

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

CFDA # 84.282B

PR/Award # U282B090024

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 26, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
8/26/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: High Desert Montessori High School

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
470866605	125040993

d. Address:

* Street1:	2590 Orovada Street
Street2:	
* City:	Reno
County:	
State:	NV
Province:	
* Country:	USA
* Zip / Postal Code:	89512

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Carol
Middle Name:			

* Last Name: Andrew

Suffix:

Title: Project Director

Organizational Affiliation:

* Telephone Number: (775)624-2800

Fax Number:

* Email: CAROLA@775.NET

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public Charter School

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282B

CFDA Title:

Charter Schools Program Non-SEA Planning, Program Design, and Implementation

*** 12. Funding Opportunity Number:**

84.282B

Title:

Charter School Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Reno/Sparks

Washoe County

*** 15. Descriptive Title of Applicant's Project:**

High Desert Montessori High School

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: Dean Heller

* b. Program/Project: Dean Heller

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2009

* b. End Date: 9/30/2012

18. Estimated Funding (\$):

a. Federal	\$ 521184
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 521184

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Carol

Middle Name:

* Last Name: Andrew

Suffix:

Title: Project Director

* Telephone Number: (775)624-2800 Fax Number:

* Email: CAROLA@775.NET

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization: High Desert Montessori High School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [] Yes [X] No

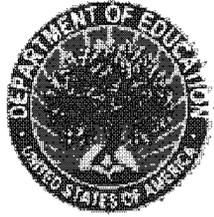
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: [] ED [] Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
High Desert Montessori High School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Carol Andrew

Title: Project Director

Date Submitted: 08/25/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: NV Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Carol Andrew Title: Project Director Applicant: High Desert Montessori High School Date: 08/25/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

NAME OF AUTHORIZED OFFICIAL: Carol Andrew

TITLE: Project Director

SIGNATURE OF AUTHORIZED OFFICIAL:

APPLICANT ORGANIZATION: High Desert Montessori High School

DATE SUBMITTED: 08/26/2009

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

High Desert Montessori High School

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Carol Middle Name:

Last Name: Andrew Suffix:

Title: Project Director

Signature: _____

Date:

08/26/2009

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : HDMHS GEPA

File : C:\fakepath\427 GEPA Statement.doc

427 GEPA Statement

High Desert Montessori High School is committed to enrolling pupils, hiring employees, and inviting the participation of volunteers without regard to ethnicity, race, gender or disability. HDMHS will ensure that persons of racially and economically disadvantaged communities have access to recruitment information and other literature that describes the school's innovative educational programs and job/volunteer opportunities.

The school will use several outreach strategies to ensure there is a broad exposure to persons of all races, ethnicities and socio-economic groups. Special tactics to reach diverse communities include: a) Speaking at community based organizations, b) Speaking at civic organizations, c) Distributing neighborhood flyers, and d) Canvassing neighborhoods to further reach interested families.

Project Narrative

ED Abstract Narrative Form

Attachment 1:

Title: **HDMHS Abstract** Pages: **1** Uploaded File: **HDMHS abstract.doc**

ABSTRACT

Project Title: High Desert Montessori High School. Federal CSP Non-SEA Planning, Program Design and Implementation Grant Proposal 84282.B.

Project Director: Carol Andrew, 2590 Orovada St. Reno, NV 89512; 775-624-2800.

Goals: High Desert Montessori High School (HDMHS) offers a holistic, enriching academic high school environment to every student. The high school Montessori Method is student-centered and largely project-based. It emphasizes learning activities that are long-term, interdisciplinary, and integrated with real world issues and practices. Students develop self-discipline, independence, self-knowledge, academic skills, enthusiasm for learning, and an organized approach to solving problems. The school's emphasis on hands-on projects, individualized tasks and lessons, and the self-pacing of educational material are particularly well suited to meet the needs of all students whether they are gifted and talented, at risk of not completing high school, or an average teenager. A Response to Intervention team (RTI) addresses the needs of all students, including those with disabilities, in making appropriate academic progress. With RTI, schools identify students with learning disabilities and students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Students join one of four thematic "houses" that focus on real world interests: environmental sciences, arts, entrepreneurship, and social justice. HSMHS will be located in a low income community, providing easy access for at risk students.

Expected Outcomes: 80% of HDMHS 10th grade students will meet or exceed Nevada's levels of proficiency in the core academic areas of Reading, Writing, and Math as measured on the High School Proficiency Exams.

Project Narrative

Project Narrative Attachment Form

Attachment 1:

Title: **HDMHS Narrative Pages: 39** Uploaded File: **High Desert CSP 2009.doc**

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Competitive Priority

Secondary Schools. Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school. (10 points)

High Desert Montessori High School's (HDMHS) philosophy and practice is designed to offer an enriching academic high school environment to every student. At the high school level, the Montessori Method is student-centered and largely project-based; allowing for individual development of self-discipline, independence, self-knowledge, academic skills, enthusiasm for learning, and an organized approach to solving problems. The school's emphasis on hands-on work, individualized tasks and lessons, and the self-pacing of educational material are particularly well suited to meet the needs of students at greatest risk of not completing high school.

Additional strategies to assist students in meeting challenging State academic standards include:

a) The establishment of a Response to Intervention team (RTI) to address the needs of all students, including students with disabilities, in making appropriate academic progress.

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

With RTI, schools identify students with learning disabilities and students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and

adjust the intensity and nature of those interventions depending on a student's responsiveness.

b) The implementation of a 9th Grade Transitional Support Program will address the academic and social needs of incoming 9th grade students during this critical stage of their development. The Transitional Support Program offers the 9th grader a full year to become bonded to and engaged in their new high school community allowing for a smooth and successful transition experience. The program initially assigns students - based on their stated interests - to one of four thematic "houses" which serve as small, intimate learning communities. They are also expected to experience each of the other houses by participating in on-going school projects that support each individual house's thematic platform, thus helping students identify with the house that would best support that student's needs as an individual in later academic years. Moreover, students will participate in a variety of leadership activities; and as the school matures, juniors and seniors will serve as peer mentors for incoming 9th graders.

1. Application Requirements

- (i) *Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.*

Please refer to Selection Criteria *i* for this response.

(ii) Describe how the charter school will be managed.

High Desert Montessori High School's (HDMHS) management structure utilizes a team approach. The school's management structure will facilitate a commitment of personal investment and dedication through a collaborative leadership empowerment model.

Everyone is expected to participate in the leadership structure. The school's Board is responsible for directing policy and fiduciary concerns; the Principal responsible for oversight of all of the school's operational and academic processes, the administrative staff responsible for back office functions such as enrollment, human resources, and bookkeeping; and the teachers responsible for student learning and maintaining disciplinary standards. Students are also involved in the shared leadership model. Each of the four houses will require a team leader who will play a critical role in the school-wide empowerment process. The four "house" leaders will be the voice of their specific area of the campus. They will also be the voice that represents the organization's needs to everyone in the house.

Shared management assures accountability and continuity of the school's culture. HDMHS believes that collaborative leadership is based upon a comprehensive understanding of the limits and liabilities of public school laws and regulations and an acceptance of each member's personal commitment to the school's mission. Current research indicates that this connectedness and involvement requires increased communication up and down throughout all levels of the organization. By investing in empowering the teachers, staff, and students to participate in site-based management strategies, HDMHS will assure that everyone involved will feel engaged and part of the team.

Independence and creativity provide an on-going need to adjust, adapt, and change to accommodate and respond to opportunities and challenges. Leadership is about the in-betweens. Balancing the needs of different individuals, programs, and physical spaces is what makes leadership challenging. Individuals are usually best at seeing situations from their own perspective. School leadership is about serving the energy that travels in between teachers, parents, and classrooms and seeks to harmonize that energy so that everyone is able to co-exist peacefully and productively.

(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;

Please refer to Selection Criteria *iv* and *v* for this response.

(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency.

Please refer to Selection Criteria *ii* for this response.

(v) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;

Please refer to Selection Criteria *iii* and *vii* for this response.

