

September 30, 2020

BY EMAIL: mmodrcin@spcsa.nv.gov

State Public Charter School Authority
Attention: Mark Modrcin,
Director of Authorizing
2080 E. Flamingo Rd., 2nd Floor
Las Vegas, Nevada 89119

re: Supplement to Charter School Application

Dear Mr. Modrcin:

Thank you for your email message of Monday, September 28, 2020. We are so grateful for your giving us the opportunity to clarify. Because the meeting was virtual, not all of our Board Members were always able to clearly hear all the questions, in part due to the internet connection sometimes dropping.

The following are your questions and our responses:

1. *Near the end of the capacity interview, the applicant team stated that the application budget included 1 SPED FTE, but then clarified that would actually be a classroom teacher who was also SPED certified. Please confirm this SPED staffing allocation. Please also explain how a classroom teacher would be able to provide SPED services in addition to their classroom duties.*

In our original application, we noted that LVMCA would have a teacher who wore the second hat of “Special Education Coordinator.” He/she would occupy that second role in the school’s initial year or two, “until the School had enough children on IEP and 504 plans to justify making that a stand-alone position.” (Of course, if we had an unexpectedly large number of such pupils in year one, we would reconfigure this approach.) As we noted, that teacher-coordinator “will collaborate with the other general education teachers in order to appropriately serve special education students.” That would include, for example, reviewing IEP requirements, ensuring IEP meetings are scheduled, ensuring appropriate accommodations are provided, and troubleshooting disciplinary issues.

Clarifying our interview response, then, we will have at least one FTE who is SPED-certified teacher. That one FTE is already employed at Spring Valley Montessori School and on record as wanting to move to LVMCA. In the budget, her salary is allocated to the 4th to 8th grade teachers’ salaries, because she will be responsible for one of the “upper elementary” classrooms. But she will not be dedicated full-time to SPED matters. She will be responsible for her own classrooms, and additionally work with all of the teachers who have SPED pupils.

As an aside, if we were able to hire multiple teachers with SPED certifications, we of course will. This will depend most of all on the available teacher pool. Similarly, if a teacher candidate only had a partial certification, we would work on getting him/her full certification prior to opening in August of 2021.

Finally, this answer would not be complete without noting that the full-time teacher/SPED-coordinator will have certain *external* supports. As we noted in our application, we will contract with one or more third party vendors—or directly with speech, occupational, and other therapists—to provide all of our students’ required needs. For example, we have a tentative arrangement with Bridge Counseling, which provides an array of psychological counseling and therapeutic services in the treatment of children, youth and families. We have solicited information (including quotes) from

United Testing Service and Tandem Therapy Services, each of which provides SPED services to other, current SPCSA-sponsored charters. (Attached is the UTS quote, which we would ask you to treat in confidence.) We also have the East Valley Family Services relationship identified in our Application. Based on our initial conversations with those providers, to the extent our SPED coordinator encountered an extraordinary procedural or substantive question, she could ask one of those providers for its advice or information, and a more informed solution would be found. Those external fees are also provided for in our budget, as noted below.

2. *Additionally, the Committee to Form referenced that line item 1381 in the submitted budget could be used to provide resources to support EL services. Given that the referenced line item is for Special Education and Psychology consultant services, please clarify what would be included in the \$30,000 and how that number was determined. It is our understanding that the proposed school intends to hire TESL endorsed teachers, but that there would be no dedicated staffing for EL services. Please confirm or clarify the staffing for EL services.*

With regards to this second question, because the formatting of the Budget was locked, we used that section to account for consultants for both SPED and ELL. (We apologize if the Budget form contemplated ELL expenses being included elsewhere; we approached it as reasonably as possible.)

We anticipate that the majority of this line item will be used for outsourced special education services. However, a not-insignificant portion of the funds will be devoted to ELL support.

(Importantly, the apportionment will depend on what students we have from year to year, and might only come into precise focus as the first school year begins. It would be premature for us to provide hard-and-fast percentages now (as between SPED and ELL), when all we have our reasoned assumptions based on the demographic information in our Application's "Meeting the Need" section.

