: arithmetic passages		
40235		Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a binomial
40236		Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a trinomial, quadranomial, polynomial
40237		Bead squares and bead bars and tickets	Exploring the binomial: building a larger square from a smaller square
40238		Bead squares and bead bars and tickets	Exploring a polynomial: squaring a sum (one-digit terms)
40239		Golden beads and tickets	Application to decimal numbers: squaring a binomial using golden beads (whole numbers ≤ 99)
40240		Pegboard & pegs, guide square & tickets	Application to decimal numbers: squaring a binomial using hierarchical pegs (whole numbers) and introduction to guide squares
40241		Guide squares and paper/pencil	Guide squares: deriving the decimal formula for the square of a polynomial
	Squaring: algebraic passages		
40243		Gold bead squares, rubber bands, bi-cube lid	Squaring a binomial, algebraic
40244		Gold bead squares, rubber bands, tri-cube lid	Squaring a trinomial, algebraic
40245			
	Cubing		
	Cubing: arithmetic passages		
40248		Wooden cubing material	Transformation of a given cube into a cube of a binomial
40249		Wooden cubing material	Building from a cube to a larger cube with wooden cubing material
40250			Cubing a binomial, numeric, starting from the square
40251			Cubing a binomial, numeric, staring from the cube of the first term
40252			Cubing a trinomial, numeric, starting from the square

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Activity ID	Content Strand	Material	Presentations/Activities
40253			Cubing a trinomial, numeric, staring from the cube of the first term
	Cubing: algebraic passages		
40255			Cubing a binomial, algebraic
40256			Cubing a trinomial, algebraic
	Cubing: application to decimal numbers		
40258		Trinomial & hierarchical cubes & tickets	Cubing a decimal number (three-digit) using the hierarchical cube
40259			
	Square root		
	Square root: sensorial passages		
40262		Bead squares 1-10, paper/pencil	Concept, language, and notation for square root
40263		Bead squares 1-10, paper/pencil	Introduction: one-digit roots
40264		Gold bead material, paper/pencil	Two-digit roots: using golden bead material
40265		Gold bead material, n-n^2 chart	Two-digit roots: observing the n – n2 chart
40266		Pegboard/pegs, n-n^2 chart, guide squares	Two-digit roots: using pegboard (writing results only)
40267		Pegboard/pegs, n-n^2 chart, guide squares	Two-digit roots: writing
40268		Pegboard/pegs, n-n^2 chart, guide squares	Two- digit roots: four-digit numbers
40269		Pegboard/pegs, n-n^2 chart, guide squares	Three-digit roots and beyond: three-digit roots
40270		Pegboard/pegs, n-n^2 chart, guide squares	Three-digit roots and beyond: zero in the root
40271		Pegboard/pegs, n-n^2 chart, guide squares	Three-digit roots and beyond: zero at the end of the root
40272		Pegboard/pegs, n-n^2 chart, guide squares	Three-digit roots and beyond: four-digit roots, writing
	Square root: passages to abstraction		
40274		Pegboard/pegs, n-n^2 chart, guide squares	Leading to abstraction: using more than one category at a time
40275		Pegboard/pegs, n-n^2 chart, guide squares	Leading to abstraction: calculating the next root digit
40276		Paper/pencil, guide squares	Calculating square root on paper
40277		Paper/pencil	Rule for extraction of square root
40278			
	Cube root		
	Cube root: sensorial passages		
40281		Bead cubes 1-10, tickets	Concept, geometric representation, language, and notation for cube root
40282		White 2cm cubes	Extracting a cube root using 2cm cubes (for numbers less than 250)
40283		Wooden cubing material	Extracting a cube root for four- to six-digit numbers using chart and wooden cubing material (by category)
	Cube root: passages to abstraction		
40285		Wooden cubing material, n-n^3 chart	Extracting a cube root of four- to six-digit numbers using wooden cubing material: consolidation of the calculations of identical groups of prisms
40286		Hierarchical cube, n-n^3 chart	Extracting a cube root of seven- to nine-digit numbers using the hierarchical/decimal trinomial: writing the calculations from the decimal values of the cubes and prisms
40287		Paper/pencil	Rule for extraction of cube root
	Signed numbers		
40291		Elementary/negative snake game	Introduction to signed numbers
40292		Elementary/negative snake game	Addition of signed numbers
40293		Elementary/negative snake game	Multiplication of signed numbers
40294		Elementary/negative snake game	Subtraction of signed numbers
40295		Elementary/negative snake game	Division of signed numbers
40296		Paper/pencil	Word problems using signed numbers
40297			
	Powers of Numbers		
40300		Box of 1cm cubes, powers of two material	Factors of the same number for the power of that number

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Activity ID	Content Strand	Material	Presentations/Activities
40301		Powers of two material	Unit can be any physical size
40302		Wooden cubing material	Any number has powers
40303		Wooden cubing material, pencil/ paper	Special case: multiplication or division of powers of numbers having the same base
40304		Decimal board & reciprocal strip	Negative exponents for base 10
40305		Paper/pencil	Operations with numbers written in exponential notation
40306		Paper/pencil	Operations: numbers written in expanded power notation
40307			
	Non-decimal bases		
40310		Number base board & gold beads	Counting in a non-decimal base
40311		Number base board & gold beads	Operations in different bases
40312		Number base board, gold beads, bead bars	Conversion of notation from one base to another using bead material
40313		Number base board, gold beads, bead bars	Conversion from notation of any base to base 10 using expanded power notation
40314		Paper/pencil	Algorithm for conversion of notation from one base to another
40315			
	Ratio and proportion		
40318	Ratio	Objects from environment, paper/ pencil	Concept, language, and notation for ratio
40319		Paper/pencil	Ratio can be expressed as a fraction
40320		Pegboard & pegs, paper/pencil	Ratios are equal if they are equivalent fractions
40321		Paper/pencil, objects from environment	Problem-solving using ratio
	Proportion		
40323		Metal inset material, powers of two	Concept, language, and notation for proportion
40324		Paper/pencil, objects from environment	Solving equations with proportion
40325		Paper/pencil	Cross multiplication
40326	Word problems	Paper/pencil, objects from environment	Word problems with ratio and proportion
	Introduction to algebra		
40329		Bead bars, number & operations tickets	Concept of an equation and balancing an equation using the laws of equivalence
40330		Bead bars, number & operations tickets	Order of operations
40331		Bead bars, number & operations tickets	Solving an equation for one unknown using the laws of inverse operations
40332		Bead bars, number & operations tickets	Solving for one unknown using more than one operation
40333		Paper/pencil	Solving equations having fractional coefficients
40334		Paper/pencil	Translating verbal problems into equations
40335		Paper/pencil	Solving for two unknowns when there is a pair of equations
40336		Paper/pencil	Solving for two unknowns
40337		Paper/pencil, prepared word problems	Algebraic word problems
40338			
	Graphing		
40340		Graph examples, paper/pencils	Introduce graphing (interpreting & constructing graphs)
40341		Graph paper/pencils	Types of graphs
40342			
	Statistics & probability		
40344		Graph paper/pencil	Introduce statistics
40345		Graph paper/pencil	Statistic concepts: range, median, mode, mean
40346		Bead bars, objects from the environment	Probability, estimation
	Word problems		
	Solving for distance, time, and speed		
40349		Group of children	Preliminary: run a race
40350		Gold beads & word problem labels	Solving for distance

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40351		Gold beads & word problem labels	Solving for time
40352		Gold beads & word problem labels	Solving for speed
	Solving for principal, time, interest, and rate		
40354			Preliminary: discuss banking
40355		Gold beads & word problem labels	Solving for interest
40356		Gold beads & word problem labels	Solving for rate
40357		Gold beads & word problem labels	Solving for principal
40358		Gold beads & word problem labels	Solving for time
40359			
	Measurement		
40361		Objects from environment, e.G. Paperclips	Concept of measurement: non-standard unit of measurement for length
40362		Measuring tools	Concept of measurement: standard unit for measurement for length
40363		Measuring tools	Introduction to the customary/english system
40365	Metric system	Decimal board & handmade cards	Introduction to the metric system
40366		Card material	Metric system abbreviations
40367			Metric system conversions: how many smaller units are in a larger unit?
40368			Metric system conversions: how many larger units are in a smaller unit?
40370	Other measurements		Volume
40371			Weight
40372			Area
40373			Temperature
	Geometry		
	The history of geometry		
40377	Stories for geometry	Rope for the story (3-4-5)	The story of how geometry got its name
40378			Thales of miletus
40379			Pythagoras of croton
40380			Plato of athens
40381			Euclid of alexandria
40382			
	Congruency, similarity, and equivalence		
40384		Red metal inset material	Concept, language, and notation for congruent geometric figures
40385		Red metal inset material	Concept, language, and notation for similar geometric figures
40386		Red metal inset material	Concept, language, and notation for equivalent geometric figures
40387		Constructive triangles	Further investigation of congruent, similar, and equivalent figures using constructive triangles
40388			
	Geometry nomenclature		
40390		Geometry nomenclature material	Introduction to the material
40391		Geometry nomenclature material	Activity one
40392		Geometry nomenclature material	Activity two
40393		Geometry nomenclature material	Activity three
40394		Geometry nomenclature material	Activity four
40395			
	Lines		
40397		String	Types of lines
40398		String/scissors/marker	Parts of a straight line
40399		Box of geometry sticks	Positions of a straight line
40400		Box of geometry sticks	Positions of two straight lines
40401			
	Angles		
40403		Box of geometry sticks, right angle tool	Types of angles
40404		Box of geometry sticks	Parts of an angle
40405		Box of geometry sticks	Pairs of angles
40406		Box of geometry sticks	Angles formed by two lines cut by a transversal

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Activity ID	Content Strand	Material	Presentations/Activities
40407			Story of the babylonians
40408		Montessori protractor	Measurement of an angle in degrees using the montessori protractor
40409		Standard protractor	Measurement of an angle in degrees using the standard protractor
40410			
	Polygons		
40412		Box of geometry sticks	Types of polygons, named by the number of sides
40413		Box of geometry sticks	Parts of a polygon
40414		Box of geometry sticks	Diagonals of a polygon related to the sum of interior angles of a polygon
40415		Box of geometry sticks	Regular and irregular polygons
40416		Box of geometry sticks	Parts of a regular polygon
40418	Triangles	Box of geometry sticks	Parts of a triangle
40419		Box of geometry sticks	Types of triangles according to sides
40420		Box of geometry sticks, right angle tool	Types of triangles according to angles
40421		Pythagorean plate	The story of pythagoras
40422		Box of geometry sticks	Types of triangles according to sides and angles
40424	Quadrilaterals	Box of geometry sticks	Types of quadrilaterals
40425		Box of geometry sticks	Parts of a quadrilateral
40426		Box of geometry sticks	Family tree of quadrilaterals
	Circles		
40429		Lg. Paper/box of sticks/pencils/ string	Parts of a circle
40430		Insets of polygons/circle, ruler, paper/pencil	Circumference
40431		Box of sticks w/curved lines or circle	Positions of a circle and a straight line
40432		Box of sticks w/curved lines or circle	Position of two circumferences
	Equivalence with iron material		
40435		Red metal equivalence insets	Triangle equivalent to rectangle
40436		Red metal equivalence insets	Rhombus equivalent to rectangle
40437		Red metal equivalence insets	Trapezoid equivalent to rectangle
40438		Red metal equivalence insets	Decagon equivalent to rectangles i and ii
40439		Red metal equivalence insets	Equivalence of regular polygon to rectangle (example: pentagon)
	Area		
40442	Introduction to area	Yellow area material (w/grid lines)	Concept of measuring a surface with unit squares
40443		Yellow area material, rectangle	Concept of transforming a surface into a rectangle in order to measure area
40444		Yellow area material	Identifying base and height of rectangle, parallelogram, and triangles
	Deriving area formulas using yellow area material		
40446		Yellow area material, paper/pencil	Deriving the formula for the area of a rectangle
40447		Yellow area material, paper/pencil	Deriving the formula for the area of a parallelogram
40448		Yellow area material, paper/pencil	Deriving the formula for the area of a triangle
	Deriving area formulas using iron material		
40450		Red metal equivalence insets/iron material	Area of triangle
40451		Red metal equivalence insets/iron material	Area of rhombus
40452		Red metal equivalence insets/iron material	Area of trapezoid
40453		Red metal equivalence insets/iron material	Area of decagon: rectangle i
40454		Red metal equivalence insets/iron material	Area of decagon: rectangle ii
40455		Red metal equivalence insets/iron material	Area of regular polygon (example: pentagon)

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Activity ID	Content Strand	Material	Presentations/Activities
	Deriving area formulas using paper material		
40458		Prepared divided circles and rectangles	Area of circle
	Pythagorean theorem		
40461	Equivalence with iron material	Pythagorean plate i	Pythagorean theorem: plate i
40462		Pythagorean plate ii	Pythagorean theorem: plate ii
40463		Euclid's plate	Pythagorean theorem: plate iii (euclid's plate)
	Volume		
40466		2Cm and 1cm white cube material	Concept of volume
40467		Rectangular prism, volume material, a 2cm cube	Volume of right prism
40468		Solid and divided prism materials	Volume of right prisms with non-rectangular bases
40469		Hollow prisms and sand	Volume of square pyramid
40470		Geometric solids and sand	Solids of rotation
40471		Geometric solid cylinder, paper/ pencil	Volume of a cylinder
40472		Geometric solid cone, paper/pencil	Volume of a cone
40473		Geometric solid sphere, paper/ pencil	Volume of a sphere
	Surface area		
40476	Lateral and total surface area:	Geometric solids, paper/pencil	Rectangular prism
40477			
	Geometric design and construction		
40479	Geometric design	Metal insets	Metal inset techniques
40480		Metal insets and paper/pencils	Designing using the metal insets
40481		Ruler, paper/pencil	Techniques using a straight-edge or ruler
40482		Compass, paper/pencil	Techniques using a compass
40483		Geometry tools, paper/pencil	Designing geometric figures/ designing with a straight-edge and compass
40485	Geometric constructions	Straws/string, geometric solids, paper/pencil	Geometric constructions

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CCSS DOMAIN	CCSS CLUSTER OBJECTIVES	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	*COMPLETENESS C = completely covers; P = partially covers; X = no coverage/ nothing maps*	COMMENTS
CC: Counting and Cardinality	Know number names and the count sequence.	Kindergarten				
	Count to tell the number of objects.	Kindergarten				
	Compare numbers.	Kindergarten				
OA: Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Kindergarten				
	Represent and solve problems involving addition and subtraction	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	40041/40065 Golden Beads /Static Addition and Subtraction 40042/40066 Golden Beads & Decimal Cards/Static Addition and Subtraction 40043/40067 Large Bead Frame/Static Addition and Subtraction 40044/40068 Stamp Game/Static Addition and Subtraction 40045/40069 Stamp Game w/square paper/writing using symbolic representation 40051 Stamp Game with Squared Paper	Golden Bead Material Large Bead Frame Stamp Game	C	Attention should be given to some problems with missing addends. (8+?= 10) Some problems that show missing minuends and subtrahends. (10 - what number = 6)
		1.OA.A.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	40054/40078 Word Problems Golden Beads Addition and Subtraction 40055/40079 Bead Bar Addition and Subtraction 40051 Stamp Game with Squared Paper	Stamp Game Golden Bead Material Bead Bars Symbols for operations, and solving for the unknown in an equation	C	Lessons should include a variety of ways to solve for the unknown and balance equations
		2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	40054/40078 Golden Beads/Addition and Subtraction Word Problems 40055/40079 Bead Bars/Addition and Subtraction Word Problems	Golden Bead Material Bead Bars	C	Lessons should include a variety of ways to solve for the unknown and balance equations. Word problems should include the language "adding to, taking from, putting together, taking apart, and compare"
	Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.B.3. Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	40056 Bead Bar/Commutative Property of Addition 40061 Snake Game (Associative Property)	Bead Bars	C	Acknowledge the Commutative and Associative Properties apparent in these lessons. Add vocabulary of "Unknown Quantity". IMPORTANT: AMI math curriculum includes math problems beyond 20 and introduces both Static and Dynamic Addition and Subtraction. These concepts are presented early and supported by materials which include quantity and symbol. (40046 ,40047, 40048, 40049 for addition and 40070 ,40071, 40072, 40073 for subtraction)
		1.OA.B.4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	40083 Snake Game Subtraction	Subtraction Snake Game	C	
	Add and subtract within 20.	1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	40091 Bead Chains 40034/40044 Review of Skip Counting 40036 Large Bead Frame	Short and Long Bead Chains	C	The intention of this standard is to help a child understand how to 'count up' from the known quantity: if you add 5 and three, you begin with 5 and count up: "6, 7, 8."
		1.OA.C.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	40061/40083 Snake Game 40059 Addition Strip Board 40060 Addition Finger Charts 40081 Subtraction Strip Board 40082 Subtraction Finger Charts	Bead Bars Addition Strip Board and Finger Charts Subtraction Strip Board and Finger Charts	C	These materials continue to support the concepts of missing number and unknown quantity found in algebra. Previous knowledge of decomposition of numbers with golden beads is needed. The purpose of this standard is for children to be able to create equivalent sums and for this they need to know that different added can create a sum to build tens for mental addition and subtraction
		2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	40059 Addition Strip Board 40060 Addition Finger Charts 40061 Addition Snake Game 40081 Subtraction Strip Board 40082 Subtraction Finger Charts 40083 Subtraction Snake Game 40027 Golden Beads 40047/40071 Large Bead Frame	Addition Strip Board and Finger Charts Subtraction Strip Board and Finger Charts Bead Bars Golden Beads Large and Small Bead Frame Boxes of tickets with equations and answers for all four operations	C	Flash cards can help here as well
	Work with addition and subtraction equations	1.OA.D.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	Introduction to Algebra 40329 Concept of Equation and Balancing 40330 Order of Operations 40331 Solving Equation/Inverse Operations 40332 Solving Equation/More than One Operation	Bead Bars and Operations Tickets	C	For first grade, the concept of balance can be easily shown as a child weighs objects on a balance scale, apply language, number and symbols to the relationships seen
		1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.	40061/40083 Snake Game 40059 Addition Strip Board 40060 Addition Finger Charts 40081 Subtraction Strip Board 40082 Subtraction Finger Charts 40094 Concept Commutative Law	Bead Bars and Cards Snake Game Addition and Subtraction Strip Boards Addition and Subtraction Finger Charts Number Cards and Symbols	C	Emphasize the missing addend or subtrahend in a variety of ways

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OA: Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	40087 Golden Beads/Intro. To Multiplication 40088 Concept of Simple Multiplication 40091 Skip Counting	Cards and counters	C	The concept of odd and even would have been practiced in the primary, but this material could be borrowed for a review in elementary
		2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	40107 Introduction of Checkerboard 40108 Multiplication by a One-Digit Multiplier 40109 Multiplication by a Multi-Digit Multiplier (Using Bead Bars, No Facts)	Bead bars/number tickets Checkerboard	C	Graph the multiplication equation on graph paper to visually see the array
	Represent and solve problems involving multiplication and division.	3.OA.A.1. Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.	40089 Decanomial w/bead bars	Bead bar box (decanomial)	C	Emphasis on additional language as extension. Array Graph the array on graph paper so that the child can visually see the array
		3.OA.A.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	40051 Stamp Game with Squared Paper 40134 Racks and Tubes/Division by a One-Digit Divisor	Stamp game Racks and tubes	C	Reminder to use CCSS language as it applies to work in division (divisor, dividend, quotient)
		3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	40131 Multiplication Word Problems 40143 Division Word Problems 40442 ff. Area Work		C	Practicing with instruments of measurement (metric and standard), graphing, gaining the concept and practice measuring perimeter, area, and practice with hand made and oral word problems would all help with this standard
		3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ? ÷ 3, 6 x 6 = ?.		Finger charts Decanomial	C	Emphasize various ways to consider the unknown quantity being asked using finger charts: Multiplication 8x6=(what number), 8x(what number)=48, (what number)x6=48. Division 48 : 6=(what number), 48 : 8=(what number), (what number) divided by 8=6, and (what number) divided by 6=8.
	Understand properties of multiplication and the relationship between multiplication and division	3.OA.B.5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)	40056 Commutative Law of Addition 40057 Associative Property of Addition 40094 Commutative Law of Multiplication 40096-40104 Distributive Law of Multiplication and Associative Laws	Materials for commutative, distributive and associative properties	C	All three laws are inherent in this objective.
		3.OA.B.6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.			C	Practice inverse number operations
	Multiply and divide within 100	3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	40110 Checkerboard and Bead bars (Multi-Digit Multiplier, some facts.) 40111 Checkerboard (Multi-Digit Multiplier, recording/ final product) 40112-400113 Checkerboard	Materials for checkerboard	C	AMI curriculum creates problems in categories of units, tens, hundreds, thousands,to millions. Problems are not confined within 100. Emphasize and practice the concept of fact families, and written and oral story problems to show the relationship of multiplication and division.
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole- number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	40330 Order of Operations 40331 Solving an Equation for One Unknown Using the Laws of Inverse Operations 40337 Algebraic Word Problems 40056 Commutative Law of Addition	Bead bars Box of operation symbols and number cards Algebra materials	P	Concepts covered in Montessori Math Curriculum can support additional problems. For example: Rounding off using Golden Beads. Stressing concept of estimating while using large bead frame, checkerboard, racks and tubes, stamp game for problems in all four operations. Practice with oral and written word problems. Translate verbal problems into equations.
		3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.		Golden beads	C	
	Use the four operations with whole numbers to solve problems.	4.OA.A.1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Previously presented Montessori materials are applicable to these concepts.		C	Create oral and written word problems as extensions to the concepts learned with Montessori materials.
		4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Previously presented Montessori materials are applicable to these concepts.		P	AMI Guide responsible to create extensions to previously presented Montessori materials
		4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Previously presented Montessori materials are applicable to these concepts.		P	Help the child to look at various ways to see the operation/missing number/remainder etc. For example: when using racks and tubes, help the child analyze the relationship of the physical remainder left in the bowl(s) with the equation written with the remainder.

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OA: Operations and Algebraic Thinking	Gain familiarity with factors and multiples.	4.OA.B.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	40146 Multiples using Short Bead Chains 40147 Investigating Multiples Bead Bars 40148 Further Investigation of Multiples Using Multiples of Numbers Paper 40149 Multiples Tables A & B 40150 Concept Common Multiple 40151 Investigating Common Multiple 40152 Table C 40153 Least Common Multiple/LCM 40155 Pegs and Pegboard/Factors	Bead bars/100 paper/tables a,b and c peg board	C	Generally: We must use mathematical language from the beginning so that the children understand and are comfortable using it themselves - it is an integral part of any math presentation. AMI guides are aware of and can use the language inherent in the Montessori Math Curriculum and introduce it naturally, so when children encounter it in the CCSS, it is very familiar to them.
	Generate and analyze patterns.	4.OA.C.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	40148 Further Investigation of Multiples Using Multiples of Numbers Paper 40152 Multiples - Table C 40155 Pegs and Pegboard/Factors 40156 Pegs and Pegboard/Common Factor 40157 Table C 40158 Pegs and Pegboard/Prime Factor 40159 Pegs and Pegboard/Paper LCM 40160 Pegs and Pegboard/ Greatest Common Factor (GCF) or Highest Common Factor (HCF)	Multiples - table C Pegs/pegboard	C	Oral and written word problems.
	Write and interpret numerical expressions.	5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	40235 Transform Square of 10 Binomial 40236 Transform Square of 10 Trinomial, Quadranomial, Polynomial. 40237 Binomial Squares Larger Sq. from Smaller Sq. 40238 Binomial Squaring a Sum 40239 Squaring a Binomial Golden Beads 40240 Pegboard/Binomial Hierarchical Pegs 40241 Deriving Formula/Guide Square 40242 Squaring a Binomial, Algebraic 40243 Squaring a Trinomial, Algebraic	Golden beads/ bead bars/ pegboard and hierarchical pegs/guide squares Box of numbers and symbols	C	Emphasize the symbols used in Algebraic expressions: parentheses, brackets, equal signs, exponents, etc.,. Stress also the idea of Order of Operations. Become increasingly aware of the Distributive, Commutative, Associative properties that are part of the squaring of binomials, trinomials, quadranomials and polynomials. Extend understanding into the further exploration of Order of Operations found in derived formulas.
		5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	40056 Bead Bar Material and Pencil and Paper 40337 Algebraic Word Problems	Bead bars Box of numbers and symbols	C	Oral and written word problems.
	Analyze patterns and relationships	5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.			P	Bringing awareness of this simple concept may be comparatively easy as children already extend lessons on graph paper - for example: children are already familiar with using graph paper when graphing a Checkerboard problem, or when they find the square root of a number and represent that on graph paper. Using the graph paper as a number line would be easy.
NBT: Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value.	Kindergarten			C	
	Extend the counting sequence.	Kindergarten			C	
		1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	40030 Introduce/Review counting 1 - 100 40031Decimal System (Numbers to 1000's Using Base Board in Base 10)	Teen boards, bead bars Golden beads, base board	C	
	Understand place value.	1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	40008 Introduce Decimal/Whole Number Categories 40009 Association of Symbol & Quantity 1, 10, 100, 1000's 40010 Understanding zero 40011Forming numbers using concrete quantities of beads 40012 Forming numbers w/decimal cards, hiding zeroes	Teen boards, bead bar Golden beads & decimal cards & trays	C	
		1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	##	Red metal inset material Golden bead material Decimal cards	C	
		2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	40012 Forming numbers w/decimal cards, hiding zeroes 40013Creating Quantities w/Symbols up to 9,999	Golden beads Decimal cards Trays	C	
		2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.	40032 Counting to 1000 40033 Counting to 1000 40034 Linear & Skip Counting 40035 Linear and Skip Counting	Small bead frame Hundred & thousand chain & labels Short/square bead chains & labels Long/cube bead chains & labels	C	
		2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	40019 Expanded Notation/Decomposing numbers 40020 Expanded Notation/Decomposing numbers	Golden Beads, Decimal Cards LBF Paper	C	

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NBT: Number and Operations in Base 10	Understand place value.	2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	40384 Concept, Language, and Notation for Congruent Geometric Figures 40385 Concept, Language, and Notation for Similar Geometric Figures 40386 Concept, Language, and Notation for Equivalent Geometric Figures 40009 Association of Symbol & Quantity 1, 10, 100, 1000	Red metal inset material Golden bead material Decimal cards	C	
	Use place value understanding and properties of operations to add and subtract	1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	40043 Static Addition (no carrying) 40044 Static addition (no carrying) 40045 Static Addition with recording 40046 Dynamic Addition (w/carrying) 40065 Concept of Static Subtraction with whole numbers 40066 Static Subtraction (no borrowing)	Large bead frame Stamp game	C	
		1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	40147 Further Investigation of Multiples Using Bead Bars (One-and Two-Digit Numbers 40149 Calculation of Multiples Using Table A and Table B Linear & Skip Counting) 40035 Linear and Skip counting	Bead bars Tables A & B Pencil	C	
		1.NBT.C.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40049 Dynamic Addition (w/carrying) 40073 Dynamic Subtraction (w/borrowing)	Golden beads & decimal cards Large bead frame Stamp game	C	
		2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	40047 Dynamic Addition(w/carrying) 40071 Dynamic Subtraction (w/borrowing)	Large bead frame	C	
		2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	40047 Dynamic Addition (w/carrying) 40053Introduce/Consolidate Algorithm	Large bead frame Stamp game w/paper Pencil	C	
		2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40053 Introduce/Consolidate Algorithm	Large bead frame Stamp game w/paper Pencil	C	
		2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	40047 Dynamic Addition(w/carrying) 40071 Dynamic Subtraction (w/borrowing)	Large bead frame	C	
		2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	40056 Commutative Law of Addition 40057 Associative Property of Addition 40079 Subtraction Word Problems	Bead bar material Pencil/paper	C	
	Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.	40020 Expanded Notation/Decomposing numbers	Small bead frame Large bead frame Sbf & lbf paper	C	
		3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40053 Introduce/Consolidate Algorithm	Stamp game w/paper Large bead frame Pencil	C	
		3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	40088 concept of simple multiplication (facts) 40089 Build the Decanomial w/Bead Bars	Bead bars	C	
		4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	40053 Introduce/Consolidate Algorithm	Large bead frame Stamp game with paper	C	
		4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	40115 Multiplication by a One-Digit Multiplier	Large bead frame W/paper Pencil	C	
		4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	40127 Geometric Form Multiplication 40442 Concept of Measuring a Surface with Unit Squares	Graph paper Colored pencils Ruler Yellow area material (w/grid lines)	C	

