



2020 Charter Renewal Application



Executive Summary

Silver Sands Montessori Charter School originally received our charter in 2009 from the Nevada State Board of Education to operate as a grade K-8 school. FY2020-21 is Silver Sands' 12th year of operation, which is the sixth year under the charter contract that was approved by the State Public Charter School Authority (SPCSA) in March 2015. Silver Sands is the only tuition-free school in southern Nevada providing education in a Montessori environment, while adhering to Nevada Academic Content Standards and subject to state testing and accountability requirements. In the upcoming term, our goal remains to prepare children for life through community, character building and an environment of mutual respect and our mission will not be changed.

Mission Statement - To provide quality Montessori education in an environment that encourages a child's love of learning and respect for self, others, community, and the world.

Silver Sands will help cultivate independence in students, love of learning, understanding of cultural differences, respect for self and others, above and beyond their academic learning. Students will continue to learn how they can contribute to their classroom, their community, and the environment around them.

Key Design Elements, Programs, Structure and Principles of the School

There are no planned changes to the key design elements, programs, structures or principles of Silver Sands in the new term. However, some of our programs received a boost of new materials and professional development training which we will enjoy utilizing and incorporating this year and in the upcoming term.

- **Social and Emotional Learning (SEL):** Social and emotional development curriculum is an underlying and pervasive component of our program. Research by the National Scientific Council on the Developing Child indicates that social competence and emotional well-being are critical to the child's brain development, future school success, and emerging cognitive abilities. Our teachers create an environment that actively supports the social and emotional development of each student. As a teacher responds respectfully to the child's needs and offers the child meaningful work that builds the child's self-esteem, the child develops a sense of trust in the teacher and a sense of belonging to the classroom community. Silver Sands utilized our Title IIA Sub-award funds to purchase SEL professional development training for our teachers and admin staff at the beginning of this 2020-21 school year. Teachers will incorporate lessons in the five SEL components:
 - 1) Identifying and expressing feelings;
 - 2) Self-reliance, autonomy, and sense of control;
 - 3) Grace, courtesy, and respect for others;
 - 4) Socializing, empathy, and conflict resolution, and
 - 5) Leadership.

- Nevada Department of Education (NDE) awarded Silver Sands a Read by Grade 3 grant allocation; with these funds, we were able to sponsor a three-day intensive teacher training in August on the use and implementation of the Great Book Program and were also able to upgrade our existing Jr. Great Books and Great Books program for the entire Reading and Language Arts program for grades K through 8. This is a Shared Inquiry program that combines high-quality literature, student-centered discussion, and activities that support reading comprehension, critical thinking, speaking and listening, and writing. It also addresses our English Language Learners in the 4 components of language acquisition.

- In the second charter term, sports became a stronger element at Silver Sands. Students not only enjoy participating in the sport, but they learn good sportsmanship and build positive team spirit. The families and staff enjoy cheering and supporting the teams, as well as just gathering to talk and share as a school community. It has helped build a stronger community for Silver Sands. We are a part of the NCSAA League which has been a more organized experience in comparison to prior leagues we have joined. We hope in the

next term to continue to build the interest and participation in sports, mainly with family and staff in regards to the coaching of teams. Some years are easier than others to find coaches, when we return to school we plan to start building a pool of those who may be interested in coaching a team or two.

- Building community and student experiences at Silver Sands is an important element in our school's culture. This includes:

- 1) Student and Family Events: Parent & Child Night, Harvest Festival/ Trunk or Treat, Family Camping Trip, Winter Festival, Peace Week/ Peace Walk
- 2) Academic Events: National Geographic GeoBee, Scripps Spelling Bee, Southern Nevada Regional Science Fair
- 3) Milestone Field Trips: 3rd Grade Milestone- Valley of Fire, 5th Grade Milestone- SeaWorld San Diego, CA, 8th Grade Milestone- Washington, D.C.
- 4) Sports: Flag Football, Volleyball, T-Ball, Bowling, Basketball, Soccer, Track and Field
- 5) After School Clubs: FIRST Lego League Robotics Team, Hockey Club, Yoga, Chess/Science Club

2. Renewal Application

A. Application Form

Please See Attachment 1

B. Written Narrative

Silver Sands Montessori methodology is built around the concepts of self-directed learning, multi-aged classrooms, collaboration, creativity and social responsibility. It is based on the child's developmental needs for freedom within limits, in a carefully prepared environment of learning through tangible lessons, sensory appealing materials and guided experiences. Silver Sands Montessori Charter School provides an outstanding academic curriculum that is in-depth and rigorous. The Nevada Academic Content Standards form the basis of lessons using the Montessori materials and philosophy for what students need to learn in each subject area. These include Reading, Language Arts, Mathematics, Social Studies (with an emphasis on Geography, World Cultures, Community, and Civics), Science (Zoology, Environmental Education, Physical Science, Earth Science, and Space), Physical Education, Music, Art, Practical Life, Library Skills, Computer Literacy, Social Skills, and Service Learning. SSMCS students have the unique opportunity to become actively involved in his or her own learning -- not just repeating information dictated by a teacher, but discovering, visualizing, and finally abstracting information from materials chosen. Learning is a joy rather than a job, and the student becomes a self-directed, independent, thinker and problem-solver. There are a variety of instructional materials used including the Montessori materials; Math-U-See, Scholastic Guided Reading, Words-Their-Way, Great Books, and Vocabu-Lit. We also offer Virtue & Character-Building Peace lessons with activities. At the Middle School level, we offer electives which include Art, Music, Student Aide, Math Enrichment, and Theater. Our students have daily requirements, and assigned work must be completed on a timely basis. Classroom and special subject ground rules set clear expectations for behavior. Graduates transitioning into area high schools are well prepared, both academically and socially, for the demands of traditional programs.

Enrollment. Silver Sands Montessori serves grades K through 8th with 11 classrooms. Before the pandemic, enrollment at Silver Sands remained consistent with an average enrollment of 300 students from FY16-FY20. We maintain waiting lists for families every year. We do not carry our waiting lists over from year to year. The pandemic and having to teach through distance learning has significantly lowered our enrollment by more than 12% when comparing October 1, 2019 data to October 1, 2020. Our goal is to continue to enroll and promote our Montessori program.

Student Retention. The past few years we have seen that most of our openings for grade levels are in kindergarten and in middle school, with few, if any, openings in our Lower Elementary and Upper Elementary. Our student retention numbers remains consistent over the years. On average we see students making choices to leave or remain at our

school during transition years such as moving from our Lower Elementary (1-3) to our Upper Elementary (4-5) or from our Upper Elementary (4-5) to our Middle School (6-8).

Staff Retention. Staff retention fluctuates over the years, we have seen changes in retention due to personal reasons, moving out of state, or one area we see is with our teaching staff is the difficulty in meeting the dual requirements of State and Montessori certifications and requirements or the challenges with teaching multi-grades and managing standards for multi-grade students such as in our lower elementary where we have first, second, and third grade students in the classroom.

Student Attendance. Student Attendance is very important and considered a shared responsibility and concern of students and parents/guardians, with the assistance and support of school staff and the community. Daily attendance records of each student are monitored and recorded by the teacher and the office.

Student Discipline: All components of the Montessori Philosophy work together to foster a deeply rooted sense of inner discipline in each individual child. Dr. Montessori believed that a child was disciplined when he was master of himself and was able to follow the rules of society without constant extrinsic rewards and punishments. Peace Education is implicit in the Montessori curriculum. Montessori Peace curriculum includes a section of the classroom with a Peace Table where students can go for a few minutes of meditation, conflict resolution with a friend, yoga, or listening to quiet music. This is an important part of every K-8 classroom.

C. Required Supporting Documents

Please See Attachment 2: Proposed Calendar

Please See Attachment 3: Daily Schedule

3. Academic Plans for the Proposed Charter Term

A. Written Narrative

Educational Program

Silver Sands Montessori Charter School is committed to preparing students to be constructive contributors in their community by focusing on academic, personal and social development. The learning environment of SSMCS is based on the Montessori philosophy aligned with the Nevada Academic Content Standards because of its emphasis on the development of the whole child. Maria Montessori recognized that children have an innate desire to learn and, given the proper environment, they will thrive intellectually, socially, emotionally and physically. This “prepared environment,” as Dr. Montessori termed it, includes not only the classroom with its materials and Montessori trained teachers, but also a social setting and atmosphere where children can reach their fullest potential. Under this philosophy, it is imperative that the learning environment supports the whole child.

The Montessori philosophy specifically addresses diversity in communities by providing a child-centered, individualized approach to teaching and learning. SSMCS’s educational approach addresses the community’s diversity to ensure that students can explore their learning potentials. The process of our learning, our philosophy, and methods of instruction supporting our mission and distinguishing our program are:

- **Individualized & Differentiated Learning.** Montessori education is built upon the tenet that all learners are individuals in style, pace, interests and that all children can learn. SSMCS’s individualized and small group curriculum allows children to strive for their own personal best. Providing students with differentiated instruction (integral to individualized learning and the Montessori philosophy) has been demonstrated to increase success and satisfaction in school and assisting closing the gaps for our special needs students (ERIC ED43572-Carol Ann Tomlinson, 2000).

- **Mixed-age Groupings.** SSMCS's Montessori classrooms span three years at the lower elementary level, two years in the upper elementary and three years during their elective for middle school. These mixed-age settings provide several benefits to the student. They more closely model real-life situations where people of varying ages and experience work and live together. Children in this setting also benefit from peer tutoring opportunities that naturally occur. Skills are thus reinforced for not only the younger students but also the older students and students at risk. The benefits of collaborative learning arrangements extend beyond academic achievement. The social climate of these classrooms enhances social relations, discipline and individual well-being. (Aronson, 2002; Johnson & Johnson, 1983; Maheady, 1998; Wright & Cowen, 1985).
- **Integrated Teaching & Learning.** Montessori education emphasizes interdisciplinary teaching to encourage students to make connections across the curriculum and to their own personal lives. Emphasis is placed on projects that require open-ended research and in-depth study using primary and secondary sources as well as other materials. The Montessori didactic materials were specifically designed to enable students to understand the connections in their learning.
- **Prepared Environment.** Montessori environments are designed to enable instruction to progress from the concrete, hands-on exploration to concept development to abstract understanding. Elementary classrooms at SSMCS have an abundance of carefully sequenced Montessori materials to support this learning progression. As children progress to the Upper Elementary and Middle School level and develop higher-level thinking skills, research and reference materials, along with information technology is used to pursue independent research projects that reinforce what has been learned with the Montessori materials.
- **Teacher's Role.** Montessori teachers are trained to be scientific observers of their students and the learning environment. These observations will guide teachers in their lesson presentations and in their evaluation of each student's progress. Teachers guide students by making changes in the environment, offering invitations for inquiry and direct instruction. Teachers work to create and sustain a classroom and school culture where demonstrations of respect, initiative, risk-taking and persistence in learning are the norm. In the younger grades, teachers will work with individuals or small groups. At the Middle School level, teachers provide more whole class instruction, but will challenge and extend the self-directed habits of the elementary years as students begin to direct the development of their own goals and pursue research and service-learning projects.
- **Parent Involvement.** Communities consist of various types of families and SSMCS acknowledges that the term "parents," includes legal guardians. SSMCS considers all caregivers to be vital partners in the education of their children. Therefore, parents will be welcome at SSMCS and will be encouraged to participate in their student's education. SSMCS is committed to providing frequent parent education opportunities so that the Montessori philosophy is well understood and embraced.
- **Social and Emotional Learning/Character Development.** SSMCS's Social and Emotional Development curriculum is an underlying and pervasive new component of our program. SSMCS's teachers create an environment that actively supports the social and emotional development of each student. As a teacher responds respectfully to the child's needs and offers the child meaningful work that builds the child's self-esteem, the child develops a sense of trust in the teacher and a sense of belonging to the classroom community. SSMCS is incorporating lessons in the five SEL components: 1) Identifying and expressing feelings; 2) Self-reliance, autonomy, and sense of control; 3) Grace, courtesy, and respect for others; 4) Socializing, empathy, and conflict resolution, and 5) Leadership.