(vi) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives;

HDMHS will be authorized by the Nevada State Board of Education. The State Board ensures for the continued operation of the charter school once the Federal grant has expired

by providing resources that assist the school in meeting its objectives and improving educational results for students. The State provides ongoing technical assistance on a variety of topics, monitors the progress of the school, authorizes amendments to the school's charter, and renews the school's charter at either three years or six year intervals.

(vii) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.

High Desert Montessori High School is not requesting any waivers at this time.

(viii) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary.

HDMHS will use the grant funds as described below:

Year 1 activities (10/2009 – 9/2010) will be directed toward school design such as hiring a Project Director to manage the grant, research best practices and write the charter for State approval, attending the annual U.S. Department of Education Grant Project Director's meeting, attending related conferences and workshops, and for professional development activities.

Year 2 activities (10/2010 – 9/2011) will be directed toward planning and implementation.

The school is planned to open August 2011. Fundable activities will include hiring a Education Specialist to develop the schools' educational programs, to recruit teachers and

to conduct professional development activities. The funds will also be used to purchase furniture, supplies, computers, and equipment; develop promotional literature; conduct an advertising campaign; attend conferences, attend the annual Project Director's meeting, facility rent, Principal salary, and

Year 3 activities (10/2011 – 9/2012) will focus on implementation. The grant will provide for professional development for teachers and staff, purchasing furniture, supplies computers and equipment to accommodate future growth, attendance at conferences and the annual Project Director's meeting.

HDMHS will use funds from other Federal programs to enhance its programs and services. If determined to be eligible, Title I funds will provide for resources for disadvantaged students, Title II will provide us with the resources to improve teacher quality, and IDEA funds will provide for programming for our special education students.

(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.

HDMHS is a public charter school that will serve students from throughout Washoe County, Nevada. As is required by state and federal law, the school enrolls pupils without regard to ethnicity, race, gender or disability up to capacity. HDMHS will provide a fair and open system for enrollment of new students. The first year's enrollment for new students will be on a first-come-first-served basis for eligible students until the school has reached its capacity of 200 students overall which is approximately 50 students in each of the four grades. If enrollment exceeds capacity, a lottery will be held to determine entry.

The school will inform parents and students about the opportunity to attend through a variety of means including:

- Parent Introductory Seminars,
- Posting flyers and notices on community boards,
- Posting advertisements in local newspapers, and
- Releasing press statements to all local media.

(x) *Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.*

High Desert Montessori High School intends to be sponsored by the State Board of Education. As a state sponsored charter school, HDMHS will be independently responsible for complying with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act and applicable State statutes and administrative code.

The proposed charter high school will provide services and programs to pupils with disabilities. HDMHS will ensure compliance with applicable laws and will make certain that students are appropriately identified and needed interventions and accommodations are administered.

HDMHS's Montessori philosophy and practice is designed to offer an enriching academic high school environment to every student. At the high school level, the Montessori Method is project-based and particularly well suited to meet the needs of special education students due to its emphasis on hands-on work, individualized tasks and lessons, and the self-pacing of educational material. Additionally, the school will use an inclusion model and students

will be instructed by teachers especially trained in the unique developmental needs of individual students.

- (xi) *If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.*

Not applicable.

2. Selection Criteria

- (i) *The quality of the proposed curriculum and instructional practices (20 points).*

Application Requirement i - Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.

High Desert Montessori High School is dedicated to providing a nurturing learning community. We will empower our students' self-construction while sparking their imagination and instilling a lifelong passion for learning. The school will be committed to a constructivist, student-centered philosophy where educational outcomes are optimized by highly effective methodologies and a student body committed to a project-based learning environment.

In preparation for the development of a 9th – 12th grade Montessori high school, the Founding Committee looked first to the values and standards that are uniquely Montessori.

Our central perspective is to look at the individual's intellectual, physical, and emotional development in light of the needs of mankind at this time and in this place.

“The Montessori School is an organic framework of systems, which grows in developmental stages as it is shaped by the developmental needs of the students”

- David Kahn, *The Whole School Montessori Handbook* (2007)

The confluence of personalities and relationships of the staff, teachers, students, and parents and the intellectual current that flows from it helps us address the needs of each student beyond a cursory adherence to learn the Nevada State Curriculum Standards. To be true to what is Montessori, we must prepare the student for his or her unique life calling at this time and place in human history.

Our students will be tomorrow's adults. They will enter a work-force and life situation that is very different than the one most of us experienced. Our goal is for all of our students to plan to attend college because it will provide them with the education they need to achieve a stable economic life. Recognizing each student's uniqueness, we are also committed to ensuring that our students will graduate from high school with marketable job skills so that they can find gainful employment whether or not they choose to pursue higher education.

In the preliminary design of HDMHS, we researched a variety of educational theories, community issues and employment trends that helped us to formulate our holistic educational philosophy.

1. We found that colleges are looking for students with more than high grade point averages and SAT/ACT scores, they are looking for students whose individual passions and interests have the right ‘fit’ with that of the college or university. Therefore, it seemed necessary to provide students with the ability to develop and pursue strong passions and interests within the bounds of developmentally and academically appropriate topics. To address this matter, we developed the concept of Thematic Houses that will ignite the fire of engaged, meaningful, and purposeful activity for our students and future community leaders.
2. As we researched the philosophies of educational leaders like David Kahn, Executive Director of the North American Montessori Teachers Association and Linda Davis, founder of the Montessori of School of Lake Forest (IL), we discovered that the one skill that corporations, foundations, and institutions are valuing more than any other is the ability to collaborate in teams. We are advised that tomorrow’s citizens will need to find innovative solutions that represent a collective thinking style that will allow them to exceed the abilities of a single human intellect. Therefore, we are committed to a curriculum that will enable students to learn and work collaboratively.
3. The entry level professional positions of yesteryear are no more. National news channels bemoan the fact that our Nation is in the midst of a devastating global economy where there does not seem to be any easy solution to balancing our limited resources with future opportunities. HDMHS students will be empowered to envision industrial projects, create business proposals, develop pro forma, and conduct public relations and marketing campaigns. We will encourage our students to the experience the concept of

the American entrepreneurial spirit which can elevate an individual's life from the mundane to the extraordinary.

4. Studies show that adolescents need to bond with their academic environment and feel that their school will care for them as individuals. When seeking to address the needs of at-risk students, this relationship becomes even more important. HDMHS intends to address this by grouping students in multi-age, thematic "Houses" that emulate small, democratic learning communities that are responsive to the needs and dreams of their individual students.

These are the constructs of High Desert Montessori High School's Educational Program: collaborative, democratic, entrepreneurial, individualized, interdependent, and authentic engagement; all of which are accountable to Nevada State Curriculum Standards.

High Desert Montessori High School's Educational Program

HDMHS will be a project-based program providing a sound foundation in the Montessori philosophy. The Montessori pedagogy is based upon the concept that students, when placed in a supportive and noncompetitive atmosphere, will work independently while the teacher is giving mini-lessons to individuals or small groups. The ability of project-based learning to offer individualized instruction requires that the students take personal responsibility for their studies, while the teachers ensure that students will meet and exceed state standards.

Montessori philosophy urges us to have faith in the individual and to rely upon the students' commitment to their peers to subjugate their impulses for the good of the community. This is the foundation of self-discipline.

Due to the particular rigors and level of personal responsibility required by self-directed, project-based learning, we propose, that HDMHS will, in its first year, enroll only a 9th and 10th grade cohort so that students can become familiarized with the level of self-direction and self-determination necessary to succeed academically in the secondary project-based learning environment.

Montessori's Project-based Learning Model

Project-based learning is the basis of Montessori education and is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices.

One immediate benefit of practicing this model is the unique way that it can motivate students by engaging them in their own learning. Montessori education provides opportunities for students to pursue their own interests and questions and make decisions about how they will find answers and solve problems. Montessori also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting.