As we noted in our Application and in the capacity interview, in furtherance of our goal of providing appropriate ELL services to our students, we will be training *all* of our teachers on ELL through the "Master Training" program or another accredited provider. In other words, initially at least, we won't have a stand-alone ELL department, but instead a wholly ELL-friendly school.

Budget-wise, note that the cost of that training is included in the "Professional Development" section of our submitted budget—not in that line item 1381. (The latter would primarily consist of outsourced ELL consulting services and any specially-required ELL services.) We are aware that this will require the allocation of approximately \$240-\$360 to Professional Development each year to cover the ELL training for approximately 15 teachers. (See attached quote #Q48278 from The Master Teacher).

Finally, if the student population requires it, we are prepared to either hire and/or contract for one or more dedicated ELL instructors.

The timing of your email was fortuitous, as we were hoping to provide you with additional information. Even though our interview was only one week ago, there are several important developments to update you on—evidencing the great momentum we are building.

- As we noted during our capacity interview, our conversations with Teach for America continue gathering pace. Attached is a letter of support from that organization. As the letter states, LVMCA strikes the Executive Director as a "strong fit" for either providing LVMCA with TFA teachers (assuming we meet the program's demographic and other prerequisites), providing us with a ready-made source for incoming paid teachers, meaning TFA alumni, or both.

- As we also noted at the interview, we have a long-standing relationship with the Moapa Band of Paiutes. Attached is a letter of support from that Band’s Childcare Division, which touches on the significant cooperation between that agency and my current school, Spring Valley Montessori. The Moapa Band has been extremely generous in donating funds to the existing school, and we are reasonably hopeful that upon LVMCA being chartered, the Band will make large donations to the charter school as well.
- Recently, I re-commenced the conversation I started last year with the Nevada Department of Education, regarding the potential availability of CSP and other start-up grants for funding LVMCA during the months between SPCSA approval and our first receipt of per-pupil funds.
- I have made further inroads in developing a potential partnership with a Spring Valley dental firm. They have a yearly outreach program, under which they provide free dental services to children in need. Their letter of support is expected shortly, and they were extremely excited about working with LVMCA to provide diagnostic, dental and other services to our FRL population.
- As we also noted at the interview, we are continuing to gather monetary and in-kind donations. Attached is a photograph of dozens of items of office equipment—including computers—recently donated to the charter Committee, in anticipation of our being approved.

Thank you, again, for all of your efforts. We appreciate you and your hard work.

Kind Regards,

/s / Susan Alcantara

Susan Alcantara

Member of the Committee to Form and
Proposed Executive Director, Las Vegas
Montessori Charter Academy

Cc Rebecca Feiden, Executive Director (rebecca.feiden@spsca.nv.gov)
Danny Peltier, Management Analyst (dpeltier@spsca.nv.gov)
LVMCA Committee Members

Attachments:

1. UTS Quote
2. Master Teacher Quote
3. Letter of Support from Teach for America
4. Letter of Support from the Moapa Band of Paiutes’ Childcare Division
5. Photographs of Donated Computers and Office Equipment

Service Provider: United Testing Service, Inc.

Contact Person: Dr. Louis I. Fein

Title: Executive Director

United Testing Service is a minority owned S corporation in business for 50 years. UTS provides professional staffing and testing services to school populations throughout the United States. UTS is a Florida corporation, fully licensed to do business in the State of Nevada and carries reasonable and sufficient insurance coverage as customary for the industry.

Mailing Address: P. O. Box 777907, Henderson, NV 89077

Website: www.unitedtestingservice.com

Email: unitedtestingemail@gmail.com

Telephone Number: (702) 898-5554

Fax Number: (702) 897-7778

Tax ID No: 65-0660647

References available upon request.

Fee Structure:

Speech Therapy Services – Billed at \$85.00 per hour of service. Services shall include speech therapy, assessments, evaluations, documentation, reports, and attendance at MDT/IEP meetings as required.

School Psychologist Services - Billed at \$85.00 per hour of service. Psychological evaluations shall be billed at a maximum of eight (8) hours per evaluation. Services shall also include report preparation, required documentation, as well as attendance at MDT/IEP meetings as required.

