



High Desert Montessori Charter School

101 Fantastic Drive. Reno, Nevada 89512 - 775-624-2800

NOTICE OF PUBLIC MEETING

**Board of Directors Meeting
October 26, 2022 @ 5:00PM via Zoom**

Join Zoom Meeting

<https://us02web.zoom.us/j/86837558064?pwd=djVodDBiT2hVWW9tZDB1a01sS0Nldz09>

Meeting ID: 868 3755 8064

Passcode: 315066

+1 669 900 6833 US (Zoom Phone Link)

High Desert Montessori School's Board of Directors will conduct their public meeting either in-person, virtually, or by phone. All Directors shall attend the meeting in person or remotely. Public members wishing to attend the virtual meeting may do so by using the virtual link or phone in information as directed below. Unless otherwise restricted, as noted, the Board may take action on any item. Unless otherwise stated, items may be taken out of order at the discretion of the chairperson. Items may be combined for consideration by the Board. Items may be pulled or removed from the agenda at any time. Reasonable efforts will be made to assist and accommodate physically disabled persons desiring to attend the meeting. Please contact the school at 775-624-2800 in advance so arrangements may be conveniently made. Supporting materials may be obtained from Stephanie Turner; by email at Stephanie@hdmsreno.com at the address or phone number above.

The Board of Directors will receive public comment virtually, in person, or via email at publiccomment@hdmsreno.com. All public comments received before and during the meeting will be provided to the Board of Directors. Such comments shall not be read aloud at the meeting but will be recorded in the public record and in the minutes. In-person public comment will be limited to 3 minutes. No action can be taken on any comments, but public input is welcome.

AGENDA

1. Call to Order and Roll Call (FOR POSSIBLE ACTION)
2. Public Comment
3. Adopt the Agenda (FOR POSSIBLE ACTION)
4. Approval of Board Minutes from 9.28.22 (FOR POSSIBLE ACTION)
5. Approval of Board Retreat Minutes from 10.10.22 (FOR POSSIBLE ACTION)
6. Introduction of New Faculty Members (DISCUSSION)
7. Introduction and Discussion of Board Faculty Advisor (DISCUSSION)
8. Approval of 22-23 CPA Budget (FOR POSSIBLE ACTION)
9. Vice-Chairperson Appointment (FOR POSSIBLE ACTION)
10. Principal Update; School Performance Plan (DISCUSSION)
11. Montessori Advisor Update; Planes of Development and Pedagogy (DISCUSSION)
12. HDMS Board Committees Update; Personnel Committee (DISCUSSION)
13. Bylaws amendment; Roberts Rules (DISCUSSION)
14. Public Comment
15. Adjournment and Future Agenda Items (FOR POSSIBLE ACTION)



High Desert Montessori Charter School

101 Fantastic Drive. Reno, Nevada 89512 - 775-624-2800

Items not acted on at this meeting may be acted on at future meetings.

"High Desert Montessori School provides a safe, nurturing school environment that fosters independence, problem-solving skills and great work in our students. We offer tools to explore the universe through Montessori's Cosmic Education, the purpose of which is to link all areas of human knowledge. We urge all of our students to be participating members of a socially conscious and green community by inspiring them to be critical thinkers capable of reflection, communication and action. We comply with all Nevada State and Common Core State Standards."

HDMS Board meetings are posted at the following places:

- Washoe County School District
- Sparks Library
- Washoe County Administration
- HDMS 101 Fantastic Drive, Reno, NV 89512
- HDMS Website www.hdmsreno.com



**Board of Directors Meeting
High Desert Montessori School
Wednesday, September 28, 2022 @ 5:00PM via Zoom**

1. Call to Order and Roll Call

Max Haynes
Bonnie Pillaro
Ashley Allen
Nicole Commons
Reid Riker
Jennifer Linn
Nancy Smith
Bridget Frost (5:05 pm)

2. Public Comment

None

3. Adopt the Agenda

Member Riker motions to adopt the agenda as presented, Member Pillaro seconds the Motion and it passes unanimously.

4. Approval of Board Minutes from 8.31.22

Member Linn requested Item 9 Jennifer last name spelling correction
Administrator requested change to Item 6 Administrator Richards, Dean update.

