

LAS VEGAS MONTESSORI CHARTER SCHOOL

6940 EDNA AVENUE LAS VEGAS, NV 89117

T: (702) 362-9739 F: (702) 388-0900

ACADEMIC PLAN

Mission and Vision

(1) The mission of Las Vegas Montessori Charter School is to create an environment that recognizes and fosters the vast potential of children as individuals and their desire to learn, guiding the school's daily activities and students' classroom experience.

(2) Through the application of the Montessori method, students are provided opportunities to not only learn the basic academic subjects, but also important life skills such as: interpersonal communication, problem-solving, as well as critical thinking. This approach has not only been proven to improve the academic achievements of students but create model citizens as well. The multi-age classrooms establish a family structure that provides support to increase each student's confidence, instill accountability, and ensure that all students become successful contributors to the community.

(3) In Montessori, the "prepared environment" is Dr. Maria Montessori's belief that a classroom is designed to facilitate independent learning and exploration. Students receive both group and personalized instruction and are free to learn about subject areas that interest them most, while instilling accountability to encourage them to explore and master others. Students are able to work at their own pace, individually or in a group setting. They experience the freedom of exploration, which harnesses their curiosity in an environment that is prepared to meet their developmental needs.

Montessori teachers facilitate the process of education by continuous encouragement and guidance, prioritizing the mastery of all subject areas. Academic progress and achievements will be measured through interim and end-of-year assessments administered by the teachers, providing accountability and transparency.

"The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences."

-Dr. Maria Montessori

(4) NRS 388A.426 (formerly codified as NRS 386.520)

(4.a) Las Vegas Montessori School will replicate Spring Valley Montessori School's model that has achieved high academic achievement and improvement for over 15 years, serving the town of Spring Valley. With constant supervision and guidance, Elementary teachers will continuously assess each and every child as they work on demonstrating mastery of all concepts and subject areas to improve or remediate.

(4.b) Las Vegas Montessori Charter School will adhere to the Montessori philosophy; encouraging the use of an effective and innovative method of teaching, with the focus on the values of respect, integrity, diversity, and accountability.

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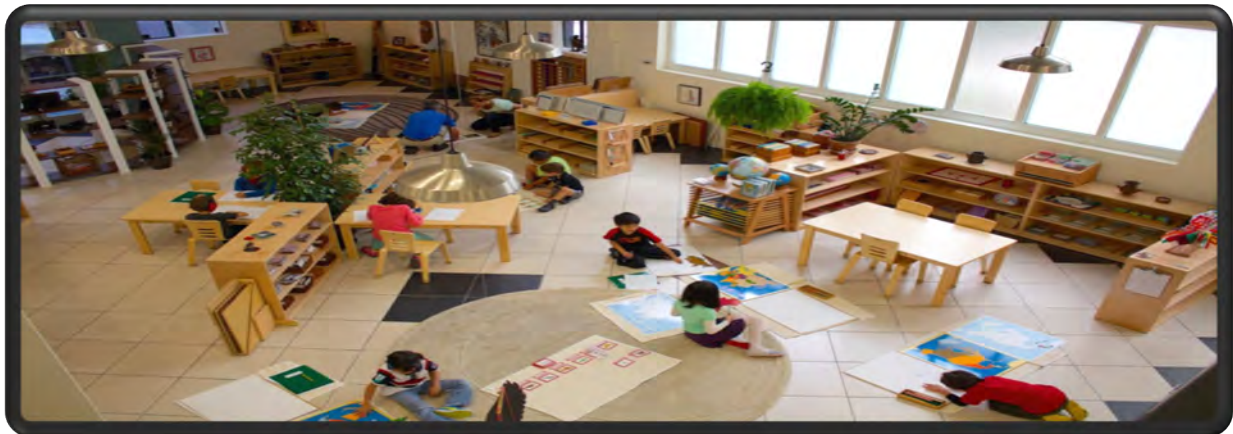
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- (4.c) To provide an accurate measurement of educational achievement, Las Vegas Montessori Charter School students will be subject to The Smarter Balanced assessments (SBAC) from Grades 3 to 8. Students identified as Limited English Proficient (EL) are to be assessed by the WIDA consortium, in addition to the SBAC State English Language Arts test as required by law. Interim Montessori assessments will also be conducted to ensure that students are demonstrating progress throughout the school-year.
- (4.d) Las Vegas Montessori School will implement an open-door policy for parents to allow opportunities for volunteering and experience a Montessori classroom, establishing accountability and transparency.
- (4.e) Student achievement and progress will be measured by aforementioned assessments to evaluate the performance of the school and provide accountability and transparency.
- (4.f) Las Vegas Montessori Charter School will create new professional opportunities for teachers as it will support professional development through Montessori certification and potential for meaningful advancement within the organization.

Transformational Change

(1) The choice of education should not be a privilege; reserved only to those who “have”, and inaccessible to those who “have not”. Las Vegas Montessori Charter School students will thrive in an environment in which they are encouraged to be independent and be instilled the love for learning. Students will progress at their own pace, accelerating as they continue to experience a Montessori classroom’s cohesiveness and support system.



Because the Montessori classroom is a carefully prepared environment, class sizes should be small, yet large enough to encourage peer-to-peer interaction. Developing independence and

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pursuing one's own interests in the context of a caring community fosters a strong sense of self in each student and encourages pride in one's own a unique individuality.

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



Each classroom is filled with developmentally appropriate activities that encourage children to interact with specific learning materials, as well as to work cooperatively with others. The classroom is intentionally prepared with only one of each activity. Students are free to choose the activity they wish to work with, so they learn to make choices based on what they are interested in and what is available. While some children will naturally choose to work with others, often the youngest students focus on solo activities. As children mature, the curriculum intentionally provides small group instruction and collaborative activities. The combination of

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independent, partner, small-group, and whole-group lessons and activities introduces children to different learning relationships and interpersonal dynamics—valuable skills for their interactions outside the classroom!

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

(2) Fundamental features of our educational model to drive academic outcomes include:

- (2.a) An individualized curriculum that is tailored to meet each child's learning style allowing the child to build on their strengths while receiving extra care to support and develop a positive attitude to face any of their challenges. Students will be given the chance to participate in an engaging, nurturing, and safe after school program that allows the children to continue to grow after academic hours. It has been proven that effective after school programs can boost academic performance, school attendance, reduce the likelihood of dropping out, reduce risky behaviors, and promote physical health while providing benefits and peace of mind for working families⁹. In addition, providing parents educational resources and involving them in day-to-day activities with parent volunteering and involvement will allow parents and families to feel a strong sense of community and commitment to being dedicated in their children's success.
- (2.b) Principles of the school's educational model will heavily be based on students to learn at their own pace and with an individualized curriculum. Students learning at their own pace universally learn best when they are allowed to discover and pursue through hands on learning and materials the students are interested in. The Montessori teacher is essential to guide, present options, ensure everyone is engaged and on task, while respecting the student-led work-period.

"Montessori methods go against the grain of traditional educational methods, but they have uncanny parallels in the success of their alumni:

- *Google wasn't launched by Larry Page and Sergey Brin as a brilliant vision, but rather as a project to improve library searches, followed by a series of small discoveries that unlocked a revolutionary business model.*
- *Amazon's [AMZN] strategy by Jeff Bezos involves developing ideas in new markets similar to "planting seeds" or "going down blind alleys." Amazon's executives learn and uncover opportunities as they go, with many dead ends but also sometimes a huge, broad avenue."*

-Steve Denning, Forbes Senior Contributor (2011)

⁹ Benefits for Youth, Families, & Communities. (n.d.). Retrieved from <https://youth.gov/youth-topics/afterschool-programs/benefits-youth-families-and-communities>

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

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

(2.c) A Montessori class is composed of students whose ages typically span 3 years. Ideally, students stay with the class, and teacher, for the entire cycle, forging a stable community and meaningful bonds. It is common to see students of different ages working together. Older students enjoy mentoring their younger classmates—sometimes the best teacher is someone who has recently mastered the task at hand. Younger students look up to their big “brothers” and “sisters,” and get a preview of the alluring work to come.



(3) The mechanisms of our fundamental features have been backed up by Spring Valley Montessori School's 16 years of success. Our students come from all areas and backgrounds including traditional public and private schools. Many parents seek our school and the Montessori Method for their child who wasn't challenged, parents seeking a different method for their child falling behind, or parents who are simply looking for a method that allows their child to follow their natural inclination. Because each student's work is individual, children progress at their own pace; there is cooperation and collaboration, rather than competition between the ages. This arrangement mirrors the real world, in which individuals work and socialize with people of all ages and dispositions.

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Students at Spring Valley Montessori School consistently outperform what is expected each year for our yearly standardized norm testing. Our alumni have gone on to achieve higher education in very diverse fields and are highly passionate adult learners.

“...I competed and won first place in the Adobe Certified Associate World Championship, an international design competition testing the graphic design skills of Adobe certified students around the world. The ACA World Championships opened many doors for me as an aspiring Designer, including a creative internship at R&R Partners, a top advertising agency in Las Vegas.”

-Kai Charvet, SVMS Alumni (2004-2008)

Spring Valley Montessori School’s standardized testing results for 2018 and 2019 tests show the average National Percentile Rank (NPR) for each age group scored by Seton Testing for the Terra Nova 2 plus battery test. The national percentile rank shows a student’s standing within a nationally representative group of students in the same grade who were tested at the same time of year as the students. NPRs are based on national standardization. This is the testing of a large group of students that are representative of the nation in terms of enrollment size, geographic region, and other characteristics. A percentile rank of 58 means that the student scored better than 58 percent of the other children in the same grade in the norming sample.

Kindergarten

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

Lower Elementary (Grade 1-3)

Subject Area	NPR 2018	NPR 2019
Reading	80	76
Language Arts	90	86
Mathematics	68	62
Science	87	68
Social Studies	77	81
Word Analysis	84	77
Vocabulary	90	84
Language Mechanics (2-3)	95	88

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Spelling (2-3)	91	81
Mathematics Computation	65	68
Total Reading	89	91
Total Language Arts (2-3)	94	81
Total Mathematics	71	68
Overall Score	83	79

Upper Elementary (Grade 4-8)

Subject Area	NPR 2018	NPR 2019
Reading	63	73
Language Arts	63	58
Mathematics	53	54
Science	79	64
Social Studies	76	57
Vocabulary	66	78
Language Mechanics	56	60
Spelling	76	90
Mathematics Computation	45	56
Total Reading	66	78
Total Language Arts	58	62
Total Mathematics	50	56
Overall Score	61	64

At least a score of individuals and community leaders have credited their successes to their Montessori education; which includes *Amazon* founder Jeff Bezos and *Google (Alphabet)* co-founders, Larry Page and Sergey Brin.¹⁰

“I benefited from the Montessori education which in some ways gives the students a lot more freedom to do things at their own pace, to discover... Some of the credit for the willingness to go on your own interests, you can tie that back to that Montessori education.”

-Sergey Brin, Co-Founder of Google (Alphabet)

(4) Operating in Spring Valley where many students are “at risk”, the demand for driving all achievement levels, especially for students who are most behind is why the leadership team and

¹⁰ Jeff Bezos of Amazon just gave \$1 billion to “Montessori-inspired” preschools. Now what is Montessori? (2019) Retrieved from <https://www.montessorieducation.com/blog/jeff-bezos-amazon-just-gave-1-billion-to-montessori-inspired-preschools-now-what-is-montessori>

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board behind Las Vegas Montessori Charter School has formed. The desire to give all children a chance to learn in an environment that is tailored to their specific needs and learning styles is crucial to their success.

Accelerating achievement for students who are most behind, will be given the fundamental keys in our educational model as well as careful consideration into how academic achievement and performance can be increased through teacher and staff, as well as ensuring the family is given resources to be heavily involved in their child's success.

Curriculum and Instructional Design

(1) Las Vegas Montessori Charter School will comply with all requirements of NRS 386.550 and all other laws and regulations governing charter schools and their curricula. Montessori education principles will encompass many enriching areas within the curriculum. Las Vegas Montessori Charter School's academic program will comply in the designation of all core academic subjects including English Language Arts, Mathematics, Science, Social Studies including History, Geography, Economics, and Government. Additionally, Arts, Computer Education and Technology, Health, and Physical Education.

