

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 # U282B100036

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 25, 2010

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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 <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 8/25/2010	4. Applicant Identifier:	
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: SILVER SANDS MONTESSORI CHARTER SCHOOL		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 205820949	* c. Organizational DUNS: 827442802	
d. Address:		
* Street1:	1841 Whitney Mesa Dr., Ste.#100	
Street2:		
* City:	Henderson	
County:	Clark	
State:	NV	
Province:		
* Country:	USA	
* Zip / Postal Code:	89014	
e. Organizational Unit:		
Department Name:	Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Dr.	* First Name: JOAN
Middle Name:	P	

* Last Name: SANDO

Suffix:

Title: EXECUTIVE DIRECTOR

Organizational Affiliation:

Nevada State Board of Education Sponsored Charter School

* Telephone
Number:

(702)522-6220

Fax Number:

(702)522-6218

* Email: MS.JOAN@SILVERSANDSMCS.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

State-sponsored 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:**

ED-GRANTS-072310-001

Title:

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

13. Competition Identification Number:

Title:

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

Henderson, Las Vegas, Boulder City. Clark County. Nevada.

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

Silver Sands Montessori Charter School Federal CSP Grant

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: NV-003

* b. Program/Project: NV-001, NV-003

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2012

18. Estimated Funding (\$):

a. Federal	\$ 140300
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 140300

*** 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: Dr. * First Name: Joan

Middle Name: P

* Last Name: Sando

Suffix:

Title: Executive Director

* Telephone Number: (702)522-6220 Fax Number: (702)522-6218

* Email: MS.JOAN@SILVERSANDSMCS.ORG

* 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.

NA



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 SILVER SANDS MONTESSORI CHARTER ...

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

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	\$ 6,240	\$ 6,240	\$ 0	\$ 0	\$ 0	\$ 12,480
4. Equipment	\$ 13,200	\$ 10,500	\$ 0	\$ 0	\$ 0	\$ 23,700
5. Supplies	\$ 75,760	\$ 58,710	\$ 0	\$ 0	\$ 0	\$ 134,470
6. Contractual	\$ 45,100	\$ 93,150	\$ 0	\$ 0	\$ 0	\$ 138,250
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 140,300	\$ 168,600	\$ 0	\$ 0	\$ 0	\$ 308,900
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 140,300	\$ 168,600	\$ 0	\$ 0	\$ 0	\$ 308,900

***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 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 _____%

(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 _____%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 SILVER SANDS MONTESSORI CHARTER ...

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: Dr. Joan P. Sando

Title: Executive Director

Date Submitted: 08/24/2010

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 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 checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Silver Sands Montessori Charter School Address: 1841 Whitney Mesa Dr. City: Henderson State: NV Zip Code + 4: 89014-	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: US Dept. of Education	7. Federal Program Name/Description: Charter School Program CFDA Number, if applicable: 84.282B	
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): NA Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NA Address: City: State: 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: Joan Sando Title: Executive Director Applicant: SILVER SANDS MONTESSORI CHARTER SCHOOL Date: 08/24/2010	
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: Dr. Joan P. Sando

TITLE: Executive Director

SIGNATURE OF AUTHORIZED OFFICIAL:

APPLICANT ORGANIZATION: SILVER SANDS MONTESSORI
CHARTER SCHOOL

DATE SUBMITTED: 08/25/2010

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

SILVER SANDS MONTESSORI CHARTER SCHOOL

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Joan Middle Name: P

Last Name: Sando Suffix:

Title: Executive Director

Signature:

Date:

08/24/2010

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 : SSMCS GEPA Form

File : [SSMCS GEPA Narrative.doc](#)

Silver Sands Montessori Charter School General Education Provisions Act (GEPA)

Narrative

In order to meet the provisions of section 427 of the GEPA, the following is a description of the steps Silver Sands Montessori Charter School (SSMCS) proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for program for students, teachers, and other program beneficiaries with special needs.

To address the following six barriers that can impede equitable access or participation in programs offered by SSMCS, these detailed initiatives will be implemented:

Student participation:

Gender, race, national origin, color, disability, or age: Silver Sands Montessori Charter School welcomes student applicants regardless of their gender, race, national origin, color, disability, or age, as long as the students' age falls within the Nevada State mandated guidelines for enrolling students from grades Kindergarten through the eighth grade. Applications, brochures, policies and procedures, and other pertinent marketing and enrollment materials will be provided in the native language of the student when requested. Translators will be utilized when needed to ensure families fully comprehend and understand any school related issues or requirements for attendance and participation in our program. It is the intent of SSMCS to celebrate cultural differences and provide curriculum and instruction to allow all students to embrace their race and national origin as a part of their educational experience. SSMCS recognizes that pupils with disabilities must be afforded all rights under Part B of the IDEA: 20

U.S.C. Section 1400 et seq., including the right to a free appropriate education. The Silver Sands Montessori Charter School will participate in Child Find and make provisions for the identification, location and referral of potential students with disabilities found within the program. Students with disabilities will be provided instruction with their non-disabled peers in the general education environment in a fully inclusive environment with necessary accommodations, modifications and supports as detailed on their Individualized Education Plans.

Teacher, administrative, support staff personnel, and volunteer participation:

Gender, race, national origin, color, disability, or age: Silver Sands Montessori Charter School welcomes teacher, administrative and support staff personnel, and volunteer applicants regardless of their gender, race, national origin, color, disability, or age, as long as the applicants meet the Federal, State and/or local requirements for employment. Applicants will be hired based on their qualifications and ability to embrace the Montessori educational philosophy and initiatives. All employment and volunteer notices will encourage individuals from all walks of life to apply, with a special emphasis on soliciting teaching and volunteer applicants from males, minorities and individuals with disabilities and they are underrepresented in most educational environments in the United States. All employees and volunteers will be encouraged to participate in school sponsored/related programs that embrace and support cultural diversity and disability related awareness and acceptance. Upon hire, accommodations and modifications will be made to address all disability related needs providing that the applicant can fulfill the duties as detailed in their job description.

Community participation:

Gender, race, national origin, color, disability, or age: Silver Sands Montessori Charter School actively solicits and welcomes community partnerships and participation in school programs. An emphasis on partnerships will be with community agencies and/or organizations that can provide information and support to the school to educate students on gender, race, national origin, color, disability, or age discrimination to assist the students in recognizing the importance of embracing all aspects of human traits in society. Community members will be encouraged to participate in school related activities and/or programs and partnerships will be developed to support student participation in community related activities that support the mission and vision of both the school and community agencies.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. Joan P Sando

Address:

* Street1: 2022 High Mesa Dr.
 Street2:
 * City: Henderson
 County: Clark
 * State: NV * Zip / Postal Code: 89012 * Country: USA

* Phone Number (give area code) (702)522-6220 Fax Number (give area code) (702)522-6218

Email Address:

MS.JOAN@SILVERSANDSMCS.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

ED Abstract

Attachment 1:

Title: **SSMCS Abstract Narrative** Pages: **1** Uploaded File: **SSMCS Abstract Narrative 2010.doc**

Abstract Narrative

Silver Sands Montessori Charter School (SSMCS) is located at 1841 Whitney Mesa Drive, Henderson, NV 89014. Contact person: Joan Sando, phone: 702 460-2787, email: ms.joan@silversandsmcs.org.

SSMCS is a Nevada State sponsored charter school in its second year of operation, approved for grades K-8, and has been designated as a “high achieving” school by the NV Department of Education for achievements during its first year.

The purpose of SSMCS is to provide a free Montessori education for students from all socio economic backgrounds, appealing specifically to students not thriving in a traditional public school setting. Educational opportunities are provided for students to acquire and pass the state standards but are delivered in an exploratory program.

The goal of this project is to improve student achievement in Language Arts and Mathematics by creating a high quality, Montessori learning environment. Expected outcomes include classrooms furnished with Montessori furniture, equipment, and materials and staff members and parents who are trained in Montessori principles and methods of instruction. Research can be conducted to compare student achievement of SSMCS students with that of similar student populations in Clark County schools.

The application meets the purpose of CSP to expand the number of high-quality charter schools available to students in Clark County, Nevada. Funds for further developing the Montessori learning environment and training the school community will ensure that SSMCS will continue to grow as a model charter school that will promote the positive understanding of charter schools nationwide.

Project Narrative

Project Narrative

Attachment 1:

Title: **SSMCS Project Narrative** Pages: **40** Uploaded File: **SSMCS Project Narrative 2010.pdf**

PART III

PROGRAM NARRATIVE FOR

SILVER SANDS MONTESSORI CHARTER SCHOOL

CLARK COUNTY NEVADA

CFDA 84.282B

Planning, Design, and Implementation

for NON-SEAs

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Silver Sands Montessori Charter School

Project Narrative

The Silver Sands Montessori Charter School (SSMCS) is a Nevada State sponsored charter school in its second year of operation. Currently, we are serving students in Kindergarten through sixth grade, with plans to expand to the eighth grade by the end of our third year. The school is located in Henderson, Nevada and enrolls students from the Clark County School District (CCSD), the fifth largest school district in the nation. After one year of operation, Silver Sands Montessori Charter School has been designated as a “high achieving” school by the Nevada Department of Education on AYP results which show high scores on state assessments, participation rates, and attendance, for all demographic groups.