Curriculum

Silver Sands Montessori Charter School fosters high academic standards through the thoughtful application of the Nevada Academic Content Standards and Montessori philosophy. SSMCS standards are fully aligned with the Nevada Academic Content Standards, Next Generation Science Standards, and will continue to align with any updates to the State of Nevada standards.

Mathematics, K-5. SSMCS students use Montessori materials to explore concepts extensively in concrete form before abstracting and integrating them. The mathematics curriculum addresses the content areas of enumeration, operational experiences to develop an understanding of the four operations, fact development, fractions, problem solving, measurement, logic and probability, the language of mathematics, geometry, and algebra. SSMCS enhances the Montessori materials by using a workbook program aligned with the standards with distinctive strategies presented through videos, textbooks, practice, systematic review, and assessments which guide our students from concept to concept as they build a solid understanding of mathematics.

Mathematics, 6-7. SSMCS students will also use Montessori materials as reference in the concrete form and will also use the same math workbook program to guide core content skill development in relation to the Nevada Academic Content Standards for Mathematics. Students will engage in skill integration and application through in-depth practical application and project-based experiences.

Pre-Algebra & Algebra. SSMCS 8th grade students will be placed in either Pre-algebra or Algebra according to their individual level. Both programs are supported by the same math workbook program to guide core content skill development in relation to the Nevada Academic Content Standards. There are also manipulatives used for demonstration and modeling of concepts in keeping with the Montessori philosophy of moving from the concrete to the abstract.

Title IIA Sub-Award. SSMCS believes a whole-school focus on continuous improvement guided by Montessori principles and supported by professional development is vital to the success of our students. Comprehensive, thorough, and deeply grounded Montessori teacher training is essential to successful implementation.

Training includes:

- Comprehensive study of Montessori's model of human development
- Grounding in Montessori principles such as observation, freedom, and responsibility, and the prepared environment
- Specific training in the complete set of Montessori materials and lessons for the age group being studied and how they support and align with Nevada Academic Content Standards

SSMCS's February Professional Development Day provided training for our teaching staff in additional opportunities to further develop effective, higher mathematics classroom instruction in order to meet the students' needs, incorporate differentiated instruction, to increase their knowledge of strategies of how to motivate their underachieving students, and increase family engagement, while using Montessori math materials, methods, and lessons.

Language Arts/Reading, K-5. SSMCS uses the Montessori philosophy and materials in teaching diverse literacy skills. SSMCS and Montessori reading curriculum has three essential components: A strong foundation in phonics, comprehension based on visualization, and whole language, or learning to read for meaning and using context clues. This multi-sensory approach is unique in that it has children building words (encoding) while learning to read them (decoding). Developmentally appropriate activities allow children to build their own understanding of how sounds are represented by symbols, and these symbols are joined together to form words. The key to comprehension is visualization, and in the Montessori approach to reading, children have lots of practice developing this skill. Visualization is an essential component of the Montessori grammar activities where an understanding of the function of words is developed through the use of manipulative activities. Working with these activities gives children further practice in reading and comprehension through visualization.

With the awarded Read by Grade 3 grant funds we were able to add to our Junior Great Books program for grades K-5. This program combines high-quality literature, student-centered discussion, and activities that support reading comprehension, critical thinking, speaking and listening, and writing. The goals of this program are to assist our students in becoming independent readers and thinkers:

- Balancing literary and informational texts
- Building knowledge in the disciplines
- Providing a staircase of text complexity
- Requiring text-based answers
- Focusing on evidence in writing
- Expanding vocabulary

All preparation for literacy instruction will be based upon a continuous and systematic analysis of measurable student data from identified efficacious programs approved for utilization at Silver Sands Montessori Charter School. All instruction and implementation strategies are explicitly aligned to Nevada Academic Content Standards (NVACS) in literacy. Teachers and support staff will use research-based strategies to achieve targeted literacy objectives across all content areas.

Language Arts/Reading, Middle School (6-8). Building on the foundation developed in our Montessori Elementary program, using students' foundation of spelling, deep vocabulary, and knowledge of grammar, our students apply these skills toward more detailed writing. With the awarded Read by Grade 3 grant funds we were able to add to our Great Book Program for the middle school. Great Books for 6-8 combine high quality fiction, nonfiction and poetry with student centered discussion and activities that support reading comprehension, critical thinking, speaking, listening, and writing.

Read by Grade 3. The Read by Grade 3 initiative has positively impacted our literacy program. While our instruction has not drastically changed, our expectations for RTI consistency and implementation have been impacted significantly. Likewise, our expectations for parent communication regarding the RTI process have also been impacted significantly.

SSMCS has increased student access to technology to familiarize Kindergarten through 3rd grade in test taking skills, keyboarding, and supplemental learning materials.

SSMCS administrators and classroom teachers meet regularly to analyze the data from NWEA MAP testing to guide differentiated instruction, group students for RTI, and strengthen our literacy program.

SSMCS remains committed to applying research-based instruction to its curricula as it integrates literacy instruction across contents. Math and Science instruction strategies include a literacy-based component within the standards and the instruction to ensure our students are literate among all areas of learning content.

SSMCS's top three 2020-2021 Goals of our Read by Grade 3 Programs;

- Silver Sands Montessori Charter School will support teachers in developing a schedule for daily Tier 1, K-3 literacy blocks that include differentiated small group instruction in reading utilizing specific research-based methodologies.
- Silver Sands Montessori Charter School will support teachers in developing a structured plan for Tier 2 and 3 students who have been identified through specified program testing as deficient in reading.

- Silver Sands Montessori Charter School will provide professional learning opportunities to teachers and support staff specific to the components of a balanced literacy program aligned to the Nevada Academic Content Standards (NVACS).

SSMCS was awarded from the Nevada Department of Education (NDE) FY20 Read by Grade 3 grant allocation; with these funds, SSMCS was able to sponsor an August three day intensive teacher training in the use and implementation of the Great Book Program and was also upgrade the Jr. Great Books and Great Books program for the entire Reading and Language Arts program for grade K-8. This is a Shared Inquiry program that combines high-quality literature, student-centered discussion, and activities that support reading comprehension, critical thinking, speaking and listening, and writing. It also addresses our English Language Learners in the 4 components of language acquisition.

Social Studies/Science K-5. SSMCS and the Montessori Cultural Studies curriculum provide children with an opportunity to explore the larger world. As part of a rich exploration of the different cultures of the world, students learn about the people, terrain and animals of each continent as they study them. SSMCS has aligned the Montessori cultural curriculum to the NVACS.

The lower elementary Cultural Studies curriculum is focused on placing a child into the context of their world. This is done in many ways, using historical timelines, astronomy, biology, zoology, history and geography. Students come to see themselves as part of a larger physical world, and as occupying a certain place in a larger historical context.

SSMCS has enhanced this area of study with the purchase of beautiful Montessori Cosmic Education hands-on materials including: nomenclature cards of the parts of biomes, plants, vertebrates and also lessons on the Nitrogen and Carbon cycles and many more.

Social Studies, 6-8. SSMCS Middle School Social Studies program builds on the strong Cosmic Montessori elementary foundation. SSMCS has enhanced our program by adding TCI *History Alive* aligned with NVACS. This program incorporates notetaking, groupwork, and step-by-step instruction. Students are at the center of this program that taps a variety of learning styles allowing students of all abilities to learn and succeed.

Science, 6-8. SSMCS Middle School Science program builds on the strong Cosmic Montessori elementary foundation. We have enhanced our program with adding *TCI Bring Science Alive*. This program is aligned with the Next Generation Science Standards and the NVACS. It focuses on how the big picture concepts and teaches students how to do science.

Restorative Discipline Plan/Peace Education

All components of the Montessori Philosophy work together to foster a deeply rooted sense of inner discipline in each individual child. Dr. Montessori believed that a child was disciplined when he was master of himself and was able to follow the rules of society without constant extrinsic rewards and punishments. Peace Education is implicit in the Montessori curriculum. Montessori Peace curriculum includes a section of the classroom with a Peace Table where students can go for a few minutes of meditation, conflict resolution with a friend, yoga, or listening to quiet music. This is an important part of every K-8 classroom.

SSMCS will focus more attention in the following areas of our Restorative Discipline Program for the 2020-2021 school year. Teachers and support teachers will first try to understand the function and purpose of the underlying causes of inappropriate behavior. One means of accomplishing this is by documented observation of the child. We will assess the underlying needs of the student and then teach other means of achieving the same goal, so that the child acquires the social skills to meet his/her needs appropriately. SSMCS teachers will provide children with opportunities to take pro-active measures to repair relationships and the environment that have resulted from their previous inappropriate choices.

Changes to the classroom environment and accommodations to the student's needs are integral parts of our positive behavior supports. Choices will be given to the child to empower their willingness to comply with the needs of others as they repair and mend the results of previous inappropriate behavior.

SSMCS Objectives:

- Enhance the child's connection to friends and teachers by first viewing the behavior from his or her perspective.
- Increase the child's recognition and appreciation by peers in the classroom by assigning specific, positive roles in the life of the classroom.
- Increase the child's understanding of competent and appropriate behavior.
- Increase the child's competency for self-control and appropriate choice.
- Allocate resources in a proactive mode rather than a reactive mode.

SSMCS will also strengthen our assessment of behaviors keeping a student from a successful school experience through objective observations and data collection.

Special Education Narrative

The special education population is growing at SSMCS. Last year the number of students with IEP's made-up 10% of the school's population. The special education program has had many successes over the last few years. Several students with an Individual Education Program (IEP) have been exited from the program, due to their academic achievement and performance. The goals and benchmarks outlined in the IEP were met. Students were able to return into the general education population.

Services and programs to students with disabilities are implemented in accordance with the Code of Federal Regulations (CFR), Nevada Revised Statutes (NRS), and Nevada Administrative Code (NAC). The Special Education Policies and Procedures Manual provide additional information regarding the special education programs. Our school's Special Education Program includes direct instruction service in the regular education classroom and resource room. Instruction service in the regular education is provided during guided instruction. Instructional service in the resource room setting depends on the student's educational needs. SSMCS also offer other related services including but not limited to Speech and Language Therapy and Occupational Therapy.

The special education program is focused on six principles:

- Free appropriate public education. Children with disabilities eligible for special education will be provided educational services at no cost to the family.
- Appropriate evaluation. Evaluation must include relevant information from a variety of sources such as parents, teachers, classroom observations and formal assessments. The evaluator(s) will use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information.
- Individualized Education Program (IEP). The IEP details the services the student will receive general education, special education, and related services. The IEP must be reviewed at least once a year.
- Least Restrictive Environment (LRE). Students with disabilities will be with the non-disabled peers to the greatest extent possible in educational settings and during extracurricular and nonacademic activities.
- Parent and Student Participation in Decision Making. Parents are equal participants in all aspects of their child's special education program. When appropriate, the student is also part of the team.
- Procedural Safeguards. These are provided to parents to enforce their child's right to a free appropriate public education. Procedural safeguards are provided to parents at least on an annual basis.

504 Plan Narrative

Montessori philosophy believes and emphasizes that students with different learning abilities and learning modalities can benefit from being integrated into the general classroom. The Montessori Method agrees with the approach of addressing the needs of a student on a 504 Plan, for the Montessori approach is focused on the individual. This population of students has increased over the past year representing 1.5% of the population at SSMCS.