(2) Instructional strategies that will be implemented to support the education plan for a broad spectrum of students include:

- Instructional strategies to support the education plan include step-by-step instruction, Montessori Materials that are hands-on, engaging, and self-correcting, modeling, independent practice, and opportunities to transfer skills and ideas through peers.
- Data, methods, and systems used to provide differentiated instruction will include the teacher continuously working on individual assessments for the child. The teacher will collect formative data through short quizzes and questions and answers to engage the students in group discussions showing a student's understanding. The teacher will also assess observational data through individual and group work in both the Montessori Work Period as well as assignments. Student files will be kept for the teacher to have reference points to compare data collected for both formative and observational data.
- Professional development for teachers is critical in ensuring high levels of implementation. Professional development will include maintaining Nevada Teacher Licensure Requirements, continuous education approved by the Nevada Department of Education, as well as classes for support staff appropriate for their areas of work and for professional and personal growth.

(3) The school's approach to help remediate students' academic underperformance include:

- An identification strategy that uses best practices is key. Student data which includes formative and observational data can be used in determining where the student can improve in a skill or standard. This ensures each child's education plan remains individualized and will focus on what methods and strategies work best for the child.

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

Staffing structure to ensure remediate students are adequately supported will include providing all teachers high quality resources and training for a vast variety of student needs. Having specially trained teachers and support staff including Special Education Teachers for children of all needs will be necessary to the success of Las Vegas Montessori Charter School.

(4) Identifying the needs of all students include:

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

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A wealth of evidence shows that learning is enhanced across many types of learners when it is enhanced with manipulatives. Using objects to engage children in learning ensures manual involvement. In addition, object-based learning is active rather than passive, and activity is also associated with better learning¹¹. Research on preschool programs in seven countries found that learning involving a variety of manipulable objects fosters cognitive development¹².

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

(5) The school will identify and differentiate to meet the needs of intellectually gifted students with the multi-age classroom approach. As stated before, allowing a child to co-mingle in a multi-age setting allows the gifted child to explore and achieve at their level, without feeling ostracized based on their age. All teachers and staff will be given extensive training to recognize and serve advanced students within the regular classroom by understanding why classroom enrichment and acceleration is needed, identification through best practices, knowledge and skill standards in Gifted and Talented Education, as well as teacher preparation standards.

(6) Enrichment opportunities that will be available to students performing at or above grade level will include end of the quarter educational field trips. In addition, awards will be given to students performing above level in recognition of their hard work and success. This strategy will encourage all students to make accelerated progress in their academics with a desire to continuously improve.

Students will matriculate each year based on their continuous growth. Students will be motivated to progress as rapidly as their ability allows and teachers and staff will be active in their social and academic needs. Parents and guardians will be notified of promotions and retentions throughout the year in the form of progress reports and parent teacher conferences.

- Promotion: Students are expected to be promoted to the next grade level at the end of the year. However, progress will be in accordance to their demonstrated mastery of subject areas and academic achievement.

¹¹ Glenberg, Arthur, Tiana Gutierrez, Joel Levin, Sandra Japuntich, and Michael Kaschak. 2004. "Activity and Imagined Activity Can Enhance Young Children's Reading Comprehension." *Journal of Educational Psychology* 96:424-36.

¹² Montie, Jeanne E., Zongping Xiang, and Lawrence J. Schweinhart. 2006. "Preschool Experience in 10 Countries: Cognitive and Language Performance at Age 7." *Early Childhood Research Quarterly* 21:313-31.

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- **Double Promotions:** Students in exceptional circumstances, who will benefit from a double promotion (i.e., “skipping” a grade) will be considered on the factors of age, achievement scores, measured ability, effort and attitude, physical and emotional maturity, and parent/guardian support.
- **Retention:** Only in extreme and specific cases, when intervention strategies are unsuccessful in raising a student’s achievement, the school leader may decide to retain a student, with recommendations from the classroom teacher(s), and other professional staff. Retention must never be used in a punitive or capricious manner. The teacher and school leader must ensure parents/guardians are notified during a meeting to discuss circumstances and continuous efforts to reach goals. The teacher and school leader, in joint agreement, have the final authority to retain a student. No student may be retained more than one time in the same grade.



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Programs of Distance Education

N/A

Pre-Kindergarten Programs

N/A

High School Graduation Requirements and Postsecondary Readiness

N/A

Driving for Results

(1) Las Vegas Montessori Charter School's academic goal is for our students to excel in Math, Language, Reading, Writing and Science Proficiency testing, well in excess of local, State and Federal standards. The students' academic performance should not only meet but exceed the SPCSA Charter School and Nevada Department of Education Performance Evaluation result expectations. In doing so, a comprehensive assessment program will be implemented (detailed below) to ensure that this goal is met and provide accountability and transparency.

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Las Vegas Montessori Charter School will maintain an average daily attendance rate of at least 95%. Attendance is to be monitored and measured by the statewide Infinite Campus system. To reduce truancy and chronic absenteeism, the following supports will be used: family involvement that actively engages parents for their advice as experts in the lives of their children, a comprehensive approach that addresses factors for truancy including transportation, mental health, and family setting, and collaboration with law enforcement for investigating habitual truancy in accordance with NRS 392.149.

(1) Annual Performance

- (2.a) The presumed baseline represents the current average in core subject areas of students in the surrounding Clark County School District Elementary and Middle Schools. It is based on the Clark County School District's Mathematics and English

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and Language Arts Proficiency average, as stated in the Nevada of Department of Education's website (nevadareportcard.nv.gov).

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

Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
Elementary Mathematics Proficiency Above District's Average	Measures of Academic Progress (MAP); biannually Smarter Balanced Assessment (SBAC); annually Nevada Alternate Assessment (NAA); annually English Language Proficiency Assessment (WIDA); annually	42%	54%	66%	78%

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Elementary English and Language Arts Above District's Average	Measures of Academic Progress (MAP); biannually Smarter Balanced Assessment (SBAC); annually Nevada Alternate Assessment (NAA); annually English Language Proficiency Assessment (WIDA); annually	50%	62%	74%	86%
Middle School Mathematics Above District's Average	Smarter Balanced Assessment (SBAC); annually Nevada Alternate Assessment (NAA); annually English Language Proficiency Assessment (WIDA); annually End of Course Examinations (EOC); annually	30%	42%	54%	66%

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Middle School English and Language Arts Proficiency Above District's Average	Smarter Balanced Assessment (SBAC); annually Nevada Alternate Assessment (NAA); annually End of Course Examinations (EOC); annually	46%	58%	70%	82%
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(3) In addition to mandatory state testing, the primary interim academic assessment the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets will be the Measures of Academic Progress (MAP), as well as Montessori in-classroom interim assessments. Assessments are to be conducted by the teaching staff bi-annually and quarterly. Daily classroom assessments will also be conducted to evaluate progress on a regular basis.

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

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

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(6) In the event that the school falls short of student academic achievement expectations or goals at the school-wide and classroom level, progress-monitoring data at the grade and classroom levels are to be reviewed to identify specific students who are not making adequate progress toward their goals. Data will also be reviewed in regard to lessons and concepts within each subject area to determine which, if any requires additional instruction or remediation.

Appropriate measures for improvement are to be instituted and an ongoing communication between the school and parents will be increased to ensure that the student begins to demonstrate progress. At the classroom level, teachers are able to implement corrective actions as they deem necessary or appropriate.

(7) Interim assessments are to be used to identify additional professional development activities for the teaching staff to enhance students' achievement levels. Teachers are to be introduced and instructed in the academic goals of the school and its relation to district standards. Data collected from interim assessments will be evaluated together by the leadership team and teaching staff to identify subject areas that need improvement. Regular collaboration to share best practices and ideas for implementation of academic achievement enhancing programs for students will be an ongoing task to ensure that teachers and school leaders are adequately informed.

(8) Interim Performance Goals and Assessments

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

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

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At-Risk Students and Special Populations

At-Risk Students

(1) Defining “at-risk” refers to students who have a higher chance of struggling academically and/ or dropping out of school. Understanding how to identify what classifies a student as “at-risk” is the first step in early intervention. This can include a multitude of risk indicators such as homelessness, health issues, violence, family transiency, learning disabilities, and behavioral challenges. Teachers, parents, and support staff are all integral members of identifying at-risk indicators through their academic and behavioral processes. All staff members will receive appropriate training to be better equipped in aiding with early intervention.

(2) The school’s Response to Intervention Model, or (RTI), will be a comprehensive tool to provide early intervention and ensure the student’s success. Based on the three tiers of instructional processes, the instruction delivered to the student will depend on the nature and severity of the student’s need for RTI.¹³

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

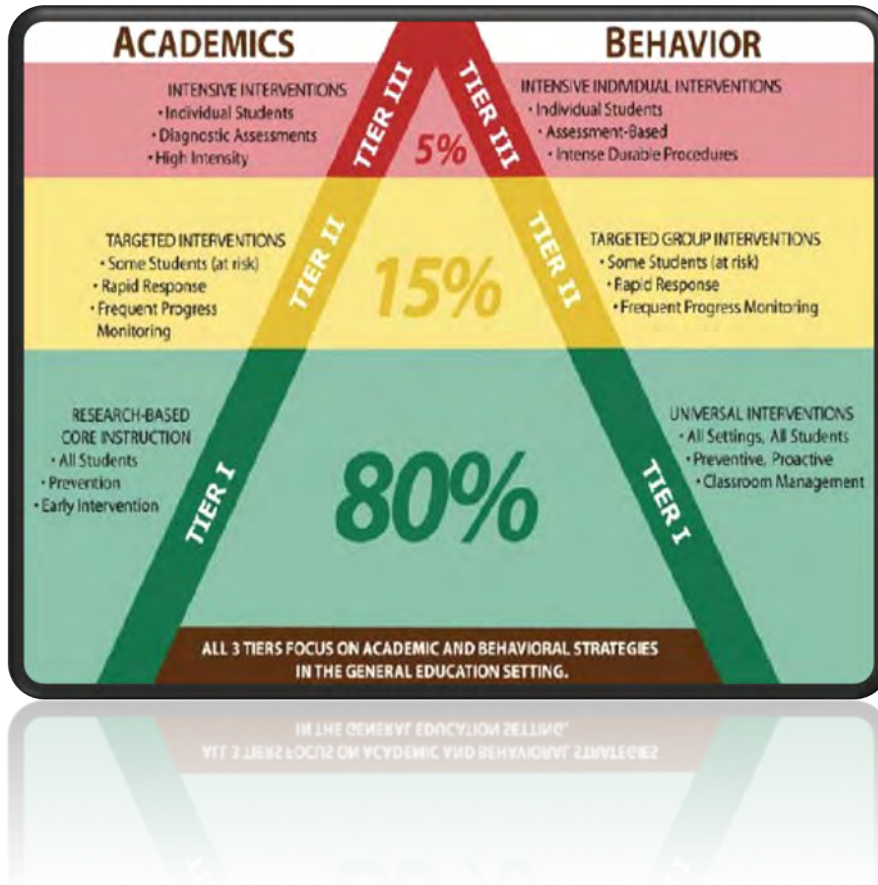
Typically, only a small percentage will require tier 3 support. At this level, the student will require more one-on-one sessions and/or small group work. The student will still most of the day in the general education classroom. Depending on each student’s timeline for RTI, if the student does not make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

¹³ RTI. (n.d.). Retrieved from <https://www.butler53.com/brook-forest-es/academics/rti>

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(3) Students exhibiting early signs of behavioral concerns will be given specific interventions related to their area or concern, starting with the teacher and school counselor. Because behavioral issues are so broad with many circumstances and factors surrounding the causes for behavior, an individual behavior plan must be implemented and monitored. If deemed necessary, a student may be referred to *Bridge Counseling* for diagnostic and behavioral therapy with a child therapist and/ or psychologist. The school is to continue monitoring the student's behavioral progress in collaboration with the *Bridge Counseling* therapist and psychologist.