Selection Criteria

(i) *The Quality of the Proposed Curriculum and Instructional Practices*

The mission of SSMCS is to provide quality Montessori education in an environment that fosters a child’s love of learning and respect for self, others, community and the world. The Montessori Method is a child-centered, alternative educational method of education that is characterized by emphasizing self-directed activity. This system of education is both a philosophy of child development and a rationale for guiding such growth. It is based on the child's developmental needs for freedom within limits, as well as, a carefully prepared environment, which guarantees exposure to materials and experiences. Through this, the child develops intelligence as well as physical and psychological abilities. It is designed to take full advantage of the child's desire to learn and their unique ability to develop their own capabilities. The child

needs adults to expose him to the possibilities of his life, but the child must determine his response to those possibilities.

Days at SSMCS are not divided into fixed time periods for each subject. Teachers call students together as they are ready for lessons individually or in small groups. A typical day's work is divided into "fundamentals" that have been assigned by the faculty and self-initiated projects and research selected by the student. Students work to complete their assignments at their own pace - typically with care and enthusiasm. Teachers closely monitor their students' progress, keeping the level of challenge high. Teacher's feedback to students and parents helps students learn how to pace themselves and take a great deal of personal responsibility for their studies, both of which are essential for later success in college and in life. Students are encouraged to work together collaboratively, and many assignments can only be accomplished through teamwork. Students constantly share their interests and discoveries with each other. The youngest experience the daily stimulation of their older friends, and are naturally spurred on to be able to "do what the big kids can do."

Normally, Americans think of a school as a place where one generation passes down basic skills and culture to the next. From this perspective, a school only exists to cover a curriculum, not to develop character and self-esteem. But in all too many traditional and highly competitive schools, students memorize facts and concepts with little understanding, only to quickly forget them when exams are over. Recent studies show that many bright students are passive learners. They coast through school, earning high grades, but rarely pushing themselves to read material that hasn't been assigned, ask probing questions, challenge their teacher's cherished opinions, or think

for themselves. They typically want teachers to hand them the "right answer." The problem is not with today's children, but with today's schools. Children are as gifted, curious, and creative as they ever were, when they are working on something that captures their interest and which they have voluntarily chosen to explore.

Montessori schools work to develop culturally literate children and nurture their fragile sparks of curiosity, creativity, and intelligence. They have a very different set of priorities from traditional schools, and a very low regard for mindless memorization and superficial learning. Montessori students may not memorize as many facts, but they do tend to become self-confident, independent thinkers who learn because they are interested in the world and enthusiastic about life, not simply to get a good grade.

In the Montessori Method, there is a defined interrelationship between the child, the teacher, and the environment. These relationships are interrelated and interdependent, and represent an equal sharing of interest and responsibility that is important in a successful learning environment.

This dynamic relationship relies on the teacher to:

1. Observe, gather accurate data and prepare the learning environment.
2. Respect the "uniqueness" of each child as she guides and facilitates materials and environment to meet the needs of each child within the group.

Relies on the environment to:

1. Be the constructive context in which the child and the teacher interact.

2. Offers the opportunity for the child and teacher to develop and thrive in a community setting that fosters harmony, order, and respect.

Relies on the child to:

1. Develop and maintain his independence within a guided framework.
2. Develop positive attitudes and respect for each other.
3. Directs his activities with the environment but seeks assistance from an adult when needed.

The curriculum at Silver Sands Montessori Charter School was developed using the Clark County School District Curriculum as the foundation for what skills and concepts students should learn at each grade level, with the use of the Montessori Method for instruction or pedagogy. Student progress on academic and social emotional growth indicators will be done using teacher developed assessments, textbook related assessments, Clark County School District mandated assessments and other criteria and/or norm referenced assessments as required by Nevada testing requirements. The students will be grouped for instruction based on developmental levels of achievement in each core subject, rather than by age groups, however they will be assessed by traditional grade levels, using the CCSD Curriculum Overviews, CCSD Power Standards, and the Nevada State Standards, which are all aligned and grade level specific. As students demonstrate mastery of concepts they will be encouraged to continue their academic progress with curriculum and materials provided at their level of functioning. Student learning will be self paced and individualized based on the students interests and level of mastery.

The Montessori teachers' manuals are used to design thematic lessons that integrate the Nevada State Curriculum Standards. One of the significant aspects of this pedagogy is that learning is individualized for each student. The teacher actually has a different lesson plan for each student each week that depends on his or her prior knowledge and skills, yet the whole class is working on the same theme. Further, the Montessori pedagogy includes activities for students to apply the knowledge and skills they are learning in practical real-life situations.

The Montessori classroom is organized into several curriculum areas, including: language arts (reading, literature, grammar, creative writing, spelling, and handwriting), mathematics and geometry, everyday living skills, sensory awareness exercises and puzzles, geography, history, science, art, music, and movement. Most rooms will include a classroom library and a school library will also be developed. Each area is made up of one or more shelf units, cabinets, and display tables with a wide variety of materials on open display ready for use as the children select them.

The Silver Sands Montessori Charter School curriculum is organized into a spiral of integrated studies, rather than a traditional model in which the curriculum is compartmentalized into separate subjects, with given topics considered only once at a specific grade level. In the early years, lessons are introduced simply and concretely and are reintroduced several times over succeeding years at increasing degrees of abstraction and complexity.

The course of study uses an integrated thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature, and the human experience. Literature, the arts, history, social issues, political

science, economics, science and the study of technology all complement one another. This integrated approach is one of Montessori's great strengths. As an example, when students study Africa, they also read African folktales, create African masks and make African block print dashikis in art, learn Swahili songs in music and traditional folk dances, and study the ecosystems, flora, fauna, and natural resources, or if the theme for the class is the ocean, all students will read books about the ocean, write about the ocean, do math exercises about the ocean, learn about plants and animals in the ocean, and learn about environmental issues related to the ocean. However, each will be working at his or her current level of academic development, so they may be reading different books, studying different vocabulary, and doing different mathematical exercises. However, they may all learn the same songs, do the same art activity, or listen to the same stories read by the teacher. They may all learn about and practice recycling to reduce pollution of the ocean.

The following subjects will be included in the curriculum for all grades: Reading, Language Arts, Mathematics, Social Studies (Geography, World Cultures, Community, Civics), Science (Zoology, Environmental Education, Life, Physical, Earth and Space) Health, Physical Education, Music, Art, Practical Life, Library skills, Computer literacy, Social Skills, and Service Learning.

The school will comply with the requirements listed in Nevada Administrative Code for applicable grade levels and subject areas, integrating the Clark County School District Power Standards for each grade level into the Montessori subjects listed below. The CCSD Curriculum Overviews will serve as grade level benchmarks. The Montessori method of instruction will be used to deliver the curriculum. It is an instructional model

more than a curriculum. The terminology may be unique, but the content standards will be the Nevada State Standards and CCSD Curriculum.

Following is a list of courses by grade levels.

Kindergarten

The Nevada States Standards and CCSD Kindergarten curriculum will be integrated with the American Montessori Society curriculum. The focus of instruction is on pre-reading and reading, writing, grammar and penmanship, mathematics, geography, plants, and practical life skills. The following will be included in Reading: phonics, reading comprehension, literature, writing composition, writing mechanics, listening skills, speaking skills, and study skills. In Mathematics, all strands will be introduced, plus problem solving and reasoning.

Grades 1-3

Language Arts/Reading - Students will learn basic literacy skills, including phonics, vocabulary development, reading comprehension strategies, writing, listening, oral language skills, research skills, and computer literacy, appropriate to each grade level, as listed in the CCSD Curriculum Overviews.

Mathematics - Students will learn concepts and skills in number sense, computation, patterns, functions and algebra, measurement, spatial relationships and geometry, data analysis, problem solving, mathematical communication, mathematical reasoning, and mathematical connections, appropriate to each grade level, as listed in the CCSD Curriculum Overviews.

Science - Students will learn to organize information, use simple scientific equipment and technology to study topics appropriate to their grade levels, in physical science, life

science, earth and space science, and environmental sciences. They will learn to use the scientific inquiry processes and skills.

Social Studies - Students will learn about people and places which will include world cultures, civics, economics, geography, and history. Cosmic education and peace will help students learn to respect and take care of the earth.

Physical Education and Health - Students will learn body skills, ball handling skills, cooperative games, nutrition, safety, and character building.

Fine Arts - Music, art and drama concepts and skills will be integrated throughout the curriculum.

Practical Life - Students will learn practical life skills such as gardening, cooking, and making things from natural products.

Grades 4-5

English Language Arts/Reading - Students will learn to apply basic literacy skills to increasingly complex literature. Students will use reading, writing, listening, and speaking skills to communicate in an organized manner for different purposes.

Mathematics - Students will master the skills as listed in CCSD Curriculum Overviews by grade levels, using Math-U-See Textbooks and supplemental resources.

Specifically, students will:

- Learn the basic multiplication and division facts
- Demonstrate understanding of the processes of addition, subtraction, multiplication, and division
- Develop proficiency in using whole numbers, fractions, and decimals to solve problems
- Refine their estimation skills

- Improve their proficiency at solving problems involving geometric figures, probability, and measurement, including money, temperature, length, weight/mass, and capacity
- Design surveys and collect, display, and analyze data to draw conclusions and make predictions
- Solve problems involving perimeter, area and volume, and
- Use a grid or coordinate plane to identify coordinates.

Science - Students will apply the process skills of observing, communicating, comparing, organizing, and relating. They will pursue scientific answers to questions, record findings, and present results of experiments or investigations. They will study predictable patterns in the universe. Students will study earth, life, and physical sciences as well as technological design and scientific tools appropriate to their ages and developmental readiness.