Nurse Consultant Services – Billed at \$85.00 per hour of service. Services shall include evaluations, assessments, and sensory screenings as required by grade level, documentation, reports, and attendance at MDT/IEP meetings as required.

Occupational Therapist Services – Billed at \$85.00 per hour of service. Services shall include occupational therapy, assessments, evaluations, documentation, reports, and attendance at MDT/IEP meetings as required.

Physical Therapist Services – Billed at \$85.00 per hour of service. Services shall include occupational therapy, assessments, evaluations, documentation, reports, and attendance at MDT/IEP meetings as required.

Guidance Counselor Services - Billed at \$60.00 per hour of service.

Fees for additional personnel such as Special Education Facilitators, Resource Teachers, etc. can be quoted as needed.

Services are customized for the budget and needs of each individual school. There is no minimum number of students required, and services can be provided on an “as needed” basis. Schools are invoiced monthly for hours of service provided for the previous month. Invoices provide the total number of hours of service, as well as the dates of service, the name of students serviced, and the type of service received. In addition, invoices can be customized to provide any additional information required by the school.



Quote
 #Q48278
 9/29/2020

Bill To
 Spring Valley Montessori School
 6930 Edna Ave
 Las Vegas NV 89117

Ship To
 Spring Valley Montessori School
 6930 Edna Ave
 Las Vegas NV 89117

TOTAL
 \$360.00

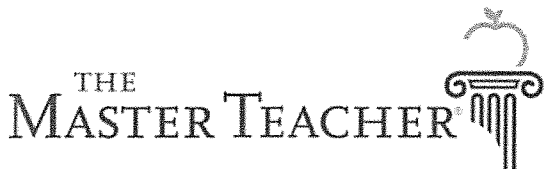
Expires **Sales Rep** **Ship Via**
 10/29/2020

Item Number / Description	Start Date	MC	Options	QTY	Rate	Amount
EL303 English Language Learners Online Training - Annual Subscription	10/15/2020			15	\$24.00	\$360.00

Subtotal \$360.00
Discount
Shipping \$0.00
Tax \$0.00
Total \$360.00

Customer Message:

Please Note: If you are tax exempt, please email your sales tax exemption form to ordersupport@masterteacher.com.



Quote
 #Q48277
 9/29/2020

Bill To
 Spring Valley Montessori School
 6930 Edna Ave
 Las Vegas NV 89117

Ship To
 Spring Valley Montessori School
 6930 Edna Ave
 Las Vegas NV 89117

TOTAL
 \$240.00

Expires **Sales Rep** **Ship Via**
 10/29/2020

Item Number / Description	Start Date	MC	Options	QTY	Rate	Amount
EL303 English Language Learners Online Training - Annual Subscription	10/15/2020			10	\$24.00	\$240.00

Subtotal \$240.00
Discount
Shipping \$0.00
Tax \$0.00
Total \$240.00

Customer Message:

Please Note: If you are tax exempt, please email your sales tax exemption form to ordersupport@masterteacher.com.

English Language ▶ *Learners*

ONLINE TRAINING

COURSE LIST BY CATEGORY

Learning objectives for each course are listed at the end of this document.

Fundamental Topics

- 101 Language Concepts
- 102 Factors Affecting English Language Learners
- 103 Types of ELL Programs
- 104 Family and Community Involvement
- 105 Levels of English Language Proficiency

Methods of Teaching

- 106 Building and Activating Background Knowledge
- 107 Methods of Vocabulary Instruction
- 108 Common Language Difficulties
- 109 Appealing to Multiple Learning Styles
- 110 Using Self-Corrective Techniques
- 111 Reading Strategies for English Language Learners
- 112 Reading Activities for English Language Learners
- 113 Methods of Assessing and Checking Comprehension
- 114 Common Grammatical Difficulties
- 115 Classroom Management Strategies
- 116 Building a Supportive Classroom Learning Environment
- 117 Strategies for ELL Content Learning

COURSES AND COURSE OBJECTIVES

101 Language Concepts

The participant will...

- Define social language and identify its role in English language learning.
- Define academic language and identify its role in English language learning.
- Differentiate between social and academic language in the development of English language proficiency.
- Identify the role of listening, reading, writing, and speaking in traditional foreign and second language classrooms.
- Describe social and academic listening and speaking tasks.
- Describe social and academic reading and writing tasks.
- Name different models of second language teaching that integrate listening, speaking, reading, and writing skills.