Special Education

(1) Track Record

Working with and advocating for students with varying special needs is a specific passion for the leadership team and its founding board. Las Vegas Montessori Charter School will not just meet the minimum procedural and substantive rules and standards set forth in applicable law, such as the federal Individuals with Disabilities Education Act, but will greatly exceed them.

Jesusa Alcantara's mission with Spring Valley Montessori School, as well as the future mission with Las Vegas Montessori Charter School is to provide high-quality, inclusive, and individualized education to all students. Spring Valley Montessori School has accepted, worked with, and created a one-of-a-kind learning environment for many students with special needs ranging from mild to severe disabilities.

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Jesusa also carries personal experience with her own son who is high functioning autistic. Jesusa also holds a certificate of completion in High Functioning Autism Spectrum Disorder.

One of our founding board members, Holly Macrae, has two children of her own who are both striving in Spring Valley Montessori School's methods for teaching students of varying special needs.

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

-RuDeana Dawkins, SVMS Alumni Parent (2013-2015)

(2) Identification

Students enrolling in Las Vegas Montessori Charter School, will receive a document where they can indicate if their child has received Special Education services at their previous school. Also, in the process of requesting documents for all incoming students, we will request any Special Education documentation from the appropriate departments of the child's previous school. For all students who self-identify during the enrollment process, we will set up a transitional IEP Team meeting with the student and family in the summer leading up to the start of the school year to review the Individual Education Plan (IEP). This process may include updating goals and services as appropriate.

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

(2.a) Students prior to enrollment age are eligible for Section 619, an Individuals with Disabilities Education Act (IDEA) preschool program guaranteeing free, appropriate public education (FAPE) for children with delays or disabilities from the ages of 3 to 5.

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Providing families education and resources on Section 619 will provide early intervention for the child prior to entering Las Vegas Montessori Charter School where their existing plan can be reviewed and continued seamlessly.

(2.b) Las Vegas Montessori Charter School will serve students through eighth grade. In order to identify and serve students who require special education services, a detailed and step-by-step plan will be implemented in phases.

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

(2.c) Las Vegas Montessori Charter School aims to nurture the child in the least restrictive environment and to provide students who need additional support a carefully researched set of tools and resources to succeed. Interim assessments and progress reports will serve as tools to determine whether a student needs Special Education services.

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If the school suspects that the student has been incorrectly identified as having a disability, the school will obtain a written parental consent for reevaluation and request any additional data needed as part of its process. If after review of the available data the school concludes that the student was over-identified, the parent or guardian will be notified that the student does not qualify for additional special education services. Due process hearings may be initiated on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student.

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

(3) Continuum of Services

Las Vegas Montessori Charter School is committed to provide a broad continuum of instructional options and behavioral supports and interventions for students with a wide range of disabilities.

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

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

Behavioral supports and interventions for all students will use the Positive Behavioral Interventions and Supports (PBIS) method. In a similar method to the RTI's Model of 3 Tiers, each tier focuses on each target group with Tier 3 usually consisting of students with severe disabilities or severe behavior disorders.

- Tier 1: High-quality classroom instruction, screening, and group interventions. Intervention at this level includes universal screening to serve as a benchmark, providing instructional support if needed. All students in the general education classroom will be served.
- Tier 2 (Targeted Interventions): Students served at tier 2 will be narrowed down from tier 1 screening, typically 20% or less. Intervention at this level will give the student additional sessions a few times a week in small groups using alternative methods in

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tier 1. This can include asking for additional work at home to practice certain skills. It is important to note; this tier is not a replacement for regular classroom instruction.

- Tier 3: Intensive intervention and comprehensive evaluation.

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

(4) General Education Collaboration/Access

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

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

(5) Staffing

Ensuring qualified staff of passionate special education teachers and related personnel will be Las Vegas Montessori Charter School's top special education staffing priority.

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

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

(6) Staff Development

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

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All teachers will be supported and developed by the school using *Teach Point* by *Vector Solutions*, an online program that helps administrators plan, manage, and track professional development activities. *Teach Point* allows for the management of observations, teacher and staff evaluation, compliance documents, access and track data-driven metrics, as well as foster a culture of collaboration and coaching.

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

-Ariane Raneri, SVMS Parent (2016-Present)

(7) Discipline

The procedural safeguards of the Individuals with Disabilities Education Act (IDEA) are designed to assure that students with disabilities (receiving special education and related services) are not arbitrarily removed from their parent-approved program without consent and are guaranteed a free and appropriate public education within the least restrictive environment.

Expulsion may result in a positive behavioral change for some students but may be ineffective or increase negative behavior in others. Research shows that when education is disrupted by long absences (such as expulsion), the likelihood of dropping out increases dramatically and that children with special needs are more likely to drop out and never complete a diploma, to remain unemployed and economically dependent. In order to protect and provide help, all IDEA protections and basic rights for all students will apply to students with special needs.

(8) Monitoring

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

The school’s special education program will comply fully with relevant and federal state laws including the Nevada Department of Education (NDE) office of Special Education, Individuals with Disabilities Education Act (IDEA), the Elementary Secondary Education Act (ESEA), the Nevada Administrative Code (NAC), and the Nevada Revised Statutes (NRS).

IEP teams and personnel will track and monitor curriculum and instructional design during the initial writing and placement of the IEP. The IEP team and personnel will continue to monitor

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through regular reports at least once a year, but the team may review and revise more often if needed.

(9) Parental Involvement

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

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

(10) Distance Education Schools

N/A

English Language Learners

(1) Identification

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

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

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

(2) Placement

To communicate the results of the W-APT assessment and other identification and program placement decisions to parents, the Primary ELL Teacher, if not fluent in the family's primary language, will be assisted by a staff member who is. Parents will also be informed that a

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translator is welcome if none of the staff members are able to take on that role. Staff members will receive training on how to effectively communicate with families of children identified as ELL.

(3) Staffing

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

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

(4) Curriculum and Instruction

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

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

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

(5) Monitoring

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

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

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

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

(6) Parental Involvement

To promote parental involvement, the school, along with the Primary ELL Teacher will make every effort to invite ELL parents to participate in all school related activities. Announcements and flyers translated in different languages, as determined by the school's linguistic population is to be available and provided as necessary.

(7) For Distance Education Schools

N/A

Homeless/Migrant Services

(1) Identification

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

- Share the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals

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- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

As a Local Education Agency (LEA), Las Vegas Montessori Charter School will use the following activities, strategies, and tools to identify families who qualify for homeless and/or migrant services.

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

Las Vegas Montessori Charter School will continuously work to reach families needing services. However, to avoid misidentification, the school leader will ensure the proper training of the staff member assigned as the LEA liaison for the school. The LEA liaison must have adequate knowledge of and be able to appropriately relate to children and their families regarding their problems and concerns, as well as coordinate with related entities and agencies.

(2) Meeting the Need

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

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

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

There are approximately 3,000 children in Clark County foster care, from toddlers to teenagers. National research finds that educational outcomes for children and youth in foster care lag behind their peers. In order to meet the needs of students in foster care, the following steps will be taken:

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

(3) For Distance Education Schools

N/A

School Structure

Culture

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

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

-Tamara Angeles, SVMS Parent (2012-Present)

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

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

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

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

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

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

Enculturating students who enter the school mid-year will be achieved with the assistance of teachers, staff, and the current students as well. Montessori students will play a crucial role in enculturating their peers as they continue to apply the methodology that they have learned from the very first day they joined the Las Vegas Montessori Charter School family.

(4) The school's approach to reinforcing positive student behavior and assurance that all students aim to remain on track will include The Quarterly Achievement Awards, which recognizes the regular achievements of our students. Possible categories include:

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- Perfect Attendance (attended all classes for the quarter)
- Academic Resilience (given to the student by grade who has shown the most academic growth)
- Awards for specific activities or subjects (science fair, literacy, etc.)

(5) The high expectations for student behavior are to be emphasized during the Parent's Orientation and are clearly stated in the Student's Handbook. The school plans to align staff and students around these expectations through continuous instruction on appropriate and acceptable behaviors, as well as consistent correction of those that are not. Expectations to adhere to school policies with strict enforcement ensures a positive school culture.

Staff members will be provided guidelines on behavioral expectations and the appropriate methods of correction in the Employee Handbook and regular reviewing through staff developmental trainings and meetings.

(6) The success of the school culture and implementation plan will be reflected through the academic achievement of its students and measured by the number of inappropriate incidents throughout the school, to be referred as the student's social achievement. Parent and student concerns will be addressed in a timely manner and feedback is to be solicited to measure the school's success in creating a positive culture

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

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According to The Collaborative for Academic, Social, and Emotional Learning (CASEL), the five core competencies in SEL are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. When all are prioritized across all settings, such as home, classrooms, and schools, can help students navigate the world more effectively (CASEL, 2019). A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students document that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. “They also enhanced students’ behavioral adjustment in the form of increased prosocial behaviors and reduced conduct and internalizing problems, and improved academic performance on achievement tests and grades”¹⁴.

The success of the social and emotional remediation efforts in years 1, 3, and 5 will be measured on prosocial behaviors and academic achievement. In communicating the need for remediation to

¹⁴ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

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parents and invest them in their support, the school will provide an introduction to the program which will cite the benefits and advantages of its implementation in the school.

School Structure

Student Discipline

(1) The approach to discipline will focus on guiding the child to learn and maintain self-discipline. The Montessori Method focuses on helping children become independent, caring, and self-directed human beings and ultimately, a strong community leader. Punitive acts of discipline not only disrupt a child's learning but can also have life-long consequences in their confidence and self-sufficiency. In many cases, rewards and punishments creates a situation of temporary compliance to do what the adult wants or expects.

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

-Dr. Maria Montessori

(2) In accordance with applicable law (including, for example, NRS 392.4644's mandate that schools adopt "progressive" disciplinary regimes), and consistent with the Clark County School District's approach in regard to suspension and expulsion procedures and decisions, the most appropriate disciplinary action taken by school officials will be the least extreme measure that can resolve the disciplinary issue.

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

- The school leader is to report any violation of the law to the appropriate law enforcement agency.
- When legally permissible or required (e.g., under NRS 392.467(1)), the school leader shall suspend the student pending further investigation by administration and review of the facts, which may lead to a recommendation for expulsion.
- Within three school days of the suspension, the school leader must conduct a hearing with the student and the student's parents or legal guardian to discuss the investigation of the incident, the violation of school rules, and the student's prior discipline history, as well as any mitigating information which the parents or legal guardians submit for the school leader's consideration.
- At the conclusion of the hearing, the school leader shall make a decision regarding the disciplinary action, which may include a recommendation for expulsion. The school leader must recommend expulsion if it is determined at the hearing the student has or is believed to have committed any of the offenses listed in applicable law (e.g.,

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NRS 392.466(1)) as offenses which require a mandatory recommendation for expulsion.

- If the student is to be recommended for expulsion, the parents or legal guardians must be informed of the due process procedures available. They must decide whether to contest or not contest the expulsion and sign a statement to that effect. If the parent does not sign the statement, the expulsion will be treated as a contested expulsion. Parents or legal guardians will be provided in writing with the due process procedures available. These procedures will be provided during the hearing with the principal or designee, or with the written decision.
- A hearing will be conducted by the school leader, the school leader will disclose information obtained during the investigation of the incident which resulted in the recommendation for expulsion. This information, as well as the student's prior disciplinary record, will be reviewed with the student, as well as information which the parents or legal guardians would like the principal to consider. The student must also be allowed to be heard regarding the incident resulting in the recommendation for expulsion.
- At the conclusion of the hearing, the principal shall inform the parents or legal guardians of the decision and must within two school days following the hearing provide written notice of the decision regarding the recommended expulsion.
- If the decision to recommend expulsion is upheld and the parents or legal guardians decide to contest the expulsion recommendation, they must notify the school leader of the intent to contest the recommendation for expulsion within fourteen (14) days of receiving notice of the recommendation for expulsion. Within fourteen (14) days after receipt of the notice contesting the expulsion, a hearing will then be held by the board.
- (Notwithstanding the foregoing, the school would reserve the right, particularly when an expulsion or parent challenge were virtually certain, to forego the first hearing and bring the matter before a hearing at the board level. According to our legal counsel, only one due process hearing is constitutionally and statutorily required.)