Social Studies - Geography: Students will learn to use maps and learn how different kinds of communities function. They will develop an understanding of basic economic concepts and use timelines, charts, tables, and graphs to acquire geographic information. History: By the end of fourth grade, they will study the history and geography of Nevada and understand how the state government functions (civics). By the end of fifth grade, they will study the history and geography of the United States, as well as the U. S. Constitution and how the federal government functions. (Civics)

Physical Education and Health - Students will learn fitness skills, ball handling skills, team sports, individual/dual sports, and wellness and safety issues.

Fine Arts - Students will learn and apply music, art and drama concepts and skills through interdisciplinary studies.

Computers - Students will learn the basic skills for using technology for obtaining information, organizing information, and presenting information through writing and/or graphics.

Grades 6-8

The following courses will be offered for all students in grades 6-8. Unless specified, each course is the equivalent of two semesters. English 6, 7, 8, Physical Education (3 semesters), Mathematics 6, 7, 8, Algebra I, Life Science, Earth Science, Physical Science, Computer Literacy (1/2), Health (1/2), Social Studies 6, U.S./NV History, and World Geography.

English 6, 7, 8 and Reading 6, 7, 8 - Students will expand their abilities in reading, writing, speaking, listening, and research skills. They will strengthen their skills in critical reading, viewing, thinking, and studying. Each of the following subjects will be addressed in each course: Listening and Speaking, Study Strategies, Grammar, Usage, and Mechanics, Sentence Structure, Writing, Vocabulary, Spelling, Literature, and Research Skills.

Mathematics 6, 7, 8 - Students will develop mathematical competence in creative problem solving, logical reasoning, and effective communication. Topics for each course include: Numbers, Number Sense, and Computation, Patterns, Functions, and Algebra, Measurement, Spatial Relationships and Geometry, and Data Analysis. Students will become more proficient at estimation, mathematical computation, reasoning, solving real-world problems, and communicating solutions through written and oral presentations.

Algebra I/Algebra I Honors (CCSD High School equivalent course) - Students will become adept at solving real-world problems using a variety of mathematical concepts

and algebraic techniques. They will learn to solve and graph equations and inequalities using a variety of techniques and tools.

Physical Education 6, 7, 8 - Students will expand and develop skills in psychomotor skills, movement, and lifetime, health-related fitness and recreational activities, through participation in cooperative and competitive activities. Each student will develop a personal fitness and health plan, specifying goals, resources, activities, and mentors. Individual or cooperative activities might include the following: running, track and field events, swimming, tennis, handball, cycling, Frisbee, jump rope, aerobics, walking, rollerblading, golf, bowling, horseshoes, shuffleboard, or juggling. Students will learn the rules, equipment, basic skills and strategies, and safety factors for team sports, such as baseball, soccer, softball, team handball, volleyball, flag football, or basketball.

Science - Students will learn concepts in Life Science, Earth Science, and Physical Science, while participating in interdisciplinary, activity-oriented courses, which utilize research, writing, cooperative learning, and problem solving. All courses will emphasize the scientific methods and safety. Topics in Life Science will include the cell, humans and environment, diversity of life, taxonomy, and cellular reproduction and genetics. Topics for Earth Science include Geology, Hydrology, Meteorology, Astronomy, and Environmental Science. Topics for Physical Science include Force and Motion, Work and Machines, Matter, Energy, Atoms and Molecules, Waves, and Electricity.

Social Studies - In the seventh grade course, students will study US History and Nevada History from the time of the early North American inhabitants to the present. They will study people and events as they explore the development of our country through economic, political, social, and technological ideas.

In the 8th grade course, students will study both the physical and human aspects of the geography of our world. They will explore the world from four diverse perspectives: the special, the ecological, the historical, and the economic. They will study concepts, patterns, and interdependent relationships that shape our increasingly diverse world.

Health - Students will learn about mental, physical, social, emotional, and environmental problems which individuals face in today's society, including concepts for developing a healthy body and mental attitudes. Students will also learn about body systems, health hazards, diseases, safety, first aid, human sexuality, and AIDS, plus any other topic specified in the Nevada Wellness Plan.

Computer Literacy - Students will learn to use the computer efficiently and effectively for gathering information, organizing information, and presenting information to an audience.

Other Courses – other courses that are offered beyond the core courses include:

General Art, Art History, Exploring Spanish, Conversational Spanish, Spanish I, Explorations 6-8, Study Skills 6-8, Home and Career Skills, Chorus 6-8, and General Music 6-8.

Silver Sands Montessori Charter School uses a variety of student interest and instructional practices to ensure student engagement and success. Students are taught in multi-age groups of 30 students with two teachers. Each day includes whole class circle times, small group lessons, individual lessons, and independent work. Each student has an individualized weekly plan for learning, based on his/her current knowledge and skills as determined by ongoing assessments. Students also learn to respect self, others, and the environment by daily lessons and routines.

Teachers use the American Montessori instructional guide to support student learning and to ensure the integrity of instructional program. This guide is a series of manuals on which teachers base their lessons. It is a spiraling curriculum, meaning that the subjects are introduced in kindergarten and first grade and studied each succeeding year in more and more depth. A variety of resources are used to deliver the lessons, including textbooks, library books, journals, math manipulatives, videos, science equipment, art supplies, musical instruments, gardens, experts, and field trips. The elementary (grades K-5) Montessori teacher's manuals include the following subjects which will be integrated with the Nevada State Standards and the local school district curriculum: Botany, Chemistry, Geography, Geology, Geometry, History, Language Arts, Mathematics, Physics, and Zoology.

For both Science and Social Studies, the Montessori teachers' manuals will be used to develop lessons in grades 1-5. This includes Science manuals on botany, chemistry, geology, physics, and zoology. It also includes Social Studies manuals on history, geography, economics, and civics. For grades 6-8, teachers may use a variety of resources such as textbooks, web sites such as Frog Guts, and online curriculum from Holt, Rinehart, and Winston. A variety of resources are used to deliver the lessons, including textbooks, library books, journals, manipulatives, videos, science equipment, art supplies, musical instruments, gardens, experts, and field trips.

Montessori teachers rarely present a lesson to more than a handful of children at one time, and they limit lessons to brief, efficient presentations. The goal is to give the children just enough to capture their attention and spark their interest, intriguing them enough that they will come back on their own to work with the materials. Lessons center

around the most clear and simple information necessary for the children to do the work on their own: the name of the material, its place on the shelf, the ground-rules for its use, and some of the possibilities inherent within it. Teachers closely monitor their students' progress, keeping the level of challenge high. Because they normally work with each child for two or three years, teachers get to know their students' strengths and weaknesses, interests, and anxieties extremely well. Teachers using the Montessori method of instruction use the children's interests to enrich the curriculum and provide alternate avenues for accomplishment and success.

The supplies and supplemental materials to be used to deliver curriculum and offer an innovative instructional environment will be a combination of Montessori learning materials, various trade books, and educational items found to be compatible with the lesson or theme being presented. The Montessori learning materials are not the method itself; they are the tools that we use to stimulate the child into logical thought and discovery. They are provocative and simple, each carefully designed to appeal to children at a given level of development. Each material isolates and teaches one thing or is used to present one skill at a time as the child is ready. The materials are displayed on low, open shelves that are easily accessible to even the youngest children. They are arranged to provide maximum eye-appeal without clutter. Each has a specific place on the shelves, arranged from the upper left-hand corner in sequence to the lower right, following their sequence in the curricular flowchart. The materials are arranged in sequence from the most simple to the most complex and from the most concrete to those that are most abstract.

Teachers will be encouraged to use nature and the environment as a resource to provide learning its most natural setting. Embracing the philosophy of “going green”, members of the Silver Sands Montessori Charter School community will participate in activities and events to support product recycling, energy conservation, and saving the Earth from harmful products or events.

While times have changed, the need to feel connected is still as strong as ever. In fact, for today's children it is probably even more important. Whether it's an inner-city child or a child from an affluent suburb, the sense of community has all but disappeared from our children's lives. Families regularly move from house to house and from town to town. Grandparents usually live in other cities or other states. Both parents work out of necessity, and when they are at home, they are very, very busy. The "latch-key" child has become the norm for this generation. Many children have the sense that they do not belong to anything or anybody, which is why gangs, which give a sense of belonging, have always had a certain appeal for some children.

It is the goal of Silver Sands Montessori Charter School to deliver the message to all of the children that they belong - that their school is like a second family. Studies on the moral and emotional development of children strongly suggest that children will normally grow up to be productive, happy, positive individuals if given the right emotional environment. It seems clear that our attitudes about people, the ability to overcome our tendency to be egocentric, our willingness to share, to compromise, to resolve conflicts non-violently, and our ability to discover a basic sense of self-worth are not qualities that human beings develop spontaneously but rather through years of experience with caring people, who convince us that we belong and give us the

opportunity to practice and master these skills of everyday living. Silver Sands Montessori Charter school is committed to this philosophy and will strive to create an atmosphere where all children feel valued and accepted, thus ensuring that they are surrounded with a caring and safe educational environment that will prepare them to meet their full potential.

(ii) Degree of flexibility afforded by the SEA:

Silver Montessori Charter School is provided oversight and guidance from its own Board of Trustees, which has full authority over the school within the parameters of applicable state and federal statutes and regulations. The sponsor (Nevada Department of Education) provides an annual audit to ensure compliance with these laws and regulations but does not get involved in the school's budget, expenditures, daily operation of the school, and personnel. As long as SSMCS remains in compliance, the State of Nevada will provide the same per pupil allocation (Distributive School Accounts, or commonly referred to as DSA) afforded other public schools within the state.