Montessori is dedicated to keep learning relevant and useful to students by establishing
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connections to life outside the classroom, addressing real world concerns, and developing real world skills. Many of the skills learned through Montessori are those desired by today's employer, including the ability to work well with others, make thoughtful decisions, take initiative, communicate effectively and solve complex problems.

In the classroom, project-based activities provide many unique opportunities for teachers to build relationships with students. Teachers may fill the varied roles of coach, facilitator, and co-learner. Finished products, plans, drafts, and prototypes all make excellent "conversation pieces" around which teachers and students can discuss the learning that is taking place.

In the school and beyond, student-directed projects also provide opportunities for Montessori teachers and students to build relationships with each other and with those in the larger community. Student work (which includes documentation of the learning process as well as the students' final projects) can be shared with other teachers, parents, mentors, and the business community who all have a stake in the students' education.

Instructional Practices

- **Nevada State Standards are directly supported by exact curricular content** and assure demonstrated, measurable proficiencies for the individual student. Curricular content is the feature for which teachers and students may be held most accountable within project-based learning. Successful integration of content learning requires projects to be based on state standards, to have clearly articulated goals, and to support and demonstrate content learning both in process and product.

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- The **multimedia** component gives students opportunities to use various technologies effectively as tools in the planning, development, or presentation of their projects. Though the technology can easily become the main focus of a given project, the real strength of the multimedia component lies in its integration with the subject curriculum and its authentic use in the production process.
- The **student direction** component is designed to maximize student decision-making and initiative throughout the course of the project—from topic selection to design, production, and presentation decisions. Projects should include adequate structure and feedback to help students make thoughtful decisions and revisions. By documenting students' decisions, revisions and initiative; teachers (and students) will capture valuable material for assessing student work and growth.
- Montessori's project-based learning model accommodates and promotes **collaboration** among students, between students and the teacher, and ideally between students and other community members. This component is intended to give students opportunities to learn collaborative skills and group decision-making to rely on the work of peers, to integrate peer and mentor feedback, to provide thoughtful feedback to peers, and to work as student researchers.
- The **real world connection** component can take on many forms, depending on the goal of the project. Montessori education seeks to connect the students to the real world because it addresses real world issues that are relevant to students' lives or communities. A project may be connected to real professions through use of authentic methods, practices, and audiences. Real world connections might also be

made by communicating with the world outside the classroom, via the Internet or collaboration with community businesses, agencies, educational institutions, cultural venues, and individual mentors within the community.

- An **extended time frame** builds in opportunities for students to plan, revise and reflect on their learning. Though the time frame and scope of projects may vary widely, they should all include adequate time and materials to support meaningful learning activities.

To augment the Montessori project-based learning pedagogy, we will employ the following methodologies to supplement the individual learning needs of our students:

- **Seminars** – small group instruction in a roundtable format designed to foster a thorough exploration of standards based content. An example would be a literacy group that delves into selected works of literature from the vantage points of the various houses
- **Mini-lessons** – small group or individualized lessons provided on an as-needed basis encompassing any content area that a student or faculty deems necessary. These mini-lessons will be made available to any member of any house.
- **Math instruction** – a highly qualified math instructor will provide daily leveled instruction in a traditional format to ensure students’ academic achievement meets the standards required by the state and district.
- **Workshops** – specialized, individualized, and small group instruction for content areas not specifically addressed in the houses and in a project-based learning format including health, language, and physical education instruction.

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- **On-line independent course work** – a variety of high quality on-line programs for specific learning skills will offer students another opportunity to cover Nevada state curriculum. Online learning programs will allow our students to pursue skill building or accelerated instruction in specific subject areas. This resource will be particularly supportive of students who want to challenge themselves to higher levels of academics than their grade level supports.
- **International Baccalaureate Courses** – Montessori schools throughout the world collaborate with the Pre-IB programs and IB program to offer students additional options for courses of study. HDMHS will work to offer this within the third year of operation as we begin to offer the upper grades. Students will be offered the option of going for the IB diploma or completing core curriculum that carries the IB credit on their transcripts. This is an important element of the curriculum that will prepare the student for college level work. The IB curriculum is very compatible with Montessori academic rigor and supports project-based instruction’s relevance and relationship goals. The courses lend themselves to debate and discussion that is at the heart of Montessori’s interdisciplinary educational program.

With its innovative approach to learning, students’ project-based learning activities also require an innovative approach to assessment and standards. Just as learning is an ongoing process, assessment can be an ongoing process to document that learning. This reliance upon projects requires varied and frequent assessment; including teacher assessment, peer-assessment, portfolio evaluation, anecdotal testing, self-assessment, and reflection. Assessment practices should also be inclusive and well understood by

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students, allowing them opportunities to participate in the assessment process in ways not typically supported by more traditional teacher-centered lessons. HDMHS Assessment processes are detailed in Selection Criteria v.

Standards-Based Core Instruction takes place within the framework of the school's "Houses". Standards-based seminars, lessons, specialized workshops, and structured math courses are provided so that students can adequately fulfill their project-based learning goals.

HDMHS will utilize Nevada certified, highly qualified, core teachers to deliver instruction and serve as advisor for each respective house (Science teacher chairs Environmental House, Language Arts teacher chairs Arts House, Math teacher chairs Entrepreneurial House, and Social Studies teacher chairs Social Justice House). The House teacher is responsible for facilitating the student's learning, however all subject specific material will be presented and assessed by the appropriate highly qualified, State credentialed teacher certified in secondary English, Social Studies, Science, and/or Math. The House teacher works in partnership with the subject experts to ensure each student's success.

The four house model is an important adjunct to our methodological foundation because it allows each student to focus his/her intentions and interests in an area of their choosing, all the while utilizing program standards to achieve desired educational outcomes. Each student, in choosing his/her particular area of interest, will experience increased commitment to their learning process. Also, the model takes the natural zeal of students

to construct their knowledge and channels it into a focused area of study.

The four houses (environmental sciences, arts, entrepreneurial, and social justice) that will comprise the learning platforms of High Desert Montessori High School, have been chosen after extensive discussion and feedback from the an existing Montessori charter middle school population that will serve as a feeder school for the high school. These areas of interest represent the synthesis of the passions and interests most likely to garner committed participation in a secondary population, and easily align with the core content areas of the Nevada state secondary curricula standards.

Each house serves as a unique lens by which students will explore the curriculum. For example, each house will examine the same area of core content from its own perspective. The house, utilizing the vantage point of its learning platform, will afford the student members the opportunity to construct his/her knowledge of the core content area through their individual passions.

Under our four house model, each house will serve its distinct mission through a variety of mechanisms. One of the foundations of Montessori's project-based educational program is the use of "occupations", an authentic, hands-on, experiential continuation of the curriculum designed to allow the student to self-construct knowledge in real-world applications. Another mechanism we will employ to further students' educational outcomes is the extensive use of community outreach. "Goings out" is the term used to denote community outreach experiences in the Montessori/project-based learning pedagogy. These key experiences impart a sense of place and connection to the

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community at large. The third mechanism is the house platform. Each house will utilize its platform as a space by which to conduct house business, present demonstrations of learning, host school-wide functions, and display individual work.

THE FOUR HOUSES

Arts House

The Arts House is based upon the premise that art is an integral part of every individual. The house will tap into the student's artistic passions by examining the curriculum through a fine arts/creative writing/literature lens. The Arts House will work collaboratively with the other houses to shape their exploration of the curriculum by making apparent art's universality. Examples of this include the role of art in entrepreneurial enterprises such as product design and marketing, the role of art in the Environmental Science House through the visual representation of scientific concepts, and the integral role of art in the Social Justice House through artistic expressions of political and social ideas.

The art house's occupations will fall under three general areas:

Written skills – poetry, scores, songs, plays, brochures, etc.

Expressive skills – public speaking, acting, story-telling, and broadcasts

Visual skills – multimedia, video, photography, and graphic advertising

Each of these three areas of occupations will have an impact on the other houses and on the community at large through the communication of ideas and self.