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NBT: Number and Operations in Base 10	Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	4.NBT.A.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	40127 Geometric Form of Multiplication	Graph paper Colored pencils Ruler	C	
		4.NBT.A.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	40020 Expanded Notation/Decomposing numbers 40384 Concept, Language, and Notation for Congruent Geometric Figures 40385 Concept, Language, and Notation for Similar Geometric Figures 40386 Concept, Language, and Notation for Equivalent Geometric Figures 40009 Association of Symbol & Quantity 1, 10, 100, 1000	Sbf/lbf Sbf/lbf paper Pencil Red metal inset material	C	
		4.NBT.A.3. Use place value understanding to round multi-digit whole numbers to any place.	40020 Expanded Notation/Decomposing numbers	Sbf/lbf Sbf/lbf paper Pencil	C	
	Understand the place value system.	5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading 40127 Geometric Form of Multiplication	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads Graph paper Colored pencils Ruler	C	
		5.NBT.A.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	40111 Multiplication by a Multi-Digit Multiplier (Using All Facts, Recording Problem and Final Product) 40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads Checkerboard Bead bars Paper Pencil	C	
		5.NBT.A.3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C	
		5.NBT.A.4. Use place value understanding to round decimals to any place.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C	
	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm.	40129 Consolidate Multiplication Fact memorization 40130 Traditional Multiplication Algorithm	Paper/pencil	C	
		5.NBT.B.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	40135 Division by a Multi-Digit Divisor 40136 Recording Intermediate Remainders, Quotient, Final Remainder 40137 Recording What has been used, Intermediate Remainders, Quotient, Final Remainder 40112 Multiplication by a Multi-Digit Multiplier (Using Facts, Recording Problem, Partial Products, and Final Product) 40127 Geometric Form of Multiplication	Racks & tubes materials Paper/pencil Checkerboard Bead bars No. Tickets, paper Graph paper Colored pencils Ruler	C	
		5.NBT.B.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	40201 Addition and Subtraction using the Decimal Board 40203 Multiplication by a Unit Multiplier 40206 Multiplication by a Fraction Using the Decimal Checkerboard 40207 Category Multiplication in the Decimal System (Whole and Decimal Numbers, Using Felt Squares) 40208 Multiplication of a Fraction by a Fraction Using the Decimal Board 40211 Division by a Mixed Number or by a Decimal Number 40212 Algorithm for Division of Decimals	Decimal board (yellow board) & cubes/beads Felt squares for decimal checkerboard Decimal checkerboard Beads Numbers Paper Pencil	C	
MD: Measurement and Data	Describe and compare measurable attributes.	Kindergarten				
	Classify objects and count the number of objects in each category.	Kindergarten				
	Measure lengths indirectly and by iterating length units.	Kindergarten				
		1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares	Objects from environment Yellow area material	C	
		1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares	Objects from environment Yellow area material	C	

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MD; Measurement and Data	Tell and write time.	1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks.	In Geography album: Time Measurement – My Day		C	
	Represent and interpret data.	1.MD.C.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		2.MD.D.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares 40340 Introduce Graphing (interpreting & constructing)	Objects from environment Yellow area material Graph examples Paper Pencils	C	
		2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems4 using information presented in a bar graph.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	40362 Concept of Measurement Standard Unit for Measure	Measuring tools	C	
		4.MD.B.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol and Notation, further language 40175 Fractions: Other Representations	Red metal insets Fraction insets and labels	C	
		5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol and Notation, further language 40175 Fractions: Other Representations 40374 Liquid measurements: Standard and Metric	Red metal insets Fraction insets and labels	C	
	Measure and estimate lengths in standard units.	2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	40362 Concept of Measurement: Standard Unit for Measure	Measuring tools	C	
		2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure	Measuring tools Objects in the environment	C	
		2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure		C	Using measuring tools, the children can play a game of "Guess And Measure", estimating a link and then measuring to see how close they got.
		2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure	Objects in the environment	C	
	Relate addition and subtraction to length.	2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving length	C	
		2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	40291 Introduction to Signed Numbers	Elementary/negative snake game	P	Information in the lesson Introduction to Signed Numbers can be adapted to present only the positive whole numbers.
	Work with time and money.	2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		In geography album: time measurement – my day	C	
		2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving money	C	

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MD: Measurement and Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving time	C	
		3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	40370 Volume 40371 Weight 40372 Area 40374 Liquid measurements: Standard and Metric	Objects in the environment Pan balance Measuring cups, beakers, graduated cylinders, etc.	C	
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	40442 Measuring Surface w/Unit Sqs 40443 Transforming Surface to Rectangle to Measure Area	Yellow area material (w/grid lines) Yellow area material, rectangle	C	
		3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).	40442 Measuring Surface w/Unit Sqs	Yellow area material (w/grid lines)	C	
		3.MD.C.7. Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	40444 Identifying bxh 40446 Formula for Area of Rectangle 40447-40448 Formula for Parallelogram and Triangle 40450-40455 Area of Triangle, Rhombus, Trapezoid, Decagon and Regular Polygons like Pentagons	Yellow area material Yellow area material, paper/pencil Yellow area material, paper/pencil Red metal equivalence insets/iron material	C	Mapped AMI activities also cover deriving formulas for the area of parallelograms and triangles, and explores areas of rhombus, trapezoid, decagons and regular polygons like pentagons. Word problems extend this work and provide real-world experience.
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	3.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	40416 Parts of a Regular Polygon 40442 Measuring Surface w/Unit Sqs 40443 Transforming Surface to Rec	Box of geometry sticks Yellow area material (w/grid lines) Yellow area material, rectangle	P	Mapped AMI activities introduce concept of perimeter but do not specifically address problem-solving with perimeter.
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.A.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	40361 Non-standard Unit for Length 40362 Standard Unit for Length 40363 Intro to Customary English Syst 40365 Intro to Metric System 40366-40368 Metric Syst Conversions	Objects from the environment Measuring tools Measuring tools Decimal board & handmade cards Card material	P	Creation of conversion table not directly noted in lessons here.
		4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	40349 Preliminary Run a Race 40350-40352 Solving Dist, Time, Speed 40340-40341 Intro to/Types of Graphs 40354-40358 Solving for Interest, Rate, Principle, Time 40370-40373 Volume, Weight, Area, Temperature	Group of children Gold beads & word problem labels Graph examples, paper/pencils Golden beads & word problem labels	C	
		4.MD.A.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	40334 Trans Verbal Probs to Equations 40337 Algebraic Word Problems 40331-40332 Solving for One Unknown	Paper/pencil Paper/pencil Bead bars, number/operations tickets	C	
	Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	40403 Types of Angles 40404 Parts of an Angle	Box of geometry sticks, right angle tool Box of geometry sticks	C	
		4.MD.C.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	40408 Measurement of Angle Degrees 40409 Measurement of Angle Degrees	Montessori protractor Standard protractor	C	
		4.MD.C.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	40408 Measurement of Angle Degrees 40409 Measurement of Angle Degrees 40405 Pairs of Angles 40406 Angles Cut by a Transversal	Montessori protractor Standard protractor Box of geometry sticks Box of geometry sticks	C	Mapped AMI activities go beyond standard to cover various types of angles created by transversals.

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MD: Measurement and Data	Convert like measurement units within a given measurement system.	5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	40367 Conversions Small to Large Unit 40368 Conversions Large to Small Unit		C	
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	40466 Concept of Volume	2Cm and 1cm white cube material	C	
		5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.	40466 Concept of Volume	2Cm and 1cm white cube material	C	
		5.MD.C.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. a. Apply the formulas V=LxWxH and V=BxH for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. b. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	40467 Volume of Right Prism 40468 Right Prisms w/Non-Rec Bases	Rectangular prism, volume material, a 2cm cube Solid and divided prism material	C	Mapped AMI activities also cover Volume of Square Pyramid, Solids of Rotation, Volume of a Cylinder, Volume of a Cone and Volume of a Sphere
G: Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Kindergarten				
	Analyze, compare, create, and compose shapes.	Kindergarten				
		1.G.A.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	40390 Introduction to the Material 40391 Activity One 40392 Activity Two 40393 Activity Three 40394 Activity Four 40412 Types of Polygons, Named by the Number of Sides	Geometry nomenclature material Box of geometry sticks Right angle tool	C	
		1.G.A.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	40479 Metal Inset Techniques 40480 Designing Using the Metal Insets 40481 Techniques Using a Straight-Edge or Ruler 40482 Techniques Using a Compass 40483 Designing Geometric Figures/ Designing with a Straight-Edge and Compass	Metal insets Ruler Compass Geometry tools Straws/string Geometric solids	C	
		1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40174 Fractions Symbol, Notation, Further Language 40176 Equivalence Sensorial	Red metal fraction insets Labels	C	
	Reason with shapes and their attributes.	2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	40390 Introduction to the Geometry Nomenclature Material 40391 Activity One 40392 Activity Two 40393 Activity Three 40394 Activity Four 40412 Types of Polygons, Named by the Number of Sides 40415 Regular and Irregular Polygons 40424 Types of Quadrilaterals	Geometry nomenclature material Box of geometry sticks Right angle tool	C	
		2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	40442 Concept of Measuring a Surface with Unit Squares	Yellow area material	C	
		2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40175 Fractions Other Representations 40176 Equivalence Sensorial	Red metal fraction insets	C	
		3.G.A.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	40424 Types of Quadrilaterals 40425 Parts of a Quadrilateral 40426 Family Tree of Quadrilaterals	Box of geometry sticks Right angle tool	C	

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G: Geometry		3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40175 Fractions Other Representations 40176 Equivalence Sensorial	Red metal fraction insets Labels	C	
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	40397 Types of Lines 40398 Parts of a Straight Line 40499 Positions of a Straight Line 40400 Positions of Two Straight Lines	"String Scissors Box of geometry sticks	C	
		4.G.A.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	40499 Positions of a Straight Line 40400 Positions of Two Straight Lines 40403 Types of Angles 40404 Parts of an Angle 40420 Types of Triangles According to Angles	Box of geometry sticks Right angle tool	C	
		4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	40387 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles	Constructive triangles	P	Children who have worked with the constructive triangles will have discovered the concept themselves; the teacher will need to provide the language "line of symmetry"
	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	40340 Introduce Graphing (Interpreting & Constructing Graphs) 40341 Types of Graphs	Graph paper Graph examples	P	
		5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Classify two-dimensional figures into categories based on their properties.	40340 Introduce Graphing (Interpreting & Constructing Graphs) 40341 Types of Graphs	Graph paper Graph examples	C	
	Classify two-dimensional figures into categories based on their properties.	5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	40390 Introduction to the Geometry Nomenclature Material 40426 Family Tree of Quadrilaterals	Geometry nomenclature material	C	
		5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.	40391 Introduction to the Geometry Nomenclature Material 40422 Types of Triangles According to Sides and Angles 40426 Family Tree of Quadrilaterals	Geometry nomenclature material Box of sticks	C	On Standardized Tests, the question often asks students to classify figures into a chart based on properties.
	Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	40446-48 Deriving the formula for rectangles, parallelograms and three kinds of triangles 40450-55 Formulas with metal insets of equivalent figures-triangles, rhombus, trapezoid, decagon and regular polygons	Yellow material for area, iron insets for equivalence	C	Word problems and hands-on building projects within the classroom extend these concepts and provide real-world experience.
		6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	40466 Concept of volume 40467 Volume of a right prism	1 & 2 Cm volume cubes, whole and divided geometric solids, hollow solids	C	Much more work is done with a variety of figures including hexagonal, triangular solids and pyramids in lessons 40468-40469.
		6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.			X	
		6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	40476 Total and Lateral Area	Geometric solids & paper	C	
NF: Number and Operations--Fractions	*"(Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)"*					AMI starts much earlier, e.g., K, 1, 2
	Develop understanding of fractions as numbers	3.NF.A.1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol, Notation, Further Language 40175 Fractions: Other Representations	Red metal fraction insets and labels Divided squares and triangles Constructive triangles	C	

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NF: Number and Operations--Fractions	Develop understanding of fractions as numbers	3.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.			X	Concepts of fractions on number line are not covered, although the same concepts are developed in the context of divided polygons in the Fraction Insets AMI lesson not numbered: "Fractions as Parts of a Set" (HMTI, 2013)
		3.NF.A.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	40176 Equivalence: Sensorial	Red fraction insets and labels Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	AMI lesson not numbered: "Nomenclature for Equivalence" (HMTI, 2013) completes equivalence table
	Extend understanding of fraction equivalence and ordering.	4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	40176 Equivalence: Sensorial	Red fraction insets and labels Divided squares and triangles Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	AMI work starts earlier, e.g. 1-2; this is an outcome of "repeated effortful practice" of the students
		4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	40176 Equivalence: Sensorial	Red fraction insets and labels Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4.NF.B.3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	40178 Simple Addition (Denominators Common, Reduction) 40179 Simple Subtraction (Denominators Common, Reduction)	Fraction insets and paper tickets	C	
		4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	40180 Simple Multiplication (by Single-Digit Whole Number, Reduction)	Fraction insets and paper tickets	C	Related lessons might be: 40319 Ratio can be Expressed as a Fraction, 40320 Ratios are Equal if They are Equivalent Fractions

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NF: Number and Operations--Fractions	Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	40183 Addition/Subtraction: Uncommon Denominators 40188 Addition/Subtraction: Finding a Common Denominator Using Transparencies 40189 Addition/Subtraction: Finding a Common Denominator by Multiplying the Denominators 40190 Addition/Subtraction: Known Denominator, Finding the Numerators by Raising or Reducing a Fraction 40191 Addition/Subtraction: Finding the Least Common Denominator (LCD) 40193 Addition/Subtraction - Finding a Common Denominator Using Graph Paper 40194 Raising/Reducing a Fraction Arithmetically	Fraction insets and paper tickets Box of fraction pieces Transparencies prepared with fraction lines Graph paper	C	
		5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	40193 Applications with Fractions		P	This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	40181 Simple Division (by Single-Digit Whole Number, Reduction)	Fraction insets and paper tickets Large skittles	C	
		5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product (a/b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q ÷ b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.) b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	40180 Simple Multiplication (by Single-Digit Whole Number, Reduction) 40184 Multiplication by a Fraction Less than One	Fraction insets Paper tickets Box of fraction pieces	P	"AMI lesson not numbered: ""Multiplication Using Graph Paper"" (HMTI, 2013) AMI does not directly map multiplication of fractions to area, except loosely in using graph paper to find common denominator"
		5.NF.B.5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n x a)/(n x b) to the effect of multiplying a/b by 1.	40184 Multiplication by a Fraction Less than One 40180 Simple Multiplication (by Single-Digit Whole Number, Reduction)	Fraction insets paper tickets box of fraction pieces	C	This is an outcome of repeated practice of working problems. If the child does not come to this realization a separate discussion may occur guiding the child through the materials.
		5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	40192 Abstraction of the Rules for Operations with Fractions 40193 Applications with Fractions		C	This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems
		5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (1Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) x 4 = 1/3. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 x (1/5) = 4. b. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	40185 Division by a Fraction Less than One (Measurement/Group) 40186 Division by a Fraction Less than One (Partitive / Sharing)"	Fraction insets and paper tickets Large skittles Pencil/paper	C	

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NF: Number and Operations--Fractions	Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading 40201 Addition and Subtraction Using the Decimal Board 40202 Algorithm for Addition and Subtraction of Decimals	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C	
		4.NF.C.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	40214 Concept, Language, and Notation of Percentage 40215 Conversion of Fraction Insets to Percentage using the Centessimal Frame 40219 Conversion of Common to Decimal Fractions (and vice versa)	Centessimal frame Red fraction insets and centessimal frame Pencil/paper	C	
		4.NF.C.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	40218 Rounding of Decimal Fractions	Centessimal frame Graph paper	P	AMI doesn't directly teach number line for fractions
(RP) Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	40318 Concept, Language, and Notation for Ratio 40319 Ratio can be expressed as a fraction	Objects from the classroom, paper and pencil	C	
		6.RP.A.2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠w 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."1	40321 Problem solving using Ratio	Objects from the classroom, paper and pencil	P	
		6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	40321 Problem solving using Ratio 40320 Ratios are equal if they are equivalent fractions 40350-40352 Solving for Distance / Time / Speed	Pegboard and pegs, paper and pencil Paper/pencil, objects from the environment	P	Teacher should introduce the term "rate" when presenting these lessons
(NS) The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.	40185 Division by a fraction less than one (Measurement/ Group) 40186 Division by a fraction less than one (partitive/ sharing) 40192 Abstraction of the Rules for Operations with Fractions	Fraction insets and paper tickets Fraction insets, paper tickets, large skittles	C	Provide word problems that meet the needs for this standard
	Compute fluently with multi-digit numbers and find common factors and multiples.	6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.	40142 Traditional Algorithm	Pencil/paper	C	
		6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	40209 Algorithm For Multiplication of Decimals 40202 Algorithm for Addition and Subtraction of Decimals 40212 Algorithm for Division of Decimals	Pencil/paper	C	
		6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	40096 Distributive Law of Multiplication 40153 Concept, Language, and Notation for LCM 40160 Concept, Language, and Notation for Greatest Common Factor (GCF)	Bead bars, cards, parentheses, envelopes, bead bars. Pencil and paper Pegboard	P	Finalize the abstraction by practicing the specific examples that are featured in the standard
	Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	40291 Introduction to Signed Numbers 40296 Word Problems Using Signed Numbers		C	

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(NS) The Number System	Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.			X	
		6.NS.C.7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 oC > –7 oC to express the fact that –3 oC is warmer than –7 oC. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	40291 Introduction to Signed Numbers 40296 Word Problems Using Signed Numbers		P	Absolute value portions not covered.
		6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.			X	
(EE) Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	40231 Operations with Numbers Written as Squares and Cubes Squaring: Arithmetic Passages 40135, 40236, 40237, 40238, 40238, 40239, 40240, 40241 Cubing: Arithmetic Passages 40248, 40249, 40250, 40251, 40251, 40252, 40253 40306 Operations with Numbers Written in Exponential Notation 40307 Operations: Numbers Written in Expanded Power Notation	Bead squares and cubes, paper tickets, paper and pencil. Gold squares, rubber bands, tickets, golden beads, pegboard and pegs, guide squares, paper and pencil. Wooden cubing material/ paper and pencil.	C	
		6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.	40243 Squaring a Binomial, Algebraic 40244 Squaring a Trinomial, Algebraic 40255 Cubing a Binomial, Algebraic 40256 Cubing a Trinomial, Algebraic 40329 Concept of an Equation and Balancing an Equation Using the Laws of Equivalence 40330 Order of Operations	Gold bead squares, rubber bands, bi cube lid, tri cube lid.	C	
		6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	Distributive Law of Multiplication 40096, 40097, 40098, 40099, 40100, 40101, 40102, 40103 (especially 40100 Passage to More Symbolic Representations on Paper)	Bead bars, cards, parentheses, envelopes, golden beads, decimal cards, pencil and paper.	C	
		6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	40243 Squaring a Binomial, Algebraic 40244 Squaring a Trinomial, Algebraic 40255 Cubing a Binomial, Algebraic 40256 Cubing a Trinomial, Algebraic 40329 Concept of an Equation and Balancing an Equation Using the Laws of Equivalence 40330 Order of Operations Introduction to Algebra 40329, 40330, 40331, 40332	Gold bead squares, rubber bands, bi cube lid, tri cube lid. Paper and pencil Bead bars	C	May need to fill in with some lessons on writing equivalent expressions.

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(EE) Expressions and Equations	Reason about and solve one-variable equations and inequalities.	6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Introduction to Algebra 40329, 40330, 40331, 40332	Paper, pencil, and ruler.	C	Introduce use of a number line and bar figures. Idea of a pan balance in relation to balancing an equation. Venn Diagrams. Equation vs. inequality.
		6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Introduction to Algebra 40329, 40330, 40331, 40332 40337 Algebraic Word Problems	Paper, pencil, and ruler. Prepared word problems.	C	Need to introduce the use of tables. Previous knowledge of addition, subtraction, multiplication, and division.
		6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	40337 Algebraic Word Problems	Pencil and paper, and prepared problems.	C	Bar models. Word problems would need to be specific for these situations.
		6.EE.B.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	40337 Algebraic Word Problems	Pencil and paper, and prepared problems.	P	Word problems would need to be written specifically for these.
	Represent and analyze quantitative relationships between dependent and independent variables.	6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	40340 Introduce Graphing 40341 Types of Graphs Word Problems Solving for Distance, Time, and Speed 40349, 40350, 40351, 40352	Graph examples, paper and pencil, ruler. Golden beads and word problem labels.	P	Word problems would need to be written specifically for these.
(SP) Statistics and Probability	Develop understanding of statistical variability.	6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.			X	
		6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.			X	
		6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.			X	
	Summarize and describe distributions.	6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	40341 Types of Graphs		P	
		6.SP.B.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.			P	Parts (A) and (B) are practiced during science experiments and field work. Parts (see) and (D) are not covered.

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CCSS Language Arts & Literacy

Version 1.0
July 2014

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Representative AMI Language Curriculum

	Activity ID	Presentations/Activities	Material
The History of Spoken Language: Explorations	42000	Story of the English Language	
	42001	Research history and geography of languages	History of Language charts (Proto-Indo-European through West Germanic)
	42002	Research, make charts, timelines, tracing spoken language history	Research materials
	42003		
The History of Written Language: Stories	42005	Great Story:The story of our alphabet	Language charts
	42006	Pre-alphabetic Systems: Pictographs	Oral stories and charts
	42007	Ideographs	Language charts
	42008	Other Methods for Communicating in Signs	Language charts
	42009	Mesopotamia – Cuneiform	clay tablet and wedge stick
	42010	Ancient Egypt – Hieroglyphics	Language charts
	42011	Phoenicians – The First Alphabet	Language charts
	42012	The Greek Alphabet	Language charts
	42013	The Roman Alphabet	Language charts
	42014	After the Romans/Current alphabet	Language charts
	42015	Invention of Printing	Books
	42016		
The History of Written Language: Explorations	42018	Study of Written Language/History	
	42019	Research, make charts, timelines, tracing written language history	Research materials
Handwriting in the Elementary Class	42022	Introduction to Handwriting, Pencil Grip, Posture	pencil/paper, green boards
	42023	Initial Stroke Method for Forming Individual Lower-Case Letters	pencil/paper, green boards
	42024	Correct Formation: Slope, Slant, Shape, Style	pencil/paper, green boards
	42025	Joining Letters	pencil/paper, green boards
	42026	Making Capital Letters	pencil/paper, green boards
	42027	Handwriting Analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	pencil/paper, green boards
	42028	Fine Motor Development using handwork, arts and crafts media	handwork, knitting, crocheting, stitching
	42029	Calligraphy	Calligraphy supplies
Reading Foundations (N.B. Most of these activities and many of the materials are found in the 3-6 classroom, not the 6-12. However, non-readers and non-fluent readers must continue to develop these basic skills.)	42100	Alphabet Work: Forms and Sounds of the letters	Sandpaper Letters
	42101	Non-readers & non-fluent readers: Phonetic Words - Sounds of the Letters, Consonants and Short Vowels	Small Moveable Alphabets in multiple colors
	42102	Non-readers & non-fluent readers: Phonetic Words - Initial Single Consonant/Single Vowel, Ending Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42103	Non-readers & non-fluent readers: Phonetic Words - Digraphs - Final 2 – 3 Letters, Beginning Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42104	Non-readers & non-fluent readers: Label and read objects in the environment	labels/pencil
	42105	Non-readers & non-fluent readers: Phonograms	phonogram cards/words/Object Boxes
	42106	Non-readers & non-fluent readers: Further Phonogram Work	Phonogram Booklets
	42107	Non-readers & non-fluent readers: Puzzle Words	puzzle words
	42108	Spelling Variations: Silent 'e'	spelling rules
	42109	Spelling Variations: Phonogram Cards	phonogram cards
	42110	Transition to Reading Sentences	early reading books, grammar boxes
	42111	Sentence Reading	Classified Nomenclature: Definition Cards
	42112	follow commands, collaborate	activity/command cards
	42113	reading for facts/reading for pleasure	books/library
	42114	Word Reading	Classified Nomenclature: Labels
	42115	Compound Words	Charts
	42116	Correct Expression	Interpretive Reading Slips/Examples
	42117	Assess children's reading ability: phonological awareness, miscue analysis, analysis of reading strategies, comprehension, fluency	leveled reading books
Reading in Elementary	42200	Fluent Readers: Interpretive Reading	Interpretive reading cards
	42201	Learn Etymologies of Words	etymology given in lessons/activities
	42202	Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	nomenclature material
	42203	How to use a dictionary	dictionary
	42204	Independent Silent Reading	books/library
	42205	Teacher reads aloud to class	books/library
	42206	Individual/small group reading aloud	books/library
	42207	Reading for Research: use of content material	books/library
	42208	Fiction Reading	books/library
	42209	Non-fiction Reading	books/library
	42210	Introduction to Various Reference Books	Reference Books: Atlas, Encyclopedia, Thesaurus, Texts, etc.
Literature	42260	Introducing children to a wide range of literary genres, styles, periods, etc.	Literature
	42261	Reading Plays	plays
	42262	Making Literary Timelines (author's life, genre, period, country, etc.)	
	42263	Literature Circles: small groups read and discuss a literary work	Books, Short Stories, Poems
Word Study: Affixes, Compound Words, Word Families	42300	Suffixes	word study charts, moveable alphabets
	42301	Finding the Root	word study charts, moveable alphabets
	42302	Finding the meaning of the root	dictionaries, card materials
	42303	Prefixes	word study charts, moveable alphabets
	42304	Compound Words	objects and labels
	42305	Contractions	labels/pencil
	42306	Word Families	word study charts, moveable alphabets

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	Activity ID	Presentations/Activities	Material
Word Study: Affixes, Compound Words, Word Families	42307	Suffixes, Classified, e.g. noun, adjective, change of gender, etc.	word study charts, moveable alphabets
	42308	Finding words w/suffixes, root or prefixes in books	books
	42309	etymology/meaning of words w/specific suffixes or prefixes	dictionaries, card materials
	42310	further work, such as making lists	pencil/paper
	42311	Alphabetizing	pencil/paper, card materials
	42312	classification of prefixes, by number, size, time, place	pencil/paper
Spelling	42400	Exploring Spelling Foundations & Rules	Orthography Folders
	42401	Common Spelling Rules	Spelling Charts for Rules
	42402	Introduction to Spelling	moveable alphabets, pencil/paper
	42403	Strategies for Spelling, sounding out, identify consonants, syllabification	pencil/paper
	42404	Spelling Lists	phonogram cards, books
	42405	Spelling: Contractions	pencil/paper
	42406	Dictation	pencil/paper
	42407	Spelling: Homonyms	language charts
	42408	Making child's personal dictionary	personal dictionary
	42409	etymologies	dictionary, language material
Punctuation	42450	Rules for Capitalization	punctuation and capitalization charts
	42451	Rules for End-Of-Sentence Punctuation	punctuation and capitalization charts
	42452	Rules for Comma Usage	punctuation and capitalization charts
	42453	Use Of Semicolon, Colon, Dash	punctuation and capitalization charts
	42454		
Grammar			
Parts of Speech: Grammar Boxes			
The Noun	42500	Everything Has a Name	story told by teacher
	42501	Concept and Language of Noun	grammar box words and noun symbol
	42502	making lists of nouns, booklets, scrolls	paper/pencil
	42503	The Number of the Noun: Singular, Plural	Noun material
	42504	The Gender of the Noun: Masculine, Feminine	Filler box noun material from grammar boxes
The Article	42506	Article: Oral Introduction	story told by teacher
	42507	Article Grammar Box	Article Grammar box/filling box, symbols box
	42508	Article: Definite, Indefinite	
The Adjective	42510	Adjective: Oral Introduction	story told by teacher/objects in environment
	42511	Adjective Grammar Box	Adjective Grammar Box, filling box, symbols
	42512	Adjective: Impressionistic Chart of Noun Family	Noun family chart
	42513	Adjective: Command Cards	Adjective Command Cards
	42514	Adjective: Transposition	Adjective Grammar Box, Filling Box
The Verb	42516	Verb: Oral Introduction	story told by teacher
	42517	Verb Grammar Box	Verb Grammar Box, filling box, symbols
	42518	Verb: Impressionistic Chart of Noun Family and Verb	Impressionistic chart noun family and verb
	42519	Verb: Command Cards	Verb Command Cards
	42520	Verb: Transposition	Verb Grammar Box, Filling Box
The Preposition	42522	Preposition: Oral Introduction	story told by teacher
	42523	Preposition Grammar Box	Preposition Grammar box, filling and symbols
	42524	Preposition: Command Cards	Preposition Command Cards
	42525	Preposition: Transposition, change of word order for whole phrase w/in sentence	Preposition Grammar box, filling box
The Adverb	42527	Adverb: Oral Introduction	story told by teacher
	42528	Adverb Grammar Box	Adverb Grammar box, filling and symbols
	42529	Adverb: Command Cards	Adverb Command Cards
	42530	Adverb: Transposition/word order	Adverb grammar box, filling box
The Pronoun	42532	Pronoun: Oral Introduction	story told by teacher
	42533	Pronoun Grammar Box	Pronoun Grammar Box, filling and symbols
	42534	Pronoun: Command Cards	Pronoun Command Cards
The Conjunction	42536	Conjunction: Oral Introduction	story with pencils and pink ribbon
	42537	Conjunction Grammar Box	Conjunction Grammar box, filling & symbols
	42538	Conjunction: Command Cards	Conjunction Command Cards
The Interjection	42540	Interjection Grammar Box	Interjection Grammar Box
	42541		
Parts of Speech: Further Work			
The Noun, Further Work	42544	Classification of the Noun: Proper, Common	Noun Classification materials/cards
	42545	Classification of the Noun: Concrete, Abstract	Noun Classification materials/cards
	42546	Classification of the Noun: Collective	Noun Classification materials/cards
	42547	Classification of the Noun: Mass/Material	Noun Classification materials/cards
	42548	Classification Work Chart	Noun Classification Chart, noun cards
The Adjective, Further Work	42550	Oral Introduction to Positive, Comparative, Superlative Degrees	objects from environment
	42551	Positive, Comparative, Superlative Degrees	Adjective card material
	42552	Positive, Comparative, Superlative Degrees: Spelling Changes or Irregular	Adjective card material
	42553	Classification of Adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive	Adjective classification chart, adjective cards
	42554	Detective Adjective Game	triangles and labels
The Verb, Further Work – Tenses	42556	Concept of Simple Tenses (Past, Present, Future): Oral Introduction	Verb Card material
	42557	Concept and Language of Conjugation (present tense only)	Verb Card material with pronoun cards
	42558	Agreement of the Pronoun and the Verb Form	Verb Card material

