



High Desert Montessori Charter School

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

NOTICE OF PUBLIC MEETING

**Board of Directors Meeting
November 30, 2022 @ 5:00PM via Zoom**

Join Zoom Meeting

ZOOM Link: <https://us02web.zoom.us/j/89057652378?pwd=Q1dGaWlzYm44YWlCYTV1N3RUcnlYUT09>

Meeting ID: 890 5765 2378

Passcode: 633185

+1 669 900 6833 US (Zoom Phone Number)

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 10.26.22 (FOR POSSIBLE ACTION)
5. Approval of the YE22 Financial Audit (FOR POSSIBLE ACTION)
6. Introduction of New Faculty Members (DISCUSSION)
7. Board Faculty Advisor Duties (FOR POSSIBLE ACTION)
8. Board Faculty Advisor Position (FOR POSSIBLE ACTION)
9. Principal Update; (DISCUSSION)
10. ED Update: Phase III Construction, Grant Update, ED Position for 22.23 (DISCUSSION)
11. School Performance Plan (FOR POSSIBLE ACTION)
12. Montessori Advisor Update; Planes of Development and Pedagogy (DISCUSSION)
13. HDMS Board Personnel Committee Update (DISCUSSION)
14. HDMS Board Governance Committee Update (DISCUSSION)
15. Bylaws amendment; Roberts Rules (FOR POSSIBLE ACTION)
16. Public Comment
17. 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, October 26, 2022 @ 5:00PM via Zoom**

1. Call to Order and Roll Call

Max Haynes (not present)
Bonnie Pillaro
Ashley Allen
Nicole Commons
Reid Riker (not present)
Jennifer Linn
Nancy Smith
Brigitte Frost

2. Public Comment

None

3. Adopt the Agenda

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

5. Approval of Board Minutes from 9.28.22

Administrator Perez requested the date of the minutes to be changed from 9-26 to 9-28.

Member Frost requested name spelling to be changed from Bridget to Brigitte.

Member Frost motions to approve the minutes from the 9-28-22 board meeting with Changes to item to heading date and Member Frost's first name spelling, Member Pillaro seconds the motion and it passes unanimously.

5. Approval of Board Retreat Minutes from 10.10.22

Member Linn requested her last name be corrected from Lynn to Linn.

Member Smith motions to approve the minutes from 10-10-22 with the correction to member Linn's name. Member Frost seconds the motion and it passes unanimously.

6. Introduction of New Faculty Members

Administrator Perez reviewed the new staff that has been hired for the year.

7. Introduction and Discussion of Board Faculty Advisor

Administrator Stockton reviewed the specifics of this item.

Faculty member Ryder introduced herself.

Chairman Commons commented that this position would be non-voting and would not participate in any executive session.

8. Approval of 22-23 CPA Budget

Administrator Miller-Mintz reviewed this item and reasoning for a single audit (see attached supporting documents.) Additionally, this item was not correctly stated on the agenda; therefore, no possible action can be taken.

9. Vice-Chairperson Appointment

Chairman Commons introduced this item and referenced a discussion with member Pillaro. Member Pillaro agreed to accept the position.

Member Frost motions to appoint Bonnie Pillaro to vice-chair. Member Smith seconds the motion and it passes unanimously.

10. Principal Update; School Performance Plan & Academics

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

11. Montessori Advisor Update; Planes of Development and Pedagogy

Administrator Richards reviewed her update.

12. HDMS Board Committees Update; Personnel Committee

Member Smith updated that board from the most recent meeting (see attached supporting documents.)

13. Bylaws Amendment; Roberts Rules

Administrator Stockton and Chairman Commons opened the discussion and need for amendment.

The board discussed giving members time to think on this item and following up with counsel. After which a proper discussion and voting can take place.

14. Public Comment

Parent Smith commented on PTO, Fantastic Fair and need for more parent participation.

15. Adjournment and Future Agenda Items

Bylaws

Committees

21-22 Audit

School Performance Plan

Faculty Advisor

Executive Update- Phase 3, Grant Update and ED position

Member Frost motions to adjourn the meeting. Member Pillaro seconds the motion and it passes unanimously.