102 Factors Affecting English Language Learners

The participant will...

- Describe characteristics unique to English language learners.
- Discuss the role that prior learning experiences have on second language learning.
- Identify and discuss different social, cultural, and environmental factors that affect English language learners.
- Recognize individual learner characteristics that influence second language learning.
- Describe different learning styles and strategies of second language learning.

103 Types of ELL Programs

The participant will...

- Learn about different factors that play a role in choosing an ELL program.
- Name the main characteristics of each type of program and distinguish between each of them.
- Define the terms related to different ELL programs (mainstream, immersion, etc.).
- Discuss the advantages and disadvantages of each type of ELL program.

104 Family and Community Involvement

The participant will...

- Examine the role of the family of English language learners.
- Explain common barriers to communication between schools and families of English language learners.
- Discover ways that schools can improve communication and facilitate parent involvement.
- Learn measures that English language learners' parents or guardians can take to foster their child's academic development.

- Identify ways to access community resources to enhance English language learners' education.

105 Levels of English Language Proficiency

The participant will...

- Define the different components of language.
- Discuss the role of cultural competence in language learning.
- Explain the concept of language transfer.
- Name the levels of English language proficiency and describe how English language learners perform at each level.

106 Building and Activating Background Knowledge

The participant will...

- Define different types of background knowledge.
- Explain the difference between activating and building on background knowledge.
- Identify and give examples of different techniques to activate background knowledge.
- Learn about different techniques that can be used to build background knowledge.
- Describe methods of working with text, video, and other media.

107 Methods of Vocabulary Instruction

The participant will...

- Examine the importance of vocabulary in language learning.
- Define content words and examine strategies for teaching content words and helping students to use and retain them.
- List process and function words and learn techniques for teaching them.
- Discover why learning word parts can aid English language learners.
- Discuss techniques for working with suffixes, prefixes, and root words.

108 Common Language Difficulties

The participant will...

- Identify some common language difficulties of English language learners.
- Examine figurative language and its challenges for ELLs.
- Describe problems that idioms may present for students.
- Learn about false cognates and the confusion they may cause for learners.

109 Appealing to Multiple Learning Styles

The participant will...

- Describe different learning styles and the aspects of learning styles associated with second language learning.
- Learn tips and techniques to that appeal to visual learners.
- Identify strategies that appeal to auditory learners.
- Discover ways to reach tactile and kinesthetic learners.

110 Using Self-Corrective Techniques

The participant will...

- Recognize when English language learners are requesting assistance.
- Determine when and how frequently to correct students' errors.
- Learn how to help ELLs self-correct by employing nonverbal cues.
- Examine how to use rephrasing and reformulation techniques to help students self-correct.

111 Reading Strategies for English Language Learners

The participant will...

- Review the role of background knowledge in reading comprehension.
- Identify five ways to help students process information.
- Describe different text structures and identify graphic organizers that can help students understand and identify text structures.
- Learn different note-taking strategies that will help students with reading comprehension.
- Describe strategies you can use with students to help them remember important information after reading a text.

112 Reading Activities for English Language Learners

The participant will...

- Examine different types of classroom activities that can be used to engage English language learners in the reading process.
- Learn about cooperative learning strategies for ELLs and how the strategies can be applied to reading.
- Describe different strategies for independent reading activities.

113 Methods of Assessing and Checking Comprehension

The participant will...

- Learn about and differentiate among types of assessments including formative, summative, portfolio, formal, and informal.
- Discover classroom techniques such as questioning, discussing, and summarizing to assess and check students' comprehension.
- Discuss verbal and nonverbal responses such as body language, silence, and intonation that ELLs may have to instruction.

114 Common Grammatical Difficulties

The participant will...

- Identify some common language difficulties of English language learners.
- Anticipate problems that count and noncount nouns may present for students.
- Learn about the use of articles the confusion they may cause for learners.
- Discover some tips and strategies for addressing grammatical difficulties.

115 Classroom Management Strategies

The participant will...