Member Riker motions to approve the minutes from the 8-31-22 board meeting with Changes to item#6 and #9, Member Smith seconds the motion and it passes unanimously.

5. Introduction of new faculty members

Administrator Perez introduced the new employees to the board.

6. Vice-Chairperson Appointment

Chairman Commons led the discussion for this item and no action was taken.

7. Principal Update; School Performance Plan & Academics

Administrator Perez presented his principal update (see attached supporting documents.)

8. Finance Committee Update

Administrator Stockton reviewed updates from the most recent meeting.

9. 22-23 Revised Budget

Administrator Miller-Mintz reviewed the specifics of this item (see attached supporting documents).

Member Riker motions to approve the 22-23 Revised Budget as presented. Member Allen seconds the motion and it passes unanimously.

10. HDMS Board Committees Update

Chairman Commons led the discussion on this item.

11. Public Comment

Teacher Berfield had a recruitment and retention committee question.

12. Adjournment and Future Agenda Items

Retreat: training and recruitment

October meeting- financial audit

School performance plan

Member Riker motions to adjourn the meeting, Member Smith seconds the motion and it passes unanimously.

Items not acted on at this meeting may be acted on at future meetings.



High Desert Montessori Charter School

101 Fantastic Drive. Reno, Nevada 89512 - 775-624-2800

Board of Directors Retreat

Monday, October 10, 2022 @ 4:00PM

101 Fantastic Drive

Reno, Nevada 89511

1. 4:02 pm Call To Order and Roll Call

Nicole Commons

Reid Riker

Nancy Smith

Ashley Allen

Jennifer Linn

Bonnie Pillaro

Brigitte Frost (via Zoom)

Max Haynes

2. Public Comment

None

3. Adopt the Agenda

Member Riker motions to adopt the agenda as presented. Member Pillaro seconds the motion and it passes unanimously

4. Review of Montessori Focus

- Member Commons led discussion on this topic
- Review of Board Video training from WCSD
- Review of School mission statement

5. Review of HDMS Board committee responsibilities

- Member Commons led discussion on this topic
- Review of purpose of committees
- Discussion of finance committee and purpose of audits



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6. Review and planning for growth fundraising and Capital Campaigns

- Member Commons led discussion on this topic
- Discussion of fundraising efforts

7. Evolution of HDMS Board in the future

- Member Commons led discussion on this topic
- Discussion of board governance needs for the school
- Discussion of board recruiting
- Discussion of new non-voting faculty board member position
- Discussion of board accountability to items discussed in meetings.

8. Public Comment

None

9. Adjournment and Future Agenda Items.

Member Smith motions to adjourn. Member Riker seconds the motion and it passes unanimously. 6:15 PM

Items not acted on at this meeting may be acted on at future meetings.

HDMS Board meetings are posted at the following places.

Washoe County School District

Sparks Library

Washoe County Administration

HDMS 101 Fantastic Drive Campus

DRAFT: HDMS Board Faculty Advisor Position

Purpose: To provide a faculty perspective to the HDMS board of directors on items posted on the board agenda and in the following areas:

1. Student success
 2. Learning culture
 3. Connectedness
- The faculty advisor must have completed Montessori training
 - The faculty advisor shall serve a 2 year term
 - The faculty advisor is a non-voting position, and shall not participate in Executive Sessions.
 - The faculty advisor will be required to submit required documents and attend trainings required of the board
 - The faculty advisor will have access to the shared board documents prior to each meeting to remain well informed of items being discussed.
 - The faculty advisor may provide a written report, "Faculty Advisor Update", pertaining to the 3 areas noted above. This must be communicated to the principal one week prior to the board meeting so the "Faculty Advisor Update" can appear on the board agenda.
 - The faculty advisor will not participate on HDMS board committees, but can share information with the board regarding HDMS faculty meetings.

Board of Directors' meeting on October 26, 2022

Agenda Item No. 8. Approval of 2022-23 CPA Budget

This item is not correctly stated, and no possible action can be taken.

YE2022 Financial Audit Update

HDMS has received federal grant funding during the fiscal year 2021-2022 exceeding the \$750K threshold so a Single Audit is required. Dave Silva will need to convert the engagement with HDMS to a Single Audit and request a 30-day extension from NDE. First-time Single Audits are more time consuming and tough, but being the HDMS records are pretty exceptional (according to Dave), the process can be expedited.