The “goings out” of the Arts House will serve as a vital link to the community through attendance and internships at different venues such as museums of art, radio and television studios, photography studios, Chautauqua, events and other performances within the local arts community.

The Arts platform, a studio concept, will serve as a visual space, an incubator for expression, a working arts studio, display and performance space, and a social hub for the exchange of ideas and concepts related to artistic expression.

Social Justice House

The Social Justice House’s goal will be to prepare students to be self-aware and informed citizens of the world. The students will better understand the ramifications of issues of justice in local and global environments. Through the integrative study of history, culture, government, geography, foreign language, ethics, and other multidisciplinary fields students will be prepared to advocate for, and manifest, peace, justice, and the dignity of all people. We will utilize a curriculum that will allow students to become critical thinkers and explore the breadth and depth of social justice concepts and ideas. In addition, we will employ project-based and problem-based methodologies to address real-world issues through the lenses of race, gender, culture, economic equity, peace, justice, and the environment.

The Social Justice House will empower our students by utilizing the following:

Peer mediation

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Public speaking and debate

School governance

Mock trials

Authoring the school constitution

These occupations will prepare our students to take their place in fields such as law, medicine, education, social services, and civil service.

The student members of the Social Justice House will experience internships at related agencies, participate in local political processes, observe or visit institutions that will foster a deeper understanding of governance at the local, state and federal level.

The Social Justice platform will be a representational forum where students from each house will come together as a governing body that will achieve consensus and resolution of issues via democratic process. The platform will also serve as a locale for peer mediation and mediation of disputes between the student body and faculty. In addition to the above mentioned processes, the Social Justice House will serve as a safe forum for the expression of controversial viewpoints in an area reserved for a space known as “Speaker’s Corner”.

Environmental Sciences House

The Environmental Science House will encourage students to pursue career paths in science and technology related fields. This house will also provide the space and opportunity to empower students to become critical thinkers who are culturally and socially responsible. We envision a learning culture that will empower students to

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greatly expand the environmental scientific possibilities for themselves and their communities. We will employ a rigorous curriculum based on standards in guiding the student members of the Environmental Sciences House in exploring their individual interests and passions in science and technology. This house will ground the other houses in logical, scientific process-oriented approaches to their own particular areas of emphasis by rigorously applying sound scientific methodology in all enterprises.

The Environmental Sciences House will encompass a wide variety of scientific, curriculum based, approaches:

- Garden/greenhouse cultivation

- Laboratory methodology and research

- Habitat restoration and research

- Animal husbandry

- Materials recycling

- Applied health sciences

These occupations will serve to augment the curriculum while supporting the proficiency of Nevada standards in a multidisciplinary, experiential fashion.

The Environmental Sciences House's goings-outs will include internships and experiences at agencies and scientific institutions such as DRI, UNR, water treatment facilities, alternative energy production sites, medical facilities, recycling facilities, engineering firms, and agricultural facilities. These experiences will empower the student to employ rigorous, scientifically valid, critical thinking skills and independent

research.

The platform for this house will consist of a laboratory environment replete with all necessary apparatus and materials to successfully achieve curricula-based standards. In addition the laboratory-based science methodologies taught in this house, we will employ a working garden/husbandry space for experiential, real-world, applications.

Entrepreneurial House

The Entrepreneurial House is a dynamic, enterprise-based house that encourages each student to identify their passion and construct a process that has the potential to garner a gain or profit. Each student will bring to bear all of their abilities and interests in achieving success for their own enterprise, and in so doing, will help the house to prosper as well. Important aspects of private sector based enterprises such as goal setting, communication, network development, and achieving proficiencies will all permeate the organizational structure of the Entrepreneurial House. By recognizing the value of educational curriculum standards in producing a well-rounded member of society, the Entrepreneurial House will employ a broad based approach to establishing the relevance of core content areas to the successful entrepreneur.

First and foremost, the occupations of the Entrepreneurial House will all derive from participation in the management of the student store. This occupation will take precedence over all individual enterprises in order for the student members of the house to learn the value of collaborative teamwork in running a successful enterprise. In addition to the skills and abilities that will be developed by running the student store,

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emphasis will also be placed on:

- Information technology proficiency
- Sound financial planning and management
- Goal setting and planning
- Communication skills
- Customer service skills
- Marketing skills and research
- Product line development
- Sales proficiencies
- Equitable workplace policies
- Human resource management

The occupations served by the Entrepreneurial House foster the development of enterprise-based skills and will help to empower the student to believe he/she can achieve what they envision.

The goings-outs of the Entrepreneurial House will dovetail with the occupations in the development of enterprise-based skills. The nature of enterprise means that the student members of this house can gain valuable experience from enterprises as simple as running a paper route, washing cars, and shoveling snow to as complex as internships and job shadows at major corporations. We will foster placements and experiences in any arena that stimulates the student member's interest.

The Entrepreneurial House's centerpiece will be the student store with community and

internet sales possible. The store's inventory will consist of student-based products and services, products from the Environmental House's garden and the Art House, school sponsored products (i.e. logo wear), snacks and sundries. A portion of the proceeds will fund individual and house-based projects, with determination of awards by the student financial committee located in the Social Justice House. The remaining proceeds will be used as seed money to fund student startup ventures within the Entrepreneurial House. In addition to the student store, the Entrepreneurial House will serve as a clearinghouse and roundtable for the development of individual student enterprises.

House Selection

9th grade students will rotate through each of the four houses on a quarterly basis to familiarize each student with the core areas of interest of each house and what it would offer them academically. At the end of the first year, each student will submit first and second choices for their houses and spaces will be awarded on a space-available, random selection basis, with any additional students not selected being placed on a waiting list for each respective house. Students will be allowed to change houses by submitting a request to the prospective house's advisory committee with all requests being honored with the exception of avoiding academic rigor. To facilitate the transition, house changes will only take place at semester breaks or over summer break. If the prospective house is at capacity (50 students) the student will be placed on that house's waiting list and will be allowed to transfer when space is available.

Holistic Curriculum

HDMHS envisions the educational program as a vehicle for developing the spirits, minds, and bodies of our students.

In developing their spirits, students' confidence in themselves as competent learners will grow. They will know how to initiate new learning experiences to satisfy their need to know. They will understand that risk taking and requesting help are part of the learning process. At the same time, students' feelings of compassion for themselves, others at school, and members of the broader community will increase.

In developing their minds, students will become master learners. As such, they will excel in oral communication, reading, writing, mathematics, and problem solving. They will also develop conversational skills in a second language. As the breadth and depth of their knowledge grows, they will become complex thinkers and problem solvers.

In developing their bodies, students will become physically fit and learn how to take care of their bodies through exercise, nutritious eating habits and healthy practices, such as hygiene.

Students will come to understand the value of their knowledge to positively benefit themselves and others. They will develop skills to: work together cooperatively, actively engage in their construction of knowledge, and resolve conflicts in nonviolent ways.

Ensuring Academic Achievement

The HDMHS educational program will enable all students to meet challenging State

High Desert Montessori High School

academic achievement standards:

- Students will maintain and document their progress in achieving the Nevada State curriculum standards using Project Foundry, a computerized record keeping system. This system is used nationally by EdVisions project-based schools with excellent success and student accountability;
- We will utilize the assessment tools, such as NWEA-MAP, to determine the student proficiency. The chosen assessment tools will be administered at the beginning, middle, and end of each school year with advisors and students utilizing the results to assist students in developing projects, assignments, and/or direct instruction to cover these standards and meet education goals; and
- AIMS-WEB will be utilized to offer Response to Intervention for any student who is elevated to Tier II because of concern about academic proficiencies. Student will be assigned to specific seminars and/or online course work through Odyssey's Compass Learning which links NWEA's curriculum standards for Nevada to direct online lessons for the specific standard the individual student needs.

(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (10 points).

AR iv Describe the administrative relationship between the charter school and the authorized public chartering agency.