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	Activity ID	Presentations/Activities	Material
The Verb, Further Work – Tenses	42559	Conjugation Simple Tenses (past, present, future), Regular Verbs	Verb Card Material
	42560	Conjugation Simple Tenses (past, present, future), Irregular Verbs	Verb Card Material
	42561	Conjugation Simple Tense (past, present, future), Irregular Verbs: be, have, do	Verb Card Material
	42562	Conjugation Simple Progressive Tenses (past progressive, present progressive, future progressive), Regular and Irregular Verbs	Verb Card Material
	42563	Conjugation Intensive or Negative Form	Verb Card Material
	42564	Perfect Tenses (further distinctions of past time)	Verb Card Material
	42565	The Formation of Compound Tenses	
The Verb, Further Work – Voice			
	42567	Concept and Language of Active and Passive Voice	written work
	42568	Formation of Passive Voice from Active and Active from Passive	written work
The Verb, Further Work – Mood			
	42570	Concept and Language of Indicative Mood	written work
	42571	Concept and Language of Imperative Mood	written work
	42572	Concept and Language of Subjunctive Mood	written work
	42573	Mood: Finite and Non-finite Forms	
	42574	Mood: Finite and Non-finite Forms: Infinitive & Participle	
The Verb, Further Work – Verbals			
	42576	Notional, Auxiliary, Linking verbs	
	42577	Gerund	
	42578	Participle	
	42579	Infinitive	
The Verb, Further Work – Conjugation			
	42581	Verb Conjugation, Complete	Verb Card Material
	42582	Principal Parts of the Verb	
The Preposition, Further Work			
	42584	Children find prepositions in their own writing, analyze patterns, etc.	student writing
The Adverb, Further Work			
	42586	Classification of adverbs	pencil/paper
	42587	Logical adverb game	verb/adverb card material
The Pronoun, Further Work			
	42589	Personal Pronouns: Declension (Subjective, Objective, Possessive Cases)	
	42590	Pronoun: Impressionistic Charts of the Personal Pronouns	Impressionistic Pronoun Charts
	42591	Classification of Pronouns	
	42592	Different types of Pronouns	Grammar books, literature
	42593		
Sentence Analysis			
Introduction to Sentence Analysis	42596	Analyze simple sentence, subject/predicate	Analysis Material (circle/arrow)
	42597	Analyze simple sentence, subject/predicate/direct object	Analysis Material (circles/arrows)
	42598	Analyze simple sentence, subject/predicate/direct and indirect objects	Analysis Material (circles/arrows)
	42599	Children write and analyze their own sentences	paper/pencil
Analysis of Simple Sentences/Action Verb (having one independent clause)			
	42602	Introduce longer sentences with one independent clause	Sentence Analysis Arrows/circles with names & questions
	42603	Analyze sentences with adverbial modifiers	Sentence Analysis Arrows/circles with names & questions
	42604	Analyze sentences with attributives and appositives	Sentence Analysis Arrows/circles with names & questions
	42605	Analyze sentences with compound subject, compound predicate	Sentence Analysis Arrows/circles with names & questions
	42606	Analyze sentences with elliptical construction	Sentence Analysis Arrows/circles with names & questions
	42607	Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence Analysis Arrows/circles with names & questions
	42608	Analyze sentences with verb phrase, emphatic form, modal, negation)	Sentence Analysis Arrows/circles with names & questions
	42609	Analyze sentences with imperatives	Sentence Analysis Arrows/circles with names & questions
	42610	Analyze sentences with "names only" box	Sentence Analysis Arrows/circles with names only
	42611	Student composes and analyzes own sentences with various features	paper/pencil
Additional Sentence Analyses	42613	Linking Verb: Using Chart A	Chart A
	42614	Explore Noun of Direct Address	Chart A
	42615	Reflexive Verb and Reflexive Pronoun	Sentence Analysis arrows/circles
	42616	Introduce Transitive/Intransitive Verbs	Transitive/Intransitive Charts
	42617	Verbals: gerund, participle, infinitive	Sentence Analysis arrows/circles
	42618	Analyze a sentence and its parts, using Chart A	Chart A
Analysis of Compound, Complex, and Compound Complex Sentences	42620	Introduce Compound Sentences and label parts	pencil/paper, Sentence Analysis material
	42621	write and find in literature compound sentences	pencil/paper, books
	42622	Introduce Complex Sentences and label parts	pencil/paper, Sentence Analysis material
	42623	Classification of conjunctions	Chart D
	42624	Introduce Compound Complex Sentences and label parts	pencil/paper, Sentence Analysis material

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	Activity ID	Presentations/Activities	Material
Clause Analysis	42627	Compound Sentences with Coordinate Clauses	pencil/paper, Sentence Analysis material
	42628	Analyze Complex Sentences Using Chart B	Chart B
	42629	Noun Clause as Subject	pencil/paper, Sentence Analysis material
	42630	Noun Clause as Direct/Indirect Object	pencil/paper, Sentence Analysis material
	42631	Adjectival Clause	pencil/paper, Sentence Analysis material
	42632	Adverbial Clause	pencil/paper, Sentence Analysis material
	42633	Complex Sentences - Dependencies of Clauses: Using Arrows and Dependencies Circles	Arrows and Dependency Circles
	42634	Complex Sentences - Dependencies of Clauses: Using Chart C	Chart C
	42635	Write compound and complex sentences and analyze parts	pencil/paper
	42636	write and find in literature complex sentences for analysis	pencil/paper, books
	42637	write and find in literature compound complex sentences for analysis	pencil/paper, books
Written Expression			
Sentence Building	43000		
	43001	Sentence Building – Words	pencil/paper
	43002	Sentence Building – Phrases	pencil/paper
	43003	Sentence Building – Clauses	pencil/paper
	43004	Sentence Building – Agreement of Subject and Predicate	pencil/paper
	43005	Sentence Building – Comma Splices, Run-on Sentences, Sentence Fragments	pencil/paper
	43006	Sentence Building – Misplaced Modifiers	pencil/paper
	43007	Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	pencil/paper
	43008	Sentence Structure Variations	pencil/paper
	43009		
Expressive Writing Techniques	43100	Figures of Speech (metaphor, simile)	pencil/paper, examples
	43101	Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	pencil/paper, examples
	43102	Introduce use of thesaurus to expand word choice in writing	thesaurus
	43103	Strategies for Writing (graphic organizers, note cards, etc.)	paper/pencil
	43104	Story Writing: Making a Plot Summary	paper/pencil
	43105	Story Writing: Developing characters	
	43106	Story Writing: Further elements of story writing	
	43107	Question Game and mapping ideas	pencil/paper
	43108	Embellish through illustration, illuminated letters	art media
Writing Process	43500	Pre-Writing: Making a concept map	pencil/paper
	43501	Pre-Writing: Making an outline from the concept map	pencil/paper
	43502	Pre-Writing: Organizing a team-based writing project	
	43503	Writing a rough draft	pencil/paper
	43504	Proofreader's Marks	Chart
	43505	How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content	student writing
	43506	Revising your first draft	student writing
	43507	How to edit the work of others	student writing
	43508	Further development of Ideas and content	student writing
	43509	Writing for publication	student writing
	43510	Pre-Writing: Choosing a topic	
Written Expression Genres	43600	Exploring Different Genres in the Elementary Classroom	pencil/paper
	43601	Writing a Paragraph - parts of a paragraph (topic sentence, body, concluding sentence)	pencil/paper
	43602	Writing Effective Topic Sentences	pencil/paper
	43603	Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	student's writing
	43604	Analyze writing for effective paragraphs	student's writing
	43605	Introduce the writing of essays	pencil/paper
	43606	Introduce types of essays (Narrative, Expository, Memoir, Persuasive, Literary).	pencil/paper
	43607	Writing an effective thesis sentence	pencil/paper
	43608	Explore classroom publications (class newsletter, anthologies, etc.)	publications
	43609	letter writing, thank you notes, written messages	Form of a Letter material, pencil/paper
Reports and Research	43700	The Parts of a Book	Books
	43701	Using an encyclopedia	Encyclopedias
	43702	Research Ideas/Developing Questions	Graphic Organizers, Paper/Pencil
	43703	Introduce Research Procedure for Reports and Projects	Research resources, pencil/paper
	43704	Evaluating Information Sources	Information Sources
	43705	Introduce and offer practice with writing a simple report	Research resources, pencil/paper
	43706	Introduction to Technical Writing: Lab Reports, Brochures, etc.	Research resources, pencil/paper
	43707	Guided Note-taking	note cards/pencils
	43708	Preparation and practice of Going Out	maps, phone books, brochures, etc.
	43709	Keeping a Field/Nature Journal	Journal
	43710	Create timelines, charts, booklets	Research resources, pencil/paper

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	Activity ID	Presentations/Activities	Material
Poetry	43800	Types of Poetry - Writing	Poetry books, pencil/paper
	43801	Memorization, Recitation	Poetry
	43802	Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	poems, card materials
	43803	Types of Poetry - Reading	Poetry books, pencil/paper
Style			
	43900	study one's own writing for style	own writing
	43901	analyze literature for style	stories, novels, poems
	43902	Symbolize parts of speech in writing and analyze for patterns	Grammar symbols and piece of writing
	43903	explore style in various forms, such as newspapers, poetry, research	various literature sources
Spoken Language and Listening			
	45000	Oral Presentations - how to be an audience/presenter	written work to present
	45001	Drama activities	Play, poems, written work to perform
	45002	Children listen and respond to stories, poems, and songs	poems, stories, songs
	45003	Class Meetings: Creating classroom rules	class of children
	45004	Class Meetings: Grace and courtesy/protocol for class meetings	class of children
	45005	Conflict Resolution: protocol for peer-mediated conflict resolution	class of children, Teacher-made card materials
	45006	Grace and courtesy, e.g. how to ask a question, offer an answer, etc.	small group
	45007	Presenting a Report	
	45008	Giving a Speech	group of children with written work to share
	45009	Organized Debate	
	45010	Reporting, speech-making, debates	group of children with written work to share
	45011	Taking Notes from a Lecture Or Dictation	Examples From Literature & Command Cards
	45013	Regular, individual meetings between teacher and child	

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Language

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
Conventions of Standard English	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.1.1a Print all upper- and lowercase letters.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis for size, slope, formation, joins, spacing, attractiveness and fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
	L.1.1b Use common, proper, and possessive nouns.	42544 Classification of the noun: proper, common 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	Noun classification materials/cards None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	42556 concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.1.1f Use frequently occurring adjectives.	42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards	C	
	L.1.1h Use determiners (e.g., articles, demonstratives).	42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher Article grammar box/filling box, symbols box None listed Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	42522 Preposition: oral introduction 42523 Preposition grammar box 42524 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box	C	
	L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 45007 Presenting a report 43008 Sentence structure variations	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Written work to present	C	
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers N = no coverage; nothing right	COMMENTS
Conventions of Standard English	L.1.2a Capitalize dates and names of people.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C	
	L.1.2b Use end punctuation for sentences.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C	
	L.1.2c Use commas in dates and to separate single words in a series.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C	
	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C	
	L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42101 Non-readers & non-fluent readers: phonetic words - sounds of the letters, consonants and short vowels 42102 Non-readers & non-fluent readers: phonetic words - initial single consonant/ single vowel, ending letter a single consonant 42103 Non-readers & non-fluent readers: phonetic words - digraphs - final 2 – 3 letters, beginning letter a single consonant 42104 Non-readers & non-fluent readers: label and read objects in the environment 42105 Non-readers & non-fluent readers: phonograms 42106 Non-readers & non-fluent readers: further phonogram work 42107 Non-readers & non-fluent readers: puzzle words 42108 Spelling variations: silent 'e' 42109 Spelling variations: phonogram cards	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Labels/pencil Phonogram cards/words/object boxes Phonogram booklets Puzzle words Spelling rules Phonogram cards	C	
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.2.1a Use collective nouns (e.g., group).	42546 Classification of the noun: collective	Noun classification materials/cards	C	
	L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	42503 The number of the noun: singular, plural	Noun material	C	
	L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns 42615 Reflexive verb and reflexive pronoun 42616 Introduce transitive/intransitive verbs	Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards None listed Impressionistic pronoun charts None listed Grammar books, literature Sentence analysis arrows/circles Transitive/intransitive charts	C	
	L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	42581 Verb conjugation, complete 42582 Principal parts of the verb 42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material None listed Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: inspressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42586 Classification of adverbs 42587 Logical adverb game	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Pencil/paper Verb/adverb card material	C	

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Conventions of Standard English	L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	42567 Concept and language of active and passive voice 42568 Formation of passive voice from active and active from passive 42596 Analyze simple sentence, subject/predicate 42597 Analyze simple sentence, subject/predicate/direct object 42598 Analyze simple sentence, subject/predicate/direct and indirect objects 42599 Children write and analyze their own sentences 42602 Introduce longer sentences with one independent clause 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 42620 Introduce compound sentences and label parts 42621 Write and find in literature compound sentences 42622 Introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts	Written work written work Sentence analysis material arrow/circle Sentence analysis material arrows/circles Sentence analysis material arrows/circles Pencil/paper Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names only Sentence analysis arrows/circles with names only Pencil/paper, sentence analysis material Pencil/paper, books Pencil/paper, sentence analysis material Chart D Pencil/paper, sentence analysis material	C	
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.2.2a Capitalize holidays, product names, and geographic names.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C	
	L.2.2b Use commas in greetings and closings of letters.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	42105 Non-readers & non-fluent readers: phonograms 42106 Non-readers & non-fluent readers: further phonogram work 42107 Non-readers & non-fluent readers: puzzle words 42108 Spelling variations: silent 'e' 42109 Spelling variations: phonogram cards	Phonogram cards/words/object boxes Phonogram booklets Puzzle words Spelling rules Phonogram cards	C	
	L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 43102 Introduce use of thesaurus to expand word choice in writing 43700 The parts of a book 43701 Using an encyclopedia	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Thesaurus Books Encyclopedias	C	
	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	42500 Everything has a name 42501 Concept and language of noun 42502 Making lists of nouns, booklets, scrolls 42503 The number of the noun: singular, plural 42504 The gender of the noun: masculine, feminine 42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards	Story told by teacher Grammar box words and noun symbol Pencil/paper Noun material Filler box noun material from grammar boxes Story told by teacher Article grammar box/filling box, symbols box Article grammar box/filling box, symbols box Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers A = no coverage, nothing maps	COMMENTS
Conventions of Standard English	L.3.1b Form and use regular and irregular plural nouns.	42503 The number of the noun: singular, plural	Noun material	C	
	L.3.1c Use abstract nouns (e.g., childhood).	42545 Classification of the noun: concrete, abstract	Noun classification materials/cards	C	
	L.3.1d Form and use regular and irregular verbs.	42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs	Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Verb card material Verb card material Verb card material	C	
	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	42586 Classification of adverbs 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game*	Pencil/paper Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.3.1h Use coordinating and subordinating conjunctions.	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards42622 introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts 42626 Independent coordinate clauses 42627 Compound sentences with coordinate clauses 42628 Analyze complex sentences using chart b 42629 Noun clause as subject 42630 Noun clause as direct/indirect object 42631 Adjectival clause 42632 Adverbial clause 42633 Complex sentences - dependencies of clauses: using arrows and dependencies circles 42634 Complex sentences - dependencies of clauses: using chart c 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Chart D Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Chart b Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Arrows and dependency circles Chart C Pencil/paper Pencil/paper, books Pencil/paper, books	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage, nothing maps	COMMENTS
		42596 Analyze simple sentence, subject/predicate	Sentence analysis material arrow/circle		
		42597 Analyze simple sentence, subject/predicate/direct object	Sentence analysis material arrows/circles		
		42598 Analyze simple sentence, subject/predicate/direct and indirect objects	Sentence analysis material arrows/circles		
		42599 Children write and analyze their own sentences	Paper/pencil		
		42602 Introduce longer sentences with one independent clause	Sentence analysis arrows/circles with names and questions		
		42603 Analyze sentences with adverbial modifiers	Sentence analysis arrows/circles with names and questions		
		42604 Analyze sentences with attributives and appositives	Sentence analysis arrows/circles with names and questions		
		42605 Analyze sentences with compound subject, compound predicate	Sentence analysis arrows/circles with names and questions		
		42606 Analyze sentences with elliptical construction	Sentence analysis arrows/circles with names and questions		
		42607 Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence analysis arrows/circles with names and questions		
		42608 Analyze sentences with verb phrase (emphatic form, modal, negation)	Sentence analysis arrows/circles with names and questions		
		42609 Analyze sentences with imperatives	Sentence analysis arrows/circles with names and questions		
		42610 Analyze sentences with "names only" box	Sentence analysis arrows/circles with names only		
		42611 Student composes and analyzes own sentences with various features	Sentence analysis arrows/circles with names only		
		42613 Linking verb: using chart a	Chart A		
		42614 Explore noun of direct address	Chart A		
		42615 Reflexive verb and reflexive pronoun	Sentence analysis arrows/circles		
Conventions of Standard English	L.3.1i Produce simple, compound, and complex sentences.	42616 Introduce transitive/intransitive verbs	Transitive/intransitive charts		
		42617 Verbals: gerund, participle, infinitive	Sentence analysis arrows/circles	C	
		42618 Analyze a sentence and its parts, using chart A	Chart A		
		42620 Introduce compound sentences and label parts	Pencil/paper, sentence analysis material		
		42621 Write and find in literature compound sentences	Pencil/paper, books		
		42622 Introduce complex sentences and label parts	Pencil/paper, sentence analysis material		
		42623 Classification of conjunctions	Chart D		
		42624 Introduce compound complex sentences and label parts	Pencil/paper, sentence analysis material		
		42626 Independent coordinate clauses	Pencil/paper, sentence analysis material		
		42627 Compound sentences with coordinate clauses	Pencil/paper, sentence analysis material		
		42628 Analyze complex sentences using chart B	Chart B		
		42629 Noun clause as subject	Pencil/paper, sentence analysis material		
		42630 Noun clause as direct/indirect object	Pencil/paper, sentence analysis material		
		42631 Adjectival clause	Pencil/paper, sentence analysis material		
		42632 Adverbial clause	Pencil/paper, sentence analysis material		
		42633 Complex sentences – dependencies of clauses: using arrows and dependencies circles	Arrows and dependency circles		
		42634 Complex sentences – dependencies of clauses: using chart C	Chart C		
		42635 Write compound and complex sentences and analyze parts	Pencil/paper		
		42636 Write and find in literature complex sentences for analysis	Pencil/paper, books		
		42637 Write and find in literature compound complex sentences for analysis	Pencil/paper, books		
		43001 Sentence building – words	Pencil/paper		
		43002 Sentence building – phrases	Pencil/paper		
		43003 Sentence building – clauses	Pencil/paper		
		43004 Sentence building – agreement of subject and predicate	Pencil/paper		
		43005 Sentence building – comma splices, run-on sentences, sentence fragments	Pencil/paper		
		43006 Sentence building – misplaced modifiers	Pencil/paper		
		43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Pencil/paper		
		43008 Sentence structure variations	Written work to present		
	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.3.2a Capitalize appropriate words in titles.	42450 Rules for capitalization	Orthography folders		
		42451 Rules for end-of-sentence punctuation	Spelling charts for rules		
		42452 Rules for comma usage	Moveable alphabets, pencil/paper	C	
		42453 Use of semicolon, colon, dash	Pencil/paper		
		42026 Making capital letters	Pencil/paper, green boards		
	L.3.2b Use commas in addresses.	42452 Rules for comma usage	Moveable alphabets, pencil/paper		
		43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Pencil/paper	C	
	L.3.2c Use commas and quotation marks in dialogue.	42451 Rules for end-of-sentence punctuation	Spelling charts for rules		
		42452 Rules for comma usage	Moveable alphabets, pencil/paper		
		42453 Use of semicolon, colon, dash	Pencil/paper	C	
		43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Pencil/paper		
	L.3.2d Form and use possessives.	42589 Personal pronouns: declension (subjective, objective, possessive cases)	None listed		
		42553 Classification of adjectives	Pencil/paper	C	
	L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	42556 Concept of simple tenses (past, present, future): oral introduction	Verb card material		
		42557 Concept and language of conjugation (present tense only)	Verb card material with pronoun charts		
		42558 Agreement of the pronoun and the verb form	Verb card material		
		42559 Conjugation simple tenses (past, present, future), regular verbs	Verb card material		
		42560 Conjugation simple tenses (past, present, future), irregular verbs	Verb card material	C	
		42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do	Verb card material		
		42562 Conjugation simple progressive tenses (past progressive, present Progressive, future progressive), regular and irregular verbs	Verb card material		
		42563 Conjugation intensive or negative form	Verb card material		
		42564 Perfect tenses (further distinctions of past time)	None listed		
	L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	42400 Exploring spelling foundations & rules	Phonogram cards, books		
		42401 Common spelling rules	Pencil/paper		
		42402 Introduction to spelling	Pencil/paper		
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Language charts		
		42404 Spelling lists	Personal dictionary	C	
		42405 Spelling: contractions	Dictionary, language material		
		42406 Dictation	Punctuation and capitalization charts		
		42407 Spelling: homonyms	Punctuation and capitalization charts		
		42408 Making child's personal dictionary	Punctuation and capitalization charts		
		42409 Etymologies	Punctuation and capitalization charts		
	L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42203 How to use a dictionary	Dictionary		
		42204 Independent silent reading	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
		42205 Teacher reads aloud to class	Orthography folders		
		42206 Individual/small group reading aloud	Spelling charts for rules		
		42207 Reading for research: use of content material	Moveable alphabets, pencil/paper	C	
		42208 Fiction reading	Pencil/paper		
		42209 Non-fiction reading	Phonogram cards, books		
		42210 Introduction to various reference books	Pencil/paper		
		43102 Introduce use of thesaurus to expand word choice in writing	Thesaurus		
		43701 Using an encyclopedia	Encyclopedias		

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		See detailed standards that follow 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Thesaurus Encyclopedias	C	
	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards 42589 Personal pronouns: declension (subjective, objective, possessive cases) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns 42615 Reflexive verb and reflexive pronoun 42631 Adjectival clause	Story told by teacher Pronoun grammar box, filling and symbols Pronoun command cards None listed Impressionistic pronoun charts None listed Grammar books, literature Sentence analysis arrows/circles Paper/pencil, sentence analysis material	C	
	L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs	Verb card material	C	
	L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	42556 Concept of simple tenses (past, present, future): oral introduction 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42572 Concept and language of subjunctive mood 42576 Notional, auxiliary, linking verbs	Verb card material Verb card material None listed Written work None listed	C	
	L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	42512 Adjective: impressionistic chart of noun family 42514 Adjective: transposition 43008 Sentence structure variations	Noun family chart Adjective grammar box/filling box, symbols box Pencil/paper	C	
	L.4.1e Form and use prepositional phrases.	42523 Preposition grammar box 42524 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42603 Analyze sentences with adverbial modifiers 43002 Sentence building – phrases	Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box Sentence analysis arrows/circles with names & questions Pencil/paper	C	
	L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	42596 Analyze simple sentence, subject/predicate 42597 Analyze simple sentence, subject/predicate/direct object 42598 Analyze simple sentence, subject/predicate/direct and indirect objects 42599 Children write and analyze their own sentences 42602 Introduce longer sentences with one independent clause 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks 43008 Sentence structure variations	Sentence analysis material arrow/circle sentence analysis material arrows/circles Sentence analysis material arrows/circles Pencil/paper Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names only Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*	42407 Spelling: homonyms	Language charts	C	
	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.4.2a Use correct capitalization.	42450 Rules for capitalization	Punctuation and capitalization charts	C	
	L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Pencil/paper	C	
	L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	42620 Introduce compound sentences and label parts 42621 Write and find in literature compound sentences 42623 Classification of conjunctions	Pencil/paper, sentence analysis material Pencil/paper, books Chart D	C	
	L.4.2d Spell grade-appropriate words correctly, consulting references as needed.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42203 How to use a dictionary 42210 Introduction to various reference books	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	

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	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	
	L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	42522 Preposition: oral introduction 42523 Preposition grammar box 42534 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards 42540 Interjection grammar box 42584 Children find prepositions in their own writing, analyze patterns, etc. 42623 Classification of conjunctions	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Interjection grammar box/filling box, symbols box Student writing Chart D	C	
	L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material	C	
	L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed	C	
	L.5.1d Recognize and correct inappropriate shifts in verb tense.*	43505 How to edit you own work for organization, sentence fluency, voice, conventions, & mechanics, work choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).	42538 Conjunction: command cards 42623 Classification of conjunctions	Conjunction command cards Chart D	C	
	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.5.2a Use punctuation to separate items in a series.*	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	42452 Rules for comma usage 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributive and appositives 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42622 Introduce complex sentences and label parts 43002 Sentence building – phrases 43003 Sentence building – clauses 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks 43008 Sentence structure variations	Punctuation and capitalization charts Preposition grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Pencil/paper, sentence analysis material Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	43703 Introduce research procedure for reports and projects 43706 Introduction to technical writing: lab reports, brochures, etc.	Research resources, pencil/paper Research resources, pencil/paper	C	
	L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	42203 How to use a dictionary 42210 Introduction to various reference books 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations--how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	

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	L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42591 Classification of pronouns 42592 Different types of pronouns	None listed None listed Grammar books, literature	C	
	L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*	42558 Agreement of the pronouns and verb form 42590 Pronoun: impressionistic charts of the personal pronouns 43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Verb card material Impressionistic pronoun charts Student writing Student writing	C	
	L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 42611 Student composes and analyzes own sentences with various features 42621 Write and find in literature compound sentences 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis 43008 Sentence structure variations 43600 Exploring different genres in the elementary classroom 43900 Study one's own writing for style 43901 Analyze literature for style 43902 Symbolize parts of speech in writing and analyze for patterns 43903 Explore style in various forms, such as newspapers, poetry, research	Literature Plays None listed Books, short stories, poems Pencil/paper Pencil/paper, books Pencil/paper Pencil/paper, books Pencil/paper, books Pencil/paper Pencil/paper Own writing Stories, novels, poems Grammar symbols and piece of writing Various literature sources	C	
	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*	42453 Use of semicolon, colon, dash 42452 Rules for comma usage 43509 Writing for publication 43703 Introduce research procedure for reports and projects*	Punctuation and capitalization charts Punctuation and capitalization charts Student writing Research resources, pencil/paper	C	
	L.6.2b Spell correctly.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
Knowledge of Language	L.1.3 begins in grade 2				
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.2.3a Compare formal and informal uses of English	42000 Story of the English language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss literary work 43008 Sentence structure variations	None listed History of language charts (proto-indo-european through west germanic) Research materials None listed Research materials Nomenclature material Books/library Books/library Literature Plays Books, short stories, poems Pencil/paper	C	

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	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
Knowledge of Language	L.3.3a Choose words and phrases for effect.*	42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 43001 Sentence building--words 43002 Sentence building--phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names only Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share	C	
	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	42000 Story of the english language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42260 Introduce children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss a literary work 43900 Study one's own writing for style 43901 Analyze literature for style 43903 Explore style in various forms, such as newspapers, poetry, research 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	None listed History of language charts (proto-indo-european through west germanic) Research materials None listed Research materials Nomenclature material Literature Plays Books, short stories, poems Own writing Stories, novels, poems Various literature sources Written work to present Play, poems, written work to perform Small group None listed Group of children with written work to share None listed Group of children with written work to share	C	
	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	

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	L.4.3a Choose words and phrases to convey ideas precisely.*	42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 43001 Sentence building – words 43002 Sentence building – phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names only Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share	C	
	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	43600 Exploring different genres in the elementary classroom 43601 Writing a paragraph – parts of a paragraph (topic sentence, body, concluding sentence) 43602 Writing effective topic sentences 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs 43605 Introduce the writing of essays 43607 Writing an effect thesis sentence 43608 Explore classroom publications (class newsletter, anthologies, etc.) 43609 Letter writing, thank you notes, written messages 43900 Study one's own writing for style	Pencil/paper Pencil/paper Pencil/paper Student's writing Student's writing Pencil/paper Pencil/paper Publications Form of a letter material, pencil/paper Own writing	C	
	L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	42000 Story of the English language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	None listed History of language charts (Proto-Indo-European through West Germanic) Research materials None listed Research materials Literature Plays None listed Books, short stories, poems Plays, poems, written work to perform Poems, stories, songs	C	
	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*	42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42599 Children write and analyze their own sentences 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks 43008 Sentence structure variations 43505 How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content 43900 Study one's own writing for style	Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Student writing Own writing	C	
	L.6.3b Maintain consistency in style and tone.*	43505 How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content 43604 Analyze writing for effective paragraphs 43900 Study one's own writing for style	Student writing Student writing Own writing	C	

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Vocabulary Acquisition and Use	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	See detailed standards that follow	42203 Use of dictionary 42210 Other reference material	C	
	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42116 Correct expression 42117 Assess children's reading ability 42200 Interpretive reading"	Interpretive reading slips Leveled readers Interpretive reading cards	C	
	L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	42300 Suffixes 42312 Classification of prefixes	Word study charts, moveable alphabets Pencil/paper	C	
	L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	42301 Finding the root 42302 Finding the meaning of roots	Word study charts, moveable alphabets Dictionaries, pencil/paper, card materials	C	
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow	Verb command cards	C	
	L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	This is alluded to, but not the key concept of the material.
	L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	42517 Verb grammar box 42159 Verb: command cards 42553 Classification of adjectives	Verb grammar boxes Verb command cards Adjective cards	C	