The agenda item for the November 30th board meeting agenda will be:

Approval of the YE22 Financial Audit (FOR POSSIBLE ACTION)



October 25, 2022

Nevada Department of Education
Deputy Superintendent for Business and Support Services
700 East Fifth Street
Carson City, NV 89701

Re: Request for Extension – June 30, 2022 Audit

In reference to the requirements of NAC 387.775(4), we are respectfully requesting a 30-day extension of time to file our audit for the year ended June 30, 2022.

Local Government

High Desert Montessori Charter School

Audit Firm

David E. Silva, CPA
Silva, Sceirine & Associates, LLC
9585 Prototype Court, Suite C
Reno, NV 89521
dsilva@cpassa.com

Date Report to be Filed with Board of Directors

November 30, 2022

Date Report to be Filed with NV Department of Education

December 1, 2022

Explanation

We received confirmation on October 24, 2022 that the School exceeded the Single Audit threshold for FY22. This is the first time the School has been required to obtain a Single Audit and additional time is needed to secure all relevant documents to be provided to our auditor.

Thank you for your consideration of our request.

Very truly yours,

Tammie Stockton
Executive Director



Washoe County School District

High Desert Montessori Charter School

School Performance Plan: A Roadmap to Success

High Desert Montessori Charter School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Eric S. Perez

School Website: www.hdmsreno.com

Email: Eric@hdmsreno.com

Phone: 775-624-2800

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 21, 2022



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

| Name | Role |
|------------------|--|
| Eric S. Perez | Principal(s) (required) |
| Kaleigh Richards | Other School Administrator(s) (required) |
| Lisa Kapellas | Teacher(s) (required) |
| Larry Adams | Teacher |
| Jamie Berfield | Teacher |
| Monica Jennings | Paraprofessional(s) (required) |
| Stacey Hart | Parent(s) (required) |
| Brigitte Frost | HDMS Board Member |

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [Nevada Reportcard](#)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

| Student Success | |
|--|--|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> • ELA Grade 3 At or Above Standard percentage increased by 1% • ELA Grade 5 At or Above Standard percentage increased 3% • ELA Grade 6 At or Above Standard percentage increased 5% • ELA Grade 7 At or Above Standard percentage increased 10% • Math Grade 3 At or Above Standard percentage increased 4% • Math Grade 4 At or Above Standard percentage increased 11% • Math Grade 7 At or Above Standard percentage increased 7% | <ul style="list-style-type: none"> • ELA Grade 4 At or Above Standard Percentage decrease by 12% • ELA Grade 9 At or Above Standard Percentage decrease by 9% • Math Grade 5 At or Above Standard Percentage decrease by 6% • Math Grade 6 At or Above Standard Percentage decrease by 16% • Math Grade 8 At or Above Standard Percentage decrease by 21% |
| <p>Problem Statement: Various grades show significant decreases in the percentage of students at or above grade level as measured by SBAC</p> | |
| <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Thinking about thinking (metacognition). Students have difficulty explaining their thinking on high stakes tests due to the Montessori Method's reliance on Concrete vs. Abstract instructional methods. | |

| Student Success |
|-----------------|
| |



School Goal: For the SBAC testing season 2022-2023, HDMS will increase the number of students at or above grade level by 10% points in all grades and in both Math and ELA.

Formative Measures:

- Walk-through observation data
- Montessori DERS data
- MAP data and assessments from interventions

Aligned to Nevada's STIP Goal:

- STIP Goal 3

Improvement Strategy:

- **Improvement Strategy:**
- -Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats. **Evidence Level 1 - Strong**
- -Add a focus on academic vocabulary that more closely aligns with testing vocabulary. **Evidence Level 1 - Strong**

Action Steps: What steps do you need to take to implement this improvement strategy?

- Determine what resources are already available to the school and what needs to be purchased.
- Determine what financial resources are available.
- Identify the timeline for hiring resource teachers in time for new teacher orientation.
- Connect with the school HR department for recruitment and hiring support.
- Identify specific students needing support.
- Work with teachers and interventionists to schedule and monitor student growth.

Resources Needed: What resources do you need to implement this improvement strategy?

- Budget for interventionist
- Recruitment and hiring plan
- Differentiated math, phonics, and literacy materials.