HDMHS will be sponsored by the State Board of Education. The State does not interfere with the operation of its charter schools, but is required by statute to monitor the progress

High Desert Montessori High School

of the school, authorize amendments to a school's charter, renew a school's charter at either three years or six years, or if necessary, revoke a school's charter. The Nevada Department of Education assigns per pupil revenue from the state's Distributive School Account directly to Nevada charter schools.

The State of Nevada affords its charter schools a significant amount of flexibility:

- Nevada Revised Statute 386.500 authorizes sponsorship of charter schools by school district Boards of Trustees, the State Board of Education, and the University and Community College System of Nevada. A charter school Founding Committee has the ability to choose which sponsor to submit its application to.
- Charter schools are permitted to recruit and hire teachers and staff independently of their sponsors.
- Charter schools expend funds as deemed necessary by the school's Board of Governors and independently of a sponsor's influence.
- As a State sponsored charter school, HDMHS is required to act as the LEA in the case of students with disabilities and is responsible for complying with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act and applicable State statutes and administrative code.

(iii) The extent of community support for the application (20 points).

High Desert Montessori High School

AR v Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

HDMHS sought a broad base of community input in the preparation of its charter school application and this grant. At the onset of our discussions to develop a Montessori high school, we determined that the best counsel on involving parents and community members would come from a renowned world expert. We contacted David Kahn, who is the Director of the North American Montessori Teachers Association who advised us to develop a ‘habit of dialogue’ with all of the school’s stakeholders. Educational leaders and teachers from throughout the United States, and interested parents from local elementary and middle schools, were invited to participate and gave of their time and experience to articulate this plan. HDMHS’s vision and preliminary educational design reflects these discussions and our cumulative research.

The following is the list of contributors who assisted in the creation of High Desert Montessori High School:

- Carol Andrew, High Desert Montessori School Principal; Liaison for the Committee to Form the Charter High School; NV Licensed Administrator
- Jane Dunn, WCSD Elementary School Teacher & LEA, Agnes Risley Elem. School
HDMS Board Member
- Greer Gladstone, Retired Principal, WCSD; Educational Consultant
- Tomas Macaluso, WCSD High Sch. Teacher, Career & Tech. Ed.; BA Art, UNR; MS Admin. Grand Canyon University; Volunteer Consultant, Project-Based Education in Business

High Desert Montessori High School

- Matt Ochs, WCSD High School Social Studies Teacher; BS Social Studies; Volunteer Consultant, Project-Based Learning, Social Studies
- Robin Barry, Teaching Student
- CJ Chapman-Walters, School of the Arts, UNR; Assoc. Dir., Mktg & Programs, Perf. Arts Series
- Sandy Evarts, Arts Community Member
- Jeff Fisher, Leadership Reno-Sparks Volunteer Committees Coordinator, BS, Business Administration; The Success Partners Founder & CEO
- Dawn D. Gilmore-Reid, BA Second. Art Ed.; MA Educational Administration, ICDA Charter School, Interim Dean of Students, Art Instructor
- Andrew Heilman, The Success Partners, Former AmeriCorps Coordinator
- Carrie House, Parent; Graphic Artist
- Jon Hussman, Former Rainshadow CCHS, Principal
- David Kahn, Montessori Adolescent Education Consultant, North American Montessori Teachers Assn., Executive Director
- Sheila Leslie, Washoe County Assembly, Dist. 27
- James Lewicki, EdVisions, Director for the Bill & Melinda Gates Foundation
- Tom Miller, Parent, Airline Pilot, Eco-activist
- Sam O'Brien, Rainshadow CCHS, Community Volunteer
- Jane Osterhagen, Broadcast Media
- Lucy Peters, Parent; North Valleys HS, Home Arts Teacher
- Shannon Schiavone, Parent; BA, Art History, UNR

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- Carol Sorenson-Duplessis, Parent; Education Student
- Diane Sumner, Retired Principal
- Rob Sumner, High School Science Teacher, WCSD
- Robert Tillotson, Parent; Business, UNR Business Grad.; Realtor, Tech Sales
- Jana Vanderhaar, Pinyon Design, Landscape Architect; Eco-activist
- Sharon Weir, MA, Education, Alt. Ed., Social Studies, English
- Amy Yazinka, Artist, BA, Early Childhood Ed.; Owner of two businesses
- Linda Aaquist, HDMS Assist. Principal, Science Teacher
- Cher Allison, HDMS Teacher; Parent
- Jamie Berfield, MA Creat. Art Instr.; BS, Ed., UNLV; HDMS K-8 Teacher; Parent
- Diana Boren, HDMS Teacher, Middle School & Upper Elementary; Parent
- Kate Bradley, Ph.D., HDMS Resident Scientist, Middle School, Upper Elementary.
- Iden Bromfield, HDMS Teacher, Social Activist
- Patricia Brophy Eisenberg, HDMS Development Coordinator., Interim HR; Parent;
Community Volunteer
- Colleen Carswell, HDMS Teacher - in-Training, Primary; Parent
- Stephanie Houston, HDMS Teacher, Lower Elementary; Parent
- Roxanne Martinez, Former HDMS ESL & Language Arts Teacher
- Lauren Murphy, M.Ed.; BA Broadcast Journalism & Speech Communication; HDMS
Teacher, Lower Elementary
- Maria Omari, HDMS Financial Analyst
- Alicia Reban-Sherman, HDMS Former PTO Pres.; NV Land Conservancy, President

High Desert Montessori High School

- Joy Zimmerman, HDMS 7th Grade Teacher

Prospective parents and community members will continue to be encouraged to participate in the planning, program design, and implementation of the school. They will be encouraged to actively engage themselves in the development of the schools various processes, assist in the acquisition of furniture and supplies, and recruit other families to champion the school and encourage other parents to enroll their students in the school.

(iv) The ambitiousness of the objectives for the charter school (10 points).

AR iii Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;

HDMHS will show measurable progress towards its mission with the following goals and objectives:

Goal 1: Open a research-based, best-practices Montessori high school in an at risk community of Washoe County, Nevada

Objective 1.1: hire and train staff to utilize research-based, best practice instructional methods

Objective 1.2: develop a research-based, best-practice Montessori high school curriculum and submit charter school application

Objective 1.3: develop the target school site and recruit students

Measures of Progress—1) approval of a Nevada charter school application; 2) development of school site 3) complete recruitment and training of highly skilled team;

High Desert Montessori High School

4) achievement of student recruitment goals; 5) positive assessment of teacher training activities

Fundable Activities—1) recruitment of a highly skilled Project Director, Principal, and team; 2) attendance at National Charter School Conference and Montessori/project-based conferences and workshops; 3) site visits to best-practice Montessori charter high schools; and 4) plans for curriculum, assessment, and research-based, best-practices teacher training.

Goal #2: High Desert Montessori High School will improve the opportunities for pupils to learn.

Objective 2.1: 80% of HDMHS 10th grade students will meet or exceed State levels of proficiency in the core academic areas of Reading, Writing, and Math as measured on the High School Proficiency Exams in year two

Performance Measure: Progress will be measured by analyzing the percentage of students who meet or exceed the most current HSPE scaled scores required for proficiency.

Fundable Activities: 1) Ongoing school curriculum and assessment development, 2) professional development for teachers and staff, 3) purchasing furniture, supplies. Technology, computers and equipment, 4) attendance at conferences and workshops.

Objective 2.2 80% of students, parents, and staff will express satisfaction with school curriculum and management

Performance Measure: Observation rubrics and questionnaires designed by school leadership

(v) *The quality of the strategy for assessing achievement of those objectives (20 points).*

HDMHS stakeholders want to know if student learning is consistent with curriculum standards, if schooling is efficient, and if students are well prepared for the challenges of life. We will use a variety of measures to determine the school's success for achieving its objectives. These include the following strategies:

(a) Self-Assessments - At the conclusion of each project, each student will complete a self-assessment of his/her work. This evaluation will be included in the student's portfolio and the student will also have an opportunity to evaluate his/her work on the whole through observations in his/her portfolio over time;

(b) Primary Teacher/Advisor and Team Teacher Assessments - At the conclusion of each project, each House teacher/advisor and core-academic teachers appropriate to the project's standards based goals, will work together as a team to complete an assessment of the student's work;

(c) Standardized Testing - Academic achievement will be measured by using the state standardized tests: the High School Proficiency Exam and the English Language Proficiency Assessment and/or the Nevada Alternate Scales Academic Achievement (NASAA); and

(d) Internal assessments of student progress using NWEA tests in reading, writing and math.