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Vocabulary Acquisition and Use	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	42205 Teacher read aloud 42206 Individual/small-group read aloud 42537 Conjunction grammar box	Books/library	C	
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	See detailed standards that follow 42263 Literature circle	Books, short stories, poems	C	
	L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	
	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	42303 Prefixes	Word study charts, moveable alphabets	C	
	L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material	C	
	L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	42304 Compound words	Objects and labels	C	
	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	42203 Dictionary use	Dictionary	C	
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow 42544 Classification of nouns: proper, common 42545 Classification of nouns: concrete, abstract 42546 Classification of nouns: collective 42547 Classification of nouns: mass, material 42548 Classification noun chart 42523 Preposition grammar box	Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification chart, cards Preposition grammar box/filling box, symbols box	C	
	L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	42553 Adjective classification chart 42511 Adjective grammar box	Adjective classification chart, adjective cards Adjective grammar box/filling box, symbols box	C	
	L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	42517 Verb grammar boxes 42519 Verb: command cards 42553 Classification of adjectives	Verb grammar box/filling box, symbols box Verb command cards Adjective cards and chart	C	
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	42205 Teacher reads aloud 42206 Reading aloud in group and individually 42263 Literature circles	Books/library Books/library Books, short stories, poems	C	
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42263 Literature circle 42203 Dictionary use 42210 Use of various reference materials	Books, short stories, poems Dictionary Thesaurus	C	
	L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	

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Vocabulary Acquisition and Use	L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/ uncomfortable, care/ careless, heat/preheat).	42300 Suffixes 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42312 Classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Dictionaries Card materials	C	
	L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material	C	
	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42309 etymology/meaning of words w/specific suffixes or prefixes	Dictionary Card material	C	
	L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Paper/pencil, examples	C	
	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Pencil/paper, examples, books	C	
	L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	42207 Reading for research: use of content material 42544 Classification of the noun: proper, common	Books/library Noun classification, materials/cards	C	
	L.3.5C distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.G., Knew, believed, suspected, heard, wondered).	42200 Interpretive reading 42570 Concept and language of indicative mood 42571 Concept and language of imperative mood 42572 Concept and language of subjunctive mood	Interpretive reading cards Written work	C	
	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.G., After dinner that night we went looking for them).	42200 Interpretive reading 42603 Analyze sentences with adverbial modifiers	Interpretive reading cards Sentence analysis arrows/circles with names & questions	P	
	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.4A use context (e.G., Definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading 42263 Literature circles	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	
	L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figures of speech 43101 further creative elements	Pencil/paper, examples	C	
	L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	43100 Figures of speech	Pencil/paper, examples	C	

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Vocabulary Acquisition and Use	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43100 Figures of speech	Pencil/paper, examples	C	
	L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	42309 Etymology 43102 Introduce use of thesaurus to expand word choice in writing 42313 Word study (synonyms and antonyms)"	Dictionary, card material Thesaurus Synonym chart Antonym chart	C	
	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	42513 Adjective: command cards 42519 Verb: command cards 42524 Preposition: command cards 42529 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Article command cards Verb command cards Preposition command cards Adverb command cards Pronoun command cards Conjunction command cards Nomenclature materials	C	
	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	42203 Dictionary use 42210 Use of various reference material	Dictionary Thesaurus	C	
	L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	42205 Teacher reads aloud to class	Books/library	C	
	L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus Almanac, encyclopedia	C	
	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow	Pencil/paper, examples	C	
	L.5.5a Interpret figurative language, including similes and metaphors, in context.	43100 Figurative language	Pencil/paper, examples	C	
	L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43901 Analyze literature for style 43100 Figures of speech	Pencil/paper, examples, books	C	
	L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	42407 Spelling: homonyms 42313 Word study - synonyms, antonyms	Homonym chart Synonym chart Antonym chart Paper, pencil	C	
	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature materials	C	
	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference books	Dictionary Thesaurus	C	

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Vocabulary Acquisition and Use	L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	42200 Interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42111 Sentence reading 42112 Follow commands/collaborate 42113 Reading for facts/reading for pleasure 42263 Literature circles 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject/compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order 42567 Concept and language of active and passive voice	Interpretive reading cards Etymologies given in lessons and activities Nomenclature materials, definition cards Activity/command cards Books/library Short stories/poems Sentence analysis arrows/circles with names & questions Written work	C	
	L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus	C	
	L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	42203 Dictionary use	Dictionary	C	
	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figurative language	Pencil/paper, examples	C	
	L.6.5a Interpret figures of speech (e.g., personification) in context.	43101 Further creative elements	Pencil/paper, examples	C	
	L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	43101 Further creative elements (analogies)	Pencil/paper, examples	C	
	L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	43101 Further creative elements (connotations and denotations)	Pencil/paper, examples	C	
	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	42208 Fiction reading 42209 Non-fiction reading 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Books, library Nomenclature materials	C	

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Speaking & Listening

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
SL: Comprehension and Collaboration	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	The teacher can easily cover this requirement during lessons with the children by having discussions. it can be done in any appropriate lesson at any appropriate time.
	SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	
	SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	45006 Grace and courtesy	Small group	C	
	SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	45006 Grace and courtesy	Small group	C	
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	45006 Grace and courtesy 45011 Taking notes from a lecture or dictation	Small group Examples from literature and command cards	C	Teacher can supplement with videos, CDs, etc.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C	
	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	45000 Oral presentation 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meeting 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C	
	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45007 Presenting a report 45008 Giving a speech 45009 Organized debate	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Examples from literature and command cards Note cards/pencils Books/library	C	
	SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	45006 Grace and courtesy	Small group	C	
	SL.3.1d Explain their own ideas and understanding in light of the discussion.	45000 Oral presentations 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present	C	

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SL: Comprehension and Collaboration	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates 42263 Literature circles: small groups read and discuss a literary work	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	Teacher can supplement with videos, CDs, etc."
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	45002 Children listen and respond to stories, poems and songs 45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Songs, poems, stories Class of children Class of children	C	
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45007 Presenting a report 445000 Oral presentations – how to be an audience/presenter 45010 Reporting, speech-making, debates	Written work to be presented	C	
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	45009 Organized debate		C	
	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group	C	
	SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45006 Grace and courtesy, e.g. how to ask a question, offer and answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Class of children	C	
	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45003 Class meetings: Creating classroom rules	Class of children	C	
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	C	Teacher can supplement with videos, CDs, etc.
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	45009 Organized debate 45010 Reporting speech-making, debates	Group of children with written work to share	C	

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SL: Comprehension and Collaboration	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	43702 Research ideas/ developing questions 43703 Introduce research procedure for reports and projects 45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45009 Organized debate 45010 Reporting, speech making, debates	Graphic organizers, paper/pencil Research resources, paper/pencil Written work to present Poems, stories, songs Small group share	C	
	SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	P	Teacher can supplement with videos, CDs, etc.
	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	43702 Research ideas/developing questions 45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Graphic organizers, paper/pencil Written work to present Poems, stories, songs Small group share	C	
SL: Presentation of Knowledge and ideas	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters	Art media	C	
	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution	Class of children Class of children, teacher-made card materials	C	
	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters 43801 Memorization, recitation 45001 Drama activities	Art media Poetry Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations - how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	

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SL: Presentation of Knowledge and ideas	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 43108 Embellish through illustration, illuminated letters 43800 Types of poetry – reading 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Books/library Art media Poetry books, pencil/paper Poetry Poems, card materials Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presesnter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	45004 Class meetings: grace and courtesy/ protocol for class meetings 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Share Share	P	
	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	P	
	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	43108 Embellish through illustration, illuminated letters	Art media	P	Teacher can supplement with videos, CDs, etc.
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	

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Reading – Foundational Skills

CCSS DOMAIN	CCSS STANDARDS	RELEVANT AMI ACTIVITIES	RESOURCES / MATERIALS	*COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps*	COMMENTS
RF: Print Concepts	RF.1.1 Demonstrate understanding of the organization and basic features of print.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower-case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
	RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash	Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C	
RF: Phonological Awareness	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	Phonological awareness is mainly built through sound games such as those played in the Primary.
	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
RF: Phonics and Word Recognition	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3b Decode regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3f Read words with inflectional endings.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42408 Making child's personal dictionary	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Personal dictionary	C	
	RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3c Decode regularly spelled two-syllable words with long vowels.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3d Decode words with common prefixes and suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper	C	
	RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	

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	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3b Decode words with common Latin suffixes.	42409 Etymologies 42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionary, language material Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3c Decode multisyllable words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3d Read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
RF: Phonics and Word Recognition	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper	C	
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: slassification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
RF: Fluency	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Books/library Books/library	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
	RF.1.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech	Books/library Books/library Written work to present Group of children with written work to share	C	
	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems, and songs	Books/library Books/library Written work to present Poems, stories, songs	C	
	RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present Play, poems, written work to perform Poems, stories, songs Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Written work to present Play, poems, written work to perform Poems, stories, songs	C	
	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present Play, poems, written work to perform Poems, stories, songs Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	
	RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	

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Reading – Informational Text

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RI: Key Ideas and Details	RI.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.2 Identify the main topic and retell key details of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	42262 Making literary timelines (author's life, genre, period, country, etc.) 42207 Reading for research: use of content material	Books/library	P	
	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	42262 Making literary timelines (author's life, genre, period, country, etc.)		P	
	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	P	
	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	42209 Non-fiction reading 42207 Reading for research: use of content material	Books/library Books/library	C	
	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C	
	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C	
	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	P	
	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material	Interpretive reading cards Books/library	C	
	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material 43104 Story writing: making a plot summary	Interpretive reading cards Books/library Paper/pencil	C	
	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
RI: Craft and Structure	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	42207 Reading for research: use of content material 43700 The parts of a book 42203 How to use a dictionary 43701 Using an encyclopedia	Books/library Book Dictionary Encyclopedia	C	
	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	43700 The parts of a book	Book	P	

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RI: Craft and Structure	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book	Dictionary Literature Book	P	
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book		P	
	RI.3.6 Distinguish their own point of view from that of the author of a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 43900 study one's own writing for style 43901 Analyze literature for style	Books, short stories, poems Books/library Own writing Stories, novels, poems	C	
	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Literature Plays	C	
	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
RI: Integration of Knowledge and Ideas	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Nomenclature material Books, short stories, poems Books/library	C	
	RI.1.8 Identify the reasons an author gives to support points in a text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 2205 Teacher reads aloud to class	Books, short stories, poems Books/library Books/library	C	
	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	P	
	RI.2.8 Describe how reasons support specific points the author makes in a text.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RI: Integration of Knowledge and Ideas	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	42207 Reading for research: use of content material	Books/library	P	
	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	42207 Reading for research: use of content material	Books/library	P	
	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C	
	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C	
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	2263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42210 Introduction to various reference books	Books, short stories, poems Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc	C	
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
RI: Range of Reading and Level of Text Complexity	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RI: Range of Reading and Level of Text Complexity	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	

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Reading – Literature

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RL: Key Ideas and Details	RL.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.1.3 Describe characters, settings, and major events in a story, using key details.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	42002 Research, make charts, timelines, tracing spoken language history 42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Research materials Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature	C	
	RL.2.3 Describe how characters in a story respond to major events and challenges.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays	C	
	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	42002 Research, make charts, timelines, tracing spoken language history 2200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Research materials Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	*COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps*	COMMENTS
RL: Key Ideas and Details	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	2200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays	C	
	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary 43800 Types of poetry - writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc. Paper/pencil Poetry books, pencil/paper Poetry Poems, card materials	C	
	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material	Books/library Books/library Books/library Books/library	C	
	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc. Paper/pencil Poetry books, pencil/paper Poetry Poems, card materials	C	
	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material	Books/library Books/library Books/library Books/library	C	
	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc. Paper/pencil	C	
	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud	Books/library Books/library Books/library	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RL: Craft and Structure	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RL.1.6 Identify who is telling the story at various points in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42309 Etymology/meaning of words w/specific suffixes or prefixes	Interpretive reading cards Books, short stories, poems Books/library Dictionaries, card materials	C	
	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Books, short stories, poems Books/library Plays Poems, card materials	C	
	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 45001 Drama activities	Books, short stories, poems Books/library Play, poems, written work to perform	P	
	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 42309 Etymology/meaning of words 43901 Analyze literature for style	Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	P	
	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	C	

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RL: Integration of Knowledge and Ideas	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays		C	
	RL.1.8 not applicable to literature				
	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.3.8 not applicable to literature				
	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.4.8 not applicable to literature				
	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 43600 Exploring different genres in the elementary classroom	Literature Books, short stories, poems Pencil/paper	C	
	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Types of poetry – reading 43800 Types of poetry – writing 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poetry books, pencil/paper Poetry books, pencil/paper Poems, card materials	P	
	RL.5.8 not applicable to literature				
	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading	Books, short stories, poems Books/library Books/library	C	
	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Books, short stories, poems Books/library Books/library Poems, card materials Play, poems, written work to perform poems, stories, songs	C	
	RL.6.8 not applicable to literature				
	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Books, short stories, poems Books/library Books/library Books/library Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials Plays	C	
RL: Range of Reading and Level of Text Complexity	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material		
	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of Poetry – Reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
RL: Range of Reading and Level of Text Complexity	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	

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Reading – History

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RH: Key Ideas and Details	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc. Paper/pencil	C	
	RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	42207 Reading for research: use of content material	Books/library	P	
RH: Craft and Structure	RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library	C	
	RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library	P	
	RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
RH: Integration of Knowledge and Ideas	RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	42019 Research, make charts, timelines, tracing written language history	Research materials	P	
	RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
	RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
RH: Range of Reading and Level of Text Complexity	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc	C	

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Reading – Science & Technology

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RST: Key Ideas and Details	RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	P	
	RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Experiment cards (in geography) Measurement activities (in math)		C	
RST: Craft and Structure	RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Etymology given in lessons/activities Nomenclature material	P	
	RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
	RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books"	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
RST: Integration of Knowledge and Ideas	RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	P	
	RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
RST: Range of Reading and Level of Text Complexity	RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	

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Writing Standards

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	*COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps*	COMMENTS
W: Text Types and Purposes	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. EXAMPLE: *I read Charlotte's Web. I do not like Templeton the rat. Templeton is mean. I like Charlotte.*	Reading foundations: 42112 Command cards 42113 Reading for facts/pleasure 42117 Leveled reading books Reading elementary: 42200 Interpretive reading cards 42204 Independent reading 42205 Teacher reads aloud 42206 Individual/small group reading Literature: 42263 Literature circles 43000 Sentence building: 43001 Words 43002 Phrases 43007 Punctuation Expressive writing techniques: 43103 Strategies Writing process: 43510 Topic 45013 Regular, individual meeting between teacher/guide & child	Pencil/paper Small moveable alphabets multiple colors, Interpretive reading cards, Leveled reading books, Books/library	C	Montessori practice provides a rich verbal communication environment and diverse writing opportunities that extend and enhance the standards at this level.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	History of spoken language: explorations-oral preparation for writing 42000 Story- language 42002 Research materials History of written language: stories 42015-42014 Charts History of written language-explorations - 42019 Research materials Reading foundations: (see 1.1) Reading in elementary: (see 1.1) 45310 Pre-writing: choosing a topic 43600 Exploring different genres 43701 Encyclopedias/reference materials 43705 Simple report writing 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper, Reference materials: encyclopedia, atlas; Information and research source Key stories	C	See note above.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	History of spoken language-oral preparation for writing (see 1.2) History of written language: explorations (see 1.1) Reading in elementary (see 1.1) Word study (see 1.1) Grammar: Parts of speech: grammar boxes 42544 Noun-proper and common 42556 Simple tenses 42586 Adverb, further work 45013 Regular, individual meeting between teacher/guide & child	Pencil/paper Poems Books Key stories Grammar boxes Sentence analysis material Language charts	C	See note above.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Reading in elementary: 42203 Dictionary 42208 Fiction reading 42209 Non-fiction reading Literature: 42260 Various literature Word study: 42309 Etymology Grammar: Parts of speech: grammar boxes 42503 Noun: singular and plural 42504 Noun: gender 42508 Article: definite, indefinite 42513 Adjective: comomand cards 42520 Verb: command cards 42524 Preposition: command cards 42530 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42545-42548 Noun classification: concrete, abstract, collective, mass/material, work chart 42550-42544 Adjective: comparison, spelling, classification, detective adjective game 42557-42560 Verb: conjugation simple tenses-regular, irregular 42584 Preposition-further work 42586 Adverb - further work classification 42590 Personal pronouns Analysis of simple sentences/action verb 42603-42605 Adverbial modifiers, attributives, compound subject, compound predicate Analysis of compound sentences 42620 Compound sentences introduction 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper, Reference materials: dictionary, eytmological dictionary; Grammar box filling cards, Grammar commands, Grammar symbols, Detective adjective game, Verb card material, Classification charts, Sentence analysis material	C	See note above. Extend work of 1.1
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	History of Written Language-Explorations - 42019 research materials Reading in Elementary: (see 2.1) 42201 etymology 42202 nomenclature 42207 reading research 42210 reference books Spoken Language and Listening: 45007 presentation of written work 45013 regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil, Reference materials: encyclopedia, atlas; time lines, graphic organizers, nomenclature material, charts, notecards, information and research sources	C	Extend work of 1.2

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W: Text Types and Purposes	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Literature: 42261 Plays 42262 Literature-time lines Expressive writing techniques: (see 2.1) 43105 Story writing-developing characters 43800 Types of poetry - writing 43803 Types of poetry - reading 43903 Various literature sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper Time lines Poetry Plays	C	Extend work of 1.3
	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Reading in elementary: 42210 Reference-thesaurus Word study: 42302 Meaning of root 42305 Contractions 42306 Word families 42307 Suffixes-classified 42308 Finding suffixes, prefixes in books 42309 Etymology of suffixes, prefixes Analysis of compound sentences 42621 Write and find compound sentences Written expression: 43004 Agreement of subject/predicate 43005 Run on sentences, sentence fragments Expressive writing techniques: 43102 Use of thesaurus Writing process: 43504 Proofreader's marks 43505 How to edit own work Genres: 43603 Types of paragraphs (persuasive) Style: 43902 Symbolize and analyze patterns 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials:thesaurus, eytmological dictionary, Graphic organizers Charts Sentence analysis material Grammar symbols	C	Extend work of 2.1
	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Written expression genres 43602 Topic sentences 43603 Types of paragraphs 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.3.1b Provide reasons that support the opinion.	43107 Question game and mapping ideas	Question game form	C	
	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	42538 Conjunction 42584 Preposition, further work 42584 Adverb, further work	Grammar commands	C	
	W.3.1d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil	C	
	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Written expression: genres 43601 Paragraph 43603 Types of paragraphs Reports and research: 43703 Research resources 43705 Report writing 43707 Guided note taking 43903 Various sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: encyclopedia, atlas; time lines Graphic organizers Nomenclature material Charts Notecards Information and research sources	C	Extend work of 2.2
	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Expressive writing techniques: 43108 Embellish – illustration 43602 Topic sentences 43710 Timelines, charts, booklets	Art media Paper/pencil Peers & adults	C	
	W.3.2b Develop the topic with facts, definitions, and details.	43704 Evaluate information sources	Nomenclature material	C	
	W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	42536 Conjunction 42586 Adverb, further work	Grammar commands Adverb card material	C	
	W.3.2d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults Content and fiction books for examples	C	
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Written expression: genres 43601 Paragraph 43606 Types of paragraphs 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: dictionary, thesaurus, encyclopedia, atlas; Time lines Graphic organizers Charts Notecards Information sources	C	Extend work of 2.3
	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Expressive writing techniques 43104 Story writing-plot 43105 Developing characters	Books for examples Paper/pencil Key stories	C	
	W.3.3B use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus 43105 Developing characters	Thesaurus Books for examples	C	
	W.3.3C use temporal words and phrases to signal event order.	42586 Adverb, further work	Adverb card material	C	
	W.3.3d Provide a sense of closure.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	42200-42201, 42205-42210 Elementary reading 42263 Literature 43008 Written expression 43100-43107 Expressive writing Strategies and new skills using reasons and information 43500-43510 Writing process 43601-43603 Genre 43605 Introduction to types of essays 43608 Types of writing 43704-43709 Research 43901-43903 Style	Interpretive reading materials Dictionaries (with etymology), Read aloud literature, Literature for personal reading Content-area books Rubric for narrative, fiction & non-fiction writings Student writing exemplars	C	Extend, expand, and enhance the work of 3.1

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W: Text Types and Purposes	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	42262, Making literary timelines 42263, Literature circles 43103, Strategies for writing 43500-43510 Writing process 43602, 43604 Genres 43701, 43704 Research	Rubrics Templates, Graphic organizers	C	
	W.4.1b Provide reasons that are supported by facts and details.	43103, 43104, 43106, 43107 Expressive techniques	Paper/pencil Peers & adults Books for examples	C	
	W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	42544-42548 Parts of speech further work noun 42551-42554 Adjective 42558-32565 Verb tenses 42567, 42568 Verb voice 42584 Preposition 42586. 42587 Adverb 42589-42593 Pronoun 42596-42599 Intro. To s.A 42602-42606 Simple sentences 42613 Linking verb/ chart a 42620-42624 Sentence analysis	Sentence analysis materials Language charts	C	
	W.4.1d Provide a concluding statement or section related to the opinion presented.	43500-43510 Writing process 43601 Writing a paragraph 43602 Writing effective topic sentences Extend, expand, ehance 3.1D writing process	Paper/pencil Peers & adults Graphic organizers	C	
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Expressive 43100-43103, 43107 43500-43510 Writing process Expression 43600-43605 Reports and research 43702, 43706,43707 Style 43900	Content reading materials Rubrics Templates Graphic organizers	C	Extend work of 3.2
	W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	43103 Expressive writing – strategies 43108 Embellish- illustration 43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Rubrics Templates Graphic organizers	C	
	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline, 43705,06, 07, 10 Reports & research	Research materials, Reading materials Writing exemplars Graphic organizers	P	
	W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	43505, 06, 08 Writing process 43604 Written expression genres	Language charts	C	
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207, 42209, 42210 Reading/content & non-fiction, reference books 42300-42312 Word study (classifying), 43709, 43710 Reports & research 43900, 43901 Style	Content-area books Dictionaries, Thesaurus	C	
	W.4.2e Provide a concluding statement or section related to the information or explanation presented.	43601, 43602 Written expression genre	Rubrics Templates Graphic organizers	C	
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	43000-43009 Sentence building 43100-43108 Expressive writing techniques 43500-43510 Writing process, 42200, 42208 Clause analysis 43900, 43901 Written expresion sentence building	Literature books Rubrics Templates Graphic organizers	C	Extend work of 3.3
	W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	43104 Story writing-plot 43105 Story writing-characters	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	43000, 43001 Written expression sentence building 43105 Story writing-characters 43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	42556 - 42565 Further work with verb/tenses 2570, 42571, 42572, 42573, 42573 Further work with verb/mood 42613 Additional sentence analysis/linking verbs 42631, 42632 Clause analysis/adjecitval & adverbial clauses 43001, 43002 Written expression/sentence bulding 43103, 43106 Expressive writing techniques/ strategies, further elements of story writing 43505 Writing process/editing 43601 Written expression/paragraphing 43710 Research/timelines	Language charts, Writing exemplars	C	
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Language charts, Writing exemplars Literature	C	
	W.4.3e Provide a conclusion that follows from the narrated experiences or events.	43505 Writing process 43603 Written expression genre 43900, 43901 Written expression sentence building 45013 Regular, individual meeting between teacher/guide & child	Writing exemplar, Graphic organizers Literature	C	
	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Extend, expand, and enhance work of 4.1 42626-42628 Additional sentence analysis 42631-42634 Clauses & complex sentences	Paper/pencil Peers & adults Sentence analysis materials	C	Extend work of 4.1
	W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Extend, expand, and enhance work of 4.1A	Paper/pencil Peers & adults Graphic organizers Templates	C	Extend work of 4.1a
	W.5.1b Provide logically ordered reasons that are supported by facts and details.	Extend, expand, and enhance work of 4.1B	Paper/pencil Peers & adults Question game form	C	Extend work of 4.1b

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	W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	Extend work of 4.1c
	W.5.1d Provide a concluding statement or section related to the opinion presented.	Extend, expand, and enhance work of 4.1D 43508 Writing process/development of ideas & content 43607 - Written expression /thesis	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.1d
	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Extend, expand, and enhance work of 4.2	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.2
	W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	"Extend, expand, enhance 4.2A 43108 Expressive writing/embellish 42263 Literature/lit. Circles 43502 Writing process/team-based writing	Paper/pencil Peers & adults Books for examples Art media Technology resources	C	Extend work of 4.2a
	W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Paper/pencil Peers & adults Graphic organizers, templates	C	
	W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Extend work of 4.1C 42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	
	W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Extend, expand, and enhance work of 4.2d	Content-area books Dictionaries, Thesaurus	C	Extend work of 4.2d
	W.5.2e Provide a concluding statement or section related to the information or explanation presented.	Extend, expand, and enhance work of 4.2e	Rubrics Templates Graphic organizers	C	Extend work of 4.2e
	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Extend, expand, and enhance work of 4.3	Literature books Rubrics Templates Graphic organizers	C	Extend work of 4.3
	W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	42262 Literature/literary timelines Extend, expand, enhance 4.3a	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Extend, expand, and enhance 4.3b 43105 Story Writing-Characters	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Extend, expand, enhance 4.3c	Language charts Writing exemplars	C	Extend work of 4.3c
W: Text Types and Purposes	W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Extend, expand, enhance 4.3d	Language charts Writing exemplars Literature	C	1)Experiences outdoors and in with real plants and animals give a foundation of sensory experience 2)Related vocabulary is given with materials and used in communicating with each other, adults in the environment, and perhaps people in the store when the students purchase animal supplies.
	W.5.3e Provide a conclusion that follows from the narrated experiences or events.	Extend, enxpand, enhance 4.3e	Writing exemplars Graphic organizers Literature	C	Extend work of 4.3e
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	42113 Reading for facts/pleasure 42117 Leveled reading books 42602-42611 Sentence analysis 42629, 42630 Clause 42635, 42636, 42637 Compound complex written expression: 43004, 43005, 43006 Writing process 43510, 43500, 43502 Groupwriting. 43509 Genre 43600-43605 Style 43901, 43902, 43903, 45009, 45013 Regular, individual meeting between teacher/guide & child	Books Sentence analysis materials Language charts Papaer pencil, peers & adults	C	Extend work of 5.1
	W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	42611, 43607 Sentence analysis	Sentence analysis materials	C	
	W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	42626-42634 Additional sentence analysis	Sentence analysis materials	C	Extend work of 4.1b
	W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	42300-42312 Word study/classifying 43001-43003 Written expression	Language charts Card material	C	Extend work of 4.1c
	W.6.1d Establish and maintain a formal style.	3008 Written expression - sentence building/ variations 43900, 43901 Style/analyze personal style, analyze lit. styles	Paper/pencil Peers & adults	C	
	W.6.1e Provide a concluding statement or section that follows from the argument presented.	Extend, expand, and enhance 5.1d	Paper/pencil Peers & adults	C	Extend work of 4.1d
	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	42202, 42203, 42204, 42207, 42209 Reading/ nomenclature , dictionary use, indep. rdg., rdg. for research, non-fiction rdg. 43603, 43604, 43606, 43607, 43608 Written expression genre/types of paragraphs, analysis of para., thesis statements, classroom publications, science command writing 43701-43705 Reports & research/reference use, developing ideas & questions, reports & technical writing 45013 Regular, individual meeting between teacher/guide & child	Classified nomenclature Command cards Books Templates, Graphic Organizers	C	Extend work of 5.2

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	W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	42210 Reading/reference books 43603 Written expression genre/types of paragraphs	Books Templates Graphic organizers	C	Technology resources may be required
	W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	42210 Reading/reference books 3007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/ strategies for writing, question game 43508, 43509 Writing process/developing ideas & content, writing for publication	Question game form Books Templates Graphic organizers	C	
	W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	42626-42628 Clause analysis/ind. coordinate clauses, compound sentences with coord. clauses, analyze complex sentences	Sentence analysis materials Language chart B	C	
	W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42201-3 Reading/etymology, nomenclature, dictionary use 42306-09 Word study/word families, roots, etymology 43706-43707 Reports & research/technical writing and note-taking	Classified nomenclature Dictionaries Word study charts & materials	C	
	W.6.2E establish and maintain a formal style.	43008 Sentence building/sentence variation 43900-43901 Style/analyze personal style, analyze others & literary style 45013 Regular, individual meeting between teacher/guide & child	Books Paper/pencil Peers & adults	C	see 6.1C
	W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	43505 Writing process/editing work for clarity	Paper/pencil Peers & adults	C	see 6.1.e
W: Text Types and Purposes	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	42208 Fiction reading 42260,42261, 42263, Literary genres, plays, literature circles 42113 Reading for facts/pleasure Extend work of 5.3C verbs 42620-42624 Sentence analysis 43100 Figures of speech 43104, Story writing 43510, 43500 Pre-writing choosing a topic and making a concept map 43509, Writing for publication Genre: 43600, 01, 03 45013 Regular, individual meeting between teacher/guide & child	Key stories Books Sentence analysis material Paper/pencil Peers & adults	C	Comparative style analysis. Extend work of 5.3
	W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically.	43105 Story Writing-Characters 43106 Story writing elements	Books Key stories Paper/pencil Peers & adults	C	
	W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	42553 Adjective 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C	
	W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	42623 Conjugations 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C	
	W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	43101 Further creative elements 43102 Thesaurus 43100 Figures of speech 43800ab Poetry 45013 regular, individual meeting between teacher/guide & child	Books Key stories Paper/pencil Peers & adults	C	
	W.6.3e Provide a conclusion that follows from the narrated experiences or events.	43106 Story writing 43505 Edit own work for organization voice, fluency, ideas & content	Books Key stories Paper/pencil Peers & adults	C	
	W.1.4 begins in grade 3				
	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	43500-43510 writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.
	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)	
	W.2.4 begins in grade 3				
W: Production and Distribution of Writing	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.
	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)	
	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.