(3) The school leader will be responsible for implementing the school's discipline policy and ensure that accurate disciplinary records are maintained. The Chief Academic Officer will assist the Director in managing student discipline and coordinating with the school counselor. All administrative staff will be trained in recording behavioral events in the Infinite Campus System.

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

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

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

- Parents have the right and the responsibility to represent their children, and other citizens may have an interest in commenting on public education. Therefore, it is the obligation of Las Vegas Montessori Charter School to respond to the questions and concerns of the parents or the public.
- Constructive criticism of Las Vegas Montessori Charter School which is intended to improve the quality of the educational program and related services by encouraging parent and citizen participation while protecting the rights of the staff members is welcome.
- Action relating to concerns against employees must fully comply with the procedures of NRS chapter 391, the negotiated agreements, and the policies and regulations which ensure due process of law.

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- In order to avoid potentially litigious situations, both staff members and concerned citizens should exercise discretion in discussing matters that may prove to be potentially libelous or slanderous in nature. A false statement of misconduct may be legally actionable if the maker of the statement knew it was false or if the maker recklessly makes the statement without adequate investigation to determine the truth or falsity of the allegation.
- Parents of special education students are encouraged to follow regulation 1213.1 in order to resolve concerns. There are additional complaint procedures guaranteed under federal and state laws for parents of children with disabilities. Parents of special education students may contact the Special Student Services Division for further information.
- Disciplinary proceedings are a personnel matter and should not be a topic for public discussion. Disciplinary action, if any, is a matter between the employee and the supervising administrator and will not be made public. In a like manner, concerns expressed by the community should be kept in confidence and the names of students and parents and the circumstances of the concern shall not be discussed with individuals not directly involved in the concern.

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

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

School Structure

Calendar and Schedule

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

(2) The start and dismissal times Monday through Friday will be from 8:15 AM to 3:15 PM. The number of instructional minutes/hours in a day for core subjects such as language arts,

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mathematics, science, and social studies will be dependent on the grade and classroom level of the students.

Minimum minutes/hours per day of academic instruction	
K	120mins/2.0hrs
1	240mins/4.0hrs
2	240mins/4.0hrs
3	300mins/5.0hrs
4	300mins/5.0hrs
5	300mins/5.0hrs
6	300mins/5.0hrs
7	330mins/5.5hrs
8	330mins/5.5hrs

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

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

A Day in the Life and Scenarios

(1) A typical school day from the perspective of a Kindergarten student begins with *Circle Time*. At this time, the teacher will take attendance and outline the events and lessons of the day. The first Montessori lesson is to be presented, followed by a *Montessori Work Period*, when children are able to choose independent or group work with the use of Montessori materials. *Morning Nutrition Break* follows the first work period. After *Morning Nutrition Break*, the second work period begins with *Circle Time* to present the second lesson of the day. The second uninterrupted *Montessori Work Period* follows the second lesson and precedes *Lunch and Recess*. The students then transition back into the classroom setting with *Story Time*, which includes reading lessons and instruction from the teacher, instilling the love for reading at an early age. After *Story Time*, students are to prepare for their *Afternoon Nutrition Break*, which is then followed by classroom clean up. The day ends with parting announcements and affirmations for a successful and productive day.

Elementary and Middle School students have a much more rigorous academic schedule. Upon arrival, students begin their day with the *Pledge of Allegiance* and *Circle Time*, for the teacher to take attendance, as well as outline the events and lessons for the day. The students then begin their first lesson of instruction, depending on their grade level and classroom assignment. Lessons may be given individually, in a small group, or to the entire class. Additional instruction

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will be given to children who need additional help as the Teacher Assistant observes and assists others. Once the student's work has been completed, students have the opportunity for an uninterrupted *Montessori Work Period*. The second period of instruction immediately follows the first and the same sequence of events apply. *Morning Nutrition Break* will divide the first and second periods of instruction to the third and fourth. Upon completion of the fourth period, students will then have *Lunch and Recess*. The children will transition back into the classroom with *Reading and Reflection*. The fifth and sixth work periods are scheduled after and is followed by the *Afternoon Nutrition Break*. The day ends with classroom clean up, parting announcements and affirmations for a successful and productive day. Periods of instruction for Lower Elementary Students are 40 minutes, Upper Elementary students are 50 minutes, and Middle School students are 55 minutes long.



A child's work cycle involves selecting an activity, performing the activity for as long as they are interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. During the *Montessori Work Period*, teachers support and monitor the students' work and provide individual and small-group lessons. The uninterrupted work period facilitates the development of coordination, concentration, and independence.

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Allowing children to make their own choices based on internal motivation rather than adult direction sets a strong foundation for developing capable children.

(2) The typical day for a teacher begins with preparation of the classroom and lessons for the day. As the Montessori method is applied, teachers do not just prepare for their class as a whole but also take into account each student's current level and progress. The teacher facilitates the learning of students throughout the day with the presentation of lessons, as well as continuous guidance and assistance on work and social related matters. Teachers will have an uninterrupted duty-free lunch time period as appropriately scheduled with the rest of the teaching staff. Upon completion of the periods of instruction, teachers are to ensure that the classroom is clean and tidy for the following day.

(3) To ensure that the school is prepared to meet the needs of students like Ruby, the school will employ teacher(s) with the proper certifications available to serve students with disabilities as necessary. This may include an additional teacher assistant or supplementary aid as determined by her IEP. Ruby will thrive in an environment in which she is to progress at her own pace and experience a Montessori classroom's cohesiveness and support system.

(4) To ensure that the school is prepared to meet the needs of ELL students like Alexandra, Las Vegas Montessori Charter School will employ a full-time TESL endorsed ELL teacher. Adjustments to the daily schedule to account for unanticipated needs will be based on the student's IEP. Communication of information will be made by the Primary ELL Teacher. If not fluent in the family's primary language, the Primary ELL Teacher will be assisted by a staff member who is. Parents will also be informed that a translator is welcome if none of the staff members are able to take on that role and every effort is to be made to encourage parent involvement and participation in the child's academic and social endeavors.

(5) The performance of the Students with Disabilities (SWD) from the 2012 to 2013 failed accountability targets for Math, as well as Reading and Language Arts; while the non-SWD population witnessed a substantial 22.9 percentage point improvement in Math and a 3.1 percentage point decrease in Reading and Language Arts. From 2013 to 2014, SWD students exceeded expectations in Math and showed improvement to approach proficiency targets for Reading and Language Arts. In comparison, non-SWD students failed to grow Percent Proficient/Advanced targets as Math witnessed a 6.2 percentage point decline and a 1.4 percentage point decline in Reading and Language Arts.

Initial thoughts on this data is that it demonstrates the lack of balance in the efforts of growing and meeting accountability targets for both SWD and non-SWD students. Proficient/Advanced targets for Math of non-SWD students exceeded expectations from 2012 to 2013, it was at the cost of a 26-percentage point decline for SWD students. Though a 14.2 percentage point growth from 2013 to 2014 was realized for SWD students, non-SWD students witnessed a 6.2 percentage point decline. The lack of balance is not only demonstrated in the data between SWD and non-SWD students in Math but in the two subject areas as well. Reading and Language Arts failed to reach accountability targets for the past three years, showing bias of growing Percent Proficiency/Advanced in Math.

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The next step is to first determine the underlying causes of this issue. Additional information in regard to the baseline score of students may be necessary so the change in the school population may be accounted for and considered in the results. IEPs and 504 plans will be reviewed to determine individual progress and identify key areas for improvement. The school leader and the rest of the leadership team will meet with the teaching staff and review the accountability reports and implement a plan to ensure a balance of instruction is used as a guide to meet and exceed Proficient/Advanced targets for all subject areas and the entire student population. Upon determination and implementation of the plan, the school leader will monitor the progress through intermittent testing and daily classroom observations. In line with the principles of the Montessori method, accountability is to extend not only to the entire school staff but the students as well.

Data for All Tested Grades			Math				RLA			
Y r.	Subgroup	valid tests	pct_bel ow_bs c	pct_bs c	pct_pr of	pct_ad v	pct_bel ow_bs c	pct_bs c	pct_pr of	pct_ad v
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0

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	Disabilit ies									
	Non- Students with Disabilit ies	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

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OPERATIONS PLAN

Board Governance

(1) The general purpose for which the school is organized is to engage in any lawful act or activity which a state public charter school may engage in, particularly the operation of a school for, and provision of a high-quality education to, children in grades Kindergarten through Grade 8. The board shall supervise, direct, and oversee the affairs and property of the school and exercise its powers, subject to the limitations of Applicable Law, the Charter, and the Bylaws.

(2) The Officers of the Board shall consist of a President, Vice President, Secretary, and Treasurer. The board may also have such other officers as the board deems desirable.

(2.a) Without limiting the general powers conferred by the Bylaws, the board shall have the powers to perform any and all duties imposed on the board by applicable law, the charter, or the by the bylaws, establish and approve all major educational activities, operational policies, and the schedule of major events and activities at the School, so as to cause the further improvement and development of the school's academic growth and performance to ensure the school will be an educational and operational success.

(2.b) The board shall delegate the day-to-day management of the activities of the school to the school administration, so long as the affairs of the school are ultimately managed, and its powers are exercised, under the board's jurisdiction. The board is to supervise the conduct, management and control of the affairs and activities of the school by the school leader and staff, as well as make policies, rules, and regulations that is consistent will applicable law, the charter, and the bylaws to evaluate the success of the school and school leader.

(2.c) Active and effective representation of key stakeholders are ensured as two of the board members are parents, and one is a grandparent of children who currently attend Spring Valley Montessori School. All are active participants in the overall operations of the current school.

(3) Qualification and experience of proposed members of the governing body of the school.

Erin Bilbray-Kohn

Is a mother, community activist, and founder of three non-profits, She has been noted by "Us News and World Reports as one of the best and brightest" and has been listed as one of the 50 most influential people in Nevada politics. In 2014 Ms. Bilbray was the Democratic nominee for Nevada's third Congressional District. She currently serves as the Nevada DNC Committee Woman. In 2006 Erin founded Emerge Nevada, an organization dedicated to encouraging women to step into leadership roles in their communities. Under her leadership Emerge trained more than a hundred women in Nevada.

Erin Bilbray has served on the boards of the Desert Research Institute of the Nevada System of

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Higher Education, the Women's Council for the United Way, the Dinner Committee for the UNLV Foundation and the board development committee of the Girl Scouts of Southern Nevada. She has also advocated on behalf of the Nevada State Education Association, The Agassi Foundation, The American Diabetes Foundation, Ashoka (an international aid organization), and as Chairwoman of Senator John Kerry's Leadership PAC.

Erin has been married to Dr. Noah Kohn for 19 years. Together they are the parents of two beautiful young daughters.

Kirby L. Burgess

Kirby L. Burgess is a 47-year resident of Las Vegas and has a Bachelor of Art degree in Social Work and a master's degree in Public Administration from UNLV. He has 46 years of administrative and direct services experience in working with at risk and high-risk children and youth in the education, child welfare and juvenile justice systems.

During his career, Mr. Burgess served 21 years as a probation officer and child protective officer/supervisor. Later, he served 11 years as the Director of the Clark County Department of Juvenile Justice Services and 5 years as Senior Vice President of the West Care Foundation, a national alcohol and drug abuse counseling, treatment and residential program. Lastly, he was for 9 years the President/CEO of Burgess, Burgess and Associates, a Nevada Corporation that specialized in administrative oversight, legislative, strategic planning and youth advocacy.

Mr. Burgess previously participated in the approval process of Sterling Charter School. This school was affiliated with the Rite of Passage, a national program that provides counseling, treatment, and residential services to high risk male youth in the juvenile justice system. Currently, as a retiree, he volunteers with community-based programs that provide residential, programming and scholarships to at risk and high-risk youth.

Andrea Perera

Andrea Perera is a former Air Force member with currently ten years of experience in healthcare as an emergency nurse. She currently specializes in trauma with certifications in pediatric emergency care as well. Having completed some graduate level course work in education, Andrea has also been teaching adult education in healthcare for the last several years. She has taught CPR, trauma courses and all-encompassing education for new graduate nurses in Hospital Corporation of America's StaRN program.