SSMCS provides an environment that allows students to learn and progress at their own rates and according to their individual capabilities. Moreover, the Montessori classroom provides flexibility to support diverse learners. SSMCS complies with all applicable Federal and State Laws, including but not limited to Individuals with Disabilities Education and Improvement Act of 2004 (IDEA 2004), Section 504 of Rehabilitation Act (Section 504), The Americans Disabilities Act (ADA).

Response to Intervention (RTI) Narrative

By design, Montessori classrooms can reach the low achieving as well as high achieving student by employing the child-centered Montessori philosophy. In addition to being trained in the Montessori Method, teachers are diligent to recognize when students are having difficulties, including using assessment data and classroom observation to make these determinations. SSMCS uses MAP scores to identify those students who fall below 40% in reading in grades K-6. The classroom teachers then devise a reading plan of appropriate interventions and those students have access to additional academic support daily with weekly assessments to track their progress. Supplemental materials are available for students and parents as well as additional professional development for the teacher.

When a student is having difficulty learning in a regular education classroom, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RTI) is the mechanism teachers will utilize scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability.

SSMCS is currently using EasyCBM to track RTI progress. EasyCBM provides reading and math Benchmark and Progress Monitoring assessments and reports with fully integrated tracking of instructional interventions.

All students receiving RTI services will be regularly assessed to ensure that at-risk students are identified in a timely manner. Teachers will implement an intervention plan utilizing RTI interventions for students not making appropriate academic or behavioral progress. The parent or guardian of a student at risk for retention will be notified in a timely manner to provide opportunities for intervention and remediation.

English Language Learner Narrative

SSMCS English language population has increased over the last few years. In the 19-20 school year, our English language population was 6.9% out of 303 students enrolled. As of October 1, 2020, our English language population for the 20-21 school year is 6% out of 266 students enrolled. Over the last two years four EL students passed the WIDA Access for ELLs and have been reclassified as English Language Proficient.

Students classified as EL's are entitled to services specifically designed to improve their English proficiency, which is needed for EL's to access the Nevada Academic Content Standards. Students who are English learners attending 87SSMCS have full access to the school's curriculum. Teachers plan instruction for students that promote the development and acquisition of proficient English language skills. SSMCS follows all State and Federal mandates regarding English Learners. As allowed by state regulation, SSMCS offers Sheltered Instruction at the elementary and

secondary level. The goals of the program are to: (1) help EL students achieve comprehension, speaking, listening, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. English Language Learners should be provided with appropriate testing accommodations. In addition, to the Montessori methods and strategies all students identified as English Learners are offered additional time in Reading Language Arts above the required minimum to assist students with achieving proficiency in English. All English Learners will be administered the WIDA Access for ELLs until a student meets the minimum requirements to be reclassified as English Language Proficient.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative

Silver Sands Board of Trustees is comprised of seven members representing a variety of professions and experience that accommodate the needs for Silver Sands to operate successfully. The current Board meets the minimum statutory requirements outlined in NRS 388A.320 and collectively has the capacity, skills, and qualifications necessary to ensure the continued success of Silver Sands. The table below lists each member and a description of their experience and qualifications.

Trustee Name	Profession	Description of Experience and Skills
<u>Kristofor Jacobson</u> Board President Trustee	Technology and Business Professional	Kris Jacobson currently serves as the Board President, but has been associated with Silver Sands from the beginning when he volunteered his time and assistance with the school’s startup technology needs when the school opened in 2009. He is a software executive of 20+ years with extensive experience aligning resources and design principles with long-term business strategy, while balancing short-term delivery demands. Mr. Jacobson a native Nevadan and is passionate about providing families in the community educational options, and has volunteered at multiple charter schools in the valley. When he can find some spare time, he enjoys working on his backyard remodeling project and spending time with his family.
<u>John Fukuda</u> Board Vice-President Trustee	Business, Technology and Real Estate Professional, and Former SSMCS Parent	John Fukuda is the Board Vice-President. He is a 30-year veteran of executive positions in the real estate and technology fields and CEO of Savvia Group, Inc. His three decades of senior management and principal experience include both regional and national entities, which range from Fortune 300 companies such as IBM and ADP to rapid start-up and turnaround situations. A more comprehensive overview of his background includes specialties in sales, information technology, marketing, operations, strategic planning, corporate vision and human resources. As a third generation Japanese-American (Sansei), Mr. Fukuda attributes his professional success to strong family values that are rooted in principles of higher education and property ownership. After attending high school internationally in Rome, Italy, Mr. Fukuda completed his studies in Biology and Economics at the University of California, Los Angeles. Mr. Fukuda enjoys leisure time with his wife, Hadley and their two sons.
<u>Kimberley Patai</u> Board Secretary Trustee	Licensed Teacher Representative and SSMCS Parent	Kim Patai is the Board Secretary and also serves as the board’s licensed teacher and parent representative. Ms. Patai has a daughter and a son who have attended Silver Sands since kindergarden. Both children are currently in our middle school program. The Patai’s have

		<p>been an involved and supportive part of the Silver Sand's community for over eight years.</p> <p>Ms. Patai is a licensed Special Education Teacher in the State of Nevada, and has been an active educator for 20 years. She is highly qualified in Special Education (6-12) areas of Math, English, Science and Social Studies.</p>
Donna Brooks Trustee	Licensed Teacher Representative	<p>Donna Brooks is our second licensed teacher representative, who is 39 years rich in experience. She has been a Teacher, Assistant Principal, Principal, Director of Social Studies Education, and Director of Testing and Technology. In these positions, she acquired a strong understanding of school finances, fundraising, law, and public relations.</p> <p>Ms. Brooks is recently retired, but serves on the Silver Sands Board to continue her service to education, and allow us to tap into her vast experience. She has her Nevada Teaching License, as well as four licenses in the State of New York (English, Social Studies, School District Administrator, and School Site Administrator.</p>
Mayumi Coffman Trustee	Paralegal and SSMCS Parent	<p>May Coffman is the newest Trustee added to the Board, but is not new to our Silver Sands Community. She is also a parent representative on the Board as she has a daughter who is in 7th grade at Silver Sands, and a son who just graduated from our middle school program last school year. She has always been a very involved and supportive parent, and is our school historian as she takes amazing photographs at all of the school events.</p> <p>Ms. Coffman is a Paralegal for the United State's Attorney's Office, District of Nevada, and she assists the Federal Prosecutors in the Organized Crime Division. Her strengths are her organizational and communication skills, and she is always very thorough.</p>
Sharon Groesbeck Trustee	Accountant and Business Professional	<p>Sharon Groesbeck is in her second term as a Trustee, but is also a long-time Silver Sands Community member, as she volunteered during the opening year with the school's accounting and assisted with setting up the general ledger accounts. She joined the Board to utilize her knowledge and experience to assist the school in making sound financial decisions. She believes that it is a great responsibility and honor to work as part of a team that is helping the students at the school achieve their highest potential academically and socially.</p> <p>Ms. Groesbeck has over 25 years of progressive accounting, financial reporting, and management experience. She is currently in an accounting executive position for the past 10+ year overseeing all of the accounting for a retail and wholesale manufacturing company. On her off time, she enjoys bike riding and jet skiing with her husband, and just recently picked up golf.</p>
Lorraine Kucik Trustee	Education and Business Professional, former SSMCS Parent and Support Teacher	<p>Lorraine Kucik joined the Silver Sands Board in 2019, however, she has been a part of the Silver Sands' Community from when the school first opened in 2009. Her daughter and son attended Silver Sands, and Ms. Kucik taught Lower Elementary as a Support Teacher for six years. She is and has always been passionate about the school and joined the board to continue to help "facilitate an environment that fosters confidence and curiosity in a child, a very solid academic</p>

		<p>foundation and most of all, a love of learning and a true respect and love for their teachers.” She explained this on her board application because she said that is what her children received at Silver Sands and would like to give that to others.</p> <p>Ms. Kucik’s experience as a former parent and teacher at Silver Sands is a helpful source of knowledge and understanding. Her strengths also lie in her problem-solving skills, and looking for the “need behind the need.”</p>
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All board trustees are required to attend a yearly board retreat where board training is provided for new trustees, and additional board development training on pertinent topics at the forefront are also scheduled at this time to build and improve board capacity. To address growth plan, the next retreat will also include Board goal setting to be evaluated with the Board’s self-evaluations. Additional meeting or training sessions may be scheduled during the year by Board request. Of recent Board turnover in the middle of a set term has not been an issue, and it tends to happen when a parent member decides to leave the Board when their student graduates or moves on to another school. The Board consistently attempts to place an extra licensed position on the board especially when a final term is coming up for a licensed seat as it can be a difficult one to fill when needed. The Board would like to plan ‘Board Visits’ to the school when school is in full session, and have a Trustee or two drop-in for a visit and have an open office time for staff to come in and talk or just to say “hi”.

B. Required Supporting Documents

Please See Attachment 1 for Board Member Information Sheet (Application Template) and Board Member Assurance Statement & Signature

Please See Attachment 4 for Governing Board Member resumes

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative

Silver Sands Montessori Charter School has consistently met the requirements and guidelines set by our sponsor, the State Public Charter School Authority. The SPCSA has not issued any financial notices to Silver Sands and the school is in ‘Good Standing’ within their Financial Performance Framework.

In the prior fiscal year, a budget report is approved and submitted by the governing board and initiates with the approximate per pupil allocation defined by the State, and our expected enrollment for the budgeted year. Our budgeted enrollment numbers are normally very stable and rarely change as it is limited by space, however, due to current circumstance with COVID-19 our enrollment has dropped significantly by 8.8%. Silver Sands has a history of consistently being fiscally sound and responsible, and our conservative practices can be noticed on our financials. However, this drop in enrollment will require an amendment to our current budget and the school will need to utilize contingency reserves. Our budgets are based on history from prior fiscal year as a guideline, and altered by economic variances and short and long-term strategic plans- however, at the time our original budget was approved last May we were expecting possible budget cuts, but had not foreseen a drop in enrollment. The current FY2020-21 budget attached to the application is the original budget that was submitted to the State in May, a revised budget with the current enrollment numbers will be going to the Silver Sands Board of Trustees for discussion and possible approval on November 12, 2020.

Silver Sands consistently receives two to three supplementary funding has assisted the school in the areas of Special Education, Title II and Title III programs. These in particular are Federal grants that are passed through the State, and managed and distributed by our State sponsor, the SPCSA. The school’s demographics continue to evolve and we

are seeing our EL (English Learner), Special Education, and FRL (Free & Reduced Lunch) population growing in numbers, and may be able to participate in the funding opportunities that tie to these programs. This fiscal year, the school has applied for Elementary and Secondary School Emergency Relief (ESSER) funds, AB3 funds, and a Zoom grant.

In FY19, Silver Sands completed a few capital projects that were initiated in the 4th quarter of FY18.

- A security system upgrade adding more cameras, and a security intercom entry was installed over the Summer and Fall.
- Replaced old and mismatched VCT flooring with a durable low-maintenance vinyl plank tile that has a wood-look which brings a warm feeling to the school. Worn carpet in the two upper elementary rooms and two of the middle school rooms were also replaced with new carpeting.
- The project for the shade structure over the playground area began in FY19, but was not completed until this Fall (2019).

Fundraising, especially for the student Milestone trips, have always been successful which gave families who were sending their students on their Milestones huge financial assistance. We will continue to encourage the same fundraising intensity in hopes that we can achieve higher Milestone attendance of our students on these special field trips.

Silver Sands has no long-term debt.

PTO and Student Council organizations both continue to take on roles to enhance school community and utilized their fundraising to sponsor student and family events, and also teacher and student activities.

Silver Sands is currently in the middle of our annual external audit to finalize and close the books for FY2019-20. All of our prior external audits produced no findings of deficiencies in internal control, compliance on the areas tested, and no misstatements found on our financial statements.

Silver Sands plans to continue to improve our financial performance with specific focus on enrollment forecasting, and ensuring adequate enrollment numbers. We will continue to implement and monitor our fiscal controls. And Silver Sands will also continue to work with the SPCSA staff to ensure financial compliances are met.