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W: Production and Distribution of Writing	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	43505 Edit own work 43506 Revising 43507 Edit work of others 43508 Further development	Paper/pencil Proof reading symbols chart Peers & adults	C	
	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	43502 Team-based writing project 43507 Edit work of others	Paper/pencil Proof reading symbols chart Peers & adults	C (produce, publish, interact, collaborate) X (keyboarding)	
	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	43100-43108 Expressive writing 43500-43509 Writing process 43600-43608 Written exp. Genres 43700-43710 Reports & research 43900-43903 Style	Writing exemplars Literature books Rubrics Templates Graphic organizers	C	
	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	43103, 43107 Expressive writing techniques/ strategies, question game 43500-43510 Writing process 43601, 43602, 43603, 43604 Written expression/ topic sentences, paragraphs, analyzing effective paragraphs	Rubrics Graphic organizers Writing exemplars	C	
	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Expressive writing: 43100-43108 Writing process: 43500-43510 Written exp. Genres: 43600-43608 Reports & research: 43700-43710 Style: 43900-43903	Research materials, Reading materials, Writing exemplars, Graphic organizers	X	Digital sources required
	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Extend, expand, and enhance 4.4	Paper/pencil Peers & adults	C	
	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	Extend, expand, and enhance 4.5	Paper/pencil Peers & adults	C	
	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Extend, expand, enhance 4.6	Paper/pencil Peers & adults	P (internet, keyboarding)	Access to digital resources
	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	43509 Writing for publication 43900-43903 Study writing for style, analyze literature for style, symbolize parts of speech and analyze patterns 45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W. 5.4 add style
	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)	45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W5.5
	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	45013 regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	X (internet, keyboarding)	Same as W.1, ame as W5.6 but without guidance Access to digital resources
W: Research to Build and Present Knowledge	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43800-43803 Poetry	Books Timelines Command cards Key stories Paper/pencil Peers & adults	C	
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600 Written expression genres 43700-43705 Reports and research	Books Key stories Paper/pencil Peers & adults	C	
	W.1.9 begins in grade 4			X (digital sources)	Extend work of 4.1.9
	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43706 Lab reports 434708 Field journal 43800-43803 Poetry	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	

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W: Research to Build and Present Knowledge	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600-43603 & 43608 Writing expression genres 43700-43705 Reports and research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.2.9 begins in grade 4				
	W.3.7 Conduct short research projects that build knowledge about a topic.	43700-43710 Reports and Research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	43700-43710 Reports and research 43702 Graphic organizers 43704 Evaluate information sources 43707 Note taking	Paper & pencil Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Peers & adults	C	Access to digital resources
	W.3.9 begins in grade 4				
	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	42201, 42202, 42204, 42206, 42207, 42209, 42210 Reading/etymology, nomenclature, ind. Rdg.,Grp. Rdg., Rdg. For research, non-fiction rdg., Reference books 43700-43708 Reports & research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	"42205, 42206, 42207 Reading /Nomenclature, Read Aloud, Rdg. For Research 45000, 45007-45011 Spoken Language/Oral Presentations, Speeches, Debates, reporting, Taking Notes & Dictation 43700-43708 Reports & Research/Using research materials, evaluating sources, note-taking, writing, types of research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42200-42210 Reading in elementary/interpretive rdg, rdg, for research, etc. 42260-42263 Literature 43100, 43101, 43103, 43104, 43107 Expressive writing 43701, 43704 Reports and research/using ref. Books, evaluating info. Sources, 43901, 43903 Style/analyze literature, explore style in various forms	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	42200, 42208 Reading/fluent rdg., Interpretive rdg., Fiction rdg. 42260- 42263 Literature/styles, periods, plays, literary timelines, lit. circles 43104-43107 Expressive writing/story writing - plot, character, setting, question game 43600 Written expression genres/exploring genres 43800 Types of poetry – writing 43803 Types of poetry – reading 45001, 45002 Spoken language/drama activities, listen & repsond to stories, poems, & songs	Books/timelines Key stories History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	43103, 43107 Expressive writing/strategies for writing, question game 43601- 43608 Written Expression Genres/ Effective Writing, Analyzing writing, Types of, & Purposes for writing, etc. 43700, 43702, 43704-43710 Reports & Research/ Research ideas, Develping questions, Evaluating, Note-taking, etc. 45001, 45007-45011Spoken Language/Oral Presentations, Speeches & Debate, Reporting, Taking Notes, etc.	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Extend, expand, enhance 4.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	Access to digital resources
	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Extend, expand, and enhance 4.8	"Timelines	C	Access to digital resources
	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Extend, expand, and enhance 4.9	Books Paper & pencil Peers & adults	C	
	W.5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Extend, espand, and enhance 4.9a	Books Paper & pencil Peers & adults	C	
	W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Extend, espand, and enhance 4.9b	Books Paper & pencil Peers & adults	C	

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W: Research to Build and Present Knowledge	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	42019 History of language/research, make charts, timelines, tracing written language history 42202,42204,42207, 42209,42210 Reading/ nomenclature, ind, rdg., Non-fic.rdg., Rdg. for research, ref. books 43007 Sentence building/punctuation 43103 Expressive writing/strategies for writing 43510 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43705, 43710 Reports & research/parts of a book, various research materials, create timelines, charts, booklets 45011, 45013 Spoken language & listening/ taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	42019 History of language/research, make charts, timelines, tracing written language history 42202, 42204, 42207, 42209, 42210 Reading/ nomenclature, indep. Rdg., Rdg. For research, non-fic. Rdg, ref. Books 43007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/ strategies for writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. Genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43706, 43710 Reports & research/ parts of a book, various research materials, technical writing, create timelines, charts, booklets 45011, 45013 Spoken language & listening/ taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources
	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42019 history of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42202, 42204, 42207-42210 Reading/ nomenclature, indep. rdg., rdg. for research, fiction rdg., Non-fic. rdg, ref. books, 42260-42263 Literature/reading plays, literary circle 43100-43107 Expressive writing techniques/ figures of speech, using thesaurus, story writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609, Written expression genres/ exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43710 Reports & research/ parts of a book, various research materials, create timelines, charts, booklets 43800 Types of poetry – writing 43802 Study of poetry 43803 Types of poetry – reading 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42208 Reading/fiction reading 42260-42263 Literature/introducing children to literature/genres/styles/periods, reading plays 43100-43101, 43104-43106 Expressive writing techniques/figures of speech and creative elements, story writing 43500A, 43509 writing process/ choosing a topic, writing for publication 43600-43609 Written expression genres/writing types & parts of paragraphs, essays, analyzing writing 43707 Reports & research/guided note-taking 43800 Types of poetry – writing 43803 Types of poetry – reading 43802 Study of poetry 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	42019 History of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42207, 42209, 42210 Reading/reading for research, non-fiction reading, reference books 43510, 43509 Writing process/pre-writing, writing for publication 43600-43609 Written expression genres/writing paragraph, topic sentences, essays, analyze writing 43700-43704, 43707 Reports & research/parts of a book and research sources, guided notetaking 45013 Spoken languagae & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
W: Range of Writing	W.1.10 begins in grade 3				
	W.2.10 begins in grade 3				
	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Written Expression 43103-43108 Expressive Writing Techniques: strategies, stories 43500-43510 Writing Process 43600-43604 Genres: expository, descriptive, narrative, persuasive 43608 publications, letters, thank you notes 43700-43710 Reports and Research 43800 Types of Poetry - Writing	Books Paper & pencil Peers & adults Timelines Key Stories History, Geography, Biology Charts Nomenclature	C	

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	W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	42019 History of written language/research, make charts, timelines, tracing written language history 43004- 43009 Written expression/sentence building - agreement, fragments, modifiers, punctuation use, sentence structure & variations 43100-43108 Expressive writing/figurative language, creative elements, story writing, question game, embellsihment 43500-43510 Written expression – writing process/pre-writing through editing & revising to publication 43600-43608 Written expression genres/types of writing, parts of writing, analysis & evaluation writing 43702, 43705-43710 Reports & research/ developing ideas & questions, non-fiction writing types 43800-43803 Reading, writing, study of poetry 43902-43903 Style/symbolize for sentence patterns & rhythyms, explore style through various types of writing	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	
	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Extend, expand, and enhance 4.10 42611 Analysis of simple sentences/student composes and analyzes own sentences with various features 42635-42637 Write compound/complex sentences and analyze parts 43700-43706 Parts of a book, encyclopedia, research, technical writing 45000 Spoken language and listening/oral presentations & reports, speachmaking & debates, taking notes from lecture or dictation 45013 Regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	
	W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	42019 History of written language/research, make charts, timelines, tracing written language history 42611 Analysis of simple sentences/student composes and analyzes own sentences with various features 42635-42637 Clause analysis/write compound/ complex sentences and analyze parts 43001-43006, 43008, Sentence building/words, phrases, clauses, agreement, fragments, etc., Sentence structure variations 43100-43107 Expressive writing techniques/ figurative language, strategies for writing, story writing 43700-43706, 43710 Reports & research/parts of a book, encyclopedia, research, technical writing, create timelines, charts, booklets 43800 Types of poetry – writing 43803 Types of poetry –reading 45000, 45007, 45010, 45011, 45013 Spoken language & listening/oral presentations, presenting a report, reporting, speech-making, debates, taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	

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Writing – History, Science & Technology

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WHST: Text Types and Purposes	WHST.6-8.1 Write arguments focused on discipline-specific content.	42207, 42209, 42210 Reading/content area rdg., Non-fic. Rdg., Reference books. 43606, 43607 Written expression/essays, thesis statements 43705, 43706 Reports & research/reports, technical writing 43903 Style/explore, use of various styles for a purpose 45004-06, 45009-11 Spoken language & listening/grace & courtesy, conflict resolution asking questions, speeches, debate, reporting, taking notes from lecture or dictation	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	P	Some children (11/12 y.O.) Will be developmentally prepared for this work and undertake "formal" argument writing AMI provides generalized experiences through the elementary curriculum that provide the foundation for content-specific work to be undertaken at the third plane/ adolescence/middle school. Access to digital resources
	WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports 7 research/evaluating sources	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	C	Some 11/12 y.o. will be developmentally prepared for this work. Certainly, elementary children must be exposed to comparison-contrast exercises and Venn diagrams as foundational to this sub-standard. AMI provides generalized experiences built upon developmental readiness throug hthe elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources
	WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	43504 Writing process/edit for organization, ideas & content 43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports & research/evaluating sources 45011, 45013 Spoken language and listening/	Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources
	WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	42620-624 Analysis of compound, complex, compound-complex sentences/types, parts, classification 42260-637 Clause analysis/further study - types and parts of clauses, writing, analysis of clauses 43000-008 Sentence building/words, phrases & fragments, modifiers, sentences, structure & variations	Sentence analysis materials Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication. AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
	WHST.6-8.1d Establish and maintain a formal style.	43505, 43506, 43508 Writing process/edit & revise for 6 analystical traits, revising drafts, further development of ideas & content 43900-903 Style/analyze personal style, analyze style of others, symbolize & analyze patterns, explore forms & styles	Grammar symbols Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.	Extend, expand, and enhance work of 6.1e 43508 09 Writing Process/Development of Ideas & Content, Writing for publication 43604, 43607 Written Expression/Analyze effective paragraphs, Thesis 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.2 Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	Extend the work of 6.2	Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Command cards for science, esp. Procedural Books Templates Graphic organizers Student generated writing	C	
	WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Extend, expand, and enhance the work of 6.2a	Templates Graphic organizers Student generated writing	C	Access to digital resources
	WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Extend, expand, and enhance the work of 6.2b	Books Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Student generated writing	C	Access to digital resources
	WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Extend, expand, and enhance the work of 6.2c	Sentence analysis materials Student generated writing	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
WHST: Text Types and Purposes	WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207 Reading/use of content rdg 42504, 42507 Writing process/editing for word choice, ideas & content, further development of ideas & content	Books Peers & adults Student generated writing	C	
	WHST.6-8.2e Establish and maintain a formal style and objective tone.	Extend, expand, and enhance the work of 6.2e 43505, 43507-509 Writing Process/Editing for word choice, Further development of ideas & content, Writing for publication	Peers & adults Student generated writing	C	Some 11/12 y.o. will be developmentally prepared for this work and able to mantain objectivity in written and spoken language. AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school."
	WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Extend, expand, enhance the work of 6.2f 43509 Writing Process/Writing for publication 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Peers & adults	C	
WHST: Production and Distribution of Writing	WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Same as 6.4	Paper, pencil Peers & adults	C	
	WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Extend, expand, enhance the work of 6.5	Paper, pencil Peers & adults Student generated writing	C	
	WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	45013 regular, individual meeting between teacher/guide & child	Paper, pencil Student generated writing Adult	X (technology)	Access to digital resources
WHST: Research to Build Present Knowledge	WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Extend, expand, enhance the work of 6.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Paper, pencil Peers & adults	C	Some 11/12 y.o. will be developmentally prepared for this work and able to generate additional ""focused"" questions and possible explorations that go beyond the experience in a formal manner. AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Extend, expand, and enhance the work of 6.8	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources required Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of source material depending on its sophistication. AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school."
	WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.	Extend, expand, and enhance the work of 6.9	Books Paper, pencil Peers & adults	C	AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
WHST: Range of Writing	WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Extend, expand, and enhance the work of 6.10	Books Paper, pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature Student generated writing	C	

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ATTACHMENT 21

ATTACHMENT 21

NEW: Tuition Billing & Payments Solution Now Availat

Montessori School Management Software

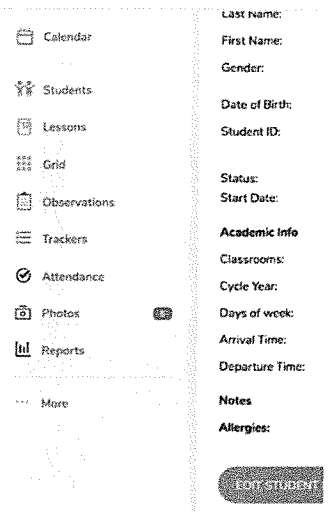
The easy way for Montessori Educators to save time

One more thing to add to life's certainties. . .more paper = more clutter. Even those of us with the ability to chan which to file an 8 1/2 x 11 slice of processed tree pulp. Office programs like Word & Excel can help, but they jus crash anyone?? Montessori Compass is a breath of fresh air for busy school administrators! MC provides centra save time & money. MC makes it easy to streamline day-to-day activities, encourage staff collaboration, reduce operating costs.

Online Student Profiles

Your paperless office starts here!

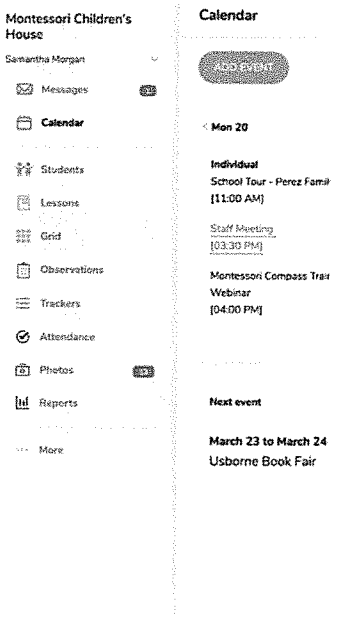
No more folders or filing cabinets. Montessori Compass will store all student data in a secure, centralized web-based "cloud" location. Parent contact info – check. Emergency contacts – check. Academic, health, behavioral info – check. Allergies, Immunizations – check. Easy access from your iPad, iPhone, Android tablet/smartphone, Mac, PC – any web-enabled device!



Online School Calendar

Easily maintain accurate, up-to-date calendars!

With Montessori Compass it's easy to keep your school's community in the know! Create school-wide or classroom-specific events. All lesson names and descriptions publish directly to the calendar. Calendars are personalized for students so parents only see events that are relevant to their respective classroom(s). Parents, teachers, and administrators can view updated daily events on the web or print an annual school calendar to post on the fridge!

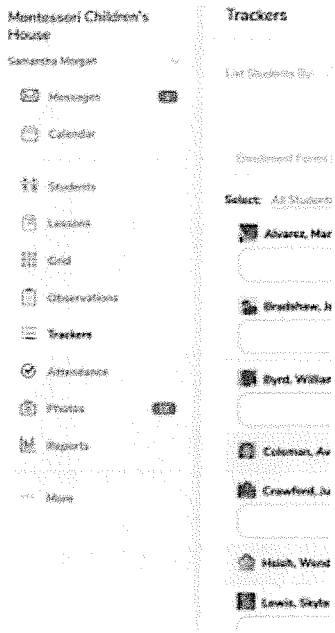


Custom Trackers

Enrollment forms, permission slips, tuition payments...create customizable trackers for any situation!

Trackers are a flexible tool that enable you to create a customized list of things you need to keep track of throughout the school year. Keep track of all your paperwork, tuition payments, volunteer hours, or anything else you would like to save for future reference. Trackers can be organized by category and robust

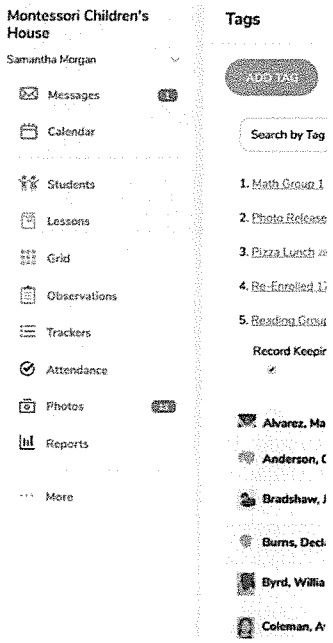
reporting capability makes it easy to monitor trackers for every child in your school.



Student Tags

The easy way to group students together based on any type of criteria!

The Student Tag feature is another example of MC's no "one-size-fits-all" philosophy. Create a tag based on any criteria you wish to group students together. For example, maybe you are posting classroom photos on Facebook and need to find out who has signed the Photo Release form. Or maybe you need to know which students will be participating in Pizza lunch. Filter your student list based on the tag and print a report!

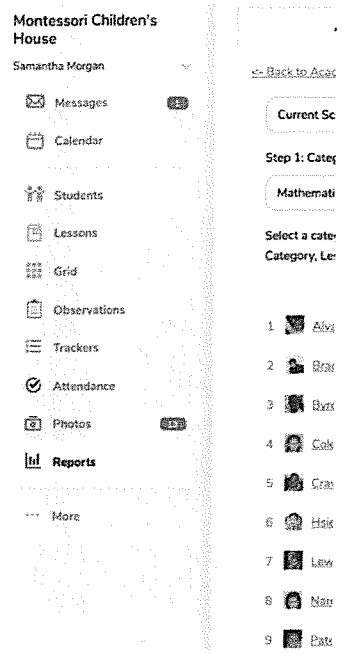


Real-time Student Metrics

Don't wait for progress report time to evaluate student performance!

With Montessori Compass, you can conveniently monitor the progress of every student in your school on a real-time basis. Reports can be generated instantly, to help guides/administrators to ensure students are on track to achieve academic goals. View by curriculum category, timeline of all lessons, highest recorded assessment level, or standards mapping. Reports are private and only shared with

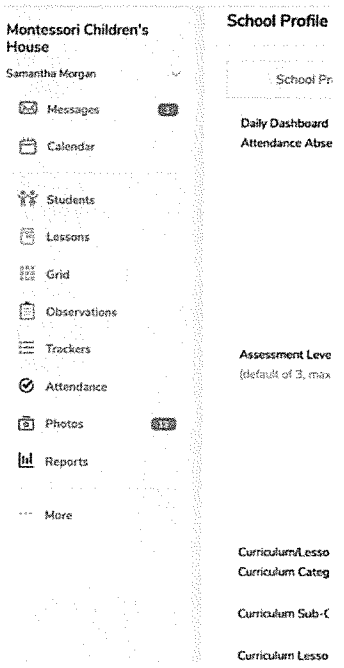
parents at the school's discretion. MC includes a variety of useful tools to view a student's progress including the ability to select any lesson in your curriculum and instantly see the last documented skill level for every student in your classroom!



Customized School Profiles

Because there's no one-size-fits-all approach to running your school!

MC was built from the ground up to be very adaptable, allowing schools from all corners of the globe to customize a variety of settings to meet their very specific needs. Custom Date Format and Time Zone – check. Custom Absence Reasons and Assessment Levels – check. Custom Curriculum and Cycle Years – check. Custom Allergies and Immunizations – check. Schools have full control over all communication settings including messaging, calendar, photos, email notifications, activity reports, and progress reports. Your school's MC experience can be as unique as your school community!!



NEXT >> PARENT COMMUNICATION FEATURES

NEW: Tuition Billing & Payments Solution Now Availab

Montessori Classroom Management Software

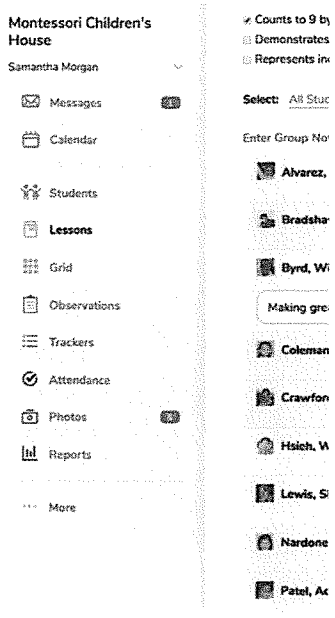
The easy way for Montessori Educators to spend more time doing wh

Let's face it, the school day just never seems long enough. You enjoy the time you spend with your students bu
Never fear, Montessori Compass is here to help! MC was designed by Montessori educators to help simplify rec
management tasks. MC's powerful, yet easy-to-use online tools save you time, freeing you up to do more of wl

Online Montessori Record Keeping

The Montessori Record Keeping solution that adapts to your work flow!

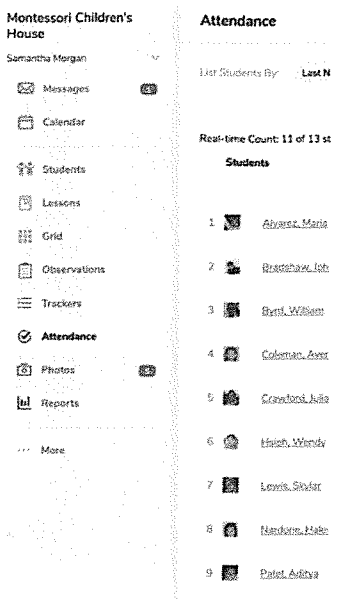
Put the clipboards away and record your daily classroom activity from ANY web-enabled device! MC's incredibly easy-to-use record keeping interface works beautifully on an up-to-date iPad, iPhone, Android tablet/phone, Mac, or PC. Plan your lessons in advance or record independent lessons in real-time. This is the perfect solution for any Montessori Educator seeking a record keeping solution that just works! All record keeping data is automatically saved and tagged to designated student profiles. Real-time reports on classroom progress can be generated instantly. Use our Montessori Scope and Sequence or add your own. Montessori Educators from all over the globe agree... this is the Online Montessori Record Keeping system you have been searching for!



Classroom Attendance

Start your day off with a cup of coffee and your easiest task of the day!

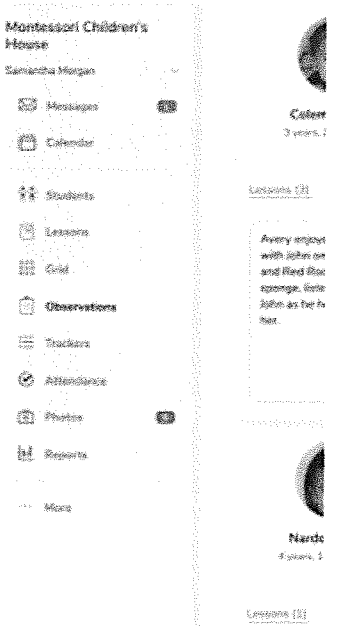
Student list automatically populates with correct names, based on day of the week. Mark all students present with a single click. Absence reasons are customizable, making accurate reporting a breeze. Just check off absent or tardy students, watch your data get auto-saved, and enjoy your coffee!



Classroom Observations

Like having a fresh sheet of paper in a student's individual notebook each day!

A Montessori Educator's classroom observations are vital for successful charting of individual learning paths. MC's Classroom Observations feature makes it easy to record private notes at any time for your classroom and students. Observations are automatically saved in real-time and shared with other staff members (great for team-teaching). Record a quick one-liner or multiple paragraphs. Jot down additional notes throughout the day, edit existing notes, and access historical notes at any time!

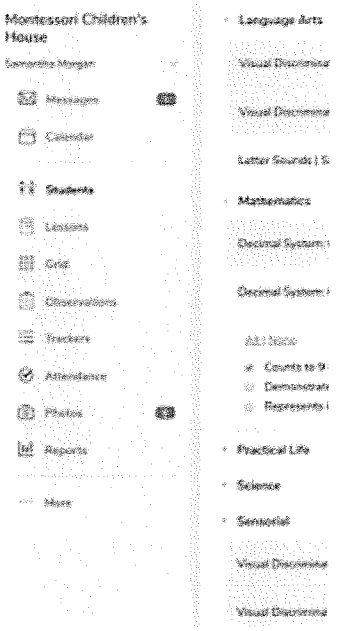


Lesson Ideas

Illuminate your independent work plans!

Charting an independent work plan for each child in your classroom can be challenging. Lesson ideas help make this process easier than ever, by providing a flexible tool that enables you to plan lessons for the future – without committing

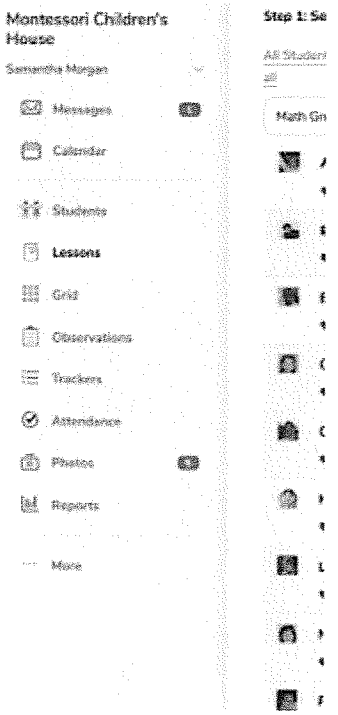
to a specific date. Each child has their own to-do list of lessons, which are accessible on the Lessons page. Light bulb icons can be found throughout the system. Simply click the icon to add a new lesson idea for one student, while recording or planning the same lesson for a different student. When the lesson has been recorded, it is removed from the child's lesson ideas list.



Batch Record Keeping

Record many records for many students at the same time!

Batch Record Keeping makes it easy to do a high volume of record keeping in a short period of time. If you are starting a new Montessori Compass account mid-year, this is the perfect tool to back-date all of your records since the beginning of the school year. If you record student activity on paper during the day, this tool makes it simple to enter your records at the end of the school day or at home on the weekend. Just choose an area of the classroom, select your students, and check the lessons you wish to record.

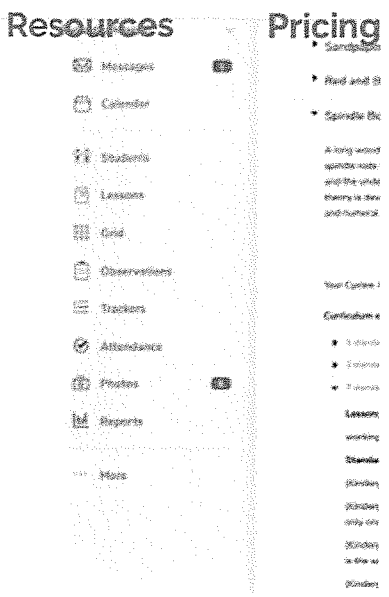


Lesson Plans

Now your lessons are easy to plan and easy to share!

Montessori Compass makes it easy to share lessons with colleagues and reuse in your classroom for years to come! Lesson names & descriptions can optionally

individual basis. Lessons are automatically tagged to designated stu
making progress report time a breeze. Plan classroom activities and lessons in advance – days, weeks, even months ahead. Plan for a specific date, but record when the child is ready. Keep your classroom on track and focused on making the most out of every learning opportunity!



Weekly Work Plans

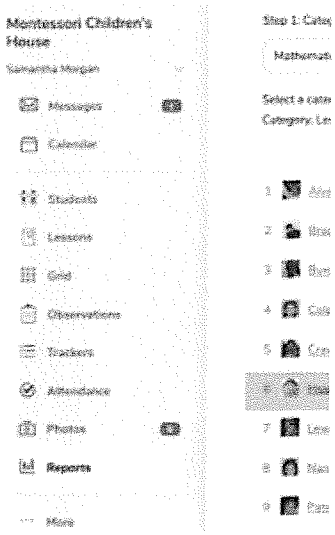
Customized Work Plans for every child in your classroom!

Work plans are automatically generated and include all planned lessons for the week. You can view on the web, download a PDF, or print. Work plans may include all students in the classroom or can be filtered by an individual child.

Classroom Progress At-A-Glance

Get a birds-eye view of how each child is progressing in your classroom!

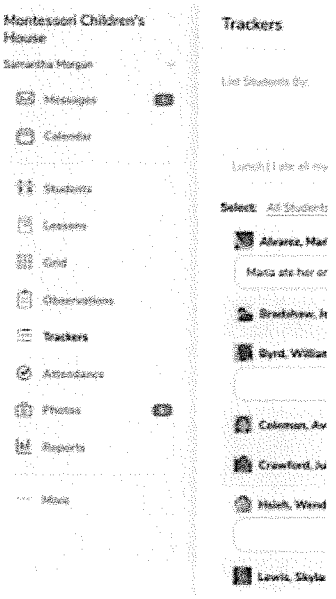
The Classroom Progress At-A-Glance Report is a terrific example of the power of online record keeping. Choose any area of the classroom, then proceed to drill down by sub-category, lesson, and element (measurable learning objective). This provides a real-time account of how each child is progressing through the Scope and Sequence. Download a spreadsheet to analyze the data in greater detail.



