

PRE-KINDERGARTEN EXPANSION AND INCLUSIVE PRACTICES
SEPTEMBER 10, 2026

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We are CCSD
DESTINATION DISTRICT

OUR DESTINATION

Academic Excellence

Students achieve academically so that they can succeed today and adapt for tomorrow.

Career-Connected Learning and Durable Skills

Students graduate with durable skills, a clear path forward, and the credentials needed to enter their chosen field.

Safe and Supportive Schools

Students learn in safe, supportive schools where they are known, valued, connected, and ready to thrive.

Ref. Plan page 13


ACADEMIC EXCELLENCE
Our Destination:
Students achieve academically so that they can succeed today and adapt for tomorrow.
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We are CCSD
DESTINATION DISTRICT

ACADEMIC EXCELLENCE

Strategies to Reach our Destination



1. Academic Excellence, Innovative Learning
2. A Premier Pre-Kindergarten (Pre-K) Program for Clark County School District Families
3. Strong Readers, Writers, and Communicators
4. Confident Mathematical Thinkers and Problem Solvers
5. Inclusive Classrooms That Support Every Learner
6. Valued Educators

ACADEMIC EXCELLENCE

A Premier Pre-Kindergarten (Pre-K) Program For Clark County Families

IN PROGRESS

Improve Kindergarten readiness by building a high-quality, stable early learning workforce, including stronger recruitment and retention of Pre-K educators.

IN PROGRESS

Grow the District's high-quality Pre-K footprint by advocating for the necessary resources, infrastructure, and seats while leveraging community partnerships and facility opportunities to increase access for families.

Ref. Plan page 15

PRE-KINDERGARTEN GENERAL AND SPECIAL EDUCATION PROGRAMS

Program	Student Requirements	Number of Students
Title I (60 half-day and 5 full-day) 65 programs	Lives in attendance zone	20 per session
Nevada Ready! (full-day) 191 programs	Must be four years old by August 1 250% poverty, English learner, or Individualized Education Program	20
Site-Funded (half-day) 2 programs	N/A	20 per session
Special Education Programs		**Number of Students**
Early Childhood Inclusion (ECI) (half-day): 163 programs		20 per session
Early Childhood Special Education (ECSE) (half-day): 44 programs		12 per session
Kids Integrated Delivery of Services (KIDS) (full-day): 200 programs		8

*As of May 22, 2026

CELEBRATIONS

Seat Expansion

Awarded 1,700 additional Nevada Ready! Pre-K seats for the 2026–2027 school year

90 percent of general education seats full on August 19, 2026

Literacy Readiness

Early Childhood Literacy and Readiness Programs Grants

Facilities Expansion

Early Childhood Education Facilities Expansion Grant

- 28 schools
- $2,210,529.00

Teacher Academy College Pathway Program (TACPP)

Expanded Pre-K in high schools to provide authentic internship experiences for students and strengthen the future teacher pipeline (nine total)

PRE-K CLASSROOMS FUNDED BY THE INFRASTRUCTURE GRANT

Region 1

- Allen, Dean LaMar ES
- Bunker, Berkeley L. ES
- Cox, Clyde C. ES
- Culley, Paul E. ES
- Elizondo, Raul P. ES
- McCall, Quannah ES
- Wolfe, Eva M. ES
- Cheyenne HS
- Cimarron-Memorial HS

Region 2

- Abston, Sandra B. ES
- Adcock, O. K. ES
- Beckley, Will ES
- Bell, Rex ES
- Decker, C. H. ES
- Diskin, Pat A. ES
- Petersen, Dean ES
- Ward, Gene ES
- Wasden, Howard ES
- Bonanza HS

Region 3

- Edwards, Elbert B. ES
- Gragson, Oran K. ES
- Harmon, Harley ES
- Hewetson, Halle ES
- Keller, Charlotte and Jerry ES
- Moore, William K. ES
- Ronnow, C. C. ES
- Squires, C. P. ES
- Taylor, Robert L. ES

OPPORTUNITIES

Full-Day Access

Increase access to full-day Pre-K for all students

- 296 full-day programs
- 416 half-day programs

Equitable Access

Advocate for expanded Pre-K funding to increase opportunities for general education students who do not meet current grant requirements

Teacher Academy College Pathway Program

Continue the strategic expansion of Pre-K in high schools to meet community needs while creating opportunities for future educators

NEXT STEPS

Pre-K Expansion

Grow TACPP to expand high-quality Pre-K opportunities and develop the future teacher workforce

Infrastructure Investment

Leverage the District's statutory reserve dollars to expand capital investment in early-childhood infrastructure as approved at the July 1, 2026, Regular Meeting of the Board of School Trustees

Infrastructure Grant

Fiscal year 2027 Grant Award provided approximately $4.1 million to fund construction and furnishing needs

ACADEMIC EXCELLENCE

Inclusive Classrooms That Support Every Learner

IN PROGRESS

Provide students with Individualized Education Programs, students who have experienced persistent opportunity gaps, and multilingual learners with aligned services and instructional supports.

IN PROGRESS

Students in Kindergarten–Grade 12 with Individualized Education Programs (IEPs) receiving instruction in a general education classroom for at least 80 percent of the day increases to 60 percent in 2031, up from 46.3 percent in 2025.