High Desert Montessori High School

(vi) The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance (10 points).

The school is using the funds supplied by the grant to write the charter application to the State Board of Education, establish the school's internal structures, and to train the new teachers and staff. These activities will set-up the school's capacity to serve its students and meet its objectives for improved educational results.

Improved student achievement will occur as a result of continual and focused attention to analysis of student work and assessment data against the school's stated objectives. High Desert Montessori High School's education plan emphasizes close, daily student observations and documentation as the most significant assessment practice for teachers to master. HDMHS believes this is, in fact, the centerpiece of effective teaching and learning in the classroom and believes the school must invest most heavily in the capacity of its teachers.

The school will also be sustained by Friends of High Desert Montessori School, a non-profit organization that was established to provide financial support to the school. The non-profit is, as required by state law, a separate entity from HDMHS. In addition, the high school will benefit from a feeder middle school, High Desert Montessori School which serves K – 8th grade students. In spite of the similar name, by state law, the elementary school is a separate entity from the high school and other than being a “feeder” for the high school; each school is governed independently from the other.

High Desert Montessori High School

(vii) The extent to which the proposed project encourages parental involvement (10 points).

As described in Selection Criteria *iii*, parents have been deeply involved in the planning, and preliminary program design of the charter school. This participation will continue throughout the school's development.

Once the school opens, HDMHS's parents will be encouraged to be as active in their child's school experience as their schedule allows. The school's Board will have a designated place for a Parent Representative. We will establish a Parent Collaboration Committee that will be responsible for parent outreach and for coordinating seminars and activities with interested parents. Parents are also encouraged to be guest speakers, enabling them to share their knowledge and experiences with our students. Parents may assist in various classroom activities, field trips, clerical or fund-development activities, or serve on any of a number of committees, such as the Finance Committee or the HR Committee.

(viii) The qualifications, including relevant training and experience, of the project director; and the extent to which the applicant encourages applications for employment from persons who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age, or disability (10 points).

Carol Andrew, a Nevada licensed School Administrator, will act as the Project Director for the grant. Because of her intimate knowledge of the school's mission, she also serves as the liaison between the Committee to Form the High Desert Montessori High School and the State Board of Education in the charter application process. She has served as the

High Desert Montessori High School

Administrator for High Desert Montessori School for 8 years and has been instrumental in leading the drive for the new high school in order to better serve her 8th grade students.

Her resume and credentials can be found in the Attachments.

HDMHS is an Equal Opportunity Employer and will use fair employment practices and will not discriminate on the basis of race, religion, creed, sex, or disability. The employment hiring process requires advertising locally, regionally, and nationally.

Teachers are required to hold certification for the State of Nevada in secondary education prior to their employment as fulltime teachers. All employees are required to have background checks.

- (ix) *The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve to State academic content standards and State student academic achievement standards (20 points).*

HDMHS classrooms will be inclusive environments where it is acceptable to be “different” and where all members of the group are respected for their uniqueness. As a result, like all Montessori classrooms, HDMHS will be an emotionally safe environment.

Individualized Approach. Since students are viewed as individuals in Montessori education, they work at a range of levels and tasks with a variety of materials and supports. The school’s project-based design allows for students to receive the individualized support they need. For example, the limited English student may spend extra time with a bi-lingual classmate who can support his reading, the physically disabled student may spend more time at an art activity, and the student who is weak in math may spend extra time with the

High Desert Montessori High School

Montessori math materials. Teachers monitor and plan for areas of individual weakness and provide for a necessary complement in learning -- student choice and initiative.

Home-School Partnerships. The HDMHS multiage “House” structure allows families to remain with the same teacher for several years, creating longer-term relationships and commitments to student learning. Teachers will work with parents and students to design Individual Learning Agreements, including identifying specific ways parents and the school will commit to supporting student success.

Specialist Supports. HDMHS will contract with specialists who assess and make recommendations for those with atypical learning needs. Teachers will consult with an IEP specialist, special educator, occupational and physical therapist, speech and language therapist, and/or a psychologist in order to understand student needs and to plan supports for each child’s success. Identified learning needs will be articulated in students’ Annual Goals and will be addressed through IEP’s, 504 Plans, and Individual Learning Agreements.

Project Narrative

Competitive Preference Priority

Attachment 1:

Title: **HDMHS Competitive Priority** Pages: **2** Uploaded File: **Competitive Priority.doc**

Competitive Priority

Secondary Schools. Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school. (10 points)

High Desert Montessori High School's (HDMHS) philosophy and practice is designed to offer an enriching academic high school environment to every student. At the high school level, the Montessori Method is student-centered and largely project-based; allowing for individual development of self-discipline, independence, self-knowledge, academic skills, enthusiasm for learning, and an organized approach to solving problems. The school's emphasis on hands-on work, individualized tasks and lessons, and the self-pacing of educational material are particularly well suited to meet the needs of students at greatest risk of not completing high school.

Additional strategies to assist students in meeting challenging State academic standards include:

a) The establishment of a Response to Intervention team (RTI) to address the needs of all students, including students with disabilities, in making appropriate academic progress.

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

With RTI, schools identify students with learning disabilities and students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

b) The implementation of a 9th Grade Transitional Support Program will address the academic and social needs of incoming 9th grade students during this critical stage of their development. The Transitional Support Program offers the 9th grader a full year to become bonded to and engaged in their new high school community allowing for a smooth and successful transition experience. The program initially assigns students - based on their stated interests - to one of four thematic “houses” which serve as small, intimate learning communities. They are also expected to experience each of the other houses by participating in on-going school projects that support each individual house’s thematic platform, thus helping students identify with the house that would best support that student’s needs as an individual in later academic years. Moreover, students will participate in a variety of leadership activities; and as the school matures, juniors and seniors will serve as peer mentors for incoming 9th graders.

Project Narrative

Other Attachments

Attachment 1:

Title: **HDMHS Attachments** Pages: **11** Uploaded File: **HDMHS Attachments.doc**

Grant Project Manager Job Description

Scope of Work: The Project Manager position provides for overall planning leadership and coordination of resources, tasks, and necessary steps to complete the grant goals and objectives within the specified time frame required. The Project Manager will report to the School Board on a regular basis to ensure that milestones are met and work is progressing as planned.

Responsibilities include:

- Oversee overall grant management, planning, systems and controls.
- Maintaining strong communication among the Principal, Teachers, and School Board with the grant management process.
- Insuring that activities are consistent with the goals set by the Charter in the approved grant application.
- Providing on-going support to the Core Leadership Group (teachers, parents, school board) in creating a shared vision for the school .
- Compilation of area data into a strategic plan: and
- Insuring the development of strategies to leverage resources from private, non-profit and government sources in support of the established goals and objectives set forth in the developed strategic plan.
- Establish and maintain efficient procedures and effective controls for all expenditures of charter school funds in accordance with the adopted budget, subject to direction and approval of the Board of Trustees.
- Supervise the timely completion of all reports required by the grant.

- Play a significant role in long term planning, including an initiative geared toward operational excellence.
- Manage annual budget and develop individual program budgets.
- Oversee monthly and quarterly assessments and forecasts of schools financial performance against budget, financial and operational goals. Oversee short and long-term financial and managerial reporting.

Accountabilities:

- Day-to-day management of the Grant contracts.
- Provide timely and accurate reports of grant goals.
- Maintain and compile data collected during strategic planning sessions:
- Coordinate related meetings of grant activities and objectives including logistics planning, agenda setting and note taking.
- Liaison activities between the Grant Core Leadership Group.
- Conduct outreach to businesses in the region.
- Present project updates at the School Board meetings, and other committees.
- Other related duties as assigned.