Trackers

Naps, Meals, Toilet-training...create customizable trackers for any classroom situation!

Trackers are a flexible tool that enable you to create a customized list of things you need to keep track of throughout the school day. Replace paper forms you currently utilize for daily things like naps, meals, or toilet-training. Trackers can be automatically shared with parents via optional daily/weekly Activity Reports or can be kept private. Powerful reporting tools enable you to instantly see which students have turned in the field trip permission slip or how many students still need to complete a special classroom project.



Parent Communication

Simple & Convenient...Sharing updates with parents has never been easier!

Similar to the Classroom Observations feature, the Parent Communication feature makes it easy to share information with parents. Share a single classroom note that all parents can view or share private comments/reminders with individual parents. Comments will appear on the student's Activity Report, which is an optional feature that can be made available to parents on either a daily/weekly basis.

NEW: Tuition Billing & Payments Solution Now Availab

Montessori Parent Communication Software

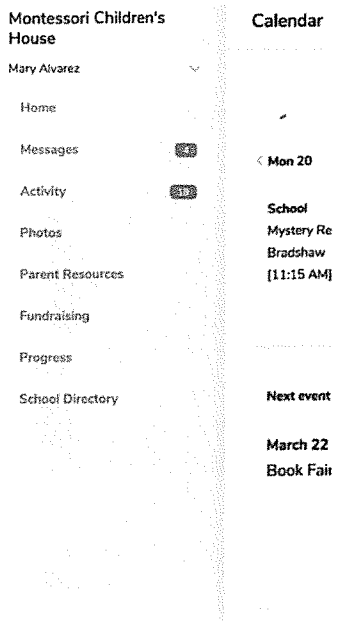
The easy way for Montessori Educators to help bridge the commu school!

Extraordinary things happen at your Montessori school every day – don't keep them a secret! The occasional 3(doesn't tell the whole story. Phone conversations or in-person meetings can be difficult to schedule and time-c communication, resulting in a more personalized connection with the school community. MC makes it easy to s wonderful moments of childhood spontaneity that help make your classroom such an enjoyable place!

Online Parent Portal

Parents rejoice! Finally, there is an easy way to stay connected to your child's school!

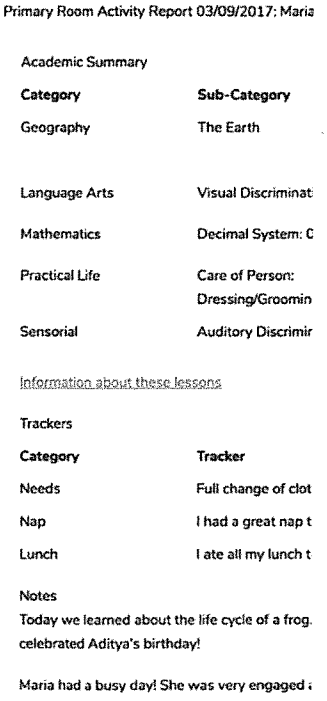
No more scouring the minivan floors in search of that missing monthly school newsletter (ummm...been there, done that). Busy parents can simply access important school information in real-time from any computer or web-enabled mobile device (i.e. iPhone, iPad, Android, etc.) Each parent website is password-protected and personalized to contain only the information that is relevant to the designated user's family.



Activity Reports

Like placing a sticky note in a child's backpack on the way home from school!

Activity Reports help answer the age old question for parents... what did my child do at school today! This optional report can be customized per classroom and automatically delivered to parents on a daily or weekly basis. Schools can choose to include lessons, notes, and/or trackers (i.e. naps, toilet training, meals, etc.) This brief summary of the child's day helps make family time even better as parents can engage their children in a real conversation about their school day!


Primary Room Activity Report 03/09/2017: Maria

Academic Summary

Category	Sub-Category
Geography	The Earth
Language Arts	Visual Discriminat
Mathematics	Decimal System: C
Practical Life	Care of Person: Dressing/Groomin
Sensorial	Auditory Discrimir

Information about these lessons

Trackers

Category	Tracker
Needs	Full change of clot
Nap	I had a great nap t
Lunch	I ate all my lunch t

Notes

Today we learned about the life cycle of a frog. celebrated Aditya's birthday!

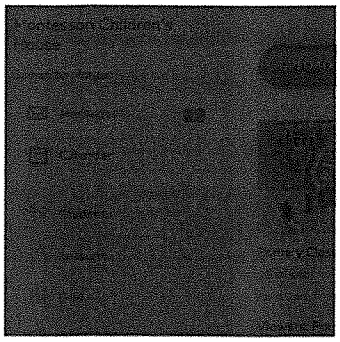
Maria had a busy day! She was very engaged

Online Classroom Photos

This just in... parents LOVE to see photos of their kids!

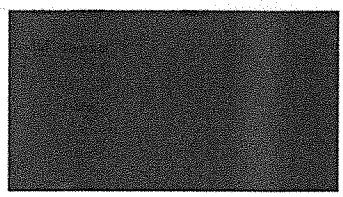
MC makes it easy to share online photos of classroom activities. Photos can be uploaded to your Montessori Compass account and instantly shared with your students' adoring fans (i.e. their parents.) Photos are tagged to designated parent

accounts, so parents only see what is relevant to them. To protect privacy, only users with a school-authorized, password-protected MC account can access photos of classroom activity.



MONTESSORI COMPASS

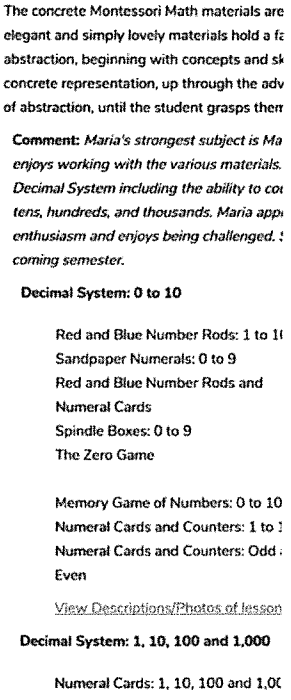
Tour Resources Pricing



Online Montessori Progress Reports

Generate custom Montessori Progress Reports!

Even the most engaged parents can find it challenging to effectively understand their child's progress in the Montessori classroom. Montessori Compass makes it easy for parents to see tangible evidence of their child's academic and social development in an easy-to-read format. MC's comprehensive Online Montessori Progress Reports compile all of the lessons presented to the student over the selected period of time and may include personalized notes from the teacher. Parents can view student progress reports on the web via the parent portal. You may also choose to download/print a PDF and deliver to parents outside of the portal. Progress Reports are highly customizable, giving you the ability to opt-in/out of sections including a customizable Skills Report and the Standards Report.


The concrete Montessori Math materials are
elegant and simply lovely materials hold a fa
abstraction, beginning with concepts and sk
concrete representation, up through the adv
of abstraction, until the student grasps them

Comment: *Maria's strongest subject is Ma*
enjoys working with the various materials.
Decimal System including the ability to cou
tens, hundreds, and thousands. Maria appr
enthusiasm and enjoys being challenged. S
coming semester.

Decimal System: 0 to 10

Red and Blue Number Rods: 1 to 1(
Sandpaper Numerals: 0 to 9
Red and Blue Number Rods and Numeral Cards
Spindle Boxes: 0 to 9
The Zero Game

Memory Game of Numbers: 0 to 10
Numeral Cards and Counters: 1 to 1
Numeral Cards and Counters: Odd
Even

View Descriptions/Photos of lesson

Decimal System: 1, 10, 100 and 1,000

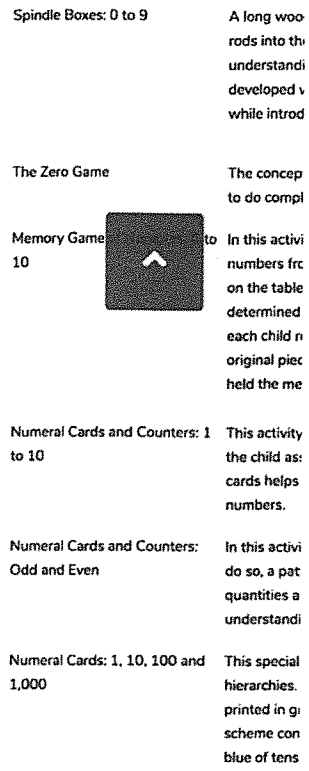
Numeral Cards: 1, 10, 100 and 1,0(

Montessori Materials Photos & Descriptions

Helping to turn Montessori Parents into Montessori Advocates!

Has a parent ever asked you about Metal "Insects"? Parents choose a Montessori education for many reasons, but few truly understand what the Montessori Method is all about. There is a learning curve with the unique terminology used in

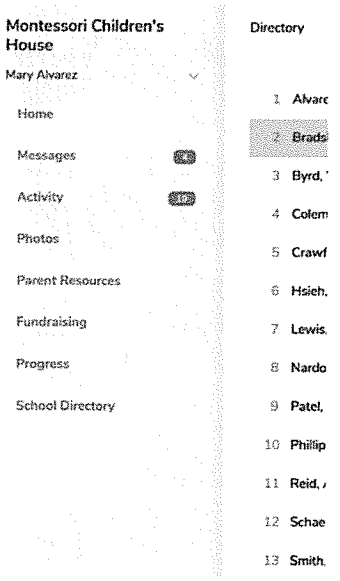
the Montessori classroom, especially for new parents. MC aims to help educate the parents alongside the child by sharing customizable photos & descriptions of common Montessori works (i.e. it's Metal Insets, not Insects!) Increased awareness of the many benefits of a Montessori education leads to increased appreciation. The end goal is to help turn parents into advocates for your school and the greater Montessori community!



Online School Directory

MC makes it easy to connect with other parents!

Parents who have ever tried to organize a birthday party or play date for their child will appreciate the convenience of having an easy way to connect with other parents. Messages are instantly sent via Montessori Compass messaging – not email. Therefore, all personal information (email addresses, phone numbers, etc.) are always kept confidential. This allows schools to leave it up to the parents as to what information they would like to share and with whom.



NEXT >> CLASSROOM MANAGEMENT FEATURES

NEW: Tuition Billing & Payments Solution Now Availab

Montessori Classroom Management Software

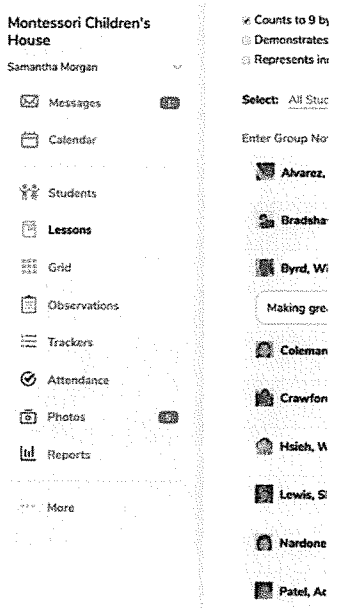
The easy way for Montessori Educators to spend more time doing wh

Let's face it, the school day just never seems long enough. You enjoy the time you spend with your students bu
Never fear, Montessori Compass is here to help! MC was designed by Montessori educators to help simplify rec
management tasks. MC's powerful, yet easy-to-use online tools save you time, freeing you up to do more of wl

Online Montessori Record Keeping

The Montessori Record Keeping solution that adapts to your work flow!

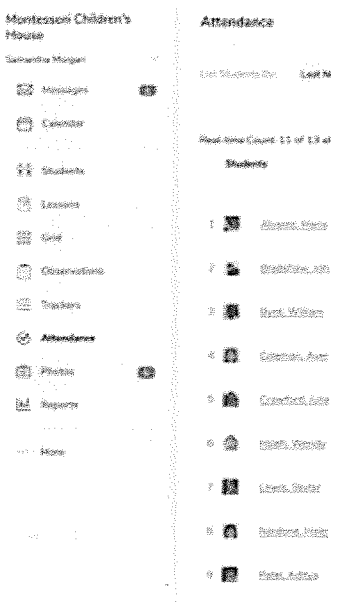
Put the clipboards away and record your daily classroom activity from ANY web-enabled device! MC's incredibly easy-to-use record keeping interface works beautifully on an up-to-date iPad, iPhone, Android tablet/phone, Mac, or PC. Plan your lessons in advance or record independent lessons in real-time. This is the perfect solution for any Montessori Educator seeking a record keeping solution that just works! All record keeping data is automatically saved and tagged to designated student profiles. Real-time reports on classroom progress can be generated instantly. Use our Montessori Scope and Sequence or add your own. Montessori Educators from all over the globe agree... this is the Online Montessori Record Keeping system you have been searching for!



Classroom Attendance

Start your day off with a cup of coffee and your easiest task of the day!

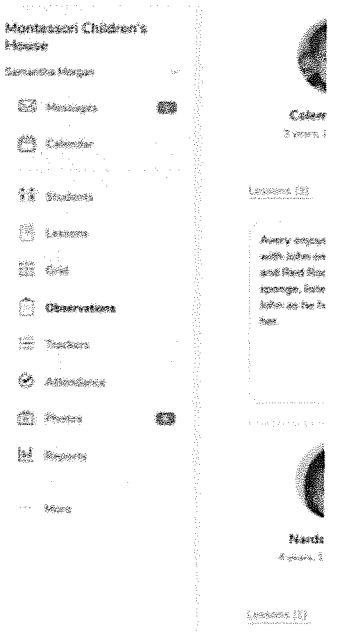
Student list automatically populates with correct names, based on day of the week. Mark all students present with a single click. Absence reasons are customizable, making accurate reporting a breeze. Just check off absent or tardy students, watch your data get auto-saved, and enjoy your coffee!



Classroom Observations

Like having a fresh sheet of paper in a student's individual notebook each day!

A Montessori Educator's classroom observations are vital for successful charting of individual learning paths. MC's Classroom Observations feature makes it easy to record private notes at any time for your classroom and students. Observations are automatically saved in real-time and shared with other staff members (great for team-teaching). Record a quick one-liner or multiple paragraphs. Jot down additional notes throughout the day, edit existing notes, and access historical notes at any time!

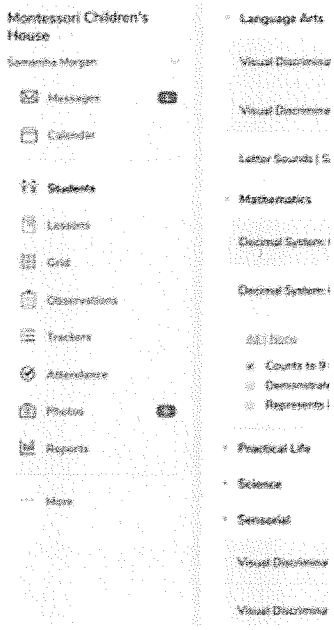


Lesson Ideas

Illuminate your independent work plans!

Charting an independent work plan for each child in your classroom can be challenging. Lesson ideas help make this process easier than ever, by providing a flexible tool that enables you to plan lessons for the future -- without committing

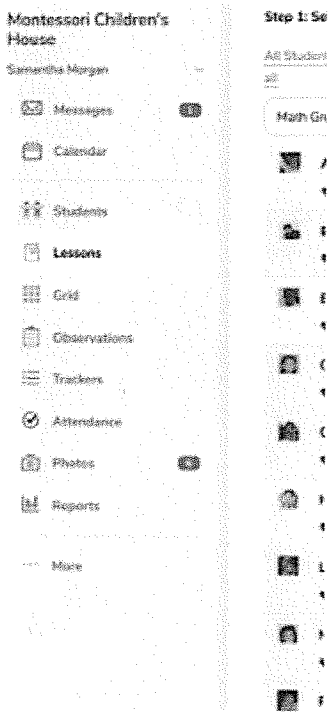
to a specific date. Each child has their own to-do list of lessons, which are accessible on the Lessons page. Light bulb icons can be found throughout the system. Simply click the icon to add a new lesson idea for one student, while recording or planning the same lesson for a different student. When the lesson has been recorded, it is removed from the child's lesson ideas list.



Batch Record Keeping

Record many records for many students at the same time!

Batch Record Keeping makes it easy to do a high volume of record keeping in a short period of time. If you are starting a new Montessori Compass account mid-year, this is the perfect tool to back-date all of your records since the beginning of the school year. If you record student activity on paper during the day, this tool makes it simple to enter your records at the end of the school day or at home on the weekend. Just choose an area of the classroom, select your students, and check the lessons you wish to record.

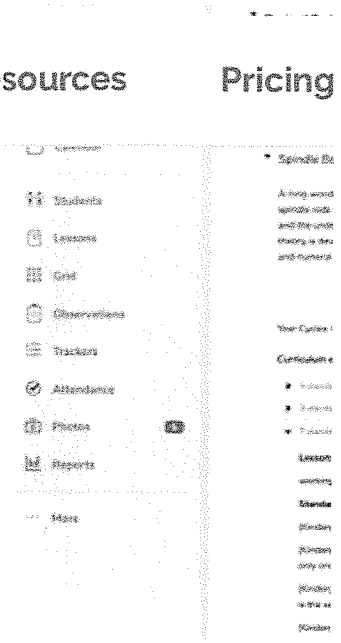


Lesson Plans

Now your lessons are easy to plan and easy to share!

Montessori Compass makes it easy to share lessons with colleagues and reuse in your classroom for years to come! Lesson names & descriptions can optionally publish directly to parent calendars to help parents continue education at home.

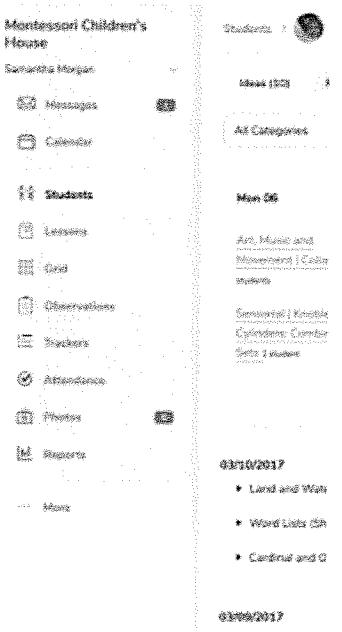
advance – days, weeks, even months ahead. Plan for a specific date, but record when the child is ready. Keep your classroom on track and focused on making the most out of every learning opportunity!



Weekly Work Plans

Customized Work Plans for every child in your classroom!

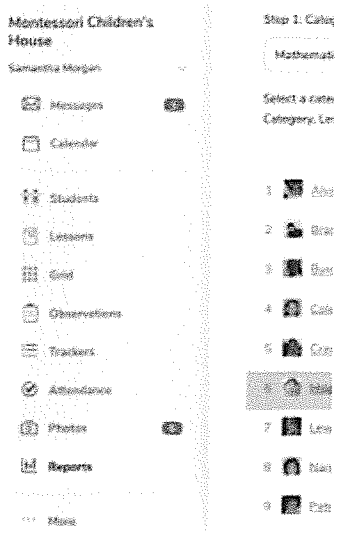
Work plans are automatically generated and include all planned lessons for the week. You can view on the web, download a PDF, or print. Work plans may include all students in the classroom or can be filtered by an individual child.



Classroom Progress At-A-Glance

Get a birds-eye view of how each child is progressing in your classroom!

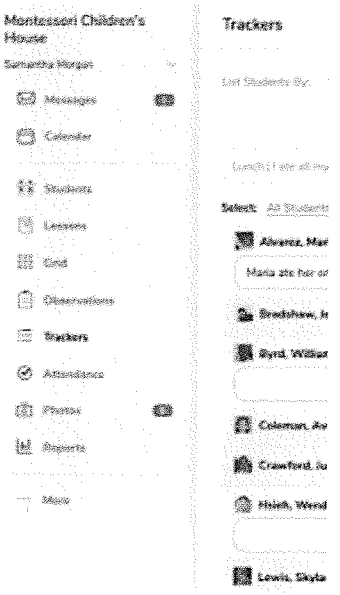
The Classroom Progress At-A-Glance Report is a terrific example of the power of online record keeping. Choose any area of the classroom, then proceed to drill down by sub-category, lesson, and element (measurable learning objective). This provides a real-time account of how each child is progressing through the Scope and Sequence. Download a spreadsheet to analyze the data in greater detail.



Trackers

Naps, Meals, Toilet-training...create customizable trackers for any classroom situation!

Trackers are a flexible tool that enable you to create a customized list of things you need to keep track of throughout the school day. Replace paper forms you currently utilize for daily things like naps, meals, or toilet-training. Trackers can be automatically shared with parents via optional daily/weekly Activity Reports or can be kept private. Powerful reporting tools enable you to instantly see which students have turned in the field trip permission slip or how many students still need to complete a special classroom project.



Parent Communication

Simple & Convenient...Sharing updates with parents has never been easier!

Similar to the Classroom Observations feature, the Parent Communication feature makes it easy to share information with parents. Share a single classroom note that all parents can view or share private comments/reminders with individual parents. Comments will appear on the student's Activity Report, which is an optional feature that can be made available to parents on either a daily/weekly basis.

NEW: Tuition Billing & Payments Solution Now Availal

Pricing

MONTESSORI COMPASS

Tour Resources Pricing

14-Day Free Trial, Free Training, & 7-Day
Only pay for currently enrolled

Looking for flexibility? Choose a month-to-month subscription starting at
Looking to save money? Choose a convenient annual subscription a
Looking to save money and simplify your school billing? Choose MC Pro + Billing. Mo

MC Pro (Monthly Plan)	MC Pro (Annual Plan)	MC Pro + Bi (Monthly P
$2/student	$18/student	$2.5/stu
Month	Year	Month

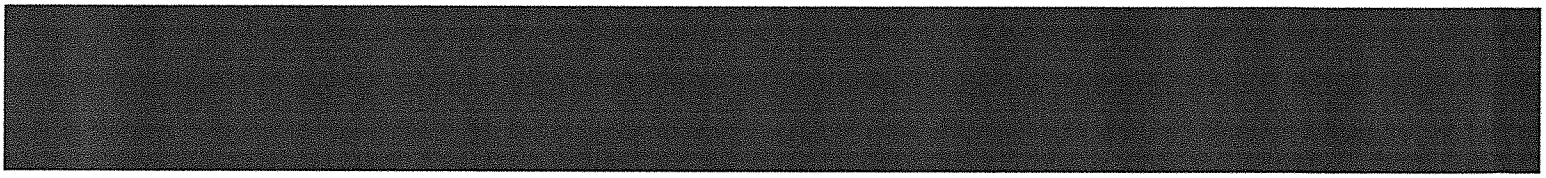
Montessori Scope & Sequence	Montessori Scope & Sequence	Montessori Scope &
All Classroom Management Features	All Classroom Management Features	All Classroom Managem
All School Management Features	All School Management Features	All School Manageme
All Parent Communication Features	All Parent Communication Features	All Parent Communicat
No Billing & Payments Solution	No Billing & Payments Solution	Billing & Payments
Flexible month-to-month billing	Save $6/student/year vs. monthly	Flexible month-to-mo
GET STARTED	GET STARTED	GET STARTE

MC Pro – Monthly Subscription: *MC Pro starts at only $24/month (minimum fee for monthly subscribers), which inc profile is only $2/month. For monthly subscribers, the system will automatically calculate your actual usage each actively enrolled students = $200/month. If your enrollment fluctuates the following month, the price will adjust to*

MC Pro – Annual Subscription: *MC Pro starts at only $216/year (minimum fee for annual subscribers), which inclu profile is only $18/year. For annual subscribers, simply estimate the # of student profiles you will need and pay up savings compared to the monthly subscription). Annual subscribers are also provided up to 10 bonus student profi enrollment fluctuation. For example, 100 actively enrolled students = $1800/year for annual subscribers (a 25% sa*

MC Pro + Billing – Monthly Subscription: *Same benefits as MC Pro Monthly, but also includes access to the MC Tui $0.50/student/month). For example, 100 actively enrolled students = $250/month for monthly subscribers. In ada transaction fee, based on volume.*

MC Pro + Billing – Annual Subscription: *Same benefits as MC Pro Annual, but also includes access to the MC Tuitic $6/student/year). For example, 100 actively enrolled students = $2400/year for annual subscribers. In addition to transaction fee, based on volume.*



ATTACHMENT 22

ATTACHMENT 22

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Board Governance

Disclaimer: This presentation does not constitute legal advice or a legal opinion on any matter discussed. This presentation is for educational purposes only. If you have a specific legal question, please consult with an attorney of your own choice.

Source Materials

- In your Google Drive, there are training docs. by:
  - Govt. Charter Support Unit (FL)
  - Charter Schools Association (GA)
  - Center for Public Skills Training (WI)
  - Charter Board Partners (D.C.)
  - Natl. Charter Schools Institute (Carpenter)

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Source Material: Training by Brian Carpenter

- Brian Carpenter = (i) CEO, Natl. Charter Institute; (ii) Charter School Founder and Exec. Director; (iii) author of *Charter School University*
- "7 Things Charter School Leaders Wish Their Boards Knew" (CSAN Regional Meeting, Spring 2018)
- powerpoint presentation at: http://www.charterschoolboarddevelopment.com/p/7-things-leaders-wish-their-boards-knew-las-vegas

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7 Key Principles (Brian Carpenter)

1. School *governance* and school *management* are DISTINCT responsibilities.

   Board function:

   a) establish the school's strategic **goals** and **parameters** (Charter, Bylaws, mission statement, policies, & budgets)

   b) monitor, evaluate, and act on the **results** at a "30,000' view"

   Evaluation Priorities:

   a) Academic achievements

   b) Fiscal health

   c) Policy development/enforcement

   d) Legal/regulatory compliance

- Tradeoff: Autonomy vs. Accountability
- Perils of 2 Extremes (Micromanagement & Lack of Oversight)

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7 Key Principles (Brian Carpenter)

2. The correct pronoun for a board is IT, not THEM. As such, it is proper for the board to speak to management ONLY with ONE voice.

   Mechanisms: (1) majority vote and (2) communications policy.

3. People will stop circumventing the leader as soon as the board prohibits them from doing so.

   Legal concept: "exhaustion of remedies."

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7 Key Principles (Brian Carpenter)

4. The most valuable use of a school leader's time is instructional leadership. Every hour spent writing reports or sitting in committee meetings is an hour NOT spent leading instruction.
5. The board president and board treasurer are NOT in the school leader's chain of command. Only the BOARD as a whole is.

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7 Key Principles (Brian Carpenter)

6. Board members are not conduits for faculty and staff, reconnaissance Marines, or self-appointed special investigators. A board should prohibit its members from acting like it.

    Recommendation: formal non-intervention policy.

7. When people complain that the school leader doesn't listen, what they mean is that the school leader doesn't agree with them.

    "You can please some of the people all of the time, you can please all of the people some of the time, but you can't please all of the people all of the time." – John Lydgate

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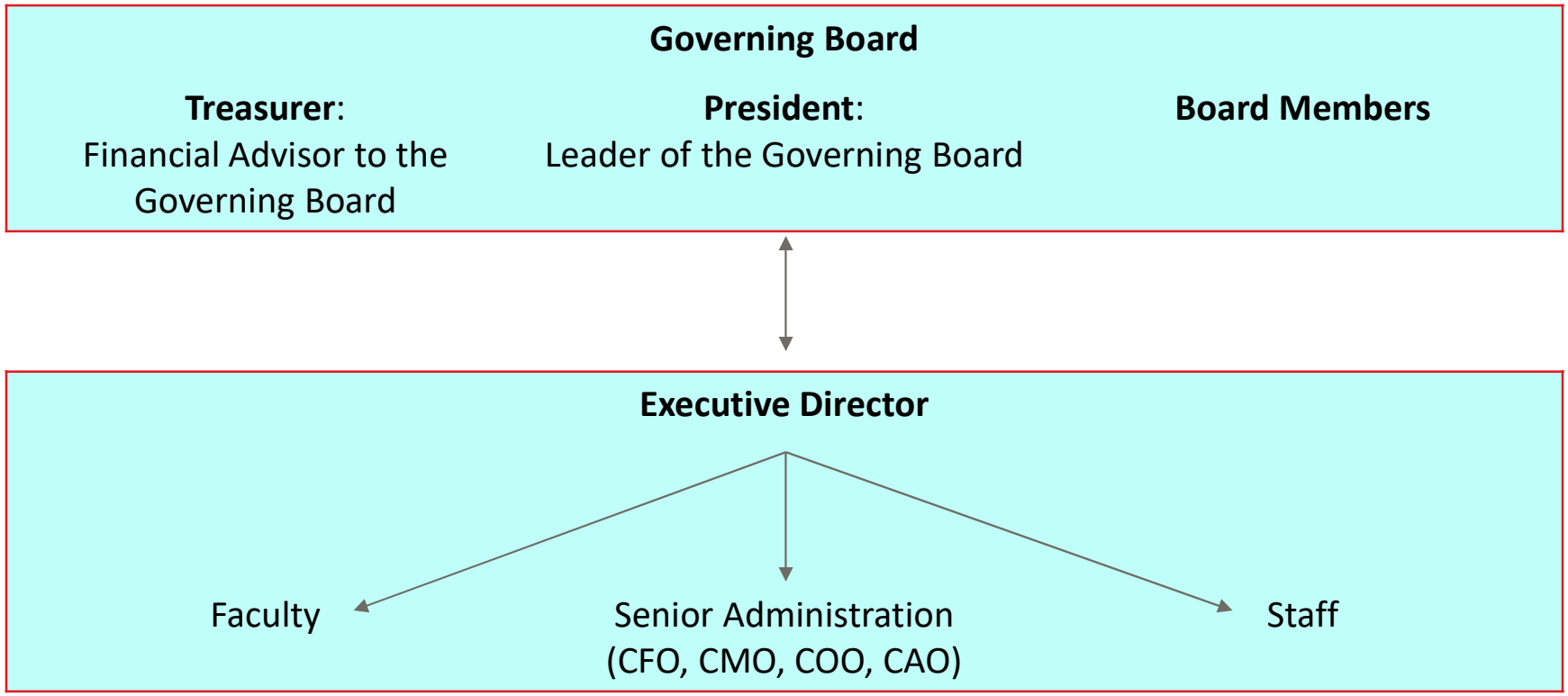
Chain of Command (Chart)



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Charter School Roles

- *Families/Public* ≈ "owners" & customers of the school.
- *WCSD* = school regulator.
- *Governing Board* = fiduciary overseers/stewards of the school.
  - **Duty of Care** (time, consideration, action, prudence)
  - **Duty of Loyalty** (conflicts of interest)
  - **Duty of Obedience** (acting consistent with strategies/goals)
  - Business Judgment Rule in NV
- *Administration, Faculty, & Staff* = administrative operators of the school.