Please See Attachment 5 for FY21 and FY22 School Budgets

6. Additional Information from the Governing Board Supporting Renewal

Please see Attachment 6: Agenda

Please see Attachment 7: Draft Minutes

2020 Silver Sands Montessori Charter School Renewal Application

Attachment 1: Application Template

School Name & Contact Info	Name: SILVER SANDS MONTESSORI CHARTER SCHOOL Address: 1841 WHINEY MESA DRIVE, HENDERSON, NV 89014 Phone: (702) 522-6220 Website: www.silversandsmcs.org	
School Leader Name & Contact Info	Name: Marlo Tsuchiyama Title: Head of School Contact info: (702) 522-6220 (work); (702) 497-3935 (cell); ms.marlo@silversandsmcs.org (email)	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Kristofor Jacobson Email: kristofor.jacobson@gmail.com Phone: 702-630-8607
	Vice Chair/Vice President	Name: John Fukuda Email: john@fukuda1.com
	Treasurer	Name: N/A Email:
	Secretary	Name: Kimberley Patai Email: pataifamily@gmail.com
	Member	Name: Sharon Groesbeck Email: sharongroesbeck@yahoo.com
	Member	Name: Lorraine Kucik Email: lorkucik@gmail.com
	Member	Name: Donna Brooks Email: dabrooks7242@gmail.com
	Member	Name: Mayumi Coffman Email: mayumi.coffman@gmail.com

ACADEMIC PERFORMANCE

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Elementary	Middle School	Campus 3 (name)	
	3 Stars	5 Stars		
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Elementary	Middle School	Campus 3 (name)	
	4 Stars	4 Stars		
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating	
	3 Stars	2 Stars		
2015 NSPF Rating (Frozen from 2014)	Elementary School Rating	Middle School Rating	High School Rating	
	5 Stars	5 Stars		
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.			
	2015-16	2016-17	2017-18	2018-19
NDE-Validated Four-Year Graduation Rate	N/A	N/A	N/A	N/A

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2020] =				278 (as of 8/10/2020)			
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
140	138	101	17	104	18	35	3
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
27	17	0	87	17		17.7%	

Staff Retention				Discipline Data	
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2019-20	Percentage returning staff 2020-21	Number of out of school suspensions	Number of expulsions
12	25	77%	92%	0	0
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct. 1] ¹					
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	
82%	88%	88%	85%	80 %	

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings				
2019	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2018	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2017	<u>Good Standing</u>	<u>Notice of Concern</u>	Notice of Breach	
2016	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2015	<u>Good Standing</u>	Notice of Concern	Notice of Breach	

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings				
2019	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2018	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2017	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2016	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2015	<u>Good Standing</u>	Notice of Concern	Notice of Breach	

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings				
2019	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2018	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2017	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2016	<u>Good Standing</u>	Notice of Concern	Notice of Breach	
2015	<u>Good Standing</u>	Notice of Concern	Notice of Breach	

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Planned Total Enrollment	305	305	305	305	305	305
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect.

BOARD MEMBER ASSURANCE STATEMENT

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: 
Date: 10/15/2020

Signature of President/Chair of Governing Body: 
Date Governing Body voted to approve application for renewal: 10/15/2020

2020 Silver Sands Montessori Charter School Renewal Application

Attachment 2: School Calendar FY 2021

SILVER SANDS MONTESSORI | 2021-2022 CALENDAR DRAFT

<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr style="background-color: #333; color: white;"> <th colspan="7">AUGUST '21</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td style="background-color: yellow;">9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>5 Teacher/Support Teachers Return 9 First Day of School</p> <div style="text-align: right; border: 1px solid black; width: 30px; margin: 0 auto; padding: 2px;">17</div>	AUGUST '21							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					<p>17 ½ day for Students 18 Prof. Dev. (No School) 21 Presidents' Day</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #333; color: white;"> <th colspan="7">FEBRUARY '22</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td style="background-color: red;">21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <div style="text-align: right; border: 1px solid black; width: 30px; margin: 0 auto; padding: 2px;">19</div>	FEBRUARY '22							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																			
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School Calendar Template © calendarlabs.com

2020 Silver Sands Montessori Charter School Renewal Application

Attachment 3: Student Daily Schedule



Silver Sands Montessori Charter School
Bell Schedule 2021-2022 - **DRAFT**

Grades	Time	Lunch
Kindergarten	8:15-2:45pm	11:00-12:00 (Recess 11:00-11:30)
1-3	8:15-2:45pm	11:30-12:30 (Recess 11:30-12:00)
4-5	8:15-2:45pm	12:00-12:30 (Recess 10:50-11:20)

Middle School

Full Day Schedule		½ Day Schedule	
Period 1	8:15am-9:05am	Period 1	8:15am-8:46am
Period 2	9:08am-9:58am	Period 2	8:48am-9:19am
Nutrition Break*	9:58am-10:08am	Nutrition Break	
Period 3	10:08am-10:58am	Period 3	9:21am-9:52am
Period 4	11:01am-11:51am	Period 4	9:54am-10:24am
Lunch	11:51am-12:21pm	Lunch	
Period 5	12:24pm-1:14pm	Period 5	10:26am-10:56am
Period 6	1:17pm-2:07pm	Period 6	10:58am-11:28am
Period 7	2:10pm-3:00pm	Period 7	11:30am-12:15pm

*10 minutes nutrition break

Daily Scheduling is 50 minutes/class. Below is a list of required courses for middle school (we add Soc. Studies for 6th grade, PE/Computers for Seventh grade, Reading for 8th Grade).

Period	6th Grade	7th Grade	8th Grade
1 st Period	Math	English Language	Science
2 nd Period	Science	Math	English Language Arts
3 rd Period	English Language Arts	Science	Math or Elective (if enrolled in Algebra)
4 th Period	Social Studies	Reading	Algebra or Elective (if enrolled in Math 8)
5 th Period	Reading	US/Nevada History	Health/PE
6 th Period	PE/Use of Computers	Computers/PE	World Geography
7 th Period	Elective	Elective	Elective

2020 Silver Sands Montessori Charter School Renewal Application

Attachment 4: Governing Board Resumes

Kristofor Jacobson

3406 Remuda Trail • Las Vegas, Nevada 89146 • C (702) 630-8607 •

kristofor.jacobson@gmail.com

SUMMARY

An accomplished software executive with extensive experience aligning resources and design principles with long-term business strategy, while balancing short-term delivery demands. Extensive hands-on engineering and architecture experience. Employs strong communication skills and process controls to coordinate teams in the development of high quality products. Organized and attentive to details, identifies and mitigates risks. Keeps up to speed on new technology and consistently delivers contributions that provide a compelling competitive advantage.

PROFESSIONAL SKILLS

PRODUCTION PLATFORM SUPPORT AND DEVELOPMENT

OPERATING SYSTEMS Windows 10/8/7/XP/MSDOS, Server 2012/2008/2003/2000/NT, OS/400, Stratus VOS, Tandem NSK, various Linux/Unix distributions

DATABASES SQL Server 2012/2008/2005/2000, DB2/400, MySQL, PostGres, Oracle

RUNTIMES/FRAMEWORKS Java SE/EE, .NET

WEB SERVERS IIS/WCF/ASP.NET, Jetty, Tomcat and Apache web server; Queuing servers include ActiveMQ, JbossMQ, MSMQ

SOURCE CONTROL, CONTINUOUS INTEGRATION AND BUILD AUTOMATION TOOLS AND TECHNIQUES

VERSION CONTROL SYSTEMS Git, Subversion, MS Team Foundation, CVS, Visual Source Safe, MKS/Silvon, Turn Over

CONTINUOUS INTEGRATION SYSTEMS Jenkins/Hudson, CruiseControl, CC.NET

TICKET/ISSUE/BUG TRACKING Jira, TRAC, Bugzilla, CA ServiceDesk

BUILD SCRIPTING/AUTOMATION Maven, NSIS, Ant, Nant

UNIT TESTING FRAMEWORKS NUnit, Junit, and my own custom-built framework (RUnit) for OS/400

DEPLOYMENT PACKAGING Microsoft (.MSI) and Linux (.DEB)

DEVELOPMENT TOOLS, LANGUAGES AND STANDARDS

IDEs Netbeans, IntelliJ, Sublime, Eclipse/WebSphere Studio, Visual Studio, others

SDKs Java SDK, .NET SDK, OS/400 PDM, GCC

OBJECT-RELATIONAL PERSISTENCE FRAMEWORKS Hibernate, Nhibernate/Fluent, Toplink, JPA, node ORM

PLATFORMS .NET and Java platforms

DATA ACCESS TECHNOLOGIES JDBC, node-postgres, OLEDB, ADO(.NET), ODBC and others

WEB FRAMEWORK Angular, Express, Node, Yeoman and many others

LANGUAGES Java 1.4/5/6/7, ECMAScript/Javascript, JSON, ActionScript and MXML, .NET (C#, VB.NET), XSD, WSDL and WSDL-driven development techniques, various XML dialects and web service standards including GSA S2S/G2S, C/C++ on several platforms, HTML, various IP protocols (UDP unicast & multicast, TCP) and applications (HTTP, FTP, SMTP, etc.).

PROJECT MANAGEMENT FRAMEWORKS Formal full-sequential SDLC/Waterfall, RAD, Iterative-Incremental (RUP) with OOD/OOP, Scrum/Agile variants. Traditional top-down procedural software design.

EXPERIENCE

ARISTOCRAT TECHNOLOGIES INC., LAS VEGAS, NEVADA

Director of Systems Product Management 2014-Present

Evaluated opportunities for commercial partnership, merger and acquisition to strengthen market position of systems line of business. Managed the reorganization of global Engineering delivery teams to better integrate multiple product suites, aligning to business goals rather than technical focus. The result was streamlining of overall portfolio both commercially and operationally. Systems business unit revenue grew from \$30mm annually in 2013 to over \$60mm in 2016.

AGILYSYS, INC., Las Vegas, Nevada

business unit revenue grew from \$30mm annually in 2013 to over \$60mm in 2016.

AGILYSYS, INC., Las Vegas, Nevada

Senior Software Engineer 2011-2014

Designed and developed web application to integrate with well-known inventory-purchasing system using Java, Wicket, Lucene and MS SQL Server from the ground up. Met with a variety of stakeholders to determine weakness in available market alternatives, and developed a compelling solution well-integrated with legacy product. Fully internationalized solution, including multi-currency and multi-language support throughout the product.

PALTRONICS, INC., Las Vegas, Nevada

Director of Gaming Systems Development 2008-2011

Team lead for multimillion-dollar project to deliver innovative, integrated gaming solution to major California casino. Coordinated engineering resources in development of enhancements to .NET and embedded software as well as development of next generation product line release.

New product line development involved hands-on planning, design and prototyping of complete technology solution, including hardware development, Linux platform design and custom-designed web service hosting and reliable messaging solutions on a Java-enabled embedded platform.

Coordinated engineering, quality assurance, production delivery and compliance initiatives to ensure smooth flow throughout development and delivery.

ADDITIONAL EXPERIENCE

MGM MIRAGE/MANDALAY RESORT GROUP, Las Vegas, Nevada, **Enterprise Software Architect**, 2003-2008. Implemented message- and event-driven architecture with multiple third party integration points to support enterprise customer loyalty and relationship management systems. Established design and development guidelines. Led establishment of team skill/capabilities matrix. Successfully led hands-on gathering of requirements, design, development, build and testing cycles. Applied agile development techniques. Followed projects through all phases of system development life cycle. Leveraged existing investment in legacy applications (iSeries, Microsoft T-SQL) and components by exposing them through J2EE adaptors.