Currently, she serves as the nursing clinical instructor for Hospital Corporation of American (HCA) and chair to the Professional Development and Education Council at University Medical Center and is a member of the hospital's Education Committee. As chair, she oversees all educational programs for nursing staff and assists in writing, implementing and maintaining training for practice guidelines.

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Catherine (Cathy) Hules

Cathy moved to Las Vegas in 1998. She resides in Spring valley with her husband, Arte, and children, Billy (14), and Savannah (13).

Cathy has over 20 years of experience in small business ownership and management, with the most recent seven years in the medical field, managing practices that specialize in dermatology, plastic surgery, fertility, and multi-specialty ambulatory surgery centers. She was a governing body member of Sunset Surgery Center for over four years. Cathy has extensive experience and expertise in accounting, human resources, business development, marketing and operations, team building, facility management, as well as ASC development and compliance. She is currently the practice administrator for the Herte Center for Cosmetic Surgery, locating in Spring Valley.

Cathy received her bachelor's degree in Business Management from Western Governors University. While attending Western Governors University, she received an Award of Excellence in Business Ethics. Cathy enjoys doing volunteer work at her children's school, ballroom dancing, hiking, musical theater, and spending quality time with her family and friends.

Holly Macrae

Holly Macrae has been a resident of Las Vegas, Nevada for 45 years. She has three children, two of which are currently attending Spring Valley Montessori School.

Due to the fact two of her children have disabilities, she has gained much experience with the Clark County School District. Holly has one child with ADHD who started in the Special K program, continued on to Primary Autism then to the Specific Learning Disability classroom. The other child started in the Autism classroom and remained there for his entire time in public school. As an involved parent Holly was at the school helping or working on specific goals for my children every week, if not several times a week.

Holly attended University of Nevada, Las Vegas and her career has been spent in management, with most of her work in public relations, communications, decision making, and planning. She has had a fulfilling career but is now working less in order to spend more time with her number one priority, her family. She believes in her real-life experience and skills will greatly benefit and foster the success of Las Vegas Montessori Charter School.

Eloisa (Lisa) Reyes-Carter

Lisa has 50 years of experience in education as a Lead Teacher, Guidance Coordinator, and Elementary School Principal. She has a strong supporter of the idea that education should be accessible to all and provide the opportunities to have the foundation children need to be successful, contributing members of the community.

Lisa holds a Bachelor of Science Degree in Elementary Education, and a Master of Arts Degree in Education, as well as a Teacher's License issued by the Department of Education for the State of Nevada.

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Susan Brigola

Susan possesses in-depth knowledge of the Real Estate industry with over 26 years of experience. As a Senior Loan Officer, she audited documents such as financial statements and processed loan lock-ins and closing. As an agent, Susan prepared and interpreted legal documents such as listings and sales contracts, as well as provide comparative market analysis of estimated home valuations.

Susan holds a Bachelor of Science Degree in Commerce, with an emphasis in Accounting and is a member of the Greater Las Vegas Association of Realtors.

(4) Notarized Board Member Information Sheet (Attachment 8)

(5) The applicant team includes the full founding board.

(6) The board shall follow the Code of Ethical Standards set forth at NRS Chapter 281A and any conflict of interest policy adopted by the Board. Neither the board nor any board member shall engage in any transactions barred under the Board's conflict of interest policy. Board members are prohibited from self-dealing transactions and any potential conflict of interest which include but are not limited to acceptance of any gift, service, favor, employment, engagement or economic opportunity, which would influence the board member to depart from the faithful and impartial discharge of the member's duties.

(7) There are no known existing relationships that could pose actual or perceived conflicts if the application is approved. To avoid any actual conflicts and to mitigate perceived conflicts, all transactions are subject to the approval of the board prior to execution.

(8) As of this time, there are no plans for increasing the capacity of the governing board. The board may increase capacity as it deems necessary, and only if better serves the purpose and mission of the school.

(9) Each new board member shall be given an orientation by the board prior to such member's first board meeting. The Board Governance Training Manual will be provided, along with procedures, and best practices that can be used as a guide as part of the new member's onboarding process.

(10) The working relationship between the board and staff will be fluid, as well as consistent. The leadership team and the academic committee is to analyze and report to the board the students' academic and social performances, as reported by the faculty on a quarterly basis. End of year assessments are to be conducted and a report is to be provided, at a reasonable time upon completion. Data will be compared to previous periods to ensure growth and monitor progress of the students and school.

Additionally, the school leader, along with the finance committee, will provide the board quarterly operational and financial reports to ensure the adequate funding for school operations and that funds are utilized appropriately, as approved by the board. Complete financial

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statements will be provided to the board annually for inspection or audit by an independent, licensed accountant selected by the board.

(11) Advisory bodies or councils that are planned to be formed are:

- *Academic Committee*- the committee will consist of the school leader and board members, appointed by the board, who will meet all of the statutory requirements and will work to provide academic oversight to the school. Duties include but are not limited to: adopting a plan to improve education achievement, reduce the gaps in performance of groups within the school, as well as determine whether decisions affecting the educational process are advancing or impeding student achievement.
- *Finance Committee*- the committee will consist of the school leader and board members, appointed by the board, who will meet all of the statutory requirements and will work to provide financial oversight to the school. Duties include but are not limited to develop and approve an annual budget, periodically monitor the school's income and expenses to adjust its financial plans accordingly, as well as submit a final budget to the authorizer pursuant to applicable law.
- *Outreach Committee*- the committee will consist of parent volunteers and school staff who will continuously engage the community and assist with our recruiting efforts throughout the year. Duties include but are not limited to: conversations relating to the mission and vision of the school, as well as speaking engagements and attendance in community events.
- *Spirit Committee*- the committee will consist of parent volunteers and school staff who will assist in the organization and execution of school related events and activities. These events may include but are not limited to: field trips, shows, as well as graduation.

(12) Las Vegas Montessori Charter School will have a policy outlining the steps parents or students are to take when objections to a governing board policy or decision, administrative procedure, or practice at the school were to arise.

Should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school, objections are to be submitted in writing to the Director, addressed to the board. If the Director is able to address the concern, the board will be notified and the course of action that was taken will be recorded and filed.

In the event that the director is not able to resolve the situation, objections will be presented during the following board meeting, unless the matter is urgent, in which the Director will immediately bring it to the attention of the board and its members.

Las Vegas Montessori School will implement an open-door policy for parents to provide feedback and concerns in regard to all matters related to the school. Such practice will ensure transparency and further promote the Montessori and school culture.

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(13) Goals for the members of the board and accountability are listed on the table below.

Goal	Purpose	Outcome Measure
Fulfillment of Las Vegas Montessori Charter School's Mission and Vision.	Ensure academic and social excellence in-line with school culture and philosophy of Montessori.	Exceed standards in academic performance, as well as social behavior.
Improve overall academic performance of students attending Las Vegas Montessori Charter School in the town of Spring Valley.	Provide students in the community opportunities for sustainable academic and social growth.	Academic performance exceed other schools within the community, as well as the state's and SPCSA's standards.
Financial stability and compliance with accounting principles.	Continue to provide educational opportunities for all by maintaining the viability and ethical operation of the school.	Annual third-party audit results.
Consistent, active participation in all meetings.	Ensure that the operations of the school is monitored and all matters are addressed in a timely manner.	Prepared and present for board meetings, providing input and ideas to other members of the board.
Compliance with Charter Contract	Ensure long-term operation of the school in accordance to contract.	Exceed SPCSA's academic standards and operational framework metrics.

The board may remove a member in accordance with applicable law or the board's bylaws in effect from time to time. The board may, for example, remove any Member who: has failed to attend three or more of the board's regular meetings in any calendar year; has been declared of unsound mind by order of a court of competent jurisdiction; has been convicted of a felony or offense involving moral turpitude, or otherwise adversely affected the School's reputation; has violated the Conflict of Interest or Code of Conduct policies in effect from time to time; upon determination by a majority of the remaining board members that the member is no longer eligible; or for such other good cause as the board may determine by a two-thirds vote, excluding the member at issue.