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Individual Member Duties (Georgia Doc.)

- Supports and promotes the school's mission and vision
- Knowledgeable about the charter, objectives, and current and historical operations and issues
- Attends meetings consistently, is well prepared and fully participates in all matters
- Does not become involved in specific management, personnel, or curricular issues
- Accepts and supports board decisions
- Respects board confidentiality
- Guards against conflict of interest, whether business or personal – takes care to separate interests of the school from specific needs of a child or constituency
- Supports the school head and demonstrate support in the community
- Is vested in the board as a whole and reports issues to the school leader or whole board (doesn't deal with individually)
- Contributes to the overall school program, including financial support and active involvement in annual and capital giving
- Accepts fiduciary responsibility

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Additional Points.

- Board Member burnout.
- Administrative Morale: Exec. Director turnover.
- Crucial Legal Protections for the Board: Tort immunity & liability insulation
  - NRS 41.0305; 41.0307 (school & employee immunity): waived for non-"discretionary" functions (involves judgment and policy review).
  - Westfall Act (Federal, not NV [unclear applicability]): employees immune when acting within the scope of their employment

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Words that define not only successful businesses, but also the law firm that represents them. Howard & Howard is the law firm businesses use because our vision of success isn't lavishly decorated offices. The attorneys at Howard & Howard use a different measure. *Your Success.*

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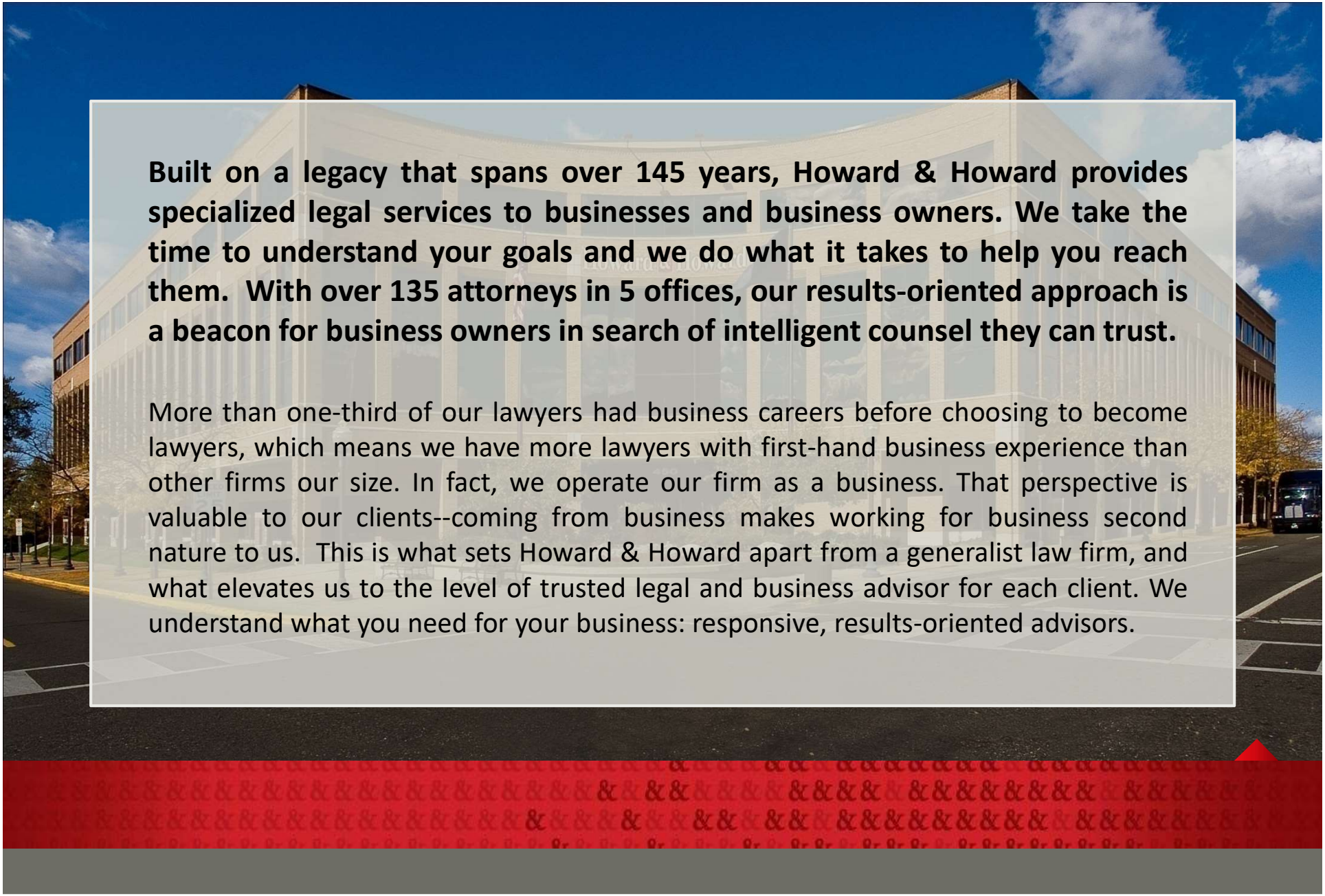

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More than one-third of our lawyers had business careers before choosing to become lawyers, which means we have more lawyers with first-hand business experience than other firms our size. In fact, we operate our firm as a business. That perspective is valuable to our clients--coming from business makes working for business second nature to us. This is what sets Howard & Howard apart from a generalist law firm, and what elevates us to the level of trusted legal and business advisor for each client. We understand what you need for your business: responsive, results-oriented advisors.

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Office Locations

ANN ARBOR, MI

2950 South State Street

Suite 360

Ann Arbor, MI 48104-7101

Phone: (734) 222-1483

PEORIA, IL

One Technology Plaza, Suite 600

211 Fulton Street

Peoria, IL 61602-1350

Phone: (309) 672-1483

CHICAGO, IL

200 South Michigan Avenue

Suite 1100

Chicago, IL 60604-2461

Phone: (312) 372-4000

ROYAL OAK, MI

Headquarters

450 West Fourth Street

Royal Oak, MI 48067-2557

Phone: (248) 645-1483

LAS VEGAS, NV

Wells Fargo Tower, Suite 1000

3800 Howard Hughes Parkway

Las Vegas, NV 89169-5980

Phone: (702) 257-1483

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Board Governance Training (the Sequel)

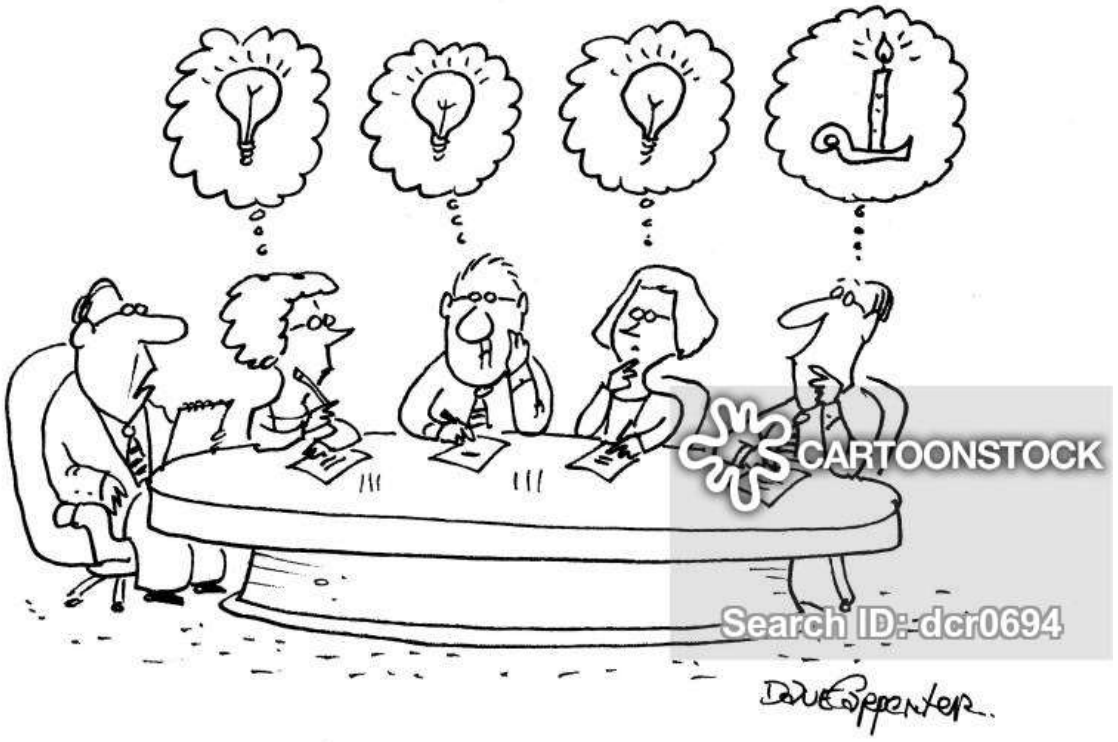
Disclaimer: This presentation does not constitute legal advice or a legal opinion on any matter discussed. This presentation is for educational purposes only. If you have a specific legal question, please consult with an attorney of your own choice.

Board Retreat (July 2019)

Governance Training is mandatory in other states (e.g., Florida).

Not here.

What's new?



" AND NO MORE OF THOSE OLD FASHIONED IDEAS, SIMMS."

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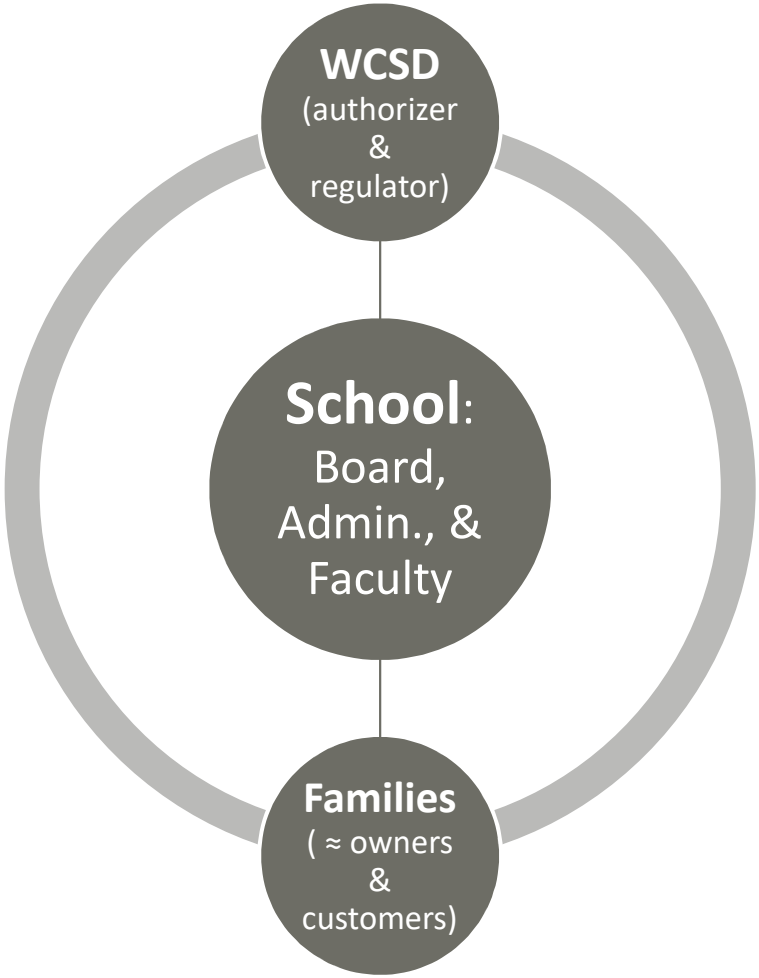
Charter School Players



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O Captain, my Captain.

"The word "govern" derives from a Greek word meaning "to steer a ship."

http://charterschooltools.org

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7 Key Principles (Brian Carpenter)

- **School governance and school management are DISTINCT responsibilities.**

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Primary Board Functions

1. Fulfill legal function
2. Establish strategic goals
3. Establish action parameters (Charter, Bylaws, mission statement, policies, & budgets)
4. Promote the school's mission
5. Raise money
6. Oversight: monitor, evaluate, and act at a 30,000 foot level.

Not: day-to-day management!

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Governance vs. Management

- "A high performing charter school board focuses on student achievement, acts strategically, recruits an exceptional school leader, raises and uses resources wisely, and fulfills all compliance expectations, but ***it only <u>manages</u> two things***: ***the school leader, and itself***."

www.publiccharters.org

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Governance vs. Management

Evaluation of the Executive Director:

"A high performing board both supports the school leader and holds her accountable to mutually agreed upon expectations."

Sample Evaluation Benchmarks:

(1) academics; (2) finances; (3) legal/regulatory compliance; (4) prosecution of the Board's decisions.

Evaluation Tools:

(1) pre-set goals; (2) notice of objective criteria; (3) annual analysis; (4) public review.

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Governance vs. Management

- Tension in Roles: **Autonomy vs. Accountability**.
- Recognize the perils of the **two extremes**:

  Micromanagement.

  Trust disintegrates. Board Members undermine the administration's and staff's morale. High turnover occurs at both levels.

  Chaos/Lack of Oversight.

  Trust disintegrates. The administration burns out (overworked), or even turns corrupt. The Authorizer steps in and the charter's at risk.

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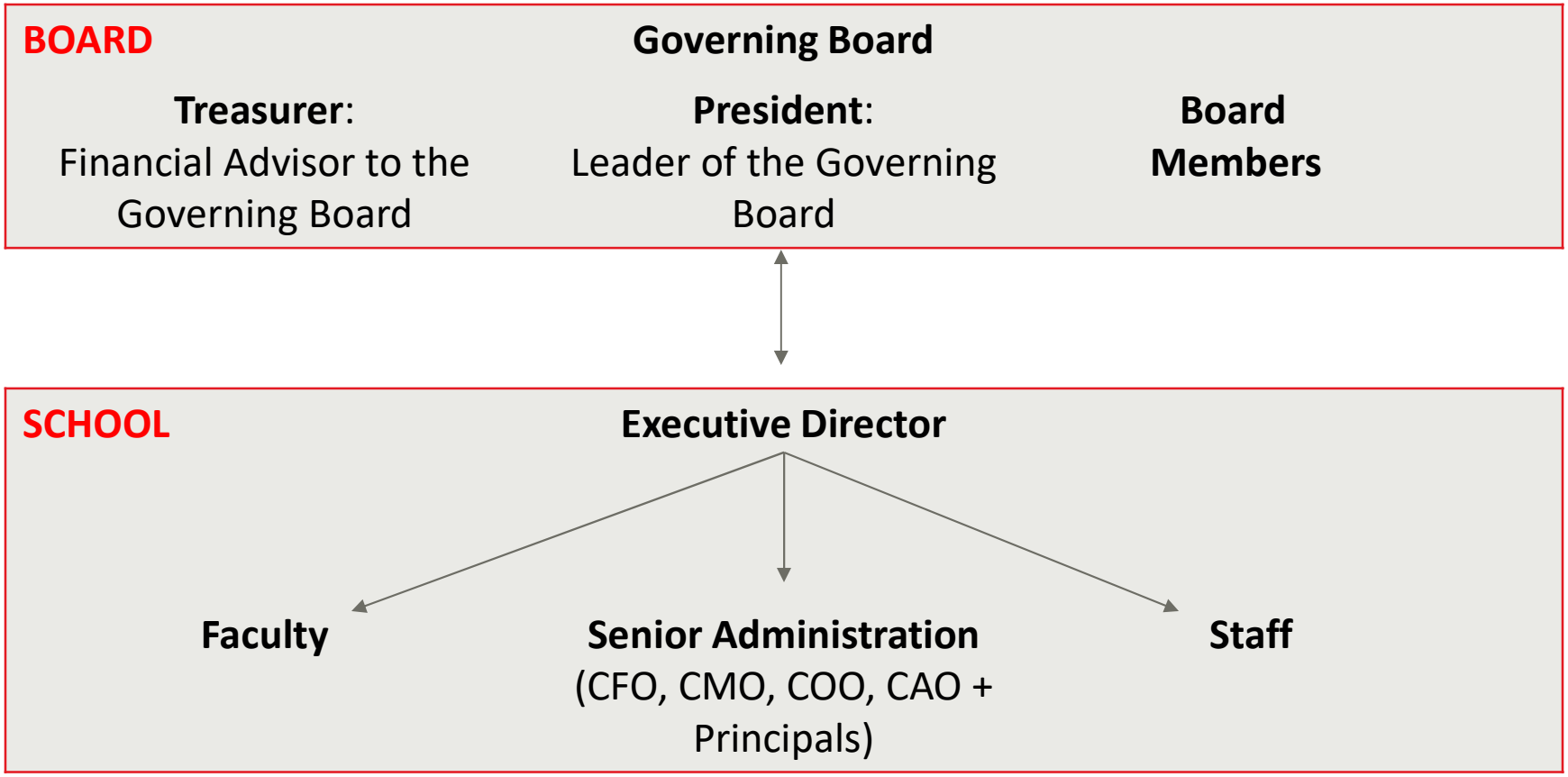
Chain of Command



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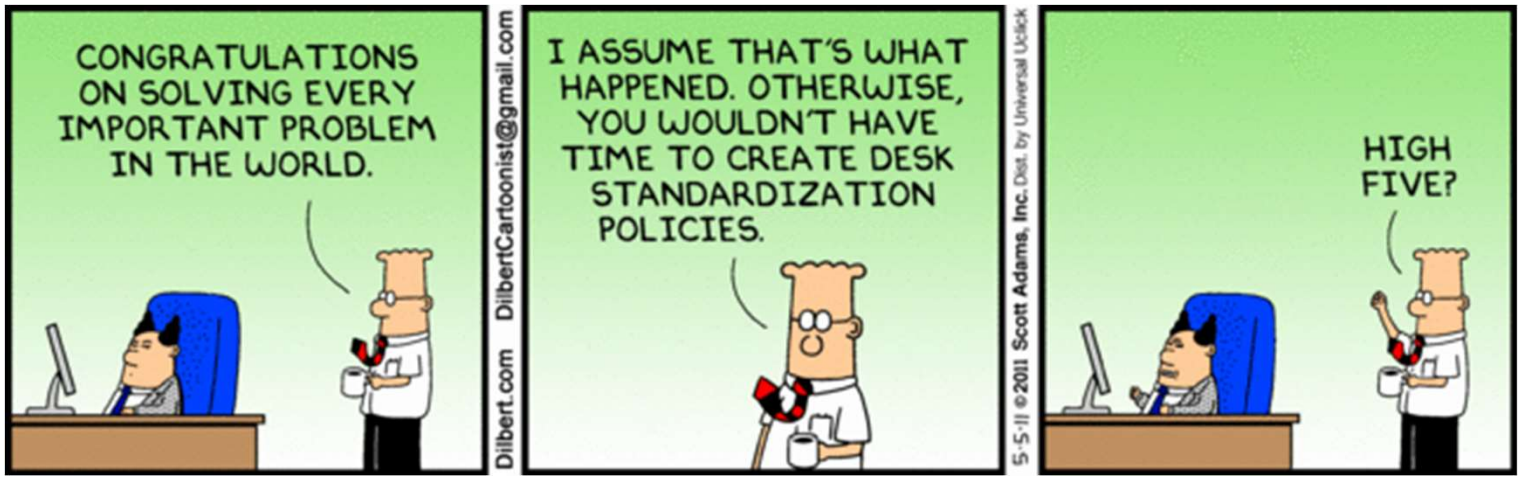

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Board Duties

- **Duty of Care & Good Faith** (acting with the appropriate time, consideration, and prudence required)
- **Duty of Loyalty** (avoiding conflicts of interest and self-serving behavior)
- **Duty of Obedience** (acting consistently with the Board's strategies/goals; accepting board decisions; respecting board structure)

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Board Protections

1. **Business Judgment Rule** (i.e., deference to decision-makers; assumed to act properly)
2. **Immunity/Liability Insulation**:
   - Westfall Act (Federal, not NV [unclear applicability]): govt. actor is immune when acting within scope of employment
   - NRS 41.0305; 41.0307 (school & employee immunity): only waived for non-"discretionary" functions.

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Not a Board Protection: No Pay

"'They're Only Volunteers?' One of the key assumptions throughout the governance guidebook is that the volunteer status of board directors can never be used as excuse for lack of performance. The very success of the charter school, which is to say the success of children, requires a "no excuses" commitment on the part of the board -- the same commitment by the way the charter schools expect from their paid professional staff. While it is absolutely true that some of our board directors, especially those who are low income and/or single parents, face major challenges of their own in their personal and working lives, the charter school board must, nonetheless, expect a commitment and a level of performance commensurate with the considerable authority that a board exercises."

http://charterschooltools.org

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Signs of a Well-Functioning Board

Eugene Smoley, author of Effective School Boards,17 identifies four elements of effective school board decision-making (17 Smoley, Eugene, Effective School Boards, Jossey-Bass, 1999):

- **The board accesses and uses relevant information.** Relevant information comes from many sources, including district staff and community; it is focused on several board concerns: resolving immediate crises and strengthening longer-term educational results; it is accurate, balanced and presented as an efficient guide for action.
- **The board discusses issues deliberately.** Deliberate discussions leading to board decisions are systematic, objective and open; board directors frame issues, consider information in context, and give the time necessary to avoid forcing decisions prematurely. They put aside personal differences, like hidden agendas, and consider without prejudice the merits of the particular situation or issue, and are honest and forthright in their exchange of viewpoints.
- **The board considers alternative actions.** Consideration all the alternative actions indicates that the discussion reflects different points of view, hears all sides, and assesses the positive and negative consequences of various choices.
- **The board works toward consensus.** Board directors try to find areas of commonality, tolerate ambiguity and recognize the need for compromise in the importance of reaching agreement. When boards work toward consensus, board directors try to find areas of commonality, tolerate ambiguity, and recognize the need for compromise and the importance of reaching agreement.

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Signs of a Dysfunctional Board

- The Board and Executive Director continually disagree on major strategies and actions.
- Board Members disagree on a major strategies and actions.
- The school stagnates (e.g., academics or funding drops) under a lack of growth, diversity, and new ideas.

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More Signs of a Dysfunctional Board

- Constant flip-flopping on major decisions.
- A lack of sophistication in one or more key areas (e.g., finances).
- A refusal to receive input from key stakeholders (e.g., WCSD or families).
- Confusion about who is doing what.
- A failure to seat a full Board.

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Committees

Popular Committee choices:

- Governance Committee
- Academic Committee
- Finance Committee
- Buildings / Facilities Committee
- Strategy / Development Committee

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The Role of the Board Chairperson

BEST PRACTICES:

1. Coach the board like a team
2. Lead in partnership with the School Leader
3. Focus the board on that which is most important
4. Be a great meeting facilitator
5. Remain neutral rather than advocate for a position
6. Marshall consensus of opinion
7. Address problems in timely and effective way
8. Communicate effectively
9. Engage members to take ownership for the board's work; show appreciation.
10. Value transparency and operate accordingly (full personal/ professional disclosure)
11. Be reflective and self-aware
12. Always operate according to what's best for the school

www.publiccharters.org

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Source Materials

Governance Materials:

- Brian Carpenter = (i) CEO, Natl. Charter Institute; (ii) Charter School Founder and Exec. Director; (iii) author of *Charter School University;* Author of "7 Things Charter School Leaders Wish Their Boards Knew" (CSAN Regional Meeting, Spring 2018); powerpoint presentation at: http://www.charterschoolboarddevelopment.com/p/7-things-leaders-wish-their-boards-knew-las-vegas [363 pages]
- National Alliance of Charter Schools – Governance Manual: http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf [30 pages]
- Charter School Tools – Governance Manual: http://charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf

Legal Framework:

- NRS Chapter 388A (Charter School Act)
- NAC Chapter 388A (Regulations)

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Source Materials

More Governance Materials:

- Carver, John, Boards that Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations. Jossey-Bass, 1990.
- Carver, John, Reinventing your Board. A Step-by-Step Guide to Implementing Policy Governance. Jossey-Bass, 1997.
- Chait, Richard, How to Help Your Board Govern More and Manage Less. National Center for Nonprofit Boards, 1994.
- Gardner, Laurie and Premack, Eric, Charter School Governance Toolkit, First Edition, Charter Schools Development Center, 1999.
- Mathiasen, Karl, Board Passages: Three Key Stages in a Nonprofit Board's Lifecycle, National Center for Nonprofit Boards.
- Zeitlin, Kim Arthur, and Dorn, Susan E.. The Nonprofit Board's Guide to Bylaws: Creating a Framework for Effective Governance, National Center for Nonprofit Boards.

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When in doubt: lawyer up!

Fake it 'til you make it?

NO. Consult your attorney.

A/K/A: Don't be penny-wise and pound foolish.

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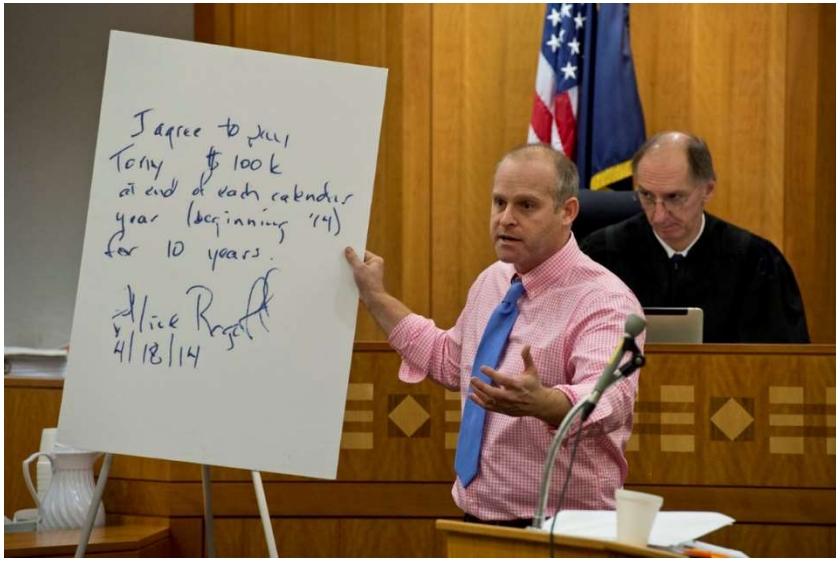
When in doubt: lawyer up!



$1 million litigation:
Anchorage Daily News
"cocktail napkin" case;
Verdict: for Plaintiff

There is a cost to getting good advice. But NOTHING is MORE EXPENSIVE than (1) bad advice or (2) no advice at all.

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Legal Presenter

- **Mark Gardberg**
- mg@h2law.com; Tel: (702) 667-4842
- Licensed in NV, CA, NY, and FL.
- 20+ years of legal experience, primarily in M&A, real estate, technology, loan/finance, and charter school matters.
- Extensive international experience, primarily in the U.K. and E. Europe.
- Experience in transactions ranging from $50,000 to $250 million.
- J.D., UCal-Berkeley, 1996, Top 10%.
- B.A., Georgetown Univ., 1991, *summa cum laude*.

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ATTACHMENT 23

ATTACHMENT 23

Solution Detail for Las Vegas Montessori Charter Academy*:

Employees	17
Payroll Frequency	Bi-Weekly
Start Date	06-25-2020

Payroll

- Payroll Processing
- Tax Filing
- Electronic Reports
- Employee Access
- ADP Mobile Payroll
- General Ledger Interface
- Pay Option: FSDD Only
- Delivery
- New Hire Reporting
- Pay Options
  - FSDD
  - TotalPay
  - Check Stuffing/Signing
- Poster Compliance Update Service
- General Ledger Interface
- Garnishment Payment Service
- State Unemployment Service

HR

- State and Federal Resources
- HR Checkups
- Tip of the Week
- Quarterly HR Newsletter
- HR Dictionary
- New Hire Paperwork
- Zip Recruiter (includes 1 job slot, 50 resume views)
- Background Checks (5 per year)
- Lifemart
- HR Starter
- LifeCare - 60 Day Free Trial
- ADP Timekeeping - 60 Day Free Trial

Processing Investment

Product	Billing Frequency	Per Processing Fee
ADP Enhanced Payroll	Bi-Weekly	$89.02 **
Y/E Information Stmt, W2 Base price ($54.95) + Price per W2 ($0.00)	Annually	$156.10
W-2 Delivery	Annually	$12.95

**In the event of additional jurisdictions, there will be a $7 charge per month/jurisdiction.

Setup Investment

Product	Setup Fee
Implementation for ADP Enhanced Payroll	$200.00

Promotions

*This is a Proposal only. Fees are estimates and are subject to change based on variation in payroll details, frequency, features, number of employees, etc. Additional fees may be incurred if other services are purchased or for additional tax filings including, but not limited to, additional states or 'applied for' statuses. Please consult with your sales representative for further details. The information contained in this proposal is confidential and proprietary and should not be shared with anyone outside your company.