The SSMCS Board of Trustees consists of (seven) people representing a variety of professions to accommodate the needs of the charter school. At least three members are licensed teachers in the state of Nevada who are not employed by the charter school and have had at least two years of full time teaching experience with a Nevada license, (NRS 386.549(1)). The other four are members of the community at large. No single organization is represented by more than two members. This Board holds the responsibility for the selection and evaluation of the Director of Finance and the

Executive Director, who in turn holds the responsibility of hiring and evaluating all other faculty and support. Additional duties of the Board of Trustees in their management role include but are not limited to the following:

- Developing the policies and regulations regarding the organization of the school in accordance and compliance with all provisions required of the school's sponsor and all other applicable state and federal laws, statutes, and regulations.
- Adopting by-laws, which designate roles and responsibilities of members. The Board of Trustees shall meet at least one time per quarter of the school year to discuss operations, receive up-to-date information from staff and students, and to consider or adopt policies and regulations according to the by-laws and the approved charter with Nevada Department of Education.
- Authorizing the authority to the Executive Director and/or a designee to independently exercise, also consistent with state and federal law, the power to manage the school's operational activities to include:
 - Hire and evaluate faculty and staff
 - Contract for goods and services
 - Prepare a budget
 - Contract with personnel and determine their compensation
 - Procure insurance
 - Lease facilities for school purposes
 - Lease school facilities for community resources that expand the program of learning for students, staff, and parents.
 - Purchase, lease, or rent furniture, equipment, and supplies

- Accept and expend gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donors as are consistent with law and not contrary to any of the terms of the charter.

The overall management of Silver Sands Montessori Charter School will be a collaborative effort between the administrative staff and the Board of Trustees to ensure open communication and full disclosure of all operations, expenses, and programmatic activities.

(iii) The extent of community support for the application:

The idea, program planning and implementation of Silver Sands Montessori Charter School was a result of parents and community members coming together to plan for a public education environment for children to receive a Montessori education free of charge. The Founding Board of Trustees included an executive of a local investment company, a respected lawyer, a financial analyst, and several educators and parents. Examples of community organizations who have helped develop the school and provide special learning experiences for the students include:

- Three other Montessori schools in Nevada have provided mentoring and staff training opportunities for the staff of SSMCS.
- Southern Nevada Water Authority has provided \$3200 to build a school garden for each class and provide lessons on plants and nutrition.
- Ethel M's Cactus Garden has provided bi-weekly visits for the older students with their garden specialist, Mr. Steve, and organized a field trip for the entire student body at the end of the first year using the older students as tour guides. In

addition, the Cactus Garden promoted SSMCS by signs at their annual holiday display of lights in the garden, which draws large crowds each night for three weeks.

- The American Legion, Henderson Post 40, Department of Nevada, has adopted the school as one of their projects. During the first year, they donated an outdoor flag and pole with lights, flags for each class, and supplies for the office and classrooms. The Lady's Auxiliary provided an Americanism Class for the school.

Other community organizations, specifically those who share the same values and mission of the school have joined the ranks of the school to support the “going green” initiative and have donated many hours of their personal time, labor, materials, and professional oversight to ensure that the school opened on time and is ecologically sound to support our vision.

- Alex Gamboa from Envirolution – He runs a non-profit organization that trains students about energy awareness and to audit their own school for energy saving opportunities. His program is currently up and running in the local high schools where we are working on establishing a school to school, student to student partnership for collaboration.
- Lee Harris, owner of Light and Space – Lee is a licensed professional engineer who provides consulting services to individual homeowners and businesses on providing environmentally friendly lighting in their homes or buildings. Silver Sands Montessori will work directly with Ms. Harris to have her assist us in capturing her environmentally sound vision on

science, aesthetics and purpose as we continue to modify our building, design classroom space and organize the environmental flow of our facility.

- Republic Services – is a local business that manages our disposal needs. We have entered into an agreement with them for recycling containers to support our “going green” initiative. Silver Sands Montessori Charter School will collaborate with Republic Services to provide a recycling educational program for all students and their parents in the hopes to expand the school’s efforts to cut down on refuse. Students will be encouraged to replicate our efforts in their homes to provide for an additional, positive impact on society.

Additional efforts will be made to partner with other local business and organizations to form collaborative, educational partnerships. Individual classrooms will be encouraged to research local organizations and develop a personal interest in providing support and volunteer services to these organizations. The following is a sample (but not inclusive) list of organizations for partnership:

- Nevada Human Society
- NV SPCA
- Goodwill Industries
- Three-Square (local food bank)
- The Springs Preserve (a nature preserve)
- Girl Scouts
- Boy Scouts
- Boys and Girls Club
- YMCA

- YWCA
- Red Cross

(iv) The quality of the strategy for assessing achievement of the charter school's objectives:

The goals and objectives of Silver Sands Montessori Charter School are designed to meet the mission of the school, which is to provide quality Montessori education in an environment, which fosters a child's love of learning, and respect for self, others, community and the world. In order to achieve this mission the following goals and objectives were developed:

Goal 1: Improving the opportunities for students to learn

In order to improve student learning opportunities, students should be provided with a carefully planned, stimulating learning environment based on the Montessori principles to help them develop within themselves the foundational habits, attitudes, skills, and ideas which are essential for a lifetime of creative thinking and learning.

Silver Sands Montessori Charter School will be an evolving learning environment for students and a school that is committed to continuous improvement.

Measurable Objective:

Silver Sands Montessori Charter School will develop structured classrooms with Montessori furniture and instructional materials and equipment that provide the opportunity for students to learn from their natural environment and from each other.

Progress on Goal 1

SSMCS will develop a standards based inventory, as defined by the following principles:

These standards are listed in the 'Standards for American Montessori Society Schools'. Each will be an item measured through a 5-point Likert-scale inventory. Participants will include staff, students, and may include external Montessori certified teachers or consultants. A classroom will be inventoried at least twice a school year, in alignment with teacher evaluations. If 50% or more of the surveys shows dissatisfaction then, the classroom teacher will identify strategies to improve the deficiencies with approval from Administration and assistance as needed.

- Classroom is clean, orderly and neat.
- Classroom has logical organization of materials/resources/activities, such as by level of difficulty or sequence of skill development.
- Classroom is aesthetically pleasing.
- Classroom is appropriate size and has appropriate furnishings.
- Classroom has appropriate, accessible, neat storage for children's belongings.
- Classroom has appropriate storage space for teacher materials.

- Classroom has a water source available.
- There is a provision for display of visual stimuli, including children's products.

Goal 2: Creating new professional opportunities for teachers:

The Silver Sands Montessori Charter School will coordinate, design, deliver, and evaluate professional development aligned to the charter school's instructional initiatives. Teachers will learn a methodology that is less traditional where an active pursuit of knowledge is gained through a series of meaningful, interactive experiences: physical, social, and cognitive.

Measurable Objective:

Silver Sands Montessori Charter School will provide training and certification of all administrative staff and one teacher for each class of 30 students in the Montessori instructional practices by the end of the third year of operation.

Silver Sands Montessori Charter School will contract for on-going internal and periodic external Montessori consultation and/or professional support as a follow up to Montessori teacher education.

Progress on Goal 2

Progress on this goal will be measured by the records of training sessions and workshops that a staff member attends. Effectiveness of training as evidenced in

professional growth will be reviewed bi-annually through teacher evaluations. All records and evaluations will be kept in each staff member's file, and the practicum requirements will be logged and signed off by a supervising Montessori teacher. Annually, these records will be reviewed and progress towards the objective will be evaluated and reported to the Board of Trustees by Administration.

Goal #3: Demonstrate increased student achievement in English/Language Arts and Mathematics by institutionalizing research-based instructional systems.

Measurable Objective:

Silver Sands Montessori Charter School students will demonstrate increased academic achievement in English/Language Arts and Mathematics, using the criteria as Clark County School District and as specified in the district school improvement plan.

Progress towards the mission and goals will be evaluated annually and reported to the Board of Trustees. Progress on the goal that is aligned with local district's goals will be included in our School Improvement Plan.

Progress on Goal 3

Achievement of the objectives of goal #3 will be measured by comparing pre and post assessments that are given at the beginning and ending of the school year. Each student should achieve at least 1 academic year of growth between assessments.

SSM Charter School students will gather baseline data in regards to both English/Language Arts and Mathematics as measured by Nevada Adequate Yearly Progress standards in the 2009-2010 school year.

Assessments: The Montessori program uses a cycle of assessment instruments specifically designed to measure the unique characteristics and curriculum of the Montessori environment, and, at the same time, measure progress on the Nevada State Standards. In an effort to provide a well-rounded view of children's progress, assessment is cyclical in nature and accomplished using the following assessment tools.

Observation: Montessori-trained faculty members prepare an environment and guide children toward self-initiated learning, rather than adult-centered teaching. Teachers observe the children and their progress in the environment, record their observations and use them to drive future instructional choices.