Education/Experience:

- Education; Bachelor's degree from a recognized college or university with a major study in Education, or similar field. Each additional year of approved formal education may be substituted for one year of required work experience.
- Experience; Three years of professional experience in organizations involved with private and/or government contracting, buying, or program management, including program planning and evaluation, and business management or related management experience.

Preferred Skills/Knowledge/Experience:

- Knowledge of government contract management and experience in organizational effectiveness and operations management implementing best practices.
- Demonstrated leadership and vision in managing staff groups and major projects.
- Excellent interpersonal skills and a collaborative management style.
- Budget development and oversight experience.
- A demonstrated commitment to high professional ethical standards and a diverse workplace.
- Strong oral and written communication skills.
- Computer proficiency in Word, Excel, and Power Point software programs.
- Knowledge of the Northern Nevada economic climate and regional dynamics.

Funding Source:

Federal Funds – National Charter School Grant

Disclaimer Statement:

This job description lists typical examples of work and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed in the job description provided that such duties are characteristic of the position.

Job Status:

Salaried/ Exempt; Full-time/Year-round; Time-limited (approx. 18 months)

Equal Opportunity Employer:

High Desert Montessori High School will use fair employment practices and will not discriminate on the basis of race, religion, creed, sex, or disability. The employment hiring process requires advertising locally, regionally, and nationally.

Non-Profit Status

Nevada Charter Schools are not permitted to operate for profit. When we requested a statement from the Attorney General's Office we were told that they could not give us a ruling but that charter schools were public entities and as such were not permitted to file for non-profit status as a corporation.

When we contacted the Nevada Department of Education, the written email response is as noted below:

"Would it be enough to show them the NRS that says they must be not-for-profit? NRS 386.553"

Tom McCormack, Charter School Consultant, Department of Education

Phone: (775)687-9149, Fax: (775)687-9113

Email: tmccormack@doe.nv.gov

The following statement is taken directly from statute:

NRS 386.553 Operation for profit prohibited. A charter school shall not operate for profit.

(Added to NRS by 2001, 3123)

Description of the Lottery System

After the school has reached its capacity of 200 students, enrollment will be offered on a lottery system as described below:

Lottery Policy for High Desert Montessori High School:

Enrollment Period: *High Desert Montessori High School offers an opportunity to participate in a lottery for enrollment to the general public from the first school day in January to the last school day in January each year to fill openings in all classrooms for the following school year.*

Public Notice: *The school shall publicly notice the Enrollment Period by placing three ads in the Reno Gazette Journal or other widely circulated publications in Nevada during the month of December.*

List of Interested Persons: *The Academic Secretary shall keep an electronic data base of all persons who have expressed interest in enrollment either by phone, visit to the school, email, or by mail. This data base will be used to send notices to all interested persons of the Enrollment Period and the Annual Montessori Parent Seminar(s).*

Montessori Parent/Student Seminars: *will be held annually on the 2nd Thursday of January. All interested parties will receive notices of this meeting no later than 20 working days prior to the meeting. The seminar offers an overview of Montessori as it applies to the rigor of a project based curriculum and the academic standards of*

Montessori. It will also cover the academic content of the Montessori curriculum offered in the four houses. Other Montessori Parent/Student Seminars might be scheduled during the year based on demand.

Once a parent has attended a seminar, submitted a completed registration packet and submitted a presentation, then the student(s) will be considered eligible for enrollment and entered in the lottery.

The Lottery:

On the second Monday of February of each year, the Academic Secretary shall provide the Administrator and the Administrative Assistant a copy of all eligible applicants by their grade and/or age on September 30th of the upcoming school year. It will be assumed, at that time, that all students enrolled will return the following school year unless otherwise notified by parents. The Academic Secretary will also provide a list of the number of openings for each grade level, not necessarily each house.

The lottery of all eligible applicants will be held on the second Tuesday of February each year at a time to be determined by the Administrator, Administrative Assistant, and Academic Secretary.

All eligible applicants will be listed in alphabetical order by grade level. Wooden tiles with corresponding numbers will be put into a bowl. Administrator will draw numbers tile for each of the names in alphabetical order. This will be their lottery assignment for one year. The designated number of openings for each grade will be filled in order of the assigned numbers.

Administrative Assistant will witness and verify numbers while the Academic Secretary records results and create an on-going database that will be maintain for one year.

All lottery participants will be notified of their lottery numerical assignment within 5 working days. The participants for whom there is no current opening will remain on a waiting list and will be enrolled in numerical order to fill new openings that may or may not occur within the given school year. They will be notified each December of the need to verify their intention to enroll each year.

Openings caused by Attrition: *We anticipate that some families will change their minds, move, or simply not show up. In our efforts to serve as many students as possible, we propose that these openings will be filled in the order in which they establish eligibility and their names are added to the list of Eligible Applicants.*

List of Eligible Applicants for Enrollment: *The Academic Secretary will maintain a list of all people who established eligibility in January. This is the list that will be used to fill openings caused by natural attrition during March, April, May, June, July, August, September, October, and November.*

Regeneration of Fresh List: *During the month of December, the Academic Secretary will send notices to all the eligible applicants on the list asking them to re-verify their intent to enroll in High Desert Montessori High School. This will be due no later than the last school day of January. These notices will be sent out at the same time that the notices are sent to people on the*

“Interested” parties. Thereby, assuring that the list of eligible applicants is authentic each February for the formal lottery.

***List of Interested Parties:** High Desert Montessori High School reserves the right to hold Montessori Parent/Student Seminars if there become openings for which there are no eligible applicants. All people who have called the school and filled out a Letter of Interest form will be notified of the proposed seminars no later than 20 working days prior to the event. By attending the seminar, submitting a completed registration packet and submitting the presentation within 5 working days of the seminar, they will be allowed to become eligible and be added to the ‘List of Eligible Applicants’ from which we will select students to fill these more random openings. In this case the informal lottery will be held five working days after the seminar.*

Transfer Students

Students transferring in from other academic programs may need additional support to determine if Montessori project based learning will be a suitable academic environment for their success and academic graduation.

- *Students transferring from previous Montessori Program may submit a letter of reference from their previous Montessori school recommending them for High Desert Montessori High School project based learning environment.*

Students transferring from other academic programs, who have not participated in the defined eligibility process, must present 3 letters of reference for project based instruction and meet with professional community leadership to determine that their learning style can be successful in a Montessori project based learning

August 17, 2009

Tom McCormack, Charter School Consultant
Nevada Department of Education
1749 Moody Street, Suite 40
Carson City, NV 89706

Sandi Foster, Charter School Coordinator
Washoe County School District
425 East 9th Street
Reno, NV 89520

RE: LETTER OF INTENT TO OPEN A NEW CHARTER SCHOOL

Dear Mr. McCormack and Ms. Foster:

We hereby request permission to add grades 9 to 12 to our school as a new charter. Our proposed addition of grades 9 to 12 will be operated in Washoe County School District until there may be a statewide charter district. Our primary intention is to serve academically-motivated students with a public Montessori High School education. Since our current school is already in service to at-risk students, we anticipate having an average participation rate of 50% or more; however, at the high school level, it is more important to allow Montessori students to complete their Montessori education than for us to serve primarily at-risk students. Students with previous Montessori education will be best served by this form of high school. We will, of course, enroll first-come, first served until fully enrolled and then we will fill openings by lottery. Further, we will continue to serve children who have special needs, but we will not exclusively enroll students who receive special education. The proposed starting date will be August 2010.

The liaison for the committee will be myself, Carol Andrew. I can be reached at principal@hdmschool.org; phoned at 775-624-2800 ext 105; or mailed at the address herein.

The Committee to Form the High School has held monthly meetings throughout the 07-08 and 08-09 school years. Their discussions and input will be reflected in our application. We are very excited to describe our plan for the first public Montessori High School in Nevada. Further, we have benefited from collaboration with EdVisions, a foundation that supports the formation of project based instruction, and David Kahn, North America Montessori Teachers Association. Like other AMI high schools, our curriculum will be supported by the International Baccalaureate program to assure rigor, relevance, and relationships.