Leadership Team

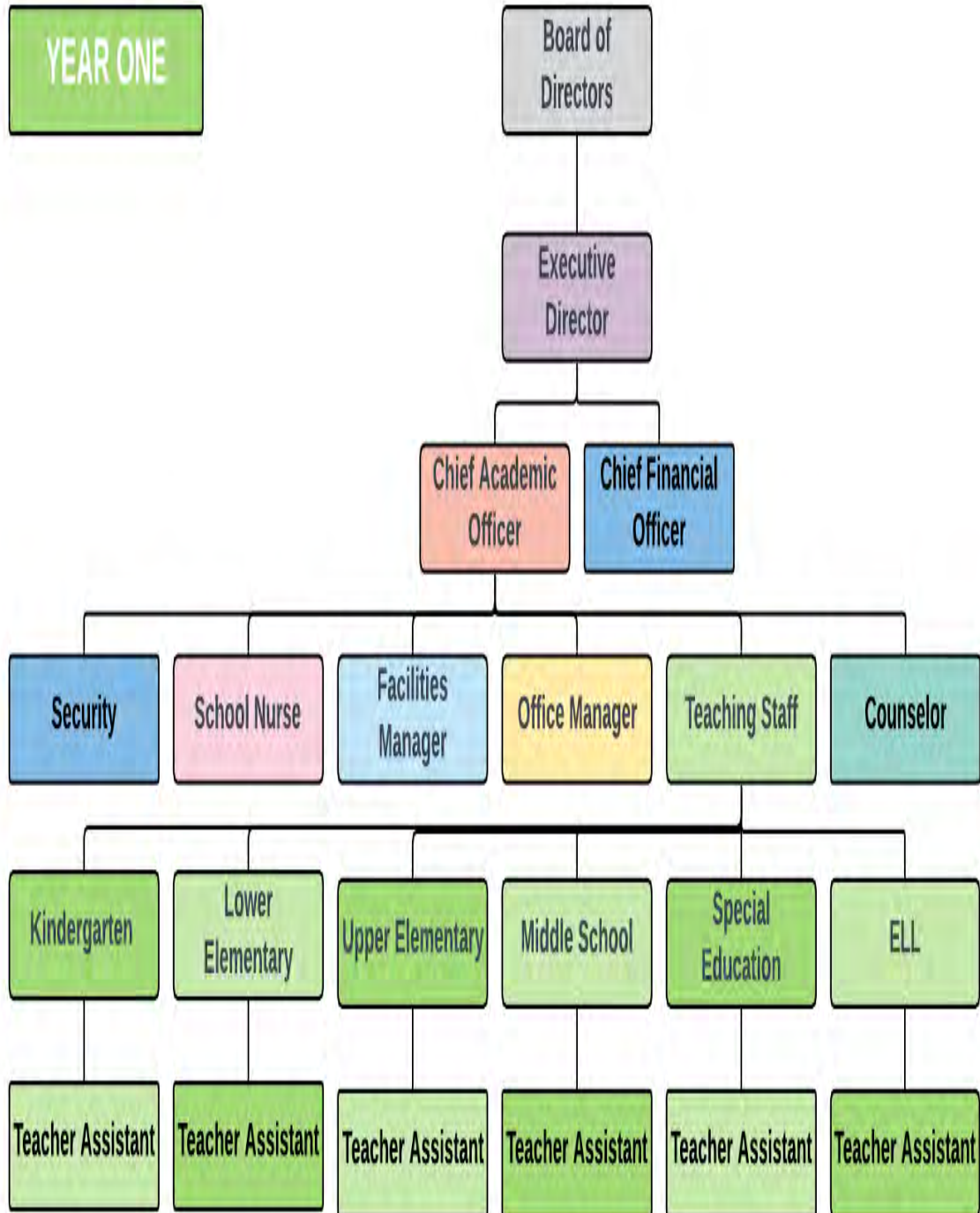
(1) Proposed Organizational Model

(1.a) Organizational Charts

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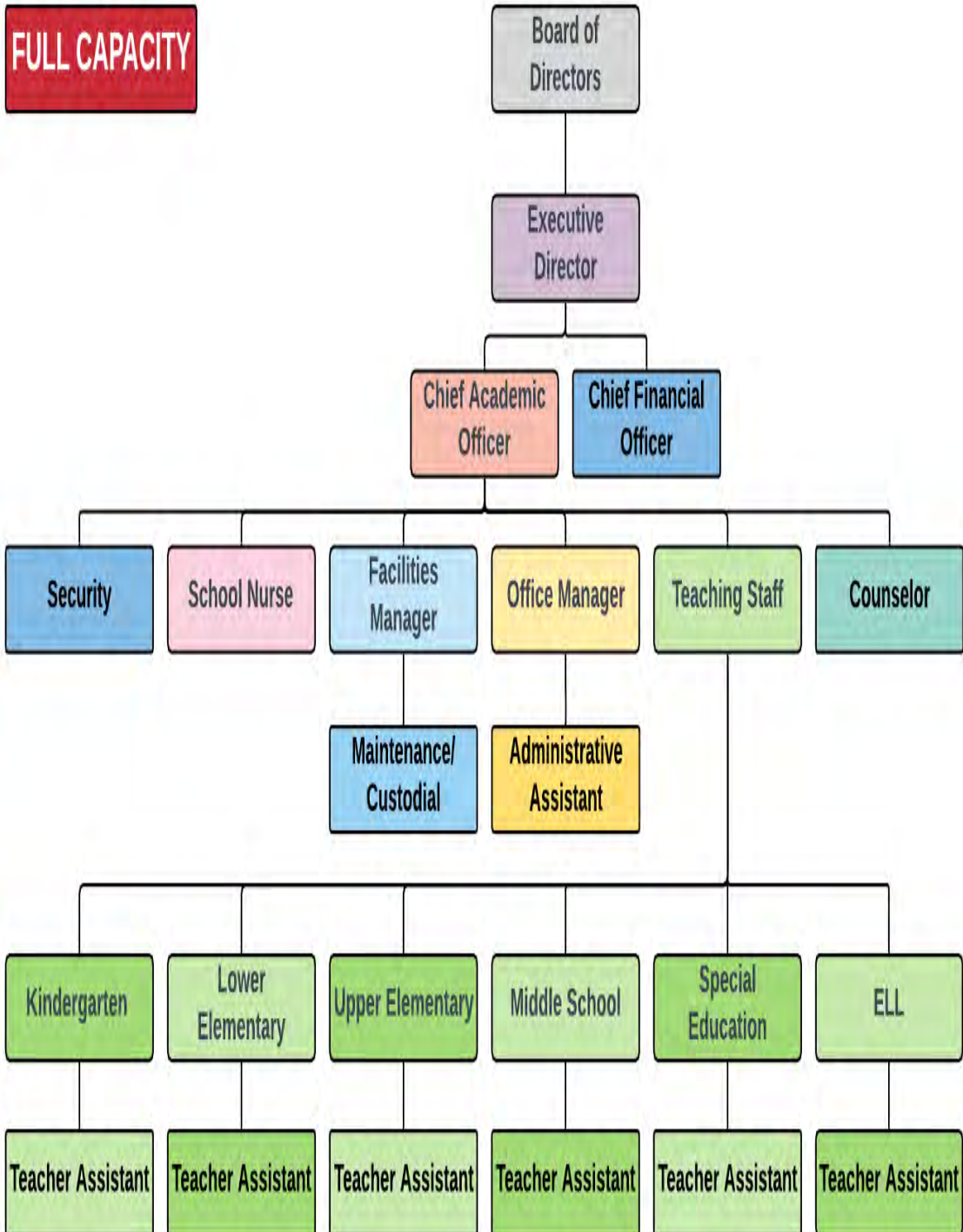
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6940 EDNA AVENUE LAS VEGAS, NV 89117

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(1.b) Las Vegas Montessori Charter School shall create an academic and staff support team that will adhere to the requirements and regulations of the State of Nevada, State Public Charter School Authority, Nevada Department of Education and Federal Laws. (Attachment 2)

(1.c) Resumes of Current Leadership (Attachment 3)

(1.d) Previous student achievement data for the individual primarily responsible for academic programming (Attachment 3)

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

(2.a) The leadership team has been a team for over 9 years. Spring Valley Montessori School was founded in 2004 and opened with only four children enrolled. In three years, the school was at full capacity with 130 students. During the Great Recession, enrollment fell to 50 students; however, with the operations and governance leadership of the Director, as well as the efficient budgeting practices of the proposed Chief Financial Officer, the school continues to operate and thrive, fulfilling its mission to provide exemplary Montessori education to the children of the Las Vegas valley.

(2.b) As the Elementary Academic Director of Spring Valley Montessori, Jessica creates a unique curriculum for each child, exploring which methods of learning will be the most engaging and effective for the student. She oversees all curriculum, assessment, and instructional materials utilized for the Elementary students of Spring Valley Montessori School.

(2.c) Spring Valley Montessori School has accepted, worked with, and created a one-of-a-kind learning environment for many students with special needs, ranging from mild to severe disabilities. The school has and will always enroll students without regard to race, color, religion, national origin or citizenship status, gender identity or expression, disability, or economic condition.

(2.d) Spring Valley Montessori School's standardized testing results for 2018 and 2019 tests show the average National Percentile Rank (NPR) for each age group scored by Seton Testing for the Terra Nova 2 plus battery test. Student performance has not only been proven by these tests, but the successes of the alumni of Spring Valley Montessori School as well.

(2.e) Spring Valley Montessori School conducts quarterly concerts where parents and other family members are able to join others and share an evening celebrating their children's milestones and accomplishments. The school also participates in food and clothing drives throughout the year to foster community involvement, especially for those in need.

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(3) The members of the board will assume responsibility of ensuring that the school leader is properly trained and up-to-date on laws in all matters that affect the operations of the school.

The school leader will seek training and coaching from qualified providers such as the Nevada Department of Education, the Charter School Association of Nevada, the State Public Charter School Authority, as well as Opportunity 180 (Building Excellent Schools). Existing competencies checklist for school leader selection and evaluation is provided as Attachment 4.

(4) The school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff is to be one of the school leader's top priorities. In order to successfully achieve the goals set forth for the students and the school, qualified and experienced staff are to be sought. The school leader will be responsible for interviewing each candidate to determine their alignment with the school's mission and vision, as well as qualifications and skills.

The Chief Academic Officer will assist the Director in the recruitment and hiring process, attending recruitment events and actively networking to recruit potential candidates. With over 36 years of experience, the school leader will lead the development of the staff and from time to time, coordinate and hire appropriate experts for different topics of instruction.

(5) Instructional guidance and school culture guidance begins with the school leader, fully embracing and adapting the Montessori method throughout the school. Candidates for employment are to share their educational philosophies to ensure that they are in line with Las Vegas Montessori Charter School's mission and vision, the Montessori philosophy, and its culture.

With the assistance of the Chief Academic Officer, the principles of Montessori are to be instilled in not just the staff but the students and families as well. As it is expected for most students and families to not be entirely familiar with Montessori, orientations are to be conducted on an annual basis, focusing heavily on familiarizing families with the history and methodology of Montessori.

(6) The leadership team has been a team for over 9 years. Knowledge and skills have been passed from the school leader, with continuous cross-training an ongoing practice to ensure redundancies. Operational responsibilities and tasks are to be adapted from the previous school to avoid disruption in workflow and continue synergy.

To ensure redundancy in academic leadership and practices, teachers are leaders in their classrooms- providing guidance and mentorship to their assistants, as they may one day be interested in becoming a lead teacher themselves.

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STAFFING

Proposed New School

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization Positions						
Office Manager	1	1	1	1	1	1
Facilities Manager	1	1	1	1	1	1
Administrative Assistant	0	0	1	1	2	2
Maintenance/ Custodial Services	1	2	2	3	3	3
Total Back-Office FTEs	3	4	5	7	8	8
School Staff						
Executive Director	1	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1	1
Add'l School Leadership Position 1 [Academic Director]	0	0	0	1	1	1
Classroom Teachers (Core Subjects)	8	10	12	14	16	18
Classroom Teachers (Specials)	2	2	3	3	4	4
Specialized School Staff 1 [Counselor]	1	1	1	1	2	2
Specialized School Staff 2 [Nurse]	1	1	1	1	2	2
Specialized School Staff 3 [Security]	1	1	1	1	1	1
Teacher Aides and Assistants	8	10	12	14	16	18
Total FTEs at School	23	27	32	37	44	48

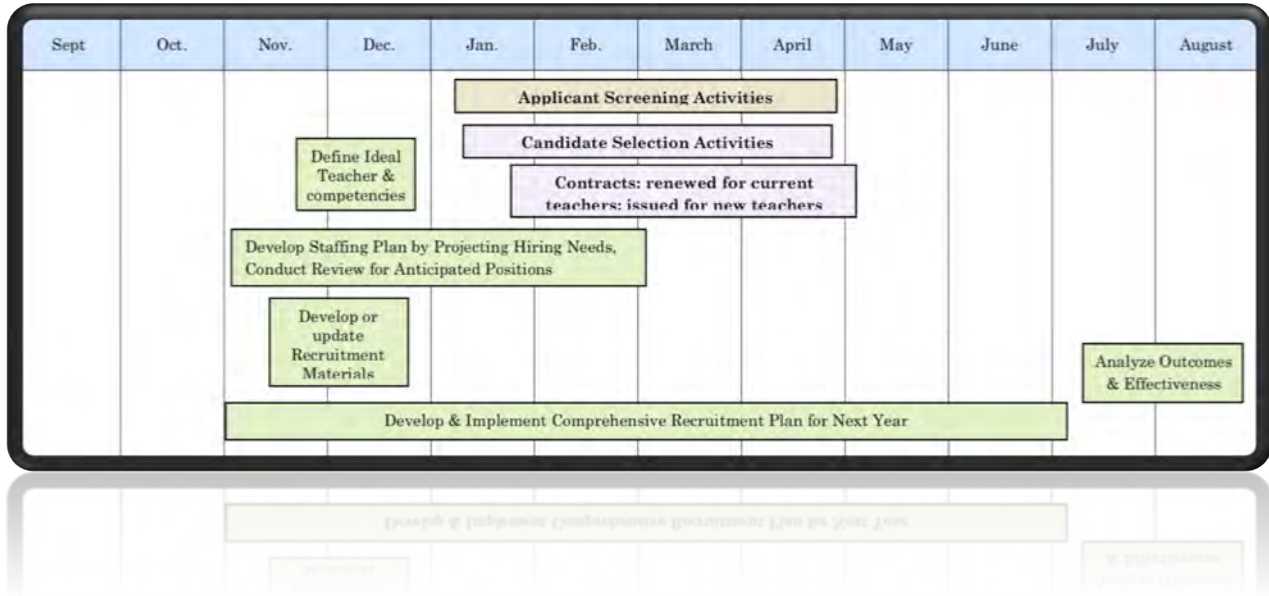
HUMAN RESOURCES

(1) The strategy for recruiting and hiring teachers include that all candidates are appropriately qualified and certified based on their desired positions. Key selection criterion for teachers include a current Nevada Teaching License, in addition to Montessori Certification from an accredited institution.

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Upon approval of the charter, Las Vegas Montessori Charter School will begin its recruitment efforts. Las Vegas Montessori Charter School will clearly articulate its value proposition, build brand recognition, and target specific candidates through online tools and social media presence.

(2) The school wishes to provide the best overall benefits package and services as much as possible. The salary range for teachers at Las Vegas Montessori Charter School is anticipated to be from \$36,000 to 46,000, depending on education, experience, and Montessori certification. The salary of other employees will be in-line with current salaries of employees with similar job descriptions in the surrounding Clark County School District schools and charter schools.

Pursuant to Nevada Law, Las Vegas Montessori Charter School will participate in the Nevada Public Employee Retirement System and will offer benefits to its full-time employees. The school's governing board and leadership team will leverage connections to secure the most cost-efficient plan for its employees.

Proposed salary increases, incentives, and/or bonuses will be considered by the board based on the recommendations of the director, within the context of the school's overall financial position to ensure its ongoing fiscal health.