Qualitative Evaluation Tools: Qualitative evaluation tools may include rating forms, mastery checklists, and anecdotal narrative descriptions. Some of the personal growth variables included are:

- Positive attitude toward school
- Inner security and sense of order
- Pride in the physical environment
- Abiding curiosity
- Habit of concentration
- Habits of initiative and persistence
- Ability to make decisions
- Sense of independence and self-confidence
- Self-discipline
- Sense of responsibility to other members of the class, school, and community

Objective Assessment Instruments: Students' core subject knowledge is assessed at the beginning of each year and at intervals throughout the year to determine the correct level for individual and small group lessons. These instruments assess many skills, including:

- Print concepts
- Listening skills
- Decoding skills
- Reading comprehension
- Spelling
- Penmanship
- Composition skills
- Mathematics skills
- Mathematics applications
- Spanish language skills

Student Self-Assessment/Peer Assessment: Students self-assess using a variety of tools. Students self-correct work in response to control of error inherent in the materials, as well as in response to adult review of written work.

Students collect their work over time in blank books by subject area, so a student has a visual record and reminder of how much his/her work has improved since beginning work in a math journal, for example.

Student and faculty members collect representative work samples throughout the school year to develop portfolios. The portfolios also serve as a point of personal reflection for each student as s/he determines which pieces to include in the portfolio or reviews portfolio contents in retrospect.

Students develop summary project presentations to present to their peers. These presentations include self-assessment and peer-assessment components. Weekly Student/Teacher Conferences: Students and faculty members conference at the end of each week to reflect on the student's progress toward student- and adult-chosen goals. This information is reflected in the student's work plan, which is sent home weekly for parent review and comment, then returned to school the following week.

Standardized Assessments: Silver Sands students will participate in the Nevada State Proficiency Examination Program. This includes Criterion-Referenced Tests (CRT) for grades 3-8 in Reading and Math, CRTs in Science for grades 5 and 8, Writing Proficiency Exam for grade 5 and 8, and Norm-Referenced Tests (NRT) for grades 4 and 7 in Reading, Language, Math, and Science. Throughout the year, students complete test preparation exercises and learn test-taking strategies and techniques.

Conferences: Parents and students complete pre-conference surveys and faculty members meet at least twice a year at formal conferences to discuss student progress.

Conclusion: All of the above assessment results are used to make decisions about continuing instruction and promotion to the next level of work and class groupings.

(v) The existence of a charter or performance contract between the charter school and its authorized chartering agency and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other school and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school:

Silver Sands Montessori Charter School is authorized by a charter agreement with the State of Nevada, dated August 13, 2009. Part 2, Section 7 (a) states, “The testing calendar for Silver Sands Montessori Charter School will be aligned with Nevada State Board of Education’s mandated testing calendar. In addition, Montessori assessments will provide an ongoing and up-to-date evaluation of the progress of each student”. Part 2, Section 7 (b) states, as per NRS Chapter 389: “The Silver Sands Montessori Charter School will administer all required achievement and proficiency exams as required by the State of Nevada including the 5th grade writing proficiency, 8th grade writing proficiency, the NRTs for grades 4, 7, and 10, and the CRTs for grades 3-8”.

Describe how the chartering agency will provide for continued operation of the charter school once the Federal grant has expired:

Silver Sands Montessori Charter School is currently in operation and receives funds directly from the Nevada Department of Education on a per pupil basis for operations. However, these funds are limited, especially with the budget cuts of the past two years, so supplementary funds are needed for Montessori equipment, materials, and furniture, plus training, in order to create a true Montessori learning environment. The state funds will be sufficient to operate the school once the environment has been created.

(vi) The extent to which the proposed project encourages parental involvement:

The idea, program planning and implementation of Silver Sands Montessori Charter School was a result of parents and community members coming together to plan for a public education environment for children to receive a Montessori education free of charge. Many students enrolled at the school have parents who have been, and are,

actively involved in many aspects of the program design and activities of the charter school. There is a strong parent group who organizes events and activities for students, families, staff members, and the community. All parents and families are invited to be a member of the parent group and a special effort is made to encourage families of different cultures and ethnicities to join to assist the school in promoting and celebrating all people. An example is the International Children's Day, an event to honor children by involving their parents in helping all students learn about the various cultures represented. Another example is that the parent group has already started to plan the school gardens and other outdoor learning areas.

Plans are also being developed by the staff for Parent Montessori sessions, taught by experienced Montessori teachers and parents, to inform the parents about Montessori principles and to make Montessori materials, so they can continue the Montessori education in the home. Parents are also welcome to observe in the classroom, or volunteer to assist on whatever project or lessons the teacher has planned. Besides the classroom, parents will also be invited to participate in monthly community meetings or assemblies, as well as monthly field trips. They may also be asked to volunteer as a special guest presenter on an area of their expertise, to help monitor the classes school garden, or to participate in school fund-raisers. A parent survey will be conducted each year to get feedback on parent satisfaction and ideas for school improvement. The results will be used by the Board as it sets goals for each year. For the first year, the survey showed the need for improvement in parent/school communications, so a goal has been established. The Board has set a goal to improve communication between parents and the school by developing class web pages on our

web site, weekly emails to all parents from teachers, monthly newsletters, and parent meetings on specific topics, so they can be informed and involved.

The board involves parents, staff, and community members, as needed, to serve on advisory committees to provide solutions to specific issues, such as legal and financial matters. An example is the Facilities Committee, which has had the responsibility of working with a realtor, city planning commissioners, and contractors for tenant improvements.

(vii) The quality of the personnel who will carry out the proposed project:

A future goal of SSMCS will be to achieve the status of accreditation from the Montessori Accreditation Council for Teacher Education Commission (MACTE). Therefore, the standards for this accreditation process will be used as a guide for stocking the classrooms with Montessori materials and equipment, as well as for teacher training. We will contract with Montessori programs that are already accredited by MACTE to provide experienced experts for training and evaluating our staff and our classrooms. The Montessori materials, furniture, and equipment will be chosen from the standards identified by the American Montessori Society and produced by companies that specialize in Montessori products developed using the philosophies of Dr. Maria Montessori.

Leadership for organizing the grant project will be provided by the administrative staff of SSMCS. The Executive Director has an Ed.D and 13 years of experience in public

school administration, as well as 8 years of experience as the Founding Director of another charter school, including administration of a CSP grant. Other leadership for the proposed project include the Director of Finance, the Director of Operations, and the Director of Academics and Special Education, all of whom are well-informed of charter school regulations and Montessori principles, but are continuing their education through online courses. This team will be responsible for organizing the Montessori training, purchasing supplies, and evaluating the progress on our goals.

The school's hiring policy is nondiscriminatory and encourages applications from anyone who believes in the mission and philosophy of the school. It is the policy of the charter school to provide equal opportunity with regard to all terms and conditions of employment. As stated on all job openings and job descriptions, "*The charter school complies with federal and state laws prohibiting discrimination on the basis of race, color, religion, sex, national origin, disability, veteran status, age, or any other protected characteristic*". Observations of the current staff demonstrate compliance with this policy.

(viii) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals:

Providing equal opportunities for all students to attend SSMCS:

There is no discrimination based on ability, gender, race, or ethnicity thus ensuring that all students who wish to attend SSMCS have an equal opportunity to join the family. Also, there is no discrimination regarding socio-economic status, as there is no tuition. Although there are many Montessori schools in Southern Nevada, Silver

Sands Montessori Charter School is the only publicly funded Montessori school that is free to all families, regardless of income. Since we are the only free Montessori program and we can serve students throughout Clark County, we help parents organize carpools to encourage families from throughout the valley to attend. There has been ongoing marketing to inform the community at large and the local neighborhoods and their families of the school's existence. Many students have joined the Silver Sand's family as a result of word of mouth and through the efforts of orientation meetings, school tours, newspaper articles, flyers, Valpak advertising and public service announcements. All students are eligible to attend this school as long as they meet the local school district and state enrollment requirements. As applications are received, students are placed in classrooms in the order that they are obtained, with no preferences other than those outlined in the Nevada Administrative Code. Once grade levels are full, students are placed on a waiting list and a lottery process is used to select students as space becomes available.

As stated previously, the mission of Silver Sands Montessori Charter School is to provide quality Montessori education in an environment, which fosters a child's love of learning and respect for self, others, community and the world. This mission is based on observations of how children learn naturally and it pertains to all students, regardless of abilities, backgrounds, health, or any other conditions that make students unique or different from each other. The inclusiveness of all students includes unique learning styles and developmental levels. With this in mind, a variety of interventions will be attempted before a student is considered for special education,

including the involvement of a Student Intervention Team that will be convened to discuss strategies that might make the student more successful.

The Silver Sands Montessori Charter School (SSMCS) Board of Trustees recognizes that the school must adhere to all federal mandates pertaining to the provision of special education services for eligible students under the Individuals with Disabilities Educational Act (IDEA). Therefore, the SSMCS Charter School recognizes that pupils with disabilities must be afforded all rights under Part B of the IDEA: 20 U.S.C. Section 1400 et seq., including the right to a free appropriate education.

In order to comply with all regulations as defined by IDEA, the Silver Sands Montessori Charter School will:

- Participate in Child Find and make provisions for the identification, location and referral of potential students with disabilities found within the program,
- Provide procedural safeguards and written notice to parents of students with special needs,
- Evaluate and determine eligibility for special education,
- Develop/implement the Individualized Education Plan (IEP) and placement for all students with a disability, and
- Review and revise the IEP annually.
- Have policies and procedures designed to guarantee a timely response to the special education process.

- Apply for the basic support guarantee from the distributive school account to the pupil is entitled, plus the proportionate share of any funds available from federal, state, or local resources.
- Will not discriminate according to racial composition and/or disability of students.
- Will refer the student back to the sponsoring district if the charter school is unable to provide an appropriate special education program and related services for a particular disability of a pupil enrolled in the charter school. A transfer back will be for the purpose of providing the student with a more appropriate school program.
- Share information, forms, records, and in-service training with CCSD (Clark County School District).