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

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.**

Principal Board Update 2022-2023
High Desert Montessori Charter School

Submitted by Principal Eric Perez

Strategic Planning Pillars:

1. Montessori Principles and Tenets
2. Academics/Student Success
3. Parent Outreach and Engagement

November 30, 2022

Montessori Principles and Tenets:

- **Classroom Observations:** As I make my way through classrooms, I am seeing a greater level of engagement than I saw in the past 2 years. This tells me that students are recovering from Covid affected years and getting back into the groove. Every class is showing high-quality Montessori-based lessons, even with teachers who are not yet Montessori-trained. This is a testament to the wonderful mentoring teachers are receiving from their colleagues in the PLC groups, and the amazing coaching they are receiving from our Montessori Advisor, Kaleigh Richards.
- **School Wide SEL Focus:** We continue our partnership today with STREAMS. This group, led by Jamie Berfield and her partner, Tisia Stemp, are beta testing their curriculum which aims to look deeply into culture and how it affects education and the whole child.
- **Specific Montessori Training:** Staff members who are currently enrolled in training are working with their centers to improve their Montessori instruction. We currently have 3 new staff members who are looking at training centers for this coming summer. 5 staff members will be attending the AMS conference in Boston Mass. this coming March to improve their knowledge and discuss the Montessori curriculum and methods with colleagues from around the world.

Academics/Student Success

- **Interventions:** Our intervention programs in reading are off to a great start through the help of our teachers and assistants who are working with children in the areas of literacy and phonics, as well as our amazing Foster Grandma Essie, and our interventionist, Kelly Yopez. We continue to use Khan Map Accelerator for math interventions in the classrooms and are looking at adding a numeracy curriculum that Foster Grandpa Mallory will be utilizing. Ms. Kaleigh and I are currently vetting several online intervention programs that teachers can use in their classrooms to improve math literacy across all levels. These should be ready to be fully implemented by the start of 2023.

Parent Outreach and Engagement

- **Parent Education Nights:** In September, HDMS hosted a parent education seminar which was an overview of Montessori philosophy and how to support it in the home. This month, we hosted a parent seminar on suicide prevention and will be hosting a seminar on parenting in the digital age in December. In January, Ma'Kayla from the Northern Nevada Literacy Counsel will be hosting reading nights for parents to increase literacy among our youngest readers.
- **PTO:** The PTO continues to sell school calendars as a fundraiser. The money raised is being used to fund various projects through grant requests. They are also working to plan events such as Brews and Bites, and offering support to the Fantastic Faire, our elementary fall festival.
- **Montessori Through My Eyes:** Our twice-a-year event where children teach lessons to their parents was held on three different nights this month and was very well attended. This month's focus was on literacy. We will be holding another event in February with a math focus.

NEXT STEPS:

- Complete the first round of formal teacher evaluation observations and individual post-observation conferences
- Schedule child-study meetings using the NCMPS child study process to target students with specific needs
- Continue to identify students needing intervention using results from MAP, SBAC, and various other assessments including AimsWeb
- Continue to update health and safety policies based on guidance from the Washoe County Health District and WCSD
- Continue to design and implement professional development that is aligned with Montessori principles which are relevant and immediately applicable to staff.

**Executive Director Board Update
22-23 School Year**

11.29.22

ED Major Responsibilities

- Support HDMS Mission
- Ensure a clean, safe, and orderly school campus
- Support principal and dean of students as needed
- Oversee school management and operations
- Oversee school meal program
- Oversee school construction
- Oversee capital campaign/fundraising/grants

1. **Phase 3 Construction:** On track for end of February/first of March completion

Community Center

- Completed: Framing, stucco, windows, electrical, plumbing, HVAC, drywall, exterior painting
- Next steps: exterior painting, interior painting, garage door, tiling, plumbing installation,

New west playground

- Playground equipment expected delivery date is February 12th
- Asphalt removal, grading, and playground installation bids in progress

2. **Grants**

- NDA/Meal Grant: As of the end of October, we have served 14,238 breakfasts, 18,601 lunches and collected \$97,147 in revenue. We average 782 meals a day.
- NDA Kitchen Grant: We received a \$19,000 grant for additional refrigeration.
- Nevada Ready Grant: We were able to join the Nevada Ready Grant this school year which provides free tuition to 8 qualifying 4 year olds, saving families \$7,450 a year in tuition. We collaborated with the primary teachers in adjusting student classroom placements.
- Children's Cabinet Construction Grant: We were highly disappointed to not receive funding through the state construction grant.

3. **Executive Director Position:** After much discussion and reflection with various stakeholders, I would recommend to the HDMS Board of Directors that the Executive Director position be dissolved in moving forward to the 23-24 school year.