(3) The relationship between the school leader and the rest of the staff is an essential factor for the school to achieve its vision and goals. An excellent administrative team and staff relationship will be easier to achieve if the duties and responsibilities of each staff member is clearly enumerated and defined. Any questions and or clarifications for the duties and tasks assigned to the individual should immediately be addressed. The teacher student ratio in the classroom should be clearly defined and implemented the teacher student ratio is 1:20 with an additional one teacher assistant for Kindergarten and First grade. Second to eight grades will have a student ratio of 1:25 with an additional one teacher assistant.

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During recess and lunch one adult to every 25 students should be assigned to monitor the students' activities and attend to their needs. A radio for communication between the teachers, administrative staff and office personnel will be used for fast and easy dissemination of information whether it is an emergency or not.

(4) The school leader, along with the leadership team will be responsible for the hiring and dismissing of school personnel procedures:

- Advertise employment opportunities which include position, qualifications, job description, and the Equal Employment Opportunity Statement.
- Applications are screened and qualified candidates are invited for an interview with the school leader and the leadership team.
- Once a selection has been made, the school leader is to recommend to the board the candidate for approval.
- If approved, candidate is hired and is to begin the onboarding process for employment.

School personnel who are subject to dismissal will be notified by the Director. Prior to dismissal, the governing board members are to be informed to ensure transparency and all documents necessary are completed, as well as procedures have been followed. Upon completion of all the necessary documents for dismissal, the school personnel will attend an exit interview and obtain all documentation. Terminated employees may appeal their termination to the governing board who will make the final employment determination upon completion of an investigation.

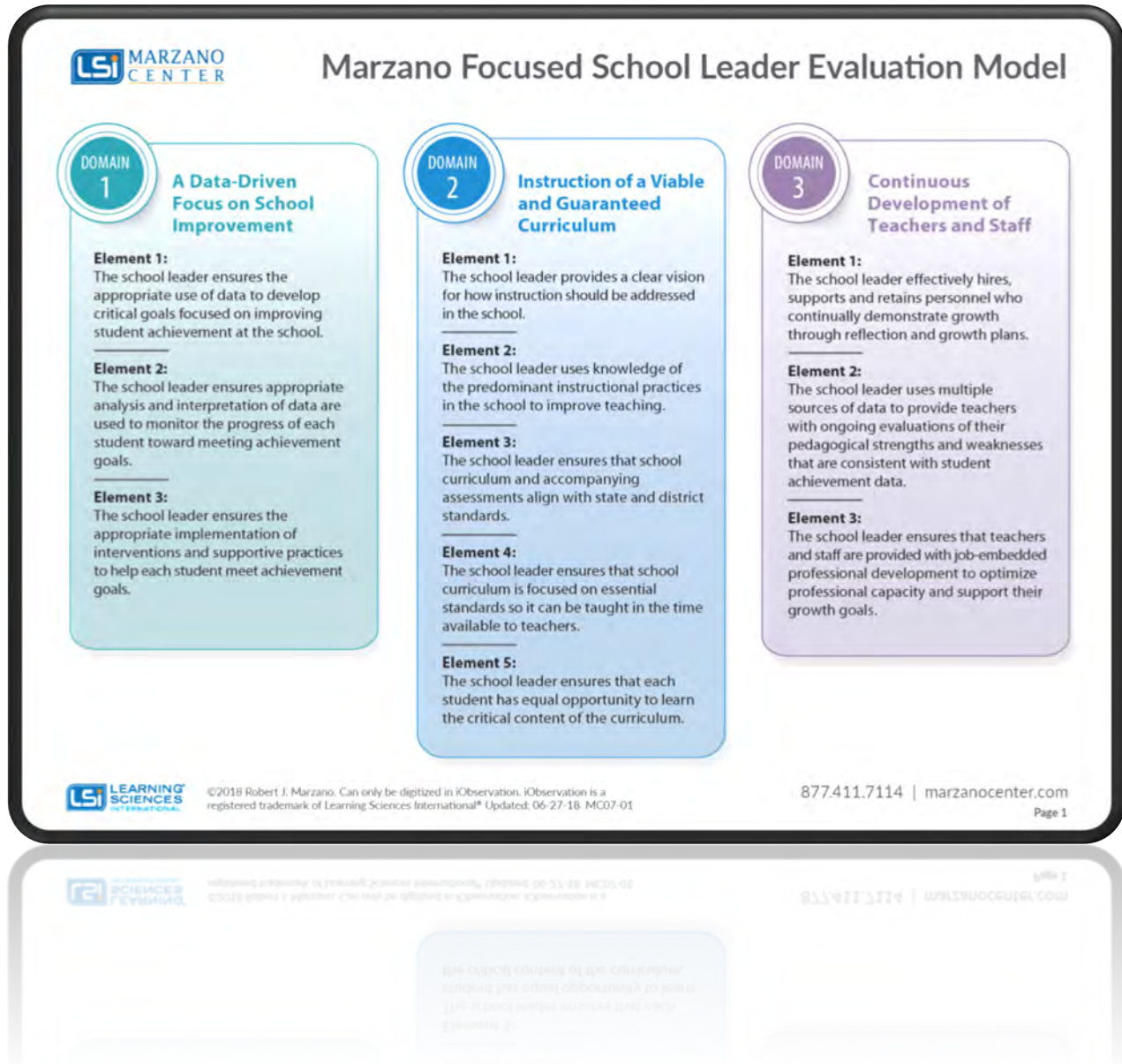
(5) The teachers will be supported and developed by the school before and throughout the school-year. Prior to the beginning of the school-year, new staff members will conduct their onboarding process, which includes their orientation and initial training. Las Vegas Montessori Charter School will utilize *Teach Point* by *Vector Solutions* to manage staff professional development and evaluation. *Teach Point* is an online program that helps administrators plan, manage, and track professional development activities of the teachers. It will be our technical assistant in evaluating our teachers and coaching them in their professional development.

(6) The school leader is a viable component in the success of every school. The school leader will be given the optimum support by the entire organization. The organization will support school leader in programs implementation that will lead to the success of the school and produce students that will place us in the highest level. Providing and allowing continuous education opportunities and other viable leadership trainings will help in the preparation and development of the school leader. Las Vegas Montessori Charter School will use the Marzano Evaluation Map Model and services to evaluate our school leader every year. This program is to be utilized in the evaluation of the school leader because it is accurate and is a data focused on school achievement.

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(7) Staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures by proactively planning staffing needs and schedules based on student enrollment. All staff members are to be provided consistent and school functions related training. Cross-training basic functions of roles will also be provided, so long that licensed related functions are considered.

(8) Las Vegas Montessori Charter School has a proactive succession plan in place. Upon departure, the proposed school leader believes that the Mission and Vision of the school is to continue and do so without interruption. The potential successor is to work closely with the school leader, learning all obligations and tasks. The school will provide additional trainings programs and instructions; as necessary, that will be viable tools to help the successor be professionally ready for the tasks ahead.

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(9) The school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover by the use of *Teach Point* by *Vector Solutions*.

Staff members will be notified of deficiencies in performance metrics and a professional improvement plan will be developed. Every reasonable effort will be made to ensure the success of the staff member through additional resources such as additional training and mentorship. If sufficient progress is not maintained, the staff member may be recommended for dismissal.

As Las Vegas Montessori Charter School is to provide extensive developmental training to its staff, it is important that staff turnover is kept to a minimum. Recruitment, onboarding, and developmental training costs are estimated to be \$2,000 for teachers and \$5,000 for the Director.

(10) The school does not plan to utilize a Human Resources Information System (HRIS) at this time.

(11) The organization will require additional support from third parties in regard to payroll and benefits administration. ADP will be the provider of both of these core Human Resources functions. ADP was selected as it is the current support provider for Spring Valley Montessori School. The school leader has already received multiple quotes from other providers and determined that ADP has the lowest relative cost, given the services offered.

STUDENT RECRUITMENT AND ENROLLMENT

(1) Las Vegas Montessori Charter School is to launch an extensive marketing plan to ensure enrollment targets are met on an annual basis. Initial marketing efforts have already begun through grass-roots efforts by staff members of Spring Valley Montessori School, parents, and community members. Upon approval of the charter, the creation of the school website will begin, along with our online marketing program, which includes school and service websites, as well as social media.

Promotional fliers and brochures are to be distributed to households within the town of Spring Valley. They will also be distributed to community groups, local churches, and business in the area. In order to provide equal access to interested students and families, including how the school will comply with the requirements of SB208, informational materials will also be available in multiple languages that reflect the linguistic needs of the target community. The school will also distribute press releases and utilize local news organizations to promote the open enrollment period of the school, as well as inform the community of its existence and how the Montessori method applied by the school will benefit families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

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(1.a) Open enrollment for the first year of operation will begin on Monday, January 27, 2020. Open enrollment for subsequent years of operation will begin on the last Monday of January of the year. The beginning of open enrollment is when the school is to begin accepting applications. Open enrollment will end on March 27, 2020. For subsequent years, open enrollment is to end on the last Friday of March every year. If the number of enrollees is greater than the number of openings, a lottery will be conducted to determine the order of students to be enrolled.

(1.b) Enrollment targets are listed below in Table (3.a) and will ultimately be the responsibility of the school leader. To account for attrition, the first year's target re-enrollment rate is 75%. The target re-enrollment rate for subsequent years will be based on the first year's enrollment data, as well as the month-over-month enrollment compared to district wide data.

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(1.c) Annual training prior to the enrollment period will be conducted to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students. Information regarding all legal enrollment requirements will also be included in the Staff Handbook for reference.

Documents required for application will avoid collection of information that may be used for discrimination. All applications will be based on lottery determinations and once enrollment priority has been established, accepted applicants are required to complete the full application which will include all relevant student's information.

(2) The student recruitment plan once the school has opened will remain consistent with the pre-opening year. Las Vegas Montessori Charter School will continue its student recruitment efforts throughout the school-year. The difference in strategies will be focused on school activities that can now be held on school grounds. Open House and fund-raising activities will provide parents to further experience the Montessori classroom and attend fun and safe events within the community- turning our parents to our most effective marketers!

With the assistance of the management team, the school leader will be primarily responsible for the marketing efforts and coordination of events and milestones related to the students' recruitment plan. The school will backfill vacancies in existing grades by increasing the focus on targeted grade levels that are below enrollment projections.

The school's academic performance will also serve as its marketing tool. The success of the school is measured by the success of the students. The community will naturally become more aware of the school as it continues to help the children of Spring Valley excel academically and grow socially.

(3) Enrollment

(3.a) Minimum Enrollment

Number of Students						
Grade Level	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	30	35	40	45	50	55
1	35	40	45	50	55	60
2	35	40	45	50	55	60
3	35	40	45	50	55	60
4	30	35	40	45	50	55
5	30	35	40	45	50	55
6	25	30	35	40	45	50
7	15	20	25	30	35	40
8	15	20	25	30	35	40
9	0	0	0	0	0	0

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10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	250	295	340	350	395	440

(3.b) Planned Enrollment

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	35	40	45	45	55	60
1	40	45	50	55	60	65
2	40	45	50	55	60	65
3	40	45	50	55	60	65
4	35	40	45	50	55	60
5	35	40	45	50	55	60
6	30	35	40	45	50	55
7	25	30	35	40	45	50
8	20	25	30	35	40	45
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	300	345	390	435	480	525

(3.c) Maximum Enrollment

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	40	45	50	55	60	65
1	45	50	55	60	65	70
2	45	50	55	60	65	75
3	45	50	55	60	65	70
4	40	45	50	55	60	65
5	40	45	50	55	60	65
6	35	40	45	50	55	60
7	30	35	40	45	50	55
8	25	30	35	40	45	50
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0

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Total	345	390	435	480	525	570
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(4) The number of students and grade levels served in year one is based on the number of pre-enrollment applications submitted, as well as responses from prospective parents of the school. Once chartered, a more robust marketing plan is to be implemented, which is expected to substantially increase enrollment.