Applications Development Manager, 2000-2003. Led team through corporate reorganization and implementation of enterprise-wide systems development life cycle (SDLC). Directed development activities to support IT governance objectives, including Sarbanes-Oxley compliance. Standardized casino software across ten casino sites. Implemented configuration management tool to improve efficiencies and support security/audit requirements. Led design/development of AS/400-based Java application to integrate casino and loyalty club systems. Led implementation of cross-platform database conversions.

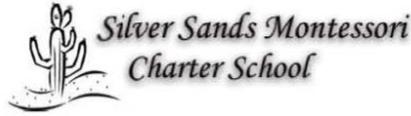
VIRGIN RIVER HOTEL & CASINO, Mesquite, Nevada, **Hotel Auditor, System Operator, Programmer**, 1994-1999. Served as front desk clerk and hotel night auditor, including cashier responsibilities and daily/monthly/yearly audit and accounting functions. Maintained AS/400 system and implemented command-line and menu-based security for hotel application. Read/debugged third-party S/36 application, implementing ILE/RPG and AS/400 control language programs. Employee of the Year in 1998 (out of 800 employees).

EDUCATION

UNIVERSITY OF NEVADA, Las Vegas, Nevada

Coursework in Economics, Computer Science, and Engineering.

UNLV Honors Program student.



Personal Information

NAME John Fukuda
PHONE (H) (702) 537-0172 (W) (714) 627-2436 (CELL) (702) 885-8853
E-MAIL ADDRESS john@fukuda1.com
MAILING ADDRESS 8317 Campbell Springs Avenue Las Vegas, NV 89178
PLACE OF EMPLOYMENT The Savvia Group, Inc. PROFESSION Real Estate Asset Management

YOUR BACKGROUND

DESCRIBE YOUR EXPERIENCE IN COMMUNITY-BASED ORGANIZATIONS, INCLUDING SERVICE ON BOARDS OR ADVISORY COMMITTEES.
I'm fortunate to have served on the board of directors of several community-based non-profit organizations [501(c)(3) and 501 (c)(3)], both nationally and locally. As National Chairman of the Asian Real Estate Association of America (AREAA), I lobbied in Washington, D.C. and in Carson City, NV to improve the lending conditions and access to credit for immigrant and second-generation Asian Americans. At 20,000 members strong, the organization has effected real change in first-time homeownership for Asian Americans. I also served as a Director for the local chapter of NAHREP (National Association of Hispanic Real Estate Professionals), which is a proud champion of homeownership as a pathway to wealth and security in the Hispanic community. I was recognized by both Senate Majority Leader Harry Reid and Senator John Ensign R-NV for exemplary service to the community at-large. Lastly, I served as Chairman of Neighborhood Solutions of America, a 501(c)(3) non-profit dedicated to sustainable homeownership in underserved communities.

INDICATE THE EDUCATION OR SKILLS YOU CAN CONTRIBUTE TO OUR BOARD:

- ACCOUNTING
- BUSINESS MANAGEMENT
- COMPUTER SCIENCE
- EDUCATION
- FINANCE
- FUND-RAISING
- GRAPHIC ARTS
- LAW
- LOBBYING/GOVERNMENT
- PUBLIC RELATIONS
- OTHER

DESCRIBE THE QUALITIES YOU WISH TO SHARE AND THE CONTRIBUTIONS YOU CAN MAKE IF ELECTED TO THE BOARD.

I'm happy to share and contribute any of my past career and volunteer-related experience and knowledge for the enhancement and betterment of the school. I will be an active member dedicated to the long-term success and prosperity of SSMCS.

WHY ARE YOU INTERESTED IN SERVING AS A BOARD MEMBER?

I have had two children start kindergarten at SSMCS and attend for as many as six years. I've had the unique opportunity to see the school grow and flourish from its earliest years to its current successful state. My children have developed and thrived in the Montessori educational approach and their sense of independence and accomplishment is strong. I have coached sports (basketball, football) at the school and was fortunate to serve as SSMCS' first basketball coach for both grades 3-4 and 5-6 for the first two inaugural seasons. I feel a strong affinity for the school and know that my strong business acumen, history of large-scale volunteerism, ability to effect iterative improvement and orientation for action will serve the board well in many capacities.

PLEASE ATTACH A RESUME AND IF YOU ARE A LICENSED TEACHER, PLEASE ATTACH A COPY OF YOUR TEACHING LICENSE.

"Whoever touches the life of the child touches the most sensitive point of a whole, which has roots in the most distant past and climbs toward the infinite future."
-Dr. Maria Montessori

Brief Bio for John Fukuda

John Fukuda is a 25-year veteran of executive positions in the real estate and technology fields and CEO of Savvia Group, Inc. Prior to assuming leadership roles within the real estate community, Mr. Fukuda founded, launched, consulted, and directed numerous Internet companies from 1996 to 2005, which afforded him the unique experience of witnessing the cross-industry technology transition firsthand. His two decades of senior management and principal experience include both regional and national entities, which range from Fortune 300 companies such as IBM and ADP to rapid start-up and turnaround situations. In the residential housing industry, Mr. Fukuda led a Nevada-based residential mortgage bank from number 396 to number three in loan volume during the housing crisis of the 2006-2009.

In 2009-2010, Mr. Fukuda served as national chairman of the Asian Real Estate Association of America (AREAA). Founded in 2003, AREAA is a nonprofit professional trade organization dedicated to promoting sustainable homeownership opportunities in Asian American communities by creating a powerful national voice for housing and real estate professionals that serve this dynamic market. The paramount mission during his tenure was mobilizing the organization's 12,000-strong membership of Asian-American real estate practitioners nationwide to provide high quality information on responsible homeownership throughout the Asian community. Under his leadership, AREAA doubled in membership and chapter size and launched several notable offshoots, including an annual leadership summit and AREAA Edge, an association for young AREAA professionals.

Mr. Fukuda's tactical vision of integrating high-tech principles with traditional real estate practices is extremely valuable to his role as CEO of Savvia Group, Inc. as the company aims to be on the cusp of innovations that can contribute to the recovery of the U.S. real estate market. A more comprehensive overview of his background includes specialties in sales, information technology, marketing, operations, strategic planning, corporate vision and human resources.

As a third generation Japanese-American (Sansei), Mr. Fukuda attributes his professional success to strong family values that are rooted in principles of higher education and property ownership. After attending high school internationally in Rome, Italy, Mr. Fukuda completed his studies in Biology and Economics at the University of California, Los Angeles. Mr. Fukuda enjoys leisure time with his wife, Hadley and their two young sons.

Kimberley M. Patai

389 Sanctuary Court
Henderson, Nevada 89014
(702) 636-1896
kmpatai@interact.ccsd.net

Education: M.S., Special Education – Learning Disabilities, St. Xavier University, Chicago, Illinois
B.S., Speech and Audiology, Purdue University, West Lafayette, Indiana

License: Standard State of Nevada teaching license in K - 12. Licensed in Special Education. Highly Qualified in following areas: Sped. English (6-12), Sped. Math (6-12), Sped. Science (6-12), and Sped. Social Studies (6-12)

Instructional Skills and Responsibilities:

- Modify unit and lesson plans, activities, and tests.
- Develop Individual Education Plans (IEP) for students.
- Maintain constant communication with parents.
- Develop and utilize technology based activities and lessons.
- Co-teach in all subject areas.
- Work collaboratively with other teacher to develop lessons and units.
- Apply various teaching methods to meet students' varying needs and interests.
- Create and utilize Web quests for classroom instruction.
- Create PowerPoint presentations for classroom instruction.
- Monitor student progress.

Administrative Skills and Responsibilities:

- Facilitate all IEP, eligibility, and behavior manifestation meetings.
- Monitor and advise general education and Special Education teachers with student inclusion.
- Work closely with parents and students in transitional situations.
- Input student data.
- Educate faculty and staff on Special Education laws.

Teaching Experience:

Special Education Teacher

- Green Valley High School August 2005 – June 2007
August 2009 – Present
- Roy Martin Middle School August 2002 – June 2005
- Niños Heroes Academy August 2001 – June 2002
- Parker Junior High School August 2000 – June 2001

Special Education Facilitator

- Green Valley High School August 2007 – June 2009

Other

Development:

- Teacher of the Month February 2010
- Department Chairperson August 2009 – Present
- Student Intervention Program August 2006 – June 2007
- TOPICS and LIT August 2007 – Present
- August 2008 – Present

References:

Ms. Vivian Jackson
Assistant Principal (2005-2009)
Green Valley High School
Henderson, NV 89014
(702) 682-6852

Mr. John Scott
Assistant Principal
Green Valley High School
Henderson, NV 89104
(702) 799-0950

Ms. Rebecca Wright
Special Education Facilitator
Green Valley High School
Henderson, NV 89014
(702) 799-0950

DONNA BROOKS

7242 Puckershire Street Las Vegas, NV 89166
dabrooks7242@gmail.com • (702) 883-6170

Certifications

New York State District Administrator
New York State School Administrator and Supervisor
New York State English 7-12
New York State Social Studies 7-12
Nevada Professional Secondary – English, Social Studies & History of the U.S.
and World

Administrative Experience

DISTRICT DIRECTOR (Elementary Social Studies, Student Data, and Information Services), *Patchogue Medford Schools (Patchogue, NY)*

PRINCIPAL, *Bay Elementary School (Patchogue, NY)*

DISTRICT DIRECTOR (Social Studies Education K-12), *Patchogue Medford Schools (Patchogue, NY)*

ASSISTANT PRINCIPAL, *Saxton Middle School (Patchogue, NY)*

Teaching Experience

IB LEARNING STRATEGIST, *Roy Martin Middle School (8/18-3/19)*

ENGLISH & SOCIAL STUDIES TEACHER, *Roy Martin Middle School (8/04-3/19)*

SOCIAL STUDIES TEACHER, *Patchogue Medford Public Schools (8/81-6/96)*

SOCIAL STUDIES TEACHER, *North Babylon Public Schools (8/79-6/81)*

Education

DOWLING COLLEGE, Oakdale, NY
Professional Diploma, December 1996
School District Administrator and School Administrator and Supervisor

STATE UNIVERSITY OF NEW YORK AT STONY BROOK, Stony Brook, NY
Masters in Liberal Studies, August 1983

LONG ISLAND UNIVERSITY - C.W. POST CENTER, Brookville, NY
Bachelors of Arts, May 1979
Majors: English & History Education

Honors

Heart of Education nominee (2015-2016), Geographic Alliance in Nevada Teacher Consultant, Nevada State Council for Social Studies member

References Available Upon Request

MAYUMI COFFMAN

(702) 561-5013

mayumi.coffman@gmail.com

EXPERIENCE

PARALEGAL

United States Attorney's Office, District of Nevada 2015 - Present
Assisting Federal Prosecutors in the Organized Crime Division, U.S. Attorney's Office, District of Nevada; Reviewing and finalizing Criminal Complaint, Search and Seizure Warrants, Tracking Warrants, Pen Registers and Grand Jury Subpoenas; Organizing, analyzing, and redacting Discovery documents; Proof-read and e-filing pleadings and motions, responses, replies and stipulations; Docketing; Maintaining calendar for all appointments, deadlines, meetings, engagements and conferences; Travel arraignments; Assembling trial exhibits, jury instructions and compiling witness and exhibit lists; Communicating with Courtroom personnel and providing and serving appropriate documents in a timely manner; Assisted as the Project Safe Childhood ("PSC") Coordinator; Assisted as the Project Safe Neighborhood ("PSN") Coordinator; Physically retrieving arrest reports from the Clark County District Attorney's Office; Reviewing and summarizing arrest reports for weekly PSN meeting; Completing memorandum for the PSN; Communicating with law enforcement including FBI, ICE, ATF, IRS, USSS, U.S. Marshals, the Las Vegas Metropolitan Police Department, Henderson Police Department and North Las Vegas Metropolitan Police Department; Records management; Office photographer; Assisted other legal assistants, USA Secretary and Law Enforcement Entry Coordinator as their back-ups.