The official members of the Committee to Form the Montessori High School are numerous; their names and contact information will follow. However, for the purpose of this letter of intent; the following Nevada licensed teachers are leaders of the four academic divisions that seek charter status. All are Nevada licensed, highly-qualified teachers and administrators.

Linda Aaquist	The Environmental Sciences
Diana Boren	The Entrepreneur
Carol Andrew	Social Justice
Greer Gladstone	The Arts

Thank you for your time and consideration of our request. We look forward to meeting with you as we define our vision for our new high school.

Sincerely,

Carol Andrew
Liaison to the Committee

Budget Narrative

Budget Narrative Attachment

Attachment 1:

Title: **HDMHS Budget Narrative** Pages: **7** Uploaded File: **HDMHS Budget Narrative.doc**

BUDGET NARRATIVE

SUMMARY: High Desert Montessori Charter High School is in the design, planning and implementation phase of development. This grant will allow us to contract with a full time Project Director who will also serve as the person responsible for developing the school, writing the school's charter, research best practices in project-based instruction, establish the schools various processes, and assist the Board in hiring and training secondary teachers, and staff. The funds will also be used to improve opportunities for students to learn by acquiring a safe and secure facility and having adequate resources such as instructional materials, technology, furniture and supplies.

PERSONNEL

Description	Year 1 (10/09 – 9/10)	Year 2 (10/10 – 9/11)	Year 3 (10/11 – 9/12)	Total
Project Director 1.0 FTE	\$45,000	\$46,350	\$47,740	\$139,090
Total Personnel	\$45,000	\$46,350	\$47,740	\$139,090

PERSONNEL: HDMHS intends to hire a full time **Project Director** for the term of the grant to oversee and coordinate grant activities, submit reports, account for the distribution of funds, and act as a liaison on behalf of the school's Board and the Nevada Department of Education. The Project Director will be responsible for developing the school, conducting research on best practice Montessori project-based instruction; and they will be responsible for coordinating site-visits to model schools, writing the school's charter application, establishing the schools various processes, and assisting the Board in hiring teachers, and staff. Their responsibility is also to

align the school's curriculum with State standards. They will be responsible for coordinating and integrating the school's professional development activities.

FRINGE

Description	Year 1 (10/09 – 9/10)	Year 2 (10/10 – 9/11)	Year 3 (10/11 – 9/12)	Total
Staff Fringe	\$6,453	\$6,646	\$6,845	\$19,944
Total Fringe	\$6,453	\$6,646	\$6,845	\$19,944

Fringe benefits for are budgeted for the staff listed above using the following formula:

Medicare (.0145 X salary); unemployment (.000718 X salary); Workers' Compensation (.00417 X salary); Social Security (.124 X salary)

TRAVEL

Description	Year 1 (10/09 – 9/10)	Year 2 (10/10 – 9/11)	Year 3 (10/11 – 9/12)	Total
Travel U.S. Dept of Ed Project Dir's Mtg (2)	\$2,450	\$2,550	\$2,650	\$7,650
Travel Natl Chtr School Conf Staff and Board (4)	\$6,000	\$6,500	\$7,000	\$19,500
Travel Model School Site Visits Staff and Board (3)	\$3,000	\$3,500	\$4,000	\$10,500
Travel (3) Montessori	\$3,000	\$3,500	\$4,000	\$10,500

National Conferences, and regional workshops				
Travel (2) Buck Institute for Educ PBL Summer Academy	\$1,000	\$1,000	\$0	\$2,000
Total Travel	\$15,450	\$17,050	17,650	\$50,150

US Dept Ed Project Director's Meeting: Funds are budgeted for the Project Director and one other person to attend the U.S. Department of Education's Project Director's Meeting.

National Charter School Conference: Travel for a school team consisting of staff, teachers, Board members, and parents to attend the National Charter Schools Conference – the actual location for the conferences have not been announced, so the budgeted items are for planning purposes only:

Site Visits: Funds are budgeted for two school representatives to visit best-practice Montessori affiliated, Project-based Learning schools. Those sites have not been determined so the line items are for planning purposes only.

Professional Development: HDMHS will use the funds to invest in training the school's staff in project-based learning and assessment techniques. The sites and dates are not available at this time. The line items are for planning purposes only.

EQUIPMENT

Description	Year 1 (10/09 – 9/10)	Year 2 (10/10 – 9/11)	Year 3 (10/11 – 9/12)	Total
	\$0	\$20,000	\$20,000	\$40,000
Total Equipment	\$0	\$20,000	\$20,000	\$40,000

HDMHS intends to use these funds to assist in purchasing furniture and equipment for the school's science lab.

SUPPLIES

Description	Year 1 (10/09 – 9/10)	Year 2 (10/10 – 9/11)	Year 3 (10/11 – 9/12)	Total
Staff Computers	\$1,500	\$5,000	\$3,000	\$9,500
Multimedia Equipment	\$2,000	\$20,000	\$0	\$22,000
Software – Accounting, Productivity, Instructional	\$5,000	\$3,000	\$0	\$8,000
Project Materials, Books, & Teacher Resources	\$0	\$2,000	\$2,000	\$4,000
Special Education/Speech Assessments, Instructional Materials, Books & Teacher Resources	\$0	\$2,000	\$2,000	\$4,000

Science Instructional Materials, Books & Teacher Resources	\$0	\$10,000	\$5,000	\$15,000
Mathematics Instructional Materials, Books & Teacher Resources	\$0	\$10,000	\$5,000	\$15,000
Social Studies Instructional Materials, Books & Teacher Resources	\$0	\$10,000	\$5,000	\$15,000
English Instructional Materials, Books & Teacher Resources	\$0	\$10,000	\$5,000	\$15,000
Physical Education Instructional Materials, Books & Teacher Resources	\$0	\$5,000	\$2,000	\$7,000
Student Computers & Peripherals	\$0	\$50,000	\$30,000	\$80,000
Library Furnishings	\$0	\$15,000	\$10,000	\$25,000
Student Seating & Tables	\$0	\$20,000	\$15,000	\$35,000
TOTAL	\$8,500	\$157,000	\$89,000	\$254,500

Academic Supplies – HDMHS requires books, resources, and instructional materials for student learning. With the grant funds we will purchase curricular materials in science, math, social studies, English, student services (speech, youth development, special education), PE, and art. Such materials include textbooks, instructional kits, math manipulatives, scientific supplies, maps and atlases, literature, library materials, physical education supplies, and a variety of materials for the creation of academic projects. These materials will provide students with the resources necessary to increase their academic progress.

Furnishings: The funding will provide for furniture for our classrooms and common space.

CONTRACTUAL

Description	Year 1 (10/09 – 9/10)	Year 2 (10/10 – 9/11)	Year 3 (10/11 – 9/12)	Total
Project Foundry setup & training	\$0	\$5,000	\$0	\$5,000
Advertising – Multimedia, Logo Design, Website	\$0	\$15,000	\$5,000	\$20,000
Labor - Moving	\$0	\$2,000	\$0	\$2,000
School Facility Rent (1 mth)	\$0	\$10,000	\$0	\$10,000
IT Consultant	\$0	\$5,000	\$0	\$5,000
TOTAL	\$0	\$37,000	5,000	\$42,000

Contractual funds will be used to to purchase Project Foundry, an online student assessment ad portfolio system. In addition, funds will be used to design and publish advertising in order to inform the public about the school. Funds will also be used to contract with an IT consultant to assist in planning for the school’s technological needs.

OTHER

Description	Year 1 (10/09 – 9/10)	Year 2 (10/10 – 9/11)	Year 3 (10/11 – 9/12)	Total
Registration Fees for Conferences and Workshops	\$5,000	\$5,000	\$5,500	\$15,500
TOTAL	\$5,000	\$5,000	\$5,500	\$15,500

Funds in this category will pay for registration fees for the various conferences mentioned under “Travel”,