How the grant funds will be used: Goals and Objectives for the Grant:

Program Goal: to provide a free, high quality, Montessori education for students in Clark County whose families choose this school as an alternative to their neighborhood school.

1. Project Objective One:

1. Create high quality, Montessori environments in every classroom and the common areas, such as office and multi-purpose room.

Performance Measures for Objective One:

1a. All ten classrooms will be supplied with the suggested materials listed in the AMS (American Montessori Society) School Accreditation Handbook as appropriate for their grade levels by year three of the school's operations.

1b. All ten classrooms will be furnished with cabinets, tables, chairs, rugs, and shelves for Montessori materials necessary for a high quality Montessori learning environment.

1c. All furniture needed to create a library for students and a resource library for parents, staff, and community will be purchased, including shelves, rugs, chairs, and book displays.

1d. The office and common areas will be furnished with furniture and equipment necessary to create, maintain, and store Montessori materials by year two of the schools operation, which will be year one of the grant.

1e. All ten classrooms will be supplied with computers and other technology to be used as teaching tools or for project presentations by students.

1f. All administrative offices will be furnished with computers and software necessary for communications, reports, inventories, and management of the Montessori materials and schools records.

2. Project Objective Two:

All staff members will develop skills necessary to create a high quality, Montessori learning environment for students.

Performance Measures for Objective Two:

2a. All teachers and administrators will participate in training programs toward Montessori certification immediately upon employment, to be completed within three years of their employment with the school.

2b. Ongoing workshops, orientations, and online seminars will be provided for all support staff, board members, and parents, beginning Fall 2010 and continuing on a quarterly basis.

2c. A Montessori resource library will be created for parents, staff, and community members to gain a better understanding of Montessori and related topics.

3. Project Objective Three:

Promote student participation in community service activities:

Performance Measures for Objective Three:

3a. By the end of year one of the grant, 30% of students will participate in community service activities on a monthly basis. By the end of year two, 60% of the students will participate in monthly service projects in the community.

4. Project Objective Four:

To provide children with an outdoor learning environment that engages all of their senses, encouraging awareness and appreciation of the environment, community and stewardship of the land.

Performance Measures for Objective Four:

4a. By the end of year two of the grant, all students will have access to enclosed, outdoor classrooms to observe and learn about plants, animals, ecosystems, weather, and related topics.

Specifically, funding will be used for the following:

- Montessori materials and supplies to fully stock each classroom and outdoor learning area to ensure that the children get the full benefit from enrollment in a Montessori environment.
- Shelving, storage cabinets, additional tables, chairs, rugs, and work stations to assist the teachers in providing a safe and organized environment that supports the students ability to move freely during their day while transitioning between activities and learning opportunities.
- Technological items and materials will be purchased to support the “going green” initiative and to cut down on the use of paper products to produce student work.
- Computers will be used to assist students with their research during the discovery process and for project presentations.
- Printers, scanners, flash drives, external modems and other forms of storage devices will be purchase to allow students and staff to print, copy and store work samples and pertinent data to demonstrate student and school progress.
- Professional development opportunities will be funded for all teachers and administrative staff to ensure that they continue to be certified in the Montessori method and to provide access to best practices across the nation as they are delivered in educational formats and conferences. All efforts will be made to

bring certified Montessori trainers to SSMCS to provide training and support to our staff, parents, and board members.

- Transportation will be leased for students to be transported to their community service projects.
- An outdoor learning environment will be developed that includes school gardens and other activities for students to interact with nature and their environment.

Currently there are no other Federal grants that the school is applying for. Should other opportunities become available and should the school receive additional funding from Federal programs, an assurance will be made to ensure that the funds received will support and enhance the initiatives described in this funding.

Project Narrative

Other

Attachment 1:

Title: **SSMCS Project Narrative- Other** Pages: **10** Uploaded File:
SSMCSOtherAttachmentsWithSignedCharter.pdf

BRIEF RESUME 2010

Joan Peterson Sando

Email: ms.joan@silversandsmcs.org

EDUCATION

Ed.D. 1995 University of Southern California
Focus: Ed Policy and Administration
Dissertation Title: Implementation of Teacher Evaluation Systems That Promote Professional Growth of Experienced Teachers

M.A. 1987 Cal Poly, San Luis Obispo, Educational Administration

B.A. 1965 Cal State University, Northridge, CA
Elementary Ed with minors in Math and Art Education

Undergraduate 1960-63 Luther College, Decorah, IA

EDUCATIONAL LICENSES

CA Clear Administrative Services Credential, K-12 (Life)
CA General Elementary Teaching (Life)
NV Elementary Teaching K-12 with Administrative Endorsement (2014)

PROFESSIONAL EXPERIENCES

Current Executive Director, Silver Sands Montessori Charter School
2000-2008 Executive Director, Explore Knowledge Academy Charter
1999-2000 Part-time instructor, Chapman University
1986-1999 Administrator in Atascadero (CA) Unified School District, serving as site administrator for several schools, plus many district-wide positions, including Music Coordinator, Staff Development Coordinator, and Battle of Books Coordinator
1979-1986 Teacher of grades 2, 5, 6, and GATE for Atascadero Unified School District
1976-1979 Primary Teacher, Keppel Union School District, Littlerock, CA
1965-1973 Teacher of grades 1, 2, 3, 4, 6 for L. A. Unified School District
1966-67 Teacher on Leave to work at SWRL (Southwest Regional Lab or Research and Development)

COMMUNITY/PROFESSIONAL SERVICE

Founding Board of Silver Sands Montessori Charter School
Founding Board of Explore Knowledge Academy Charter School
President of Phi Delta Kappa, San Luis Obispo Chapter
President of Delta Kappa Gamma, Beta Theta Chapter
President of Hope Lutheran Church Council, Atascadero, CA

Silver Sands Montessori Charter School

GRANT MANAGEMENT

CSP for Explore Knowledge Academy Charter School	2002-2005 (\$250,000)
EDVISIONS (Bill Gates funds for secondary schools)	2003-2006 (\$200,000)
Nevada Innovative Programs (state funded)	2005-2006 (\$120,000)
Clark County Schools Technology Grant	2006-2007 (\$ 60,000)
Other miscellaneous, ie, Jr. Women's League	2003-2008 (\$ 50,000)

**Silver Sands Montessori Charter School Program Assurances:
Proof of Non-Profit Status**

Silver Sands Montessori Charter School will be a non-profit organization per NRS 386.553, Operation of for profit prohibited, which states that “*A charter school shall not operate for profit. (Added to NRS by 2001, 3123)*”

Attachment C Silver Sands Montessori Charter School – Lottery System

The charter school enrollment policy prohibits discrimination on the basis of race, gender, religion, ethnicity, or disability of a pupil. The Silver Sands Montessori Charter School sets forth the following non-discriminatory enrollment policy, as required by NRS 386.580 and addresses the philosophy of the founding members.

The enrollment packet will consist of a Registration Form (which will include all pertinent data the charter school will be required to report such as language survey, county of residence, previous school information, etc.), Health Card, Emergency Card, Network Access Form, Code of Honor, Educational Involvement Accord and the FERPA Notice. Applications will be accepted by date of submission of complete enrollment packets from any student in the state of Nevada. If more pupils who are eligible for enrollment apply to the charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll on the basis of a lottery system.

If at any time the enrollment exceeds the capacity of the different grade levels, all subsequent applications for enrollment will be put on a waiting list. If and when space becomes available, the school will conduct a lottery to determine which students will be enrolled. The lottery will be governed by the following rules: Students are admitted to Silver Sands Montessori on a first-come first-serve basis until the charter school reaches its maximum capacity per grade and then students are placed on a waiting list then selected through a lottery as spaces become available.

Silver Sands Montessori Charter School will maintain a goal of keeping families together, whenever possible. Therefore, placement priority is given first to the currently enrolled students of Silver Sands Montessori Charter School, then to siblings of enrolled students. If there are more siblings than openings we will go to a lottery system. After we have completed this process we will open the enrollment to the public. Students enrolled in Silver Sands Montessori Preschool are not given priority unless they have a sibling that is currently attending Silver Sands Montessori Charter School.

The lottery is conducted by assigning numbers to the registration applications and then having the computer generate a random number. Once the numbers have been selected, the parents are contacted to find out if they are still interested in attending Silver Sands Montessori, if so, they are asked to come in and complete the registration.

CHARTER SCHOOL AGREEMENT

Nevada State Board of Education And Silver Sands Montessori Charter School

THIS AGREEMENT is made and entered by and between the Nevada State Board of Education ("State Board") and the Silver Sands Montessori Charter School ("Charter School"), a public school.