PARALEGAL IN SUPPORT OF UNITED STATES ATTORNEY'S OFFICE

Lockheed Martin 2013 - 2015

Assisted Federal Prosecutors in the Organized Crime Division, U.S. Attorney's Office, District of Nevada; Prepared and provided assistance to attorneys in various trials; Organized, analyzed, and verified Discovery documents including correspondence, pleadings and motions; Redacted Discovery documents; Reviewed physical and photographic evidence; Proof-read and filed pleadings and motions; Revised, reviewed, finalized and submitted Search Warrants, Seizure Warrants, and Pen Registers; Assembled trial exhibits, jury instructions and compiled witness and exhibit lists; Indexed large volumes of documents; Conducted legal research for preparation on matter of interest to the U.S. Attorney's Office; Attended various meetings regarding Human Trafficking and Child Exploitation cases; Corresponded and communicated with law enforcement including FBI, ICE, ATF, IRS, the Las Vegas Metropolitan Police Department, Henderson Police Department and North Las Vegas Metropolitan Police Department; and Translated relevant documents from Japanese to English.

PARALEGAL

Lipson Neilson Cole Seltzer & Garin, P.C., Las Vegas, Nevada 2012-2013

Worked in an office specializing in insurance defenses in Nevada; Proof-reading; Reviewed, revised and finalized pleadings and correspondence; and Maintained and organized files.

LITIGATION SUPPORT CLERK

Bailey Kennedy, Las Vegas, Nevada

2011 - 2012

Reviewed and verified documents including correspondence, pleadings, motions, and client's documents; Electronically filed documents with the State Court and

MAYUMI COFFMAN

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Federal Court; Compiling exhibits; Filled in assistant's desk as needed; Managed and organized files in a massive filing storage system; Supervised Records Clerks; Responsible for stocking office supplies; Created step-by-step manual for office management procedure.

LITIGATION LEGAL ASSISTANT/TRANSLATOR*

Bailey Kennedy, Las Vegas, Nevada 2005-2009*

Worked in an office specializing in civil litigations in Nevada; Proof-reading; Reviewed, revised and finalized pleadings and correspondence; Maintained and organized files in a massive filing storage system; Responsible for stocking office supplies. *Aug. - Oct. 2008, Feb.- Mar. 2009 (Contract; Work from Home) - Translated client's documents from Japanese to in English. Proof-read translated documents.

PARALEGAL

Brooks & Associates, Las Vegas, Nevada 2003-2005

Worked in an office specializing in civil litigations, bankruptcy, foreclosures and evictions in Nevada and California; Proof-reading; Reviewed, revised and finalized pleadings and correspondence; Supervised other paralegals; Responsible for accounts payable and receivable; Transcribed tapes; Maintained and updated Quick Books and calendaring systems.

LEGAL ASSISTANT

Cary Colt Payne, Chtd. Las Vegas, Nevada 2002-2003

Worked in an office specializing in probate/estate and trust; Proof-reading; Reviewed, revised and finalized pleadings; Reviewed all of the correspondence; Prepared for depositions; Transcribed tapes; Maintained and updated calendaring systems; Maintained contact with various clients.

CERTIFIED PARALEGAL/LEGAL SECRETARY

Cronkhite Law Firm, Little Rock, Arkansas 1999-2002

Worked in an office specializing in corporate and environmental law; Assigned to toxic tort cases and collection cases; Performed all clerical and administrative duties; Drafted, reviewed, researched, revised, and finalized pleadings; Reviewed contracts and agreements; Prepared for depositions; Analyzed numerous cases; Trial preparation; Summarized depositions; Provided technical support for office equipment; Developed interpersonal skills while interacting with clients.

ASSISTANT COORDINATOR

Community College of Southern Nevada, Las Vegas, Nevada 1997-1998

Facilitated the orientation and registration of new international students; Performed as a teaching assistant in the college success course; Assisted in the operation of the International Student Office; Planned and implemented extracurricular activities for students; Advised students in the assimilation process; Facilitated as editor/contributing writer for the International Student Newsletter.

MAYUMI COFFMAN

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mayumi.coffman@gmail.com

ASSISTANT (VOLUNTEERED)

United States Army, Public Affairs Office, 9th Theater Area Command, Japan
1994-1996

Translated language between English and Japanese; Established working relationships with cities in Japan; Contacted local Public Affairs Office in Japan; Assisted to organize festivals, ceremonies and parties; Served as volunteer liaison between Japan Ground Self Defense Force and US Army, Japan.

EDUCATION

COMMUNITY COLLEGE OF SOUTHERN NEVADA
Associate Degree, Business Administration

UNIVERSITY OF ARKANSAS, LITTLE ROCK
Paralegal Certificate Program

LANGUAGE

English and Japanese (Native level)

VOLUNTEER

Bamboo Bridges, Advocate, 2015 - Present
Japanese Aki Matsuri Fall Festival, 2012, 2013, 2014, 2016, 2017, 2018 & 2019
State of Nevada, Economic Development, 1997-1998

AFFILIATION

Japanese Chamber of Commerce of Nevada, President - 2013 - 2015
Japan America Society of Nevada, Board of Director - 2013 - 2017

AWARD

Certificate of Special Recognition, United States Congress, 2014
SPOT Award, Lockheed Martin, 2013
Member of the Year, Japan America Society of Nevada, 2012
President, International Student Social Club - CCSN, 1998
Certificate of Achievement, Ambassador Training Program - CCSN, 1997
Commander's Award for Public Service with Medal - US Army, 1996
Certificate of Achievement, Volunteer Service - US Army, 1996

REFERENCE

Cristina D. Silva
Eighth Judicial District Court, Judge
(702) 607-9018

Joseph Garin, Esq.
Lipson Neilson Cole Seltzer & Garin, P.C.
9900 Covington Cross Drive, Suite 120, Las Vegas, NV 89144
(702) 382-1500, jgarin@lipsonneilson.com

Alice O'Hearn, Legal Administrator
Bailey Kennedy
8984 Spanish Ridge Avenue, Las Vegas, NV 89113
(702) 851-0040, aohearn@baileykennedy.com

Michael Brooks, Esq.
fka Brooks & Associates
(702) 533-4550

Sharon Groesbeck
3060 Evening Wind Street
Henderson, NV 89052

702-755-4871

sharongroesbeck@yahoo.com

- SUMMARY:**
- Over twenty years of progressive accounting, reporting, and management experience.
 - Excellent organizational and interpersonal skills, strong written and oral communication abilities, detail oriented, accurate, flexible, and able to thrive in fast-paced rapidly changing and complex environment.
 - Advanced user of financial, word processing, and presentation applications.

- EXPERIENCE:**
- Controller** **April 2009 to Present**
Polar Shades **Henderson, NV**
- Oversee and perform all accounting duties for retail and wholesale manufacturing company, which include A/P, A/R, financial statement reporting and analysis, budgeting, overseeing disbursements, and maintaining of G/L accounts.
 - Manage staff of 8 whose functions include sales, customer, service, order processing, purchasing, production management, and inventory control.
 - Prepare commercial quotes, sales and marketing analysis reports, and production efficiency evaluations.
 - Responsible for identifying and implementing process improvements in the accounting and production workflows.

- Director/Consultant** **January 2006 to March 2009**
Synergy Realty, Development & Investments **Boise, ID/Las Vegas, NV**
- Review all real estate brokerage transactions and associated contracts for accuracy, completeness, and adherence to established standards.
 - Prepare comparative market analysis reports, presentations, budgets, and pro-formas for potential real estate investment and development projects.
 - Provided accounting services to Explore Knowledge Academy Charter School in consultant capacity. Duties included preparation of state and federal department of education financial reports, Accounts Payable processing, and general ledger maintenance.
 - Collaborated extensively with external auditors, providing in-depth assistance with periodic county, state, and federal audits.
 - Responsible for drafting the Idaho Transit Coalition's 5309 appropriation application for Federal Transit Administration grant funds.
 - Established financial management system to ensure proper appropriation of private, state, and federal grant funds.

- Senior Accountant/Manager** **May 1998 to December 2005**
Credit One **Las Vegas, NV**
- Supervised & directed team of staff accountants and process accounting clerks in \$750 million dollar credit card receivable accounting operation.

- Prepared monthly and quarterly financial reports and operating certificates for Board of Directors and external regulatory agencies, reconciled complex asset & liability accounts, generated ad-hoc reports, and provided reports to Controller regarding significant fluctuations.
- Provided support and guidance to accountants and external departments in general accounting and related functional areas; identified and resolved unusual issues/variances caused by complex merchant processing system.
- Identified and orchestrated automation of daily, manual processes to increase productivity and efficiency - daily settlement and chargeback processing.
- Served as Treasury and Finance's Project Manager for all company wide projects and initiatives to ensure proper accounting procedures and systems were in place to accommodate new business processes/streams.

Staff Accountant **April 1994 to May 1998**
General Electric Capital Credit Services **Las Vegas, NV**

- Accountable for the accurate and timely reconciliation of balance sheet accounts and the recording of financial operating results in accordance with company accounting policies and GAAP.
- Recorded and reviewed all required income, expense, and balance sheet accruals and allocations.
- Scrutinized balance sheet accounts for fluctuations, propriety of activity, and trend analysis.
- Produced monthly and quarterly reports for corporate and division level finance. (Finance Charge Analysis, Volume & Collections Analysis, Client Receivable Aging, Non-Earnings Deferred Income, C/O and Recovery).
- Received Las Vegas Finance Employee of the Year Award.

Accounting Clerk **March 1988 to March 1994**
Ted Wien's Firestone **Las Vegas, NV**

- Performed daily sales auditing of 7 retail & commercial auto repair locations.
- Reconciled daily cash and credit card deposits to bank statements.
- Verified and processed A/R and A/P invoices.
- Reconciled A/P invoices to vendor statements and disbursed payments.
- Assisted with preparation of monthly financial reports.

EDUCATION: **University of Nevada Las Vegas**
 B.S. degree in Business Administration with emphasis in Accounting and Sociology

SOFTWARE: QuickBooks Pro, MAS 90, Oracle Financial Systems, Peerless, Millenium, Excel, Word, Access, PowerPoint, Publisher, Project, Visio, Outlook

LORRAINE A. KUCIK

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74 Saint John's Wood Ave.
Henderson, NV 89002

EXPERIENCE

Silver Sands Montessori Charter School, Henderson, NV

Support Teacher

August 2011 to June 2017

- Assisted Lead Teacher in Classroom Management in a mixed grade classroom
- Developed and taught Physical Education Curriculum
- Assisted Lead Teacher with instruction to class of all Montessori and Common Core Curriculum
- Attended Montessori Training Sessions.
- Worked closely with administrators, staff, students and parents to produce two successful Harvest Festivals
- Worked closely with Athletic Director on Charter Sports Program, uniforms etc.