Lead: Who is responsible for implementing this strategy?

- HDMS Principal
- HDMS Montessori Advisor
- HDMS Academic Team
- Individual level PLC's
- HDMS MTSS Team



Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Finding financial resources given a limited budget - Grant funding and redirecting other funding to meet this need
- Hiring a quality candidate on a short timeline
- Onboarding new staff member
- Teacher working relationship

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- DSA Funding from the State of Nevada
- Special Education funding through state and federal sources
- Grant funding from various sources including ESSER II, ESSER III, and other grants

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: No ELL teacher is available at our school. Parents have opted out of specific ELL support. N=24
- Support:
 - EL Learners at HDMS will receive additional support through research-based literacy supports including Phonics First and Leveled Literacy.
 - Math Supports for grades 3 through 8 will be delivered through NWEA MAP Accelerator’s Khan academy.
 - Specific instruction in Cognitive testing verbs within intervention groups and in Tier I instruction in small group classroom setting.
 - Review of ELL student progress revisited periodically through MTSS team.

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Foster/Homeless: No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

Free and Reduced Lunch: No specific supports beyond the general plan

- Challenge:
- Support:

Migrant: No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Parent support for children with diverse backgrounds in Montessori specific instruction
- Support:
 - Track formative data across racial groups to measure if any disparities exist during the intervention.
 - Parent involvement facilitator and bilingual parent education nights to elicit help with learning strategies at home.

Students with IEPs:

- Challenge: Students needing extra support for disabilities beyond the classroom.
- Support: Students assigned to small group interventions by highly qualified special education teachers and also receiving Tier II and Tier III interventions as needed.

Inquiry Area 2 - Adult Learning Culture

| Adult Learning Culture | |
|--|---|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> ● All faculty at our school have completed, are in the process of, or committed to complete Montessori training. ● Strong focus on improving instruction while not sacrificing Montessori Ideals ● Robust PLC process that includes lesson study, child study, and book study. | <ul style="list-style-type: none"> ● Streamline our Montessori practice as it relates to CCSS and NGSS standards ● Improve the usage of CCSS and NGSS cognitive verbage in every day instruction. |
| Problem Statement: | |



- Teachers need intervention supports to supplement Montessori practices
 - Teachers are spending too much time with behavioral and SEL issues that time away from instruction
- Critical Root Causes of the Problem:**
- Students continue having difficulty with school routines and social interaction affecting academic achievement.
 - Need for a Tier III/early childhood mathematics intervention program.

Adult Learning Culture

School Goal: Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass-rate on SBAC and Science CRT tests by 10%

Formative Measures:

- Walk-through observation data
- Montessori DERS data
- MAP data and assessments from interventions
- Teacher feedback

Aligned to Nevada's STIP Goal:

- STIP Goal 2
- STIP Goal 5



Improvement Strategy:

- School-wide focus on Grace and Courtesy lessons as developed by the American Montessori Society and the Association Montessori international. **Evidence Level: 2-Moderate**
- School Licensed Clinical Social Worker identifies individuals and groups for social interventions to improve mental health and behavior for improved educational outcomes. **Evidence Level 1 - Strong**
- Implement intervention and instruction in Numeracy and Fractional Reasoning through Numeracy Consultants.net. **Evidence Level 1 - Strong**

Action Steps: What steps do you need to take to implement this improvement strategy?

- Create a rotating Grace and Courtesy schoolwide focus with expectations for writing and reflection in classes.
- Licensed Clinical Social Worker hired to create groups and individual counseling sessions.
- Licensed Clinical Social Worker will develop and implement a school-wide SEL program that is aligned to Montessori ideals.
- Train the trainer model of instruction in numeracy and fractional reasoning with school academic coach attending training.

Resources Needed: What resources do you need to implement this improvement strategy?

- Licensed clinical social worker
- Montessori Academic coach time to attend training in mathematics fluency.

Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions?

- **Implementation Challenge:**
 - Scheduling challenges for social worker
 - Time for coach to attend training
- **Potential Solution:**
 - Time for children to attend sessions with clinical social worker built in to daily schedule and time is sacred and protected
 - Allow Montessori coach time off as paid PD time to attend training sessions where needed.

Lead: Who is responsible for implementing this strategy?