Reasons for this include:

- Current ED has reduced contracted days over the past 2 years; currently on a 145 day contract
 - Construction financing and construction completed as of March 2023
 - Current ED oversees funding coming in (accounts receivable) and funding going out (accounts payable). Principal participates in budget planning and the finance committee and can take on this responsibility.
 - Current ED approves invoices and payables (Principal/Director can take on this responsibility)
 - Mentoring of principal, teacher or student support in a minimal capacity
-

- Current ED spends majority of time managing grants including the meal program through the NDA and Nevada Ready Grant.
- Current ED spends time searching and applying for new grant or fundraising opportunities
- Current ED spends time networking with support organizations throughout the region
- Current ED oversees school safety and facilities (new facilities coordinator hired as of 12.1.22)
- Current ED coordinates with Great Basin Montessori, and possible future professional development and Montessori teacher training center

Future needs of the school include:

- Remain Montessori focused
- More instructional and classroom support with an Assistant Principal; increase student achievement
- Continued mental health support with a school counselor or social worker
- Grant solicitation and management
- Fundraising solicitation and management

*Please refer to DRAFT Grants/Fundraising Job Description

*Please refer to the DRAFT Administrative Organizational Chart. Updates include:

- Rename the "Principal" to the "Principal/Director"
- Add an "Assistant Principal" to support the instructional side of school operations.
- Add a "Grants/Fundraising Coordinator" position
- Add to the "Business Coordinator" position an additional responsibility of being the lead office manager overseeing the administrative support staff.

*Please refer to the "Administrative Roles and Responsibilities 11.9.22"

4. Reno-Sparks Chamber Leadership Class: I will be graduating from the leadership program on December 14th. This worthwhile program allowed me to network with 32 other class members, have conversations with community leaders throughout the region, and visit regional support organizations such as the Stewart Indian Colony, Sierra Job Corp, legislature, Pioneer Center, and Nothing to It Culinary School.



Grants/Fundraising Coordinator Job Description

High Desert Montessori Charter School (HDMS) is seeking an individual who can accomplish 2 primary tasks while working in collaboration with other stakeholders who support the vision and mission of the school. Primary responsibilities include:

1. **Grants:** Be responsible for the management of current grants. Including, but not limited to, the National School Lunch Program and Nevada Ready Grant. Solicit new grants to support the needs of the school including mental health support, professional development, facilities, and classroom materials.
2. **Fundraising:** Organize campaigns to raise funds or otherwise solicit and gather monetary donations or other gifts for the school with the goal of paying off financial commitments.

QUALIFICATIONS:

- Minimum of a high school diploma or successful experience in the area of finance, grants, or fundraising; business background or college experience preferred but not necessary
- Must have the ability to take initiative, prioritize, and complete tasks in an efficient manner.
- Demonstrates the ability to meet deadlines and manage multiple projects simultaneously
- Basic understanding of Montessori philosophy or willingness to learn; support the HDMS mission and vision
- Google Office Suite: Candidate must be highly proficient in Google Sheets, Slides, Forms & Docs;
- Microsoft Office Suite: Candidate must be highly proficient in Word & Excel;
- Background in office work, preferably working in a school or office setting
- Writing and computer skills are critical;
- Ability to work closely in collaboration with others is a necessity;
- Professional dress, communication style, and strong work habits are essential;
- Must be articulate and well spoken

JOB PARAMETERS:

- This position is on a 200 day contract which follows the school calendar including all school days (180) with the addition of 20 days during breaks throughout the year.
- Work hours: 8:00 AM to 4:00 PM with a 30 minute lunch.
- Compensation: This position is classified as grade 9 on the HDMS Education Support Professional Pay Scale, approved May 2021. Standard HDMS health benefits, sick days and retirement (PERS) included.