Bellagio – Catering and Convention Services, Las Vegas, NV

Senior Catering Manager

March 1999 to Dec. 2005

- Responsible to generate Catering revenues of 2.5 to 3.5 million dollars per annum
- Assist Director with necessary training for department colleagues; coaching and counseling as necessary to provide tools for success
- Establish and maintain rapport with clients, prior to, during and post conference, exceeding their expectations and encouraging repeat business
- Assist Director in managing all activity related to the Catering, Conference Services office; ensuring all service standards are followed
- Establish and maintain rapport with clients, prior to, during and post conference, encouraging repeat business
- Assist Director in preparing monthly forecasts and departmental budgets, ensuring accuracy and achievement
- Assist Director in developing annual business and marketing plans for the department
- Attend daily BEO meeting to review event agreements to ensure last minute changes are communicated with Banquets, Kitchen and Stewarding

The Ritz Carlton – Catering Services, San Francisco, CA

Catering Manager

Sept. 1994 to March 1999

- Create detailed event orders and resumes to ensure operational departments receive timely and accurate information to perform their responsibilities
- Serve as the primary contact for the servicing of all groups, meetings, and events, including those contracted by other sales managers
- Develop meaningful client relationships from the sales phase, to on-site execution, to post program
- Evaluate client satisfaction levels, with a focus on the continuous improvement of processes and procedures
- Identify and understand a client's vision for their program
- Conduct professional site inspections that are tailored to the client's program
- Meet or exceed revenue goals as assigned by the Director of Sales & Marketing

Hyatt Corporation

Hyatt Regency Embarcadero – Catering Services, San Francisco, CA

Catering Manager

March 1993 to Sept 1994

Park Hyatt Beaver Creek – Catering and Convention Services, Beaver Creek, CO

Catering / Convention Services Manager

Oct. 1989 to March 1993

Hyatt Regency Gainey Ranch – Food and Beverage, Scottsdale, AZ

Assistant Food and Beverage Manager

August 1984 to Oct. 1989

EDUCATION

Pursued BA, Japanese Language and Culture Arizona State University

- Finance Concentration

Pursued BA, Japanese Language and Culture University of Arizona

2020 Silver Sands Montessori Charter School Renewal Application

Attachment 5: SSMCS Budgets (FY21 & FY22)

Silver Sands Montessori Charter School
Annual Revenue -Expense Budget Worksheet 2020-2021

REVENUE					
Distributed School Account (DSA) Revenue:					
DSA Revenue: Basic Support	316	\$ 6,067	\$ 1,917,172.00	3100-3110	x
-Outside Revenue (85% of \$1082)	316	\$ 920	\$ 290,720.00	1900-1960	
TOTAL DSA Revenue			\$ 2,207,892.00		
Other Revenue:					
Orientation Fees	316	\$ 50.00	\$ 15,800.00	1900-1990	
Technology Fees	316	\$ 50.00	\$ 15,800.00	1900-1970	
Special Education Funds from State for SY2020/21	34	\$ 1,651.00	\$ 56,134.00	3115	
Special Education Funds from Federal for SY2020/21	34	\$ 552.13	\$ 18,772.33	4500-639/665	
TOTAL Other Revenue			\$ 106,506.33		
TOTAL REVENUE:					\$ 2,314,398.33
EXPENSES					
Facility/Leases					
Lease (July 2020 - August 2020)	2	\$ 22,836.20	\$ 45,672.40		
Lease (Sept 2020 - June 2021)	10	\$ 23,521.29	\$ 235,212.90		
TOTAL Facility/Lease			\$ 280,885.30	100-1000-345	
Facility Operation/Utilities					
Nevada Power	12	\$ 2,158.63	\$ 25,903.56	100-1000-622	
Water/Sewer	12	\$ 518.09	\$ 6,217.08	100-1000-345	
Garbage Disposal	12	\$ 406.00	\$ 4,872.00	100-1000-345	
Phone	12	\$ 130.00	\$ 1,560.00	100-1000-345	
Internet (Paid from Technology Fee)	12	\$ 190.00	\$ 2,280.00	100-1000-345	
Maintenance/Repairs	1	\$ 2,500.00	\$ 2,500.00	100-1000-345	
Cleaning Service	11	\$ 2,173.00	\$ 23,903.00	100-1000-345	
Security Monitoring	12	\$ 224.08	\$ 2,688.96	100-1000-345	
Pest Control Service	6	\$ 60.00	\$ 360.00	100-1000-345	
Carpet Cleaning	2	\$ 1,200.00	\$ 2,400.00	100-1000-345	
TOTAL Facility Operation/Utilities:			\$ 72,684.60		
Insurance					
Liability/Umbrella Insurance	1	\$ 25,415.00	\$ 25,415.00	100-1000-345	
Sub-Total Insurance			\$ 25,415.00		
Equipment Lease					
Copier 1 Expense	12	\$ 200.00	\$ 2,400.00	100-1000-345	
Copier 2 Expense	12	\$ 240.00	\$ 2,880.00	100-1000-345	
Sub-Total Equipment lease			\$ 5,280.00		
Professional Services					
Independent Audit/CPA Fee	1	\$ 13,750.00	\$ 13,750.00	100-2900-345	
STATE SPONSOR 1.5% Fee	0.015	\$ 2,207,892.00	\$ 33,118.38	100-2900-345	
Teacher Payroll Service Fee	12	\$ 374.00	\$ 4,488.00	100-1000-345	
Support Payroll Company Service Fee	0.01	\$ 359,165.97	\$ 3,591.66	100-1000-345	
Substitute Expense (Days)	22	\$ 100.00	\$ 2,200.00	100-1000-345	
Special Ed Contractors (Speech, Psych, etc)(Monthly)	9	\$ 4,072.00	\$ 36,648.00	200-1000-345	
Sub-Total Fees			\$ 93,796.04		
Learning Materials & Textbooks					

<i>Sub-Total Learning Materials</i>			\$	41,080.00		
Operating Supplies						
InfiniteCampus						
Annual Support and Maint. Fee	1	\$	2,835.24	\$	2,835.24	100-2900-345
Marketing/Advertising	1	\$	1,200.00	\$	1,200.00	100-2900-345
Postage	316	\$	2.75	\$	869.00	100-2900-345
Nurse's Supplies	1	\$	1,000.00	\$	1,000.00	100-2900-600
Janitorial Supplies	12	\$	475.00	\$	5,700.00	100-1000-600
Office Supplies	12	\$	320.00	\$	3,840.00	100-2900-600
Orientation Supplies/Speaker	316	\$	50.00	\$	15,800.00	100-2900-345
Technology Fees (Equipment, computer supplies, etc)	316	\$	50.00	\$	15,800.00	100-1000-600
Subscriptions	1	\$	1,100.00	\$	1,100.00	100-2900-600
<i>Sub-Total Operational Supplies</i>				\$	48,144.24	
Other Miscellaneous Expenses						
Training Reimbursements	2,000		2899	\$	5,798.00	100-1000-345
<i>Sub-Total Other Miscellaneous Expenses</i>				\$	5,798.00	
TOTAL Other Expenses				\$	219,513.28	
Payroll Expenses						
Teacher's Payroll:						
Total Elementary/Secondary Teachers (11FTE)	11			\$	582,792.74	
Administration Payroll:						
Total Admin. Payroll (4 Directors) *.1 is Head of School Stipend	4.1			\$	344,884.51	100-2900-345
Total Base REG Salaries	15			\$	927,677.25	
Taxes and Withholdings						
<i>Employer Medicare Teachers</i>		0.0145	\$	8,450.49		100-1000-200
<i>Employer Medicare Admin</i>		0.0145	\$	5,000.83		100-2400/2500-200
<i>Employer SS Tax</i>		0	\$	-		
<i>Employer Unemployment Tax Teachers</i>		0.03	\$	17,483.78		100-1000-200
<i>Employer Unemployment Tax Admin</i>		0.03	\$	10,346.54		100-2400/2500-200
PERS TEACHERS		0.2925	\$	129,717.90		100-1000-200
PERS 50/50 TEACHERS		0.1525	\$	7,849.95		100-1000-200
PERS ADMIN		0.2925	\$	17,303.23		100-2400-200
PERS 50/50 ADMIN		0.1525	\$	43,573.55		100-2400/2500-200
PERS Teacher/Admin Total				\$	198,444.62	
Medical Insurance Teachers (TOTAL MONTHLY)	9	\$	5,590.00	\$	50,310.00	100-1000-200
Medical Insurance Admin (TOTAL MONTHLY)	4	\$	5,590.00	\$	22,360.00	100-2400/2500-200
Medical Insurance Teachers/Admin (TOTAL MONTHLY)	13	\$	5,590.00	\$	72,670.00	100-2400/2500/1000-200
Workers Comp. Insurance (.58%)	1	\$	5,380.53	\$	5,380.53	100-1000-200
Total Teacher/Admin Benefits/Withholdings				\$	317,776.79	
Total Teacher/Admin Payroll Expense	15			\$	1,245,454.04	
Support Staff Payroll:						
Sub-Total Support Staff Payroll	17			\$	359,165.97	
Health Office, Nurse, Registrar, Receptionist, Accounting Clerk, Support Teachers (9.5) and Specialists (3)						
Support Staff Total Base Salaries	17			\$	359,165.97	
Taxes and Withholdings						
<i>Employer Medicare</i>		0.0145	\$	5,207.91		100-2500-345
<i>Employer Soc Sec Tax</i>		0.062	\$	22,268.29		100-2500-345
<i>Unemployment Tax</i>		0.03	\$	10,774.98		100-2500-345
Medical Insurance (Total Monthly)	12	\$	5,590.00	\$	67,080.00	100-2500-345
Workers Comp. Insurance (.58%)	1	\$	2,083.16	\$	2,083.16	100-1000-200

<i>Total Support Staff Benefits/Withholdings</i>			\$ 105,331.18		
Total Support Staff Payroll Expense			\$ 464,497.14		
TOTAL Payroll Expenses	17		\$ 1,709,951.18		
TOTAL EXPENSES					\$ 2,283,034.35
Contingency (no more than 3% of Total Expenses)					
Ending Balance					\$ 31,363.98

Silver Sands Montessori Charter School
Annual Revenue -Expense Budget Worksheet 2021-2022

REVENUE						
Distributed School Account (DSA) Revenue:						
DSA Revenue: Basic Support (3% of \$6067)	305	\$	6,249	\$	1,905,948.05	3100-3110
-Outside Revenue (100% of \$1082)	305	\$	1,082	\$	330,010.00	1900-1960
TOTAL DSA Revenue				\$	2,235,958.05	
Other Revenue:						
Orientation Fees	305	\$	50.00	\$	15,250.00	1900-1990
Technology Fees	305	\$	50.00	\$	15,250.00	1900-1970
Special Education Funds from State for SY2021/22	30	\$	2,650.00	\$	79,500.00	3115
Special Education Funds from Federal for SY2021/22	30	\$	800.00	\$	18,772.33	4500-639/665
TOTAL Other Revenue				\$	128,772.33	
TOTAL REVENUE:						\$ 2,364,730.38
EXPENSES						
Facility/Leases						
Lease (July 2021 - August 2021)	2	\$	23,594.00	\$	47,188.00	
Lease (Sept 2021 - June 2022)	10	\$	24,301.82	\$	243,018.20	
TOTAL Facility/Lease				\$	290,206.20	100-1000-345
Facility Operation/Utilities						
Nevada Power	12	\$	2,257.13	\$	27,085.56	100-1000-622
Water/Sewer	12	\$	569.86	\$	6,838.32	100-1000-345
Garbage Disposal	12	\$	386.00	\$	4,632.00	100-1000-345
Phone	12	\$	130.00	\$	1,560.00	100-1000-345
Internet (Paid from Technology Fee)	12	\$	240.00	\$	2,880.00	100-1000-345
Maintenance/Repairs	1	\$	2,500.00	\$	2,500.00	100-1000-345
Cleaning Service	11	\$	1,735.00	\$	19,085.00	100-1000-345
Security Monitoring	12	\$	224.08	\$	2,688.96	100-1000-345
Pest Control Service	6	\$	60.00	\$	360.00	100-1000-345
Carpet Cleaning	2	\$	1,200.00	\$	2,400.00	100-1000-345
TOTAL Facility Operation/Utilities:				\$	70,029.84	
Insurance						
Liability/Umbrella Insurance	1	\$	21,477.00	\$	21,477.00	100-1000-345
Sub-Total Insurance				\$	21,477.00	
Equipment Lease						
Copier 1 Expense	12	\$	200.00	\$	2,400.00	100-1000-345
Copier 2 Expense	12	\$	240.00	\$	2,880.00	100-1000-345
Sub-Total Equipment lease				\$	5,280.00	
Professional Services						
Independent Audit/CPA Fee	1	\$	13,750.00	\$	13,750.00	100-2900-345
STATE SPONSOR 1.5% Fee	0.015	\$	2,235,958.05	\$	33,539.37	100-2900-345
Teacher Payroll Service Fee	12	\$	374.00	\$	4,488.00	100-1000-345
Support Payroll Company Service Fee	0.01	\$	339,987.97	\$	3,399.88	100-1000-345
Substitute Expense (Days)	22	\$	100.00	\$	2,200.00	100-1000-345
Special Ed Contractors (Speech, Psych, etc)(Monthly)	9	\$	4,072.00	\$	36,648.00	200-1000-345
Sub-Total Fees				\$	94,025.25	