- Discuss various elements of classroom management.
- Examine the role of pair and small group work in classroom management.
- Define and understand flexible grouping.
- Discover ways to manage uncomfortable silences.
- Identify ways to allow more processing time for students.

116 Building a Supportive Classroom Learning Environment

The participant will...

- Learn about different types of anxiety that English language learners may experience in the classroom.
- Discover some of the sources of language learning anxiety.
- Learn about classroom strategies for building a supportive and engaging classroom environment.
- Describe technological methods for reducing learner anxiety.

117 Strategies for ELL Content Learning

The participant will...

- Learn about and differentiate between content-based and sheltered ELL instruction models.
- Learn how these models can motivate students and prepare them for mainstream classes.
- Describe and give examples of content and language objectives.
- Recall different types of activities and student groupings and apply them to content area instruction.
- Review informal comprehension checks and understand how rubrics can be used to assess comprehension.

One day, all children in this nation will have the opportunity to attain an excellent education.

September 30, 2020

Executive Director Rebecca Feiden & Mark Mordricin
Nevada State Public Charter School Authority

I am writing to support Las Vegas Montessori Charter Academy and its application to launch a new school, beginning in 2021. I had the privilege of connecting with Susan Alcantara and Kirby Burgess, respectively the school leader and board chair, and believe in their mission to expand Montessori education to more students in the valley.

TFA was founded on the vision that *one day, all children in our nation will have the opportunity to attain an excellent education*. The same vision guides TFA's work today across the country, including here in Las Vegas.

We focus on recruiting remarkable and diverse individuals to become teacher leaders in underserved communities—like the community we hope Las Vegas Montessori Charter Academy will deliberately recruit and serve. Their focus on supporting emerging bilingual students is such a strong need in Nevada.

The TFA corps members we recruit commit to teach for two years and are hired by district schools and public charter schools in Clark County. We are committed to our corps members' success in the classroom, so we train and support them in the practices of great teachers and leaders. With hard work, perseverance, and strong partnerships with their students, students' families, and communities, corps members can dramatically increase the opportunities available to their students in school and in life. After their first two years as teachers, corps members become part of a strong alumni network.

From conversations with the school founders, I am excited about their mission to prepare *all* students through an inquiry-based, community-based Montessori model. Given the mission of the school and depending on the population of students served, LVMCA could be a strong fit as a potential placement school for TFA corps members (if it qualifies as Title I), or as a school that TFA alumni may choose to be a part of, in upcoming years.

We look forward to working alongside Las Vegas Montessori Charter Academy in purpose of our shared purpose to provide excellent education for Las Vegas students.

Sincerely,



Sean Parker

Executive Director

Teach For America Las Vegas



AN AMERICORPS PROGRAM



MOAPA BAND OF PAIUTES
TRIBAL CHILD CARE

ADDRESS: 700 N. RAINBOW BLVD.
LAS VEGAS NV 89107
PHONE: (702) 333-5531

9/28/2020

Dear: Nevada Public School Charter Authority

As the Program Manager for the Moapa Band of Paiutes Tribal Child Care Program, I would like to submit a letter of support for the Las Vegas Montessori Charter School. Applying the Montessori method will provide tremendous opportunity for students to learn and grow in grades K-8th. It is my belief that this school will benefit not only the children, but the entire community.

The interests here are children, education, affordability, and access. There is no doubt that Las Vegas Montessori Charter school will be able to provide these valuable things. Having strong community support as well as partnerships will allow a strong start for Las Vegas Montessori Charter School.

I have worked professionally with Susan Alcantara in the community and having read the Memorandums of Understandings that are in place with East Valley Family Services and Bridge Counseling, I understand the significance of community support and partnerships. The resources and referrals will be beneficial to all community members and residents in Clark County. Viewing the information provided, the amount of time put into this process has been paramount.

The time and dedication that Susan Alcantara and her team have exhibited has not gone unnoticed. This letter comes with tremendous support to launch Las Vegas Montessori Charter School.

Sincerely,

Nicolet Palmer, MS

Tribal Child Care Program Manager

Moapa Band of Paiutes

(702) 232-7877

www.mboptribalchildcare.org



**Donated Office Equipment to
Las Vegas Montessori Charter Academy**