RECITALS

WHEREAS, in 1997, the Nevada Legislature authorized the formation of Charter Schools; and

WHEREAS, a charter school application was received by the Nevada Department of Education ("Department") from the Committee to Form the Silver Sands Montessori Charter School pursuant to NRS 386.520(2); and

WHEREAS, the Nevada Department of Education reviewed and approved the application for completeness pursuant to NRS 386.525(1); and

WHEREAS, by decision on January 16, 2009, the State Board approved the application under NRS 386.527(5); and

WHEREAS, pursuant to NAC 386.050 the Written Charter includes both the application to form a charter school approved by the sponsor and a written agreement signed by the sponsor and the charter school;

NOW, THEREFORE, in consideration of the foregoing Recitals and the mutual understandings, releases, covenants and payments herein described, the parties agree as follows:

AGREEMENT

1. Compliance with Nevada Law. The statutes and regulations which establish charter schools in Nevada, the Non Regulatory Guidance adopted by the Nevada Department of Education, and the Charter School application approved by the State Board are hereby incorporated by reference as a part of this Agreement. The Charter School agrees to comply with all Non Regulatory Guidance, and statutes and regulations regarding the creation and operation of charter schools in Nevada, including specifically NRS 386.550.
2. Term. It is the intent of the State Board that the Charter, including this Agreement, is to be effective for a period of six (6) years, to begin on August 14, 2009, and to terminate on August 14, 2015.
3. Charter School Independence. Pursuant to NRS 386.565, the State Board shall not assign any pupil who is enrolled in a public school or any employee who is employed in a public school

to the Charter School, or interfere with the operation and management of the Charter School except as authorized by written charter, NRS 386.500 to 386.610, inclusive, and any other statute or regulation applicable to the Charter School or its officers or employees. The State Board and the Department, or its designees, may physically inspect the school and its records, including employee and financial records, at any time.

4. Student Achievement. The Charter School agrees to report to the State Board on a regular basis the academic progress of the Charter School in meeting standards of achievement set forth in the Application, as required by NRS 386.605 and NRS 386.610. In addition to any goals and description of how achievement of those goals will be measured that were approved in the Charter School application, all provisions of NRS 385.3455 through NRS 385.391 (Statewide System of Accountability) apply to the Charter School. Nothing in the application approved by the State Board, this Agreement, or the Written Charter is to be construed as replacing, overriding, or taking precedence over NRS 385.3455 through NRS 385.391.

5. Employment Matters. The Charter School agrees to comply with the provisions of NRS 386.595 regarding employment status. The Charter School will establish and implement its own dispute resolution process for employment matters.

6. Costs of Operations. The Charter School shall be responsible for all costs associated with its school operations, including the cost of contracting for goods and services.

a. The Charter School shall clearly indicate to vendors and other entities and individuals with which or with whom the Charter School enters into an agreement or contract for goods or services that the obligations of the Charter School under such agreement or contract are solely the responsibility of the Charter School and are not the responsibility of the State of Nevada, the State Board, or the Department. Prior to signing a contract with an Educational Management Organization ("EMO," defined by NAC 386.033), the Charter School shall submit a copy of the proposed contract to the sponsor. The sponsor has the authority to review and approve/reject all or portions of the EMO contract prior to signing. No clause in any contract between the Charter School and an EMO shall require more than a simple majority of the Charter School's Governing Body to terminate the contract. No clause in any contract between the Charter School and an EMO shall require the EMO's agreement before the contract may be terminated by the Charter School.

b. The Charter School agrees that it will not extend the faith and credit of the State Board, the State of Nevada, or the Department to any third person or entity. The Charter School acknowledges and agrees that it has no authority to enter into a contract that would bind the State Board.

7. Legal Liabilities/Indemnification. As required by NRS 386.550, the Charter School agrees that the State Board is not liable for the acts or omissions of the Charter School, its officers, agents, or employees. Subject to NRS Chapter 41, the Charter School agrees to defend, indemnify, and hold the State Board, its agents and employees harmless from all liability, claims and demands on account of contract, injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or

any other losses of any kind whatsoever which arise out of or are in any manner connected with the Charter School's operations.

8. Insurance. The Charter School agrees that it will maintain all appropriate insurance coverages, including coverages for general liability and worker's compensation, as required to protect itself, the State Board and the Department, and specifically as required by NRS 386.550 and NAC 386.215.

9. Special Education. The Charter School agrees to be responsible for the provision of special education services to students with disabilities who attend the Charter School in accordance with the requirements of state and federal law including Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Improved Education Act of 2004. The Charter School is responsible, both financially and programmatically, for the response and resolution of any Due Process complaints filed against it.

10. Student Withdrawal. The withdrawal of any student from the Charter School shall be reported to the Department. Reports shall be submitted on an ongoing basis, and must include each student's name, ID number, and contact information. In the event a student is expelled, the charter school will provide equivalent services to the student. If the expelled student returns to a local school district, the charter school will reimburse the district on a pro rata basis. The Charter School may not require pupils or their parent or guardian to sign "contracts," "commitments," or other documents that can result in the removal, withdrawal, suspension or expulsion of the pupil from the school for reasons other than the reasons for suspension or expulsion stated in NRS 392.466. The Charter School may suspend or expel pupils only for the reasons stated in NRS 392.466. Those reasons are battery on an employee of the school, possession of a firearm or dangerous weapon, sale or distribution of a controlled substance, or status as a habitual disciplinary problem as defined by NRS 392.4655. Removal of a pupil from a charter school, except for suspension or expulsion pursuant to NRS 392.466, is solely the decision of the parent or guardian of the pupil. Any removal of a pupil from a charter school against the wishes of the parent or guardian must comply with NRS 392.467.

11. Gifts/Donations/Grants. The Charter School shall inform the State Board of any gifts, donations, grants, etc. received for the school.

12. Miscellaneous Provisions.

a. Entire Agreement. This Agreement contains all terms, conditions and provisions hereof and the entire understandings and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and canceled by this Agreement.

b. Amendment. This Agreement may only be modified or amended by further written agreement executed by the parties hereto, provided that such amendment will grant the Charter School a greater ability to achieve its educational goals and objectives. An amendment may not authorize an extension of the duration of the term of the written charter.

c. Notice. Any notice required, or permitted, under this Agreement, shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgment of receipt) or three (3) days after mailing when sent by certified mail, postage prepaid, to the office of the Charter School's governing body, in the case of notice being sent to the Charter School, or to the Office of the President of the State Board for notice to the State Board.

d. No Waiver. The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.

e. Dispute Resolution. In the event a dispute arises between the Charter School and the Department or the State Board concerning the Written Charter, the Charter School shall submit, in writing, a statement outlining their complaint and proposed resolution to the Department's Deputy Superintendent of Administrative and Fiscal Services, or his designee, for review. The Department will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not it agrees with the complaint and whether it accepts the proposed resolution or offers an alternative resolution to the complaint. If the Charter School is not satisfied with the response from the Deputy Superintendent of Administrative and Fiscal Services, it may request, in writing, a review by the Superintendent of Public Instruction. The Superintendent will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the Charter School. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure, the complaint and proposed resolution(s) will be submitted to the State Board of Education at the next available meeting for its consideration. The State Board of Education will decide whether or not it agrees with the complaint and whether or not it agrees with any proposed resolution or offers its own resolution. Any decision by the State Board of Education is final.

f. Applicable Law. The parties intend that where this Agreement references federal or state law that they be bound by any amendment to such laws, upon the effective date of such amendments.

g. Invalidity. If any provision of this Agreement is determined to be unenforceable or invalid for any reason, the remainder of the Agreement shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

13. Home School Prohibition. Pupils attending the Charter School will be disallowed for Distributive School Account (DSA) apportionment if their names also appear on school district lists of home schooled pupils unless a hand-written statement from the parent/guardian has been submitted to the Department. The statement must clarify that the parent/guardian has withdrawn the pupil from home schooling, and that the parent acknowledges he/she is enrolling the pupil in a public charter school.

14. Adherence to NRS (Nevada Revised Statute) and NAC (Nevada Administrative Code). Nothing in the Written Charter, the application approved by the sponsor, or this Agreement is to

be construed as replacing, taking precedence over, or overriding any applicable NRS, NAC, federal law, or Nevada Department of Education Non Regulatory Guidance.

15. If Applicable, Distance Education Program. The distance education program shall operate only as described in the distance education application specifically approved by the Department. The distance education program is subject to all provisions of NRS 388.820 through NRS 388.874, including the NRS 388.866(1) requirement for weekly communication between the teacher of each course offered through the program and the pupil. The distance education program is subject to all provisions of NAC 388.800 through NAC 388.860.

16. If Applicable, Distance Education Program. Pursuant to NAC 387.171, the Master Register of Attendance shall include:

- The name of the pupil;
- The date of birth of the pupil;
- The school in which the pupil is enrolled;
- The grade or ungraded category of educational service to which the pupil is admitted;
- The dates, if applicable, of enrollment and reenrollment;
- The date of withdrawal, if applicable, and the reason for the withdrawal as described in NAC 387.215;
- The pupils' record of daily attendance;
- If the pupil is enrolled in a program of distance education, the information required by subsection 2 of NAC 387.193; and
- The ethnic group or race to which the pupil belongs.

The Distance Education Class Record Book shall include the following information from the school's software platform:

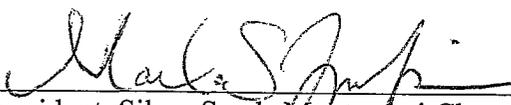
- Pupil's name;
- Pupil's time on task in his computer for each class per day;
- Date; and
- Teacher.

The Pupil's Schedule of Distance Education Classes shall include the following information from the pupil's computer from the school's software platform:

- Name;
- Date; and
- Schedule of classes/with time on task from each class per day.

17. Grades Served: The Charter School shall serve grades K-8 only, unless the Written Charter is amended by Charter School Governing Body action and State Board action.

IN WITNESS WHEREOF, the parties have executed this Agreement.