Ref. Plan page 15

CELEBRATIONS

Instructional Frameworks

Boosted Tier I access in self-contained settings through a new literacy framework and cross-departmental mathematics pacing guides with embedded scaffolding and strategies

Inclusive Practices

Implemented a cross-functional workgroup to establish a districtwide vision for inclusion and revise CCSD Policy 6164 to increase clarity around inclusive practices for all stakeholders

Special Education Program Placement

Launched a cross-functional workgroup to review how we place special education programs at schools and make improvements that create stronger consistency for the family and school community

Building Capacity

Cross-functional workgroups are actively working on supervision tools and professional learning for administrators, as well as professional learning and resources for teachers and support professionals

PARTNERSHIPS

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Community Partners to Thank

- UNLV
- Nevada PEP
- nvpie Nevada Partnership for Inclusive Education
- Special Education Alliance
- CREW Disability Center
- College Football Playoff Foundation

NEXT STEPS

Expand Multi-Grade Band Instructional Frameworks

Establish Tier I secondary literacy access in self-contained settings and leverage mathematics pacing guides to create targeted entry points across special education classrooms

CCSD Policy 6164 Special Services and Programs

Establish districtwide commitments for meaningful inclusion, begin policy development, and use feedback to develop expectations, professional learning, and tools for school supervisors

Funding

Seek an increase in State Education Funding to offset the additional demand on the Pupil-Centered Funding Plan to fully cover the incorporated special education weight

Request that the State fully fund IEPs

Professional Learning

Formalize tiered, role-specific professional learning pathways to scale effective inclusive practices districtwide



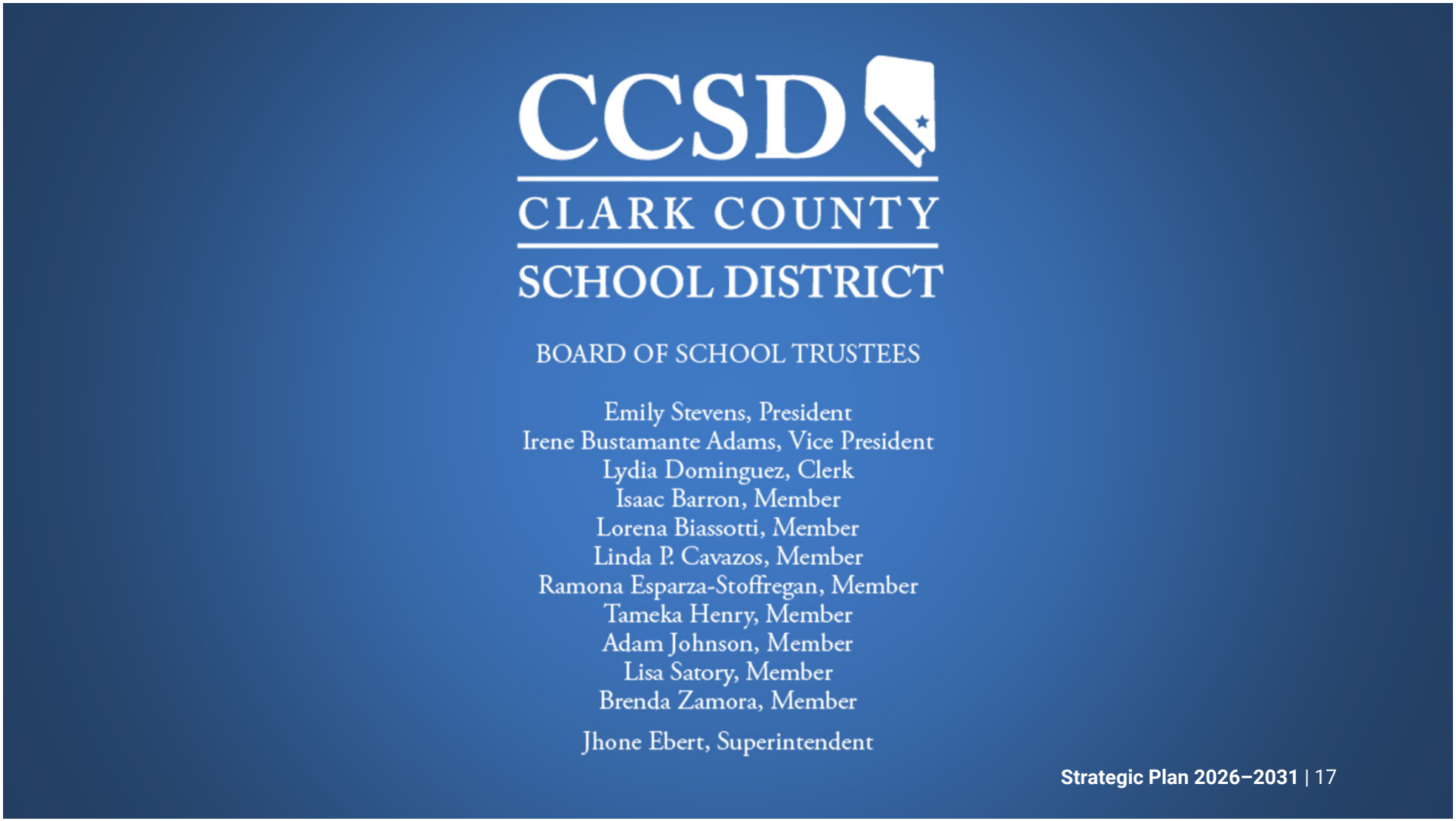
OUR COMMITMENT

This is our five-year commitment to transforming our schools into safe, supportive places where learning sparks joy and students are ready to build a home, a life, and a future.



SUPERINTENDENT'S COMMENTS
BOARD DISCUSSION AND QUESTIONS

We are CCSD
DESTINATION DISTRICT


CCSD
CLARK COUNTY
SCHOOL DISTRICT
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