- HDMS Principal
- HDMS Montessori Advisor
- HDMS Licensed Clinical Social Worker
- Individual level PLC's
- HDMS MTSS Team



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- DSA Funding from the State of Nevada
- Special Education funding through state and federal sources
- Grant funding from various sources including ESSER II, ESSER III, and other grants

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: No ELL teacher is available at our school. Social worker is not bilingual
- Support:
 - EL Learners with severe language deficits can have a bilingual interpreter for counseling sessions.
 - Social worker will refer students to outside resources when language deficits cannot be mitigated through interpreter.
 - Review of ELL student progress revisited periodically through MTSS team.

Foster/Homeless: No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

Free and Reduced Lunch: No specific supports beyond the general plan

- Challenge:
- Support:

Migrant: No specific supports beyond the general plan due to low N size

- Challenge:
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Racial/Ethnic Groups:

- Challenge: Parent support for children with diverse backgrounds in Montessori specific instruction
- Support:
 - Track formative data across racial groups to measure if any disparities exist during the intervention.



- Parent involvement facilitator and bilingual parent education nights to elicit help with learning strategies at home.

Students with IEPs:

- Challenge: Students needing extra support for disabilities beyond the classroom.
- Support: Students assigned to small group interventions by highly qualified special education teachers and also receiving Tier II and Tier III interventions as needed.

Inquiry Area 3 - Connectedness

| Connectedness | |
|---|---|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> ● Strong social/emotional focus through Montessori education ● Strong Mental health professional (Licensed Clinical Socialworker) on staff to help children and families in need. ● Strong culture of community to support families, faculty, and students. | <ul style="list-style-type: none"> ● Increase parent involvement through parent education and community activities |
| <p>Problem Statement: Many parents still do not know how to support their children both in school and at home.</p> | |
| <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Outreach to parents of diverse backgrounds needs to increase so they understand the needs of a public Montessori school and how to help their children at home. | |

| Connectedness | |
|--|--|
| <p>School Goal:</p> <ul style="list-style-type: none"> ● Increase Parent awareness through community events and parent education nights as measured through exit survey data | <p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 6</p> |



| | |
|--|---|
| <ul style="list-style-type: none"> ● Increase advertising for these events to maximize parent attendance. Results measured through attendance tracking of event participation. <p>Formative Measures:</p> <ul style="list-style-type: none"> ● Exit survey data from community events ● Qualitative data from parent focus groups and quantitative data from exit surveys ● Family Attendance at events | |
| <p>Improvement Strategy:</p> <ul style="list-style-type: none"> ● Offer parent university events to improve parent involvement in their children's education targeting Montessori in the home, curriculum support, and SEL support, Evidence Level 1- Strong <p>Action Steps: What steps do you need to take to implement this improvement strategy?</p> <ul style="list-style-type: none"> ● Plan an organize Parent Education Nights and schedule them throughout the school year ● Academic team to develop a parent curriculum aligned to standards and Montessori curriculum ● Parent Involvement Facilitator to take parent education curriculum and make it accessible to bilingual families. ● Advertising in school newsletter, social media posts, and paper posters. ● Create exit surveys for feedback from families that is measurable and quantitive <p>Resources Needed: What resources do you need to implement this improvement strategy?</p> <ul style="list-style-type: none"> ● Human capital in the form of extra duty pay for teachers and parent involvement facilitator. ● Office supplies and snacks for the actual event ● Aftercare staff to provide childcare. ● Use of Google Forms to conduct surveys for data collection. <p>Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions?</p> <ul style="list-style-type: none"> ● Implementation Challenge: Attendance by busy families and childcare. ● Potential Solution: Effective advertisement in both class and school newsletters. | <p>Lead: Who is responsible for implementing this strategy?</p> <ul style="list-style-type: none"> ● HDMS Principal ● HDMS Montessori Advisor ● HDMS Academic Team ● HDMS Parent Involvement Facilitator |



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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: No ELL teacher is available at our school. Social worker is not bilingual
- Support:
 - Parent involvement facilitator and other bilingual staff can help translate and produce material.