President, Silver Sands Montessori Charter School Governing Body

Please print the name: Marlo S. Tsuehiyama

Date: Aug. 19, 2009



President, Nevada State Board of Education

Date: 9/9/09

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative 2010-12** Pages: **9** Uploaded File: **Budget Narrative2010-12.doc**

Budget Narrative

Silver Sands Montessori Charter School

Project Year: 1 (2010-11)

Travel: Conference Travel, \$6,240.00

Travel expenses (conference registration, airplane fare, hotel and dinners).

Silver Sands Montessori Charter School will be sending 4 representatives (3 staff members and 1 board member) to the National Charter Schools Conference in Atlanta, GA. The \$1,560 per representative will cover: \$650.00 for the conference registration; \$400 for airfare; and \$420 (\$140/night) for hotel; and a \$90 dinner allowance (\$30/night- breakfast and lunch provided by conference). All other meals, hotel and travel costs that does not fit into this budget will be the responsibility of each individual.

Equipment: Technology in classrooms, \$7,200.00

To purchase classroom computers (lower elementary, upper elementary, and middle school classrooms) with at least a 20" monitor and speakers so it can be used for project presentations, or as a teaching tool.

Equipment: Computers for Administration, \$4,800.00

Desktops/Software for administration to replace their personal laptops that they are currently using:

- Executive Director- for communications to staff, State (sponsor), families and community, drafting policies and procedures, creating required reports for the school board, or State Board, and other administrative functions.

- Director of Finance/Technology- for communications, managing and reporting school financials, reviewing contracts, creating required reports for school board, State board and external auditing, and other administrative functions.
- Director of Enrollment/HR- for communications, managing enrollment, school office, human resources policies and procedures, required board and state reporting, and other administrative functions.
- Director of Academics/Special Education- for communications, coordinating and documenting for Special Education program, managing daily operations concerning teachers, students and parents, required state reporting and other administrative functions.

Each desktop will need software for creating documents, spreadsheets, presentations, and publishing documents. Will also need video, microphone, and sound capabilities for required State video-conference meetings, and also online Montessori leadership training.

Supplies: Furniture for Classrooms, \$25,000.00

We started the school without startup funding, so furniture and materials for the classrooms were limited. Many families, and our mentor Montessori school, High Desert Montessori Charter School in Northern Nevada, donated new or used Montessori materials to our school in its first year. We look forward to adding more tables, chairs, bulletin boards, area rugs, and much needed cabinets and shelves to display Montessori lesson materials and organize supplies and student areas. With adequately furnished classrooms, SSMCS will be able to make our learning environments more orderly and neat, aesthetically pleasing, encouraging and safe.

Supplies: Furniture to create a library and supplies to help track/organize it, \$18,000.00

Our families have donated many books for our school library, but most of them are stored in boxes and rotated on the limited bookshelves that we have. We would use the funds to purchase more bookshelves, book displays, bulletin boards, area rugs, and comfy chairs and sitting areas. We would also use the funds for library supplies to organize and maintain a functioning school library.

Supplies: Montessori Resource Materials for Our School Community, \$2,560.00

Create a collection of Montessori books and videos to build a resource library for our staff, families, board members and other school community members to utilize to gain a better understanding of Montessori and other relative topics.

Supplies: Montessori learning materials for all classrooms and specials, \$45,500.00

To purchase more Montessori learning materials and supplement materials for each classroom and special programs (including Spanish, physical education, music and art). Classroom materials will be purchased for areas covering math, language, sensorial, geography, history, science, creative art and practical life. Purchasing Montessori learning materials can get expensive, thus we will use the suggested materials list in the AMS (American Montessori Society) School Accreditation Handbook. Many lessons (including practical life, language, cultural, etc.) can be made instead of purchased. So, this budgeted amount will also go to supplies needed to create a Montessori lesson.

Supplies: Office Furniture, and Teacher Supplies and Equipment, \$7,200.00

The office is currently furnished with older used cubicle furniture that was donated to SSMCS as our budget in our first year of operation was very tight. Adding a few needed pieces of furniture to our office would make a world of difference functionally as well as

aesthetically as the office area is the first thing people see when they walk through our front door. Funds will be used to purchase items such as cabinets and book shelves for Montessori resource materials that will be available to anyone in our school community; desks, chairs and bookshelves for administration; commercial laminator including laminating supplies integral for our teachers to make Montessori materials.

Contractual: Professional Development Purchased Services, \$3500.00

Orientation, online-seminars and workshops to introduce topics such as Montessori principles, philosophy and curriculum to board of trustee members, parents, support teachers and other support staff members. We will be utilizing a local certified Montessori trainer to conduct the orientation and/or workshops, and also the online-seminars through Montessori Leadership Institute.

Contractual: Montessori Training for Teachers and Administrators, \$38,100.00

If teachers do not have a Montessori certification when first employed by the school, the teacher is required to start a Montessori training program to obtain certification immediately. Administrators without Montessori certification at time of employment are required to take Montessori leadership class(es) in order to better understand the program and their role. The teachers will be utilizing Montessori Training of Southern Nevada, or North American Montessori Center. The administrators will be taking courses from Montessori Foundation's Montessori Leadership Institute.

Contractual: Architect to Assist in the Design of an Outdoor Classroom, \$1500.00

To create a design for our outdoor classroom that is peaceful, inviting and fun, and allows our students the opportunity to enjoy and interact with nature.

Contractual: Transportation Expense for Community Relations, \$3500.00

Transportation for classrooms, so they will be able to reach out into their community to create relationships with various service, environmental and community organizations.

Project Year: 2 (2011-12)

Travel: Conference Travel, \$6,240.00

Travel expenses (conference registration, airplane fare, hotel and dinners).

Silver Sands Montessori Charter School will be sending 4 representatives (3 staff members and 1 board member) to the National Charter Schools Conference in Atlanta, GA. The \$1,560 per representative will cover: \$650.00 for the conference registration; \$400 for airfare; and \$420 (\$140/night) for hotel; and a \$90 dinner allowance (\$30/night- breakfast and lunch provided by conference). All other meals, hotel and travel costs that does not fit into this budget will be the responsibility of each individual.

Equipment: Technology in Computer Lab and Classrooms, \$10,500.00

To purchase computers, a couple digital cameras, a digital video recorder, a digital projector and a projection screen to go in our computer lab that will be built in the Fall of 2010. Students will be able to use the lab to work on their project presentations, or class work. The lab will also be available to staff members, and other school community members. Also, funds will be used to purchase additional classroom computers for the new classroom(s). Classroom computers will have at least a 20" monitor and speakers so it can be used for project presentations, or as a teaching tool.

Supplies: Additional Furniture for Classrooms and Common Areas, \$25,000.00

Purchase furniture for new Middle school classroom that will be added in FY2012. Continue to add more bulletin boards, area rugs, and Montessori material cabinets and shelves. With

adequately furnished classrooms, SSMCS will be able to make our learning environments more orderly and neat, aesthetically pleasing, encouraging and safe.

Supplies: Adding more to the Library, and Furniture/Equipment to Organize, \$13,150.00

Funds would be used purchase special resource materials that the school can share through the library such as special maps, atlas' and charts; magazine subscriptions (science, travel, current events, etc.), and reference books- paper or electronic. Additional bookshelves, magazine racks, and library software to track the books. We would also use the funds for library supplies to organize and maintain a functioning school library.

Supplies: Montessori Resource Materials for Our School Community, \$2,560.00

Continue to grow and update the collection of Montessori books and videos for the resource library for our staff, families, board members and other school community members to utilize to gain a better understanding of Montessori, learning more about specific areas within Montessori, and other relative topics.

Supplies: Montessori learning materials for all classrooms and specials, \$18,000.00

To purchase and continue to add Montessori learning materials and supplement materials for each classroom and special programs (including Spanish, physical education, music and art). Classroom materials will be purchased for areas covering math, language, sensorial, geography, history, science, creative art and practical life. As mentioned earlier, many lessons (including practical life, language, cultural, etc.) can be made instead of purchased. So, this budgeted amount will also go to supplies needed to create a Montessori lesson.

Contractual: Professional Development Purchased Services, \$4,900.00

Orientation, online-seminars and workshops to introduce topics such as Montessori principles, philosophy and curriculum to board of trustee members, parents, support teachers and other support staff members. We will be utilizing a local certified Montessori trainer to conduct the orientation and/or workshops, and also the online-seminars through Montessori Leadership Institute.

Contractual: Montessori Training for Teachers and Administrators, \$16,300.00

If teachers do not have a Montessori certification when first employed by the school, the teacher is required to start a Montessori training program to obtain certification immediately. Administrators without Montessori certification at time of employment are required to take Montessori leadership class(es) in order to better understand the program and their role. The teachers will be utilizing Montessori Training of Southern Nevada, or North American Montessori Center. The administrators will be taking courses from Montessori Foundation's Montessori Leadership Institute.

Contractual: Add more Fencing for Safety to Grow the Outdoor Learning Environment, \$78,250.00

Currently, our students have physical education and recess on the black-top of our parking lot. We section an area off with cones, and support teachers are standing at the perimeter to keep the children safe. We would use this budgeted amount to create a safer outdoor environment for our students to play, learn, and simply enjoy being outdoors. Following safety codes from the City and the County, we would a fence placed around the grassy areas at the front of the school and create another area in the back to shoot hoops, hopscotch, or just bounce a ball. The grassy area will include peaceful landscaping, a nature

themed play/learn area, classroom gardens, thoughtful walking paths and quiet spots for reflection.

Contractual: Transportation for Community Relations Project, \$3500.00

Transportation for classrooms, so they will be able to reach out into their community to create relationships with various service, environmental and community organizations.