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RUN Powered by ADP®
Enhanced Payroll

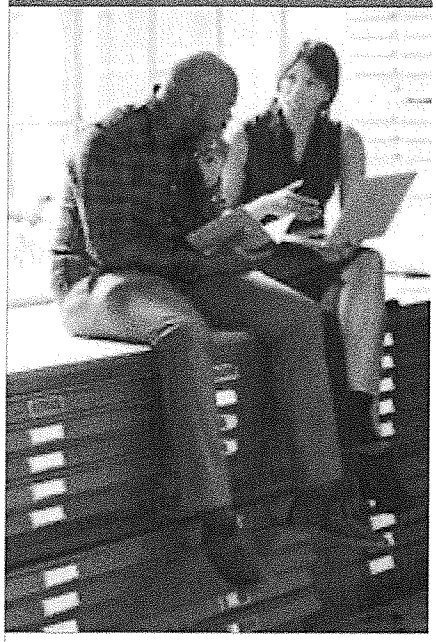
Welcome to ADP®! It's time to meet your new payroll platform: **RUN Powered by ADP®**. With a streamlined process and powerful technology, it's designed to make payroll quick and easy. You'll complete yours in no time! **With ADP, you can:**

Run Payroll
the way you want – online, via our mobile app or by phone

Calculate, Deduct and Pay Taxes
automatically

Get Answers 24/7
from experienced payroll professionals

Pay Your People
the way they want – paper checks or direct deposit



Plus, benefit from these enhanced features:

- View, export or print detailed reports online, instantly
- Integrate our solutions with your POS systems and/or accounting programs such as Intuit®, Wave, Xero™ and more
- Comply with regulations with our labor law poster compliance update service
- Cost effectively manage wage garnishments with our payment services
- Benefit from complete management of your state unemployment insurance (SUI)
- Provide employees with easy access to pay history and up to three years of W-2s/1099s
- Access HR tools and best practices to help you put HR strategies in place
- Give your accountant access to payroll reports and tax forms through our award-winning Accountant Connect℠
- Get discounts on nationally recognized, brand-name products and local retailers with Employee Discounts
- Free up time by letting new employees fill out their own paperwork before their first day on the job with new hire onboarding
- Receive up to 5 single-country criminal background checks per year, including SSN validation, criminal history search for the current country of residence, and ADP's Smart Crim
- Post jobs to over 100 of the web's leading job boards with ZipRecruiter®. 80% of jobs posted receive a qualified candidate within the first day*

Always Designing for People™

*ZipRecruiter® 2019

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ATTACHMENT 24

ATTACHMENT 24

Training	In Person	Live Online	Webinars	Documentation
Support	Business Hours	Online		

Denali Accounting Software Features

Accounting

- Accounts Receivable
- Bank Reconciliation
- Billing & Invoicing
- CPA Firms
- Expense Tracking
- Fixed Asset Management
- Fund Accounting
- Government
- Nonprofits
- Payroll Management
- Project Accounting
- Purchase Orders
- Tax Management

Manufacturing

Manufacturing Execution

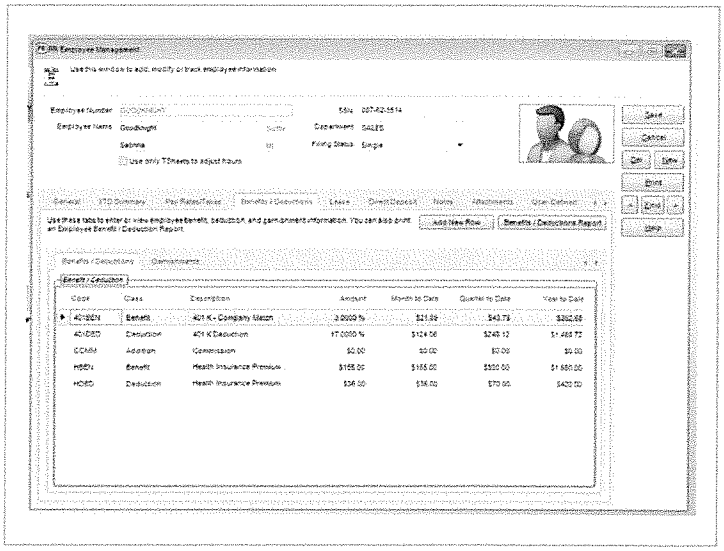
Denali Accounting Software Alternatives

Best For

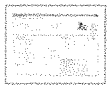
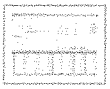
We service Non-Profit, Charitable Orgs, Education, Government Agencies, Healthcare, Agriculture, Accounting, Retail,, Manufacturing, Construction/Contracting, Distribution, Transportation, Utilities

Product Details

Cougar Mountain Software develops leading on-premise accounting solutions for small to mid-sized businesses. Our flagship software, DENALI, is specifically designed to be a complete accounting solution which scales to the needs of your business, while maintaining an unbreakable audit trail. Business Intelligence provides customizable dashboards, predictive analytics, and pulse alerts.



Stock Item-History tab



Contact Details

Cougar Mountain Software
http://www.cougarmtn.com

Founded in 1982
Located in United States

Denali Accounting Software Pricing Overview

Denali Accounting Software pricing **starts at $999.00 as a one-time payment, per user**. They do not have a free version. Denali Accounting Software **offers a free trial**. See additional pricing details below.

Starting Price	$999.00/one-time/user *Ask how to receive a 30% discount*
Free Trial	Yes
Deployment	Installed - Mac; Installed - Windows; Web-Based, Cloud, SaaS; iPhone / iPad; Android

COUGAR MOUNTAIN SOFTWARE

DENALI FUND

At Cougar Mountain Software we understand accounting for every penny in your nonprofit organization can be difficult, which is why we developed our leading, on-premises accounting software, Denali Fund. Designed to be your complete accounting solution, Denali Fund adapts to fit your needs. You can rest assured knowing your accounting system is GAAP and FASB compliant and contains an unbreakable audit trail to deter fraud—all designed to keep your nonprofit in the black.

PACKAGES & PRICING

BASECAMP

Best for people just starting a business or nonprofit, who are moving past the more simple spreadsheets and quickbooks.

FULL LICENSE
$4,000.00
+ ADDITIONAL USERS

ASCENT

Best for established companies and nonprofits that are climbing the ladder of success, who strive for optimal performance.

FULL LICENSE
$4,600.00
+ ADDITIONAL USERS

SUMMIT

Best for high performing organizations that are trying to achieve their peak. Easily handle multiple locations and high volumes.

FULL LICENSE
$6,500.00
+ ADDITIONAL USERS

MODULES

	BASECAMP	ASCENT	SUMMIT
General Ledger – Define budgets for specific accounts	●	●	●
Bank Reconciliation – Match financial institution's records with your own		●	
Accounts Payable – Manage vendor information & bill payments	●	●	●
Crystal Reports – Modify & customize all reports		●	
Payroll – Pay employees, manage taxes & support deductions		●	●
Purchase Order – Manage orders & invoicing		●	
Accounts Receivable – Track customer transactions & balances owed			●
Software Assurance (first year)	Yes	Yes	Yes
8 hours of Customer Support (recommended minimum)	$900	$900	$900

FEATURES

Manage multiple fund calendars	●	●	●
Manage multiple bank accounts		●	
Define budgets for specific funds	●	●	●
Allocate funding for specific projects		●	
Generate a secure audit trail to protect your organization	●	●	●
Encumbrance accounting		●	
Modify & completely customize all reports		●	●
Track expense by fund		●	
Employee project tracking		●	●

Address: 7180 Potomac Dr, Boise, ID 83704
Phone: (800) 388-3038
Web: www.cougarmtn.com

BBB ACCREDITED BUSINESS

ATTACHMENT 25

ATTACHMENT 25

Ms. Jesusa Alcantara
c/o Spring Valley Montessori School
6940 Edna Ave.
Las Vegas, NV 89117

July 1, 2020

Las Vegas Montessori Charter Academy
Attention: Kirby Burgess
President, Committee to Form

Re: **Contingent Loan Commitment**

Dear Mr. Burgess:

As you know, you and I, together with the rest of your proposed Board and a team of volunteer advisors and professionals, have been working tirelessly to perfect and finalize the charter school application of the Las Vegas Montessori Charter Academy ("*LVMCA*"), for submission to the State Public Charter School Authority ("*SPCSA*") on or before July 15, 2020.

When the SPCSA approves the application, LVMCA will enter what's commonly referred to as the "Stub Year," meaning the approximately eight- to nine-month period between approval and the opening of the school to its first class of students.

Traditionally, the Stub Year is a difficult time for approved charter schools. They have a tremendous amount of work to accomplish, but relatively few resources. For many schools, a Charter School Program ("*CSP*") grant provided by the Nevada Department of Education ("*DOE*") was their only major source of funding. In recent years, the DOE financed the CSP grants via a $16.4 million federal grant from the U.S. Department of Education allocated to improving charter school performance. For example, I understand that Carson City Montessori Charter School, an organization chartered by the Carson City County School District around 2012, received a $400,000 CSP grant when it was formed.

Unfortunately, there is concern among charter school leaders that there may be no CSP grants in the coming year, or if there are, such funding may be significantly reduced as a result of budget cuts from the current COVID-19 pandemic.

The purpose of this letter is to provide you with my firm commitment to loan funds to LVMCA if no CSP grant were made available, or if (in your reasonable discretion) the CSP grant were insufficient to reasonably fund Stub Year expenditures. In such event, I will provide LVMCA with a loan from my own personal finances, under the following terms:

#	Subject	Term
1.	*Lender*	Jesusa Alcantara
2.	*Borrower*	Las Vegas Montessori Charter Academy
3.	*Contingencies*	(1) Charter approval by the SPCSA; (2) Either no CSP grant is available or (in your reasonable discretion) the CSP grant is insufficient to reasonably fund LMVCA Stub Year expenditures; and (3) LVMCA's acceptance of this Loan Commitment in a signed writing no later than February 1, 2021 (at which point, if not accepted, this Commitment expires).
4.	*Loan Period*	Stub Year (as defined above), through and including the Maturity Date
5.	*Loan Principal*	Up to $50,000.
6.	*Interest Rate*	The lesser of the maximum rate under applicable law, and the prime rate (as published in The Wall Street Journal on the date of the first loan disbursement) plus two percent (2%)—simple interest, non-compounded.
7.	*Monthly Payments*	N/A
8.	*Amortization*	N/A
9.	*Maturity Date*	30 days after the first disbursement of DSA funds to LVMCA
10.	*Origination Fee*	N/A
11.	*Guarantor*	N/A
12.	*Secured Collateral*	N/A
13.	*Voluntary Prepayment*	At any time, without penalty.
14.	*Permitted Uses of Funds*	Official LVMCA purposes only.

Miscellaneous

(a) *Notices*: All notices must be in writing, to the address listed below (unless properly changed), and are effective upon delivery (if by courier or by successful email or fax), or 3 days after sending the notice by U.S. mail (return receipt required).

(b) *Amendments; Waivers*: This Agreement may only be amended in a writing signed by Lender. Waivers may only be made in a signed writing.

(c) *Cure period; Default*: N/A; time is of the essence. Upon a default: (i) a default interest rate applies of ten percent; and (ii) the Lender may accelerate the Loan.

(d) *Assignment*: The Borrower cannot assign this Commitment to another person/entity.

(e) *Law; Venue; Disputes*: Nevada; federal and state courts in Clark County, Nevada; the prevailing party may recover reasonable attorneys' fees/costs.

(f) *Severability*: If any provision of this Commitment is invalid by law, the remainder of the Commitment remains valid, and the Court may substitute terms which reasonably replace the invalid provision(s).

(g) *Entire Agreement*: This Commitment contains the entire understanding among the parties regarding this offer to loan.

Please keep the terms of this Loan Commitment private and confidential. You are, however, free to include this in LVMCA's Charter Application.

Kind Regards,

Jesusa Alcantara

ATTACHMENT 26

ATTACHMENT 26

ATTACHMENT 27

ATTACHMENT 27

Cabarrus County Schools
The Clear Choice

2015-2016

Guide to Allowable and Unallowable Title I Purchases

This list is organized in alpha order is not all-inclusive and is subject to change.
If further guidance is needed and too see all policies, please see:

Electronic Code of Federal Regulations

Purchase	Allowable	Allowable with Conditions	Unallowable
Advertising and Public Relations 200.421 Allowable for programmatic purposes including: • Recruitment • Procurement of goods • Disposal of materials • Program outreach Allowable with Conditions: • Public Relations (Communications informing parents of school achievement, programs, rules, etc.)	X	X	
Advisory Councils 200.422 Costs incurred by advisory councils or committees			X
After School Programs/Clubs If reasonable and necessary to meet the federal grant's/SIP goals and objectives.		X	
Alcohol beverages 200.423			X
Alumni Activities 200.424			X
Athletic Programs Programs that require purchase of uniforms, equipment, uniforms or spirit wear for staff and/or students.			X

Excerpt from Title I, Part A Handbook

Adapted from EDGAR Subpart E Cost Principles Uniform Guidance and Milwaukee Public Schools Title I Allowable Expenditure Guidelines

Cabarrus County Schools
The Clear Choice

2015-2016

Purchase	Allowable	Allowable with Conditions	Unallowable
Audit Services 200.425 Audit fees and expenses are allowable only when the audit is required by and performed in accordance with the Single Audit Act Amendment of 1996 (31 U.S.C. 7501-7507).		X	
Awards and Incentives for Recognition and/or Participation Certificates, plaques, ribbons, small trophies, or instructionally related items (bookmarks, pencils, etc.) connected to instructional strategies and classroom use are acceptable, if the cost is reasonable. The following items may be donated by others but may not be purchased with Federal grant funds: • Gifts (cash, gift cards, etc.) • Souvenirs, memorabilia, or promotional items (T-shirts, caps, tote bags, etc.) • Door prizes, movie tickets, gift certificates, passes to amusement parks, raffles, etc. • Incentives/gifts/recognition (luncheon) for parents		X	X
Bad Debts 200.426 Bad debts (uncollectable debts), including losses (whether actual or estimated) arising from uncollectable accounts and other claims, are unallowable. Related collection costs, and related legal costs, arising from such debts after they have been determined to be uncollectable are also unallowable.			X

Cabarrus County Schools
The Clear Choice

2015-2016

Purchase	Allowable	Allowable with Conditions	Unallowable
Cards Bereavement or congratulatory cards, flowers and/or gifts			X
Cellular Telephones A cellular telephone for personal use			X
Ceremonies, Commencements, Banquets or Celebrations 200.429 Costs associated with ceremonies, commencements banquets, entertainment, recreation, social events or celebrations			X
Collections of Improper Payments 200.428 Costs incurred to recover improper payments are allowable as either direct or indirect costs. Amounts collected may be used in accordance with cash management standards set forth in §200.305 *Payment.*	X		
Compensation – Personal Services 200.430 See Code of Federal Regulations		X	
Compensation – Fringe 200.431 See Code of Federal Regulations		X	
Conferences 200.432 A meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information and is necessary and reasonable to meet programs goals and objectives. Allowable conference costs paid by the entity as a sponsor or host of the conference may include rental of facilities, speakers' fees, costs of meals and refreshments, local transportation, and other items. As needed, the costs of identifying, but not providing, locally available dependent-care resources are allowable.		X	

Excerpt from Title I, Part A Handbook

Adapted from EDGAR Subpart E Cost Principles Uniform Guidance and Milwaukee Public Schools Title I Allowable Expenditure Guidelines

Cabarrus County Schools
The Clear Choice

2015-2016

Purchase	Allowable	Allowable with Conditions	Unallowable
Conflict of Interest Any purchase or expenditure that would pose a conflict of interest, either real or perceived			X
Consultants 200.459 You shall not use or pay to any consultant if the services to be rendered by such consultant could have been rendered by your employees. If purchased, you must select consultants based on demonstrated competence, qualifications, and experience and on the reasonableness of the proposed fee. Document that you have researched at least 3 bids from comparable services.		X	X
Donations and Contributions 200.434 Donations/contributions including cash, services and property to other organizations, entities or to other units within the grantee organization			X
Employees Incentives, recognition gifts or service awards Salaries for core instructional staff Salaries are allowable for staff that work directly with federal grant activities, goals and objectives. Time and effort reports are completed, maintained and submitted in accordance with federal cost principles. Heath and Welfare Costs 200.437 incurred in accordance with the entity's documented policies for the improvement of working conditions, employer-employee relations, employee health and employee performance.	X X	X	X

Excerpt from Title I, Part A Handbook

Adapted from EDGAR Subpart E Cost Principles Uniform Guidance and Milwaukee Public Schools Title I Allowable Expenditure Guidelines

Cabarrus County Schools
The Clear Choice

2015-2016

Purchase	Allowable	Allowable with Conditions	Unallowable
Entertainment Costs 200.438 Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable. (Any exceptions require a programmatic purpose as well as written prior approval from the Federal-awarding agency).			X
Facilities, Equipment and Other Capital Expenditures 200.439 Furniture/Appliances: Stoves, desks, chairs, refrigerators, microwaves, coffee makers, etc. (funds may be used to purchase furniture for PRCs if reasonable and necessary to support goals of the center) Maintenance: construction, repairs, remodeling, renovations, etc. are not allowed, unless specifically authorized in the program statute.* Land Purchase/Improvements: purchase and improvements to land are not allowable costs, unless specifically authorized in the grant program statute and specifically approved in the grant application*			X X* X*
Family Engagement Activities to support and develop family engagement (activities that support learning at home and beyond).	X		
Family/Parent training, educational services, academies Workshops and academies such as tutoring, attendance, monitoring student performance, communicating with child's teacher/school, understanding student agendas, supporting learning at home, child advocacy, etc.	X		

Purchase	Allowable	Allowable with Conditions	Unallowable
Field Trips If specified in the grant, educational field trips are allowable under certain circumstances: • Learning experiences on trip are difficult to duplicate in a classroom setting. • Learning experiences are meaningful and connected to learning standards. • Cost of the trip is reasonable and accomplishes goals of the grant objectives. • Lessons plans indicate pre and post learning activities connected to the objectives of the trip and grant program. • Documentation must be kept for audit purposes including: destination of trip, cost associated with trip, outcomes to be accomplished which are aligned with grant program, lesson plans and written approval from Title I Director. • No over-night trips. No amusement or water parks. Trips taken during non-school periods require the approval of Risk Management.		X	
Fines, Penalties, Damages and Other Settlements 200.441			X
Food for staff activities Food and beverages must be reasonable in cost and necessary to accomplish goals of grant program. Cost is limited to light working meals, as noted on meeting agenda, and is implemented to shorten the meeting time and to facilitate accomplishment of the grant objectives. The cost of the meal should not exceed $20 per attendee and documentation shows comparable costs with at least 3 sites and identifies positive impact on grant goals.		X	

Purchase	Allowable	Allowable with Conditions	Unallowable
<u>Food for parent and/or student activities</u> Food/beverages are allowable if the cost is necessary and reasonable and there is a connection to a programmatic purpose or successful performance of the federal grant. In addition, the following is allowable: • Nutritional snacks for extended day/after school grant programs/activities. • Nutritional snacks for children in child care while parents are participating in parent engagement grant activities. • Food necessary to conduct nutrition education programs for families as outlined in grant goals. • Grant activities in which snacks are necessary to encourage participation. The following are unallowable: • Full meals, exceeding $20 per individual • Food not reasonable or necessary to meet the objectives of the grant program		X	X
<u>Fundraising Activities 200.442</u> Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions are unallowable.			X
Gifts/gift cards			X
Graduation materials and activities			X
<u>Homeless</u> Supplies, activities, transportation, etc. as outlined in Sub-Grant		X	

Adapted from EDGAR Subpart E Cost Principles Uniform Guidance and Milwaukee Public Schools Title I Allowable Expenditure Guidelines

Cabarrus County Schools
The Clear Choice

2015-2016

Purchase	Allowable	Allowable with Conditions	Unallowable
Instructional Materials/Programs/Supplies Materials that supplement, have research to show a positive impact on student achievement, are necessary to meet goals and objectives of grant program. Supplies necessary to support, enhance instructional program. Licenses for software or curriculum programs are allowable if necessary to meet the above mentioned requirements for instructional materials.		X X X	
Insurance and Indemnification 200.447 Costs of insurance required or approved and maintained, pursuant to the Federal award, are allowable.	X		
Lobbying 200.450 The cost of certain influencing activities associated with obtaining grants, contracts, cooperative agreements, or loans are an unallowable cost.			X
Lodging for In-State and Out of State Travel Meeting, conference, training or professional development is necessary to carry out the grant program's goals and objectives.		X	
Office Supplies Calendars to manage personal activities, lease/purchase of copiers, postage meters, other office equipment.			X

Excerpt from Title I, Part A Handbook

Adapted from EDGAR Subpart E Cost Principles Uniform Guidance and Milwaukee Public Schools Title I Allowable Expenditure Guidelines

Purchase	Allowable	Allowable with Conditions	Unallowable
Mailings Information to parents (invitations to parent engagement programs, programs, notifications and testing dates, newsletters)	X		
Maintenance and Repair Costs 400.452 Costs incurred for utilities, insurance, security, necessary maintenance, janitorial services, repair, or upkeep of buildings and equipment (including Federal property unless otherwise provided for) which neither add to the permanent value of the property nor appreciably prolong its intended life, but keep it in an efficient operating condition, are allowable.	X		
Materials and Supplies 200.453 Costs incurred for materials, supplies, and fabricated parts necessary to carry out a Federal award are allowable.	X		
Memberships, Subscriptions and Professional Activity Costs 200.454 (a) Costs of the non-Federal entity's membership in business, technical, and professional organizations (b) Costs of the non-Federal entity's subscriptions to business, professional, and technical periodicals (c) Costs of membership in any civic or community organization are allowable with prior approval by the Federal awarding agency or pass-through entity	X X X		

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Purchase	Allowable	Allowable with Conditions	Unallowable
Printing Costs Printing costs (in black and white and color) are allowable when documentation demonstrates that they are reasonable and necessary to carry out the objectives of the grant program. Documentation must be maintained demonstrating that costs are reasonable and necessary.		X	
Publication and Printing Costs 200.461 Publication costs for electronic and print media, including distribution, promotion, and general handling are allowable. If these costs are not identifiable with a particular cost objective, they should be allocated as indirect costs.	X		
Registration Fee for Trainings, Meetings, Conferences or Professional Development Must be necessary to carry out grant program's goals and objectives. Follow policy for approval and reimbursement.		X	
Professional Development For a school wide program, the professional development must align with goals of the grant program	X		
Security Costs 200.456 Necessary & reasonable expenses incurred for protection and security of facilities, personnel, and work products are allowable. Costs include, but are not limited to, wages and uniforms of personnel engaged in security activities; equipment; barriers; protective (non-military) gear, devices, and equipment; contractual security services; and consultants.	X		

Excerpt from Title I, Part A Handbook

Adapted from EDGAR Subpart E Cost Principles Uniform Guidance and Milwaukee Public Schools Title I Allowable Expenditure Guidelines

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Purchase	Allowable	Allowable with Conditions	Unallowable
Substitute Teachers Hiring substitute teachers is allowable if it is necessary to carry out instructional/grant goals and objectives.		X	
Student Activity Costs 200.469 Costs incurred for intramural activities, student publications, student clubs, and other student activities, are unallowable, unless specifically provided for in the Federal award.			X
Technology Devices Computers, iPads, laptops, etc. for classroom and student use. Device must be connected to program's goals and objectives and the cost must be reasonable and necessary Technology devices for personal use		X	X
Training and Education Costs 200.472 The cost of training and education provided for employee development is allowable.	X		
Transportation Costs The cost of transporting students and/or parents (if approved, outlined in grant application and necessary for the success of the grant program) to or from extracurricular grant activities is an allowable expenditure. (Contact Director of Title I before planning) Transporting students and/or parents to and from school.		X	X

Excerpt from Title I, Part A Handbook

Adapted from EDGAR Subpart E Cost Principles Uniform Guidance and Milwaukee Public Schools Title I Allowable Expenditure Guidelines

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Purchase	Allowable	Allowable with Conditions	Unallowable
Travel Cost for Employees 200.474 Cost for employees to travel outside the city is allowable if the training/meeting is necessary to carry out the goals/objectives of the grant program. Follow policy for approval and reimbursement.		X	
Tuition/Course Work If purchase includes coursework costs for an individual teacher, the coursework must meet the following criteria: • course taken is directly related to the teacher's assignment • course is related to instructional strategies to meet the needs of struggling students		X	
Tutoring Teachers may be paid to provide tutoring for students before or after school.	X		
Yearbooks			X

ATTACHMENT 28

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CCSD ELEMENTARY SCHOOLS IN LVMCA'S 7 ZIP CODES										
Name	Zip Code	Star Rating (2017-18)	Star Rating (2018-19)	Total Enroll-ment	Teacher : Student Ratio (1:x)	ELA Proficiency (%)	Math Proficency (%)	IEP (%)	ELL (%)	FRL Eligible (%)
R. Bell ES	89102	1	2	896	24	35.3	33.7	11.9	33.2	100
Vegas Verdes ES	89102	2	3	712	21	51.5	45	17.1	39.2	100
J Thiriot ES	89103	4	3	724	26	51.3	48.1	14.9	27.2	100
CH Decker ES	89103	2	2	734	22	35.6	28.8	12.9	28.6	100
H. Dondero ES	89103	3	4	763	25	44	49.6	11.9	41.4	100
V. Pittman ES	89107	3	3	624	21	46.1	32.2	13.9	27.9	100
OK Adcock ES	89107	2	2	639	20	40.2	31.3	15.7	32.7	100
Red Rock ES	89107	1	1	769	20	32.3	27.3	15.1	34.5	100
EW Griffith ES	89107	1	2	628	22	33.2	28.3	13.5	36.5	100
R. Warren ES	89107	2	3	716	21	36.5	33	12.7	38.6	100
MJ Christensen ES	89117	4	4	545	24	57.2	45.8	12.8	13.2	56.7
H. Derfelt ES	89117	3	2	612	24	44.7	33.7	14.7	14.4	65.2
MB Earl ES	89118	3	2	708	21	44.8	44.8	13.4	18.2	64.7
H. Jydstrup ES	89118	3	4	686	24	53	46.1	13.9	21.3	100
R. Guild Gray ES	89146	2	2	472	24	37.7	31.8	19.9	24.4	100
Doris Hancock ES	89146	1	1	606	19	33.7	23.5	15.2	25.7	100
Dr. CO Roundy ES	89146	3	2	835	26	41.2	37.2	10.5	42.5	100
E. Wynn ES	89146	1	2	919	25	31.6	23.8	13.6	48.2	100
P. Bendorf ES	89147	4	3	706	26	54.1	45.3	10.2	16.9	59.8
Roger Bryan ES	89147	2	4	720	25	48.8	46.7	11.8	20.1	62.5
F. Kim ES	89147	2	2	528	24	48.2	36.3	15.9	19.3	69.3
K. Hayes ES	89147	3	2	711	21	53.7	43.5	15.3	11.3	100
PA Diskin ES	89147	4	2	675	23	49.6	40.2	13.8	29.5	100
TOTAL OR AVERAGE		**2.4**	**2.5**	**685.8**	**23.7**	**45.2**	**37.4**	**14.0**	**25.9**	**89.2**
CCSD (ES)					23	49.1	41.8	12.1	17	69.2
STATE OF NEVADA (ES)					24	50.3	43.8	12.2	14.8	61.2
								red: all students (not just MS)		

CCSD MIDDLE SCHOOLS IN LVMCA'S 7 ZIP CODES									
Name	**Zip Code**	**Star Rating (2017-18)**	**Star Rating (2018-19)**	**Total Enroll-ment**	**ELA Proficiency (%)**	**Math Proficency (%)**	**IEP (%)**	**ELL (%)**	**FRL Eligible (%)**
Frank Garside JHS	89107	2	2	1266	31.6	15.3	14.9	27.1	86
Grant Sawyer MS	89118	3	2	1202	42.3	24.3	12.5	18.8	100
C. Lawrence JHS	89147	3	2	1348	46.8	28.6	10.4	14.1	66.9
TOTAL OR AVERAGE		**2.7**	**2.0**	**1272.0**	**40.2**	**22.7**	**12.6**	**20.0**	**84.3**
CCSD (MS)					46.5	30.6	12.1	17	69.2
STATE OF NEVADA (MS)					48.9	33.2	12.2	14.8	61.2

red: all students (not just MS)

CCSD ELEMENTARY & MIDDLE SCHOOLS IN 89146										
Name	**Zip Code**	**Star Rating (2017-18)**	**Star Rating (2018-19)**	**Total Enroll-ment**	**Teacher : Student Ratio (1:x)**	**ELA Proficiency (%)**	**Math Proficency (%)**	**IEP (%)**	**ELL (%)**	**FRL Eligible (%)**
R. Guild Gray ES	89146	2	2	472	24	37.7	31.8	19.9	24.4	100
Doris Hancock ES	89146	1	1	606	19	33.7	23.5	15.2	25.7	100
Dr. CO Roundy ES	89146	3	2	835	26	41.2	37.2	10.5	42.5	100
E. Wynn ES	89146	1	2	919	25	31.6	23.8	13.6	48.2	100
89146 Averages		**1.75**	**1.75**	**708**	**23.5**	**36**	**29.1**	**14.8**	**35.2**	**100**
CCSD (MS)								12.1	17	69.2
STATE OF NEVADA (MS)								12.2	14.8	61.2

red: all students (not just MS)