Foster/Homeless: No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

Free and Reduced Lunch: No specific supports beyond the general plan

- Challenge:
- Support:

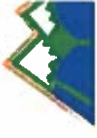
Migrant: No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Parent support for children with diverse backgrounds in Montessori specific instruction
- Support:
 - Parent involvement facilitator and other bilingual staff to help with advertising and curriculum development

Students with IEPs:



- No specific supports beyond the general plan

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

| Outreach Activity | Date | Lessons Learned from the School Community |
|----------------------------|---|---|
| Nevada Montessori Week | August 9-12, | <ul style="list-style-type: none"> • Celebration of opening new campus and 20th anniversary of our school • Tour of new building and chance to discuss classes, schedules, and concerns of parents |
| Back to School Nights | August 23, and August 30, | <ul style="list-style-type: none"> • Classroom specific introduction and discussion of policies and procedures • Discussion of Montessori philosophy and its relation to public charter schools |
| Second Cup of Coffee | September 9, November 18, January 27, February 24, April 21, May 26 | <ul style="list-style-type: none"> • Open agenda discussion with parents and principal • Discussion of parent concerns, school climate, and instruction |
| Parent Education Nights | September 21 and April 19 | <ul style="list-style-type: none"> • How to help parents navigate Montessori philosophy • How parents can help children in the home • How to support Montessori education for their children |
| Montessori Through My Eyes | November 9, November 16, February 8, February 16 | <ul style="list-style-type: none"> • Child-specific introduction to Montessori methods to teach individual lessons |



| | | |
|---|--------------------------------------|---|
| <p>Parent involvement in school-wide improvement committees</p> <ul style="list-style-type: none"> ● Safety ● Green team ● PTO ● Academic | <p>Monthly throughout the year</p> | <ul style="list-style-type: none"> ● Fundraising ● Environmental support ● Overall school safety ● Academic analysis and planning |
| <p>Fantastic Faire</p> | <p>October 22</p> | <ul style="list-style-type: none"> ● Community building and elementary fundraiser |
| <p>Celebration of Diversity</p> | <p>December 20 and December 21</p> | <ul style="list-style-type: none"> ● Semester 1 culminating event to showcase student projects ● End of semester/winter celebration |
| <p>Fall Student-led Conferences</p> | <p>October 17 through October 21</p> | <ul style="list-style-type: none"> ● Review of progress, goal setting, assessment review |
| <p>Spring Student-led Conferences</p> | <p>March 13 through March 17</p> | <ul style="list-style-type: none"> ● Review of progress, goal setting, assessment review |

Personnel Committee

10.17.22

Attendees: Nancy Smith, Tammie Stockton, Eric Perez, Kaleigh Richards

1. Personnel Committee: The roles and responsibilities of the Personnel Committee were discussed. We do not recommend any changes to the following description:

Personnel Committee /Recruitment and Retainment (per bylaws)

a) Membership: If the Board of Directors chooses to have a Personnel Committee, rather than to perform the below described functions itself, only Board Members may serve on the Personnel Committee.

b) Function:

1.b.i. Annual review of designated supervising employees with recommendation to the full Board.

1.b.ii. Periodic review of staffing patterns to ensure that such is consistent with the School's annual and five-year plans.

2. 1.b.i Review of designated supervising employees: Currently we have an Executive Director and Principal. Discussion on revising the current evaluation system to merge the Nevada Administrative Performance Evaluation published by the NDE with the Executive Director Appraisal from the Montessori Playbook published by the National Center for Montessori in the Public Sector. Draft copies will be circulated between the committee. A draft will go to the board by January or sooner for approval.
3. 1.b.ii. Discussion of staff recruitment and retainment considering the past, present, and future. Considerations include:

| Recruitment | Retainment |
|--|--|
| <ul style="list-style-type: none">● Pipeline of teaching candidates through the current HDMS staff● Pipeline of education students through UNR and TMCC● Future accredited Montessori training center for non-Montessori certified teachers● Offering CEU credits to education students and WCSD teachers through MyPGS● 5 year plan: add 2 new teachers; one lower elementary and one upper elementary, increase middle school student capacity to 80 (current 73) = school capacity and financial budget of 550 students | <ul style="list-style-type: none">● Work day/bell schedules/contracted time● Staff bonuses● Health insurance (WCSD covers 100%, HDMS 75%)● Lack of teacher prep time● Need for more time with assistants● Salary (on par with WCSD, need to surpass)● Assistant salaries |