Silver Sands Montessori Charter School
Annual Revenue -Expense Budget Worksheet 2021-2022

Learning Materials & Textbooks				
Sub-Total Learning Materials			\$	39,650.00
Operating Supplies				
InfiniteCampus				
Annual Support and Maint. Fee	1	\$	2,835.24	\$ 2,835.24 100-2900-345
Marketing/Advertising	1	\$	1,200.00	\$ 1,200.00 100-2900-345
Postage	305	\$	2.75	\$ 838.75 100-2900-345
Nurse's Supplies	1	\$	1,000.00	\$ 1,000.00 100-2900-600
Janitorial Supplies	12	\$	475.00	\$ 5,700.00 100-1000-600
Office Supplies	12	\$	320.00	\$ 3,840.00 100-2900-600
Orientation Supplies/Speaker	305	\$	50.00	\$ 15,250.00 100-2900-345
Technology Fees (Equipment, computer supplies, etc)	305	\$	50.00	\$ 15,250.00 100-1000-600
Subscriptions	1	\$	1,100.00	\$ 1,100.00 100-2900-600
Sub-Total Operational Supplies			\$	47,013.99
Other Miscellaneous Expenses				
Training Reimbursements	2,000		2899	\$ 5,798.00 100-1000-345
Sub-Total Other Miscellaneous Expenses				\$ 5,798.00
TOTAL Other Expenses				\$ 213,244.24
Payroll Expenses				
Teacher's Payroll:				
Total Elementary/Secondary Teachers (11FTE)	11			\$ 576,635.00
Administration Payroll:				
Total Admin. Payroll (4 Directors) * .1 is Head of School Stipend	4.1			\$ 349,484.78 100-2900-345
Total Base REG Salaries	15			\$ 926,119.78
Taxes and Withholdings				
Employer Medicare Teachers		0.0145	\$	8,361.21 100-1000-200
Employer Medicare Admin		0.0145	\$	5,067.53 100-2400/2500-200
Employer SS Tax			\$	-
Employer Unemployment Tax Teachers		0.03	\$	17,299.05 100-1000-200
Employer Unemployment Tax Admin		0.03	\$	10,484.54 100-2400/2500-200
PERS TEACHERS		0.2925	\$	125,055.45 100-1000-200
PERS 50/50 TEACHERS		0.1525	\$	7,032.08 100-1000-200
PERS ADMIN		0.2925	\$	17,822.33 100-2400-200
PERS 50/50 ADMIN		0.1525	\$	44,004.45 100-2400/2500-200
PERS Teacher/Admin Total				\$ 193,914.30
Medical Insurance Teachers (TOTAL MONTHLY)	11	\$	4,411.00	\$ 48,521.00 100-1000-200
Medical Insurance Admin (TOTAL MONTHLY)	4	\$	4,411.00	\$ 17,644.00 100-2400/2500-200
Medical Insurance Teachers/Admin (TOTAL MONTHLY)	15	\$	4,411.00	\$ 66,165.00 100-2400/2500/1000-200
Workers Comp. Insurance (.58%)	1	\$	5,371.49	\$ 5,371.49 100-1000-200
Total Teacher/Admin Benefits/Withholdings				\$ 306,663.13
Total Teacher/Admin Payroll Expense	15			\$ 1,232,782.90
Support Staff Payroll:				
Sub-Total Support Staff Payroll	16			\$ 339,987.97
Health Office, Nurse, Registrar, Receptionist, Accounting Clerk, Support Teachers (8.5) and Specialists (3)				
Support Staff Total Base Salaries	16			\$ 339,987.97
Taxes and Withholdings				
Employer Medicare		0.0145	\$	4,929.83 100-2500-345
Employer Soc Sec Tax		0.062	\$	21,079.25 100-2500-345

Silver Sands Montessori Charter School
 Annual Revenue -Expense Budget Worksheet 2021-2022

<i>Unemployment Tax</i>		0.03	\$ 10,199.64	100-2500-345	
<i>Medical Insurance (Total Monthly)</i>	12	\$ 4,411.00	\$ 52,932.00	100-2500-345	
<i>Workers Comp. Insurance (.55%)</i>	1	\$ 1,971.93	\$ 1,971.93	100-1000-200	
Total Support Staff Benefits/Withholdings			\$ 91,112.65		
Total Support Staff Payroll Expense			\$ 431,100.62		
TOTAL Payroll Expenses	17		\$ 1,663,883.52		
TOTAL EXPENSES					\$ 2,237,363.80
Contingency (no more than 3% of Total Expenses)					
Ending Balance					\$ 127,366.58

*Must fall between 4-8% (including Contingency)

0.056927075

2020 Silver Sands Montessori Charter School Renewal Application

Attachment 6: SSMCS Board Meeting Agenda

PUBLIC NOTICE



SILVER SANDS MONTESSORI CHARTER SCHOOL

BOARD MEETING AGENDA

**Thursday, October 15, 2020 5:15
p.m.**

Location:
Teleconference Meeting

Please Note the Following:

In conformance with the emergency exception to the Open Meeting Law (Declaration of Emergency Directive 006, Section 2) that if a public body holds a meeting by means of teleconference or videoconference and a physical location where members of the public can attend is not provided, the public body must provide a means for the public to provide public comment and post that means on the public notice agenda. Thus, members of the public are invited to send your public comments via email to boardoftrustees@silversandsmcs.org by 3 pm on Thursday, October 15, 2020. If you would like to call in to the meeting, please email ms.marlo@silversandsmcs.org by 3 pm on Thursday, October 15, 2020, and she will send you the call-in information to the meeting. Members of the SSMCS Board of Trustees will participate in the meeting via video conferencing.

Time for public comment is provided at the beginning and at the conclusion of the meeting. Time limit: A time limit of three (3) minutes, subject to the discretion of the Board Chair, will be imposed on public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Board. Public comment cannot be restricted based on viewpoint.

The Board reserves the right to take agenda items out of order, items may be removed or delayed from the agenda at any time, and two or more items may be combined for consideration.

Silver Sands is pleased to make reasonable accommodations for any member of the public who has a disability and wishes to attend the meeting. Please notify the school, at least 48 hours in advance, if possible, so that reasonable arrangements may conveniently be made. Contact via email at ms.marlo@silversandsmcs.org; or call 702-522-6220.

BOARD MEETING

Thursday, October 15, 2020 5:15

p.m.

Mission Statement - *To provide quality Montessori education in an environment that encourages a child's love of learning and respect for self, others, community, and the world.*

-AGENDA-

Call Board Meeting to order; Roll Call (SSMCS Board Chair)

Kristofor Jacobson, John Fukuda, Kimberley Patai, Sharon Groesbeck, Lorraine Kucik, Donna Brooks and Mayumi Coffman

1. Review and Adoption of Agenda (Kristofor Jacobson, President, SSMCS Board of Trustees) ***(Discussion/For Possible Action)***
2. Public Comment - Agenda Items ***(Information/No Action)***
Comments that were sent in from the Public via email are welcome at this time regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Chair may allow additional public comment at his discretion.
3. Approval of Prior Meeting Draft Minutes (Kristofor Jacobson, President, SSMCS Board of Trustees) ***(Discussion/For Possible Action)***
* September 16th, 2020 Draft Minutes
4. Review of Approval of Charter Renewal Application. (Admin Team, SSMCS) ***(Information/Discussion/For Possible Action)***
5. Review of Board Bylaws and Code of Ethics. (Kristofor Jacobson, Board President, SSMCS Board of Trustees / Marlo Tsuchiyama, Director, SSMCS) ***(Information/Discussion/For Possible Action)***
6. Public Comment #2. None-Agenda Items ***(Information/No Action)***
Comments that were sent in from the Public via email will be taken during this agenda item. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Board Chair may allow additional public comment at his discretion.
7. Next Meeting Date (Kristofor Jacobson, President, SSMCS Board of Trustees) ***(Information)***

8. Adjournment (Kristofor Jacobson, President, SSMCS Board of Trustees)

Posting of Agenda: In conformance with the exception to the Open Meeting Law (Declaration of Emergency Directive 006, Section 3 and Section 4), it is hereby noted that the agenda for the meeting of Silver Sands Montessori Charter School Board of Trustees has been posted at the following locations: This public notice and agenda has been posted at the Silver Sands Montessori Charter School's website at <https://www.silversandsmcs.org/board-of-trustees> and the State of Nevada's Public Notice website, <https://notice.nv.gov/>.

Supporting materials for items listed on the above-referenced agenda may be requested electronically, at no charge, by emailing Marlo Tsuchiyama, Head of School, at ms.marlo@silversandsmcs.org.

2020 Silver Sands Montessori Charter School Renewal Application

Attachment 7: SSMCS Board Meeting Minutes

SILVER SANDS MONTESSORI CHARTER SCHOOL
MINUTES OF THE PUBLIC MEETING OF THE BOARD OF TRUSTEES

The Board of Trustees of Silver Sands Montessori Charter School held a meeting on Thursday, October 15, 2020 via teleconference meeting.

CALL TO ORDER

The meeting was called to order at 5:16 p.m. by Kristofor Jacobson

ORGANIZATION

Roll Call: A quorum was established with six members: Kristofor Jacobson, John Fukuda, Kimberley Patai, Lorraine Kucik, and Donna Brooks attending virtually with Sharon Groesbeck attending by phone. Marlo Tsuchiyama, Danette Olmos-Green, and Kimberly Hodge were also present virtually.

1. Review and Adoption of Agenda: After review Lorraine Kucik made a motion to approve the Agenda and Sharon Groesbeck seconded the motion. The motion carried with all aye votes.

2. Public Comment on Agenda Items: Parent, Nicole Ventus, made a comment about expectations of specials at school. Students are receiving classwork and homework which can be time consuming for her children.

At 5:16 Mayumi Coffman joined the meeting.

3. Approval of Prior Meeting Minutes: After review and corrections, Mayumi Coffman made a motion to approve the amended meeting minutes. John Fukuda seconded the motion. The motion carried with all aye votes.

4. Review of Approval of Charter Renewal Application: After review and discussion, John Fukuda made a motion to approve the Charter Renewal Application. Lorraine Kucik seconded the motion. The motion carried with all aye votes.

5. Review of Board Bylaws and Code of Ethics: Board will review and amend at a future meeting, if needed.

6. Public Comment: Parent, Nicole Ventus, had a question about live Zoom meetings and if the camera needs to be on at all times. She also had a comment that daily agendas and goal sheets are not being provided which can make things difficult for the parents and students. Parent, Megan Hubble, commented that the school is doing an excellent job. Teachers have great patience in the meetings and things are going well. Parent, Nicole Ventus, commented that she was not trying to be offensive to the administration or teachers. She has some concerns about what is happening and feels as though she should voice them.

7. Next Meeting: The SSMCS Board of Trustees will meet on Thursday, November 12, 2020 at 5:15 p.m.

8. Adjournment: Meeting was adjourned at 6:41 p.m.

Signatures verify approval:

_____ Date _____
Kristofor Jacobson, President

_____ Date _____
Kimberley Patai, Secretary

draft