The growth plan illustrated above stems from the academic results that are to be driven within the school. The implementation of the Montessori method allows for inclusive and immediate remedial instruction for students who are currently not at the level of proficiency in certain subject areas. The multi-age structure of Montessori classrooms encourages personal accountability that improves individual academic performance. As more families experience the benefits of and successes in a Montessori classroom, we anticipate a 15% growth from the first year due to retention, as well as new enrollees. To account for attrition, annual growth in the subsequent years are decreased by an average of 2% per year.

The leadership team of Las Vegas Montessori Charter School has had experience overcoming organizational and academic challenges, which accompany serving larger student bodies and multiple grade levels in a start-up environment. The proposed school leader is the founder of Spring Valley Montessori School, which has been successfully operating for over 15 years. The successes of previous students in the school not only prove the benefits of the Montessori method, but the abilities of the leadership and staff of the school in which the students attended. The inclusiveness in a Montessori environment facilitates the diversity of the student body, bringing all students together harmoniously, with the common goal of academic and social excellence.

Incubation Year Development

(1) Start-up Plan (Attachment 10)

(2) The school's leader and proposed Executive Director, Jesusa Alcantara, has 36 years of teaching and senior school administrative experience. During the incubation year and subsequent years, the members of the board will assume responsibility of ensuring that the school leader is properly trained and up-to-date on laws, as well as in all matters that affect the operations of the school.

The school leader will seek training and coaching from qualified providers such as the Nevada Department of Education, the Charter School Association of Nevada, the State Public Charter School Authority, as well as Opportunity 180 (Building Excellent Schools).

Upon approval of the charter, the school leader will enroll in the *Weekend Warriors* program by Building Excellent Schools. Each Weekend Warriors is an intensive two-day training program that begins with a visit to an exemplary BES school, where participants are exposed to the best practices in urban charter school leadership. Participants then immerse themselves in a full day

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of training on themes such as hiring and selection, managing and leading adults, and standards and assessments.

Through analysis and role-playing, participants learn how to effectively manage their organizations so that they can concentrate on the goal at hand: delivering rigorous instruction.

(3) The school leader will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school. Compensation?

Dual-Credit Partnerships

N/A

Services

- (1) Provide a description of how the school leadership team will support operational execution.
 - (1.a) Las Vegas Montessori Charter School will not provide transportation services to students. This will be communicated to parents during the application process and will clearly be stated in the school's website.
 - (1.b) Food service at the school is to be contracted to an outside vendor. The school will ensure that this does not serve as a barrier to enrollment or ongoing attendance by ensuring that families who qualify for free- or reduced- priced lunches are identified and served under applicable law. Las Vegas Montessori School will seek community sponsors to further offset cost of lunches and ensure all students receive adequate nutrition. The school will review submitted bids based on nutrition and relative cost.
 - (1.c) Facilities maintenance, which includes janitorial and landscape maintenance, will be the responsibility of the Facilities Manager. In the short-term, such services may be outsourced, dependent on cost. The Facilities Manager will conduct a needs analysis for such services and will determine the most efficient and cost-effective solution to provide them. Basic maintenance will be the responsibility of the Facilities Manager unless it requires a licensed professional. Cost is included in the proposed budget in the finances section.
 - (1.d) Dr. Noah Kohn will provide his expertise and resources (pro-bono) to establish, as well as continue to guide the operations related to the health and well-being of the students and the school as a whole. The school will employ a school nurse to attend to the daily medical needs of the students. Annual audit of records will be conducted to ensure proper retention, as well as procedures are followed.
 - (1.e) The school leader, in conjunction with the board treasurer, are responsible for overseeing the procurement process in compliance with all applicable laws. The

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school board may empower the school leader to enter into contracts that will be subsequently approved by the board. Purchasing procedures apply to procurement of equipment, supplies, and services used to support the educational process:

- Supplies, equipment, and services shall be requested by a purchase requisition, or petty cash request, and purchased via purchase order, when applicable.
- All purchases shall be authorized by the board or the school leader.
- The school leader shall provide the means to procure the necessary supplies, equipment, and services when needed, at the lowest possible cost.
- The school leader shall ensure prompt payment of invoices.
- No employee of the school is authorized to purchase materials or services to be charged to the school without the use of an official and properly authorized purchase order or administrative authorization. Commitments made without official approval are strictly the business of, and between, the vendor and the individual making the unauthorized purchase.

(1.f) Safety and security is to be obtained by incorporating safety features into the renovations of the proposed facility which includes security cameras, interior locking classroom doors, smoke, carbon monoxide, and fire alarms, as well as proper fencing. Las Vegas Montessori Charter School will employ a full-time onsite security personnel, who will be responsible for the overall safety of all students and staff members.

(2) The technology infrastructure for the facility will be constructed during renovations and will consider possible future needs of the school. The infrastructure will include cat-6 cabling to each classroom, wireless network capabilities, high bandwidth connection, a computer room integrated with the school library, VoIP phone server and telephones for each classroom and office, as well as a public address system for the entire school.

As necessary, Las Vegas Montessori Charter School will partner with a local provider to perform IT services such as on-site support, firewall safety, troubleshooting, hardware repair, as well as user agreements, policies and procedures to ensure safety and reliable IT infrastructure.

(3) Student Information Management will be managed using the statewide Infinite Campus system. The school leader and management team will utilize the Infinite Campus system to provide detailed, real-time information, including: Calendar, Schedules, Attendance, Grades, Health (Immunizations Only), Assignments, Academic Planner, Academic Progress, Fees/Payments, To Do Lists, Reports, District/School Notices, and School Meals Application. The Assistant Principal and Office manager will commit to trainings and regularly monitor student information for accuracy, as well as enter data collected.

(4) In compliance with The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), all data collected by the school is to be stored in a secured server. Access will be limited to the school's management and administrative staff only, unless otherwise authorized by the affected party. Identifiable information from education records are to

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be destroyed when no longer needed for the specific purpose for which it was disclosed, and that the written agreement specify the time period for destruction.

Requests for student information will be referred to the Office Manager. The Office Manager will authorize dissemination of information in accordance to school policy and compliance with applicable law. List of policies and procedures will be provided for staff training purposes to ensure compliance with FERPA and retention laws.

(5) Operational Execution Plan (Attachment 12)

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Facilities

(1)



RAINBOW OASIS CENTER
2975 S. RAINBOW BLVD. :: LAS VEGAS, NV 89146

Rainbow Oasis Center is a ±39,323 SF multi-tenant, single story office building located near the corner of S. Rainbow Blvd. and Edna Ave. The building is located within minutes of US-95, Summerlin Parkway, banks, restaurants and the post office.





PROPERTY FEATURES

- Multi-tenant, single story professional office building totaling ±39,323 SF
- Close to US-95
- Suites available from ±111 sf to ±5,849 sf
- Lease rate \$0.80/sf/month, NNN
- Immediate occupancy

FOR MORE INFORMATION PLEASE CONTACT

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FLOOR PLAN



SUITE D-1 - D-5 can be combined to ±5,849

Suite D-1	±1,989 SF
Suite D-2	±1,744 SF
Suite D-3	±246 SF
Suite D-4	±929 SF
Suite D-5	±1,199 SF
Suite E-1	±1,199 SF
Suite E-2	±2,158 SF
Suite F-1	±1,111 SF
Suite F-2	±601 SF
Suite F-3	±111 SF
Suite F-4	±221 SF
Suite F-5	±241 SF
Suite G	±601 SF
Suite G-1	±252 SF
Suite G-2	±1,439 SF
Suite H-1	±783 SF



FOR MORE INFORMATION PLEASE CONTACT

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FLOOR PLAN



SUITE D-1 - D-5 can be combined to ±5,849

Suite D-1	±1,989 SF
Suite D-2	±1,744 SF
Suite D-3	±246 SF
Suite D-4	±929 SF
Suite D-5	±1,199 SF
Suite E-1	±1,199 SF
Suite E-2	±2,158 SF
Suite F-1	±1,111 SF
Suite F-2	±601 SF
Suite F-3	±111 SF
Suite F-4	±221 SF
Suite F-5	±241 SF
Suite G	±601 SF
Suite G-1	±252 SF
Suite G-2	±1,439 SF
Suite H-1	±783 SF



FOR MORE INFORMATION PLEASE CONTACT

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RAINBOW OASIS CENTER
2975 S. RAINBOW BLVD. :: LAS VEGAS, NV 89146

LAS VEGAS MONTESSORI CHARTER SCHOOL

6940 EDNA AVENUE LAS VEGAS, NV 89117

T: (702) 362-9739 F: (702) 388-0900

- (1.a) The address of the desired location of the school facility is 2975 S Rainbow Blvd. Las Vegas, NV 89146.
 - (1.b) The number of general education classrooms required for the first year of operation is 8. Between 2 to 4 classrooms are projected to be added in the subsequent years, based on enrollment.
 - (1.c) Additional classrooms for special education and ELL are required. The library and computer lab will be located in the same room.
 - (1.d) Private offices will be provided for the Director, Chief Academic Officer, and School Counselor. Administrative staff will be located in the main lobby of the school. A portion of the current parking area outside of the facility is to be converted for Physical Education and playground area.
- (2) The proposed school leader has already contacted the owner of the desired location listed. The owner has expressed interest in the school as a tenant and will begin negotiations of the terms of the lease upon approval of the Charter. The school's legal counsel will assist in providing guidance and necessary documentation to secure the facility.
- Renovations and "T.I." work will begin as soon as funding has been approved or received. The school will solicit bids from at least 3 contractors and determine, as well as select the one with the lowest relative cost. At this time, the estimated length of the renovations is 6 months.
- (3) The facility has been identified. The school is to apply for Planning/Implementation subgrant. A budget and budget narrative for each phase of the subgrant is to be submitted in order to carry out activities under Use of Funds [34 CFR 75.117].
- (4) The school does not currently hold a facility.
- (5) The proposed school leader purchased the facility for Spring Valley Montessori School and is currently leasing a second building, where the Elementary classrooms are located. The lease on the building is on a month-to-month basis. As the properties were originally homes, both long ago underwent renovations, under the supervision of the proposed school leader to be converted into a school facility.
- (6) Maintenance of the independent facility will be addressed by the Facilities Manager. The Facilities Manager will assess and determine the need for maintenance and custodial employees or outside vendors to provide those services as necessary.

Ongoing Operations

- (1) Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. The school leader will be primarily responsible for the Emergency Management Plan of the school. In creating the plan,

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the NDE Model Plan for School Emergency Management is to be adopted. The plan is to be reviewed, revised (if necessary), and maintained annually in accordance with NRAs 388.245. Key information about the plan is to be posted throughout the campus and will be included in the Student's Handbook to familiarize students and their families to the plan. Staff members are to have defined responsibilities pertinent to their primary role in the school. All records and equipment related to information technology will be the responsibility of the Office Manager and management team, as well as notifying the school by using the school's PA system. Teachers and aides are to stay with the children to ensure their safety. The school nurse will be the primary individual to seek for any injuries to staff or students. In the event that an evacuation is necessary, school security will coordinate and lead evacuation efforts.

(2) Provide, as Attachment 14, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

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FINANCIAL PLAN

(1) The basic accounting functions will be done by the Chief Financial Officer. The Chief Financial Officer will be responsible for the establishment, management, and maintenance of all school accounts. Training on the Nevada State Chart of Accounts for Public School Accounting will be provided, as well as GAAP and GASB standards will be followed.

Purchase requests will be submitted to the Chief Financial Officer to ensure school policy is adhered to. All purchases and expenditures are to be reviewed during every board meeting by the board to ensure accuracy and subsequent approval.

The Chief Financial Officer will generate reports in relation to all financial matters of the school, which are to be made available and submitted to the governing board on a quarterly basis.

Budget Narrative (Attachment 15)

(2) Financial Plan Workbook (Attachment 16).

(3) An independent accountant will be contracted to perform annual audits pursuant to NAC 387.625 and NAC 387.775. Las Vegas Montessori Charter School will adhere to GASB, GAAP, and the Nevada Chart of Accounts for Public School Accounting.

The governing board will adopt financial control policies to be followed by Las Vegas Montessori Charter School. The Executive Director will be responsible for its implementation and will oversee the Chief Financial Officer, ensuring that all policies and laws are followed.