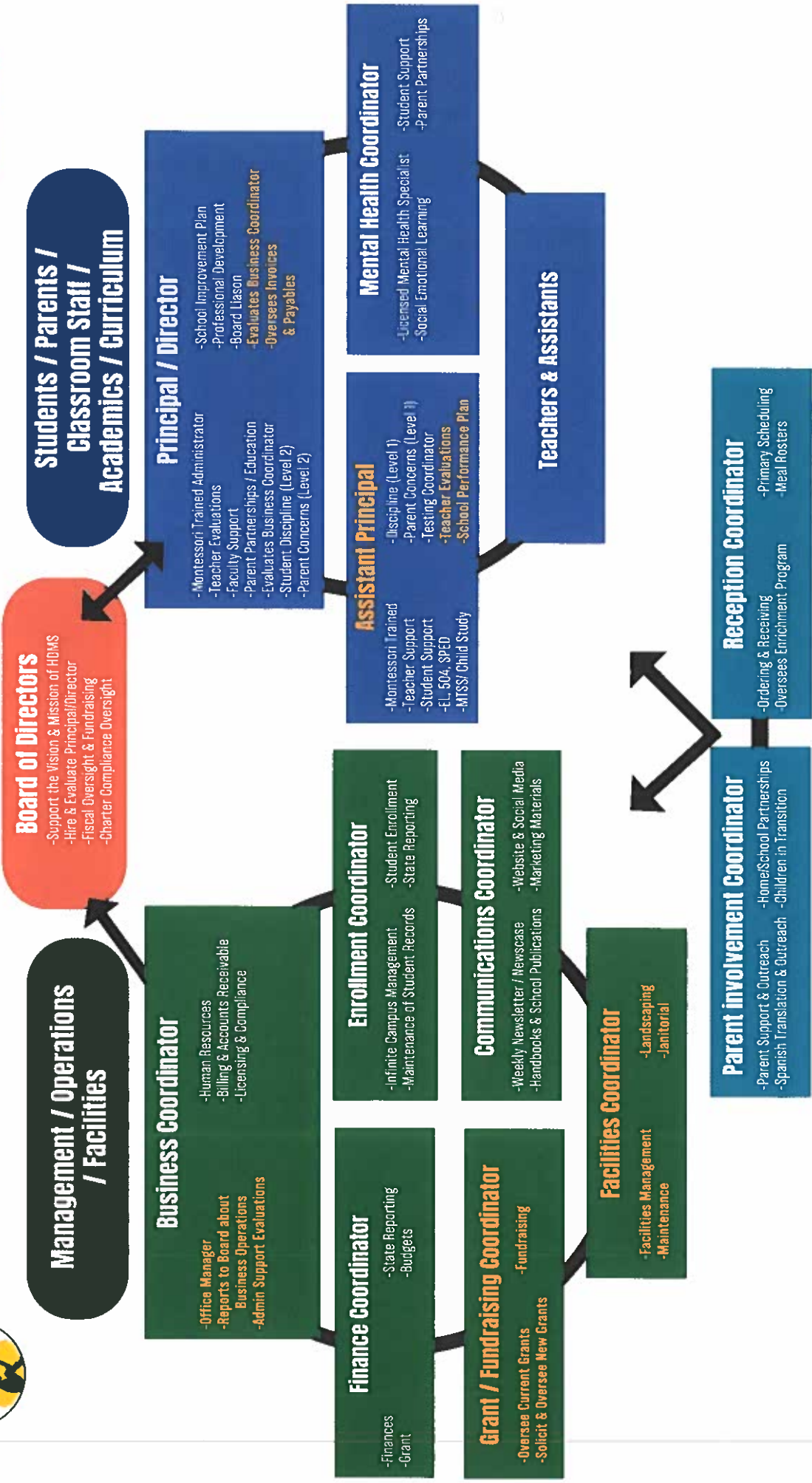
JOB DUTIES:

- Responsible party on existing state grants including the National School Lunch Program through the Nevada Department of Agriculture and the Nevada Ready Grant through the United Way.
- Research, draft and submit proposals that help the school or staff receive grant funding. This includes tracking spending, ensuring compliance with grant requirements, and reporting on progress
- Work with leaders in the organization to identify financial needs and ensure they reach their annual goals.
- Ability to network with community partners for mutually beneficial tasks including fundraising and outreach opportunities.
- Special Projects: Assist the business office with special projects on an as needed basis such as compiling historical and current data used for documents such as Charter Renewals, Financing and Audits.
- Board and Finance meetings: Participates on the Finance Committee and updates the HDMS Board of Directors on grants and fundraising as needed.
- Performs coverage for student arrival, dismissal, and/or lunch duty; provides additional coverage as needed.
- Administrative: Attends all administrative support meetings, staff meetings on as needed basis, schoolwide events, and other administrative support tasks as needed
- Closely works with the Business Coordinator and school Bookkeeper on grant and fundraising projects.



HDMS ADMINISTRATIVE STRUCTURE 2023-2024

DRAFT
11/29/22



③^{yellow} - Big impact / only
you do /
Must be done

②^{blue} - Shared impact /
important ~~but~~^{and} responsibilities
overlap

①^{pink} - Important / but minimal
impact / rethink



Tuition
Connects

Vatic



Grants

NV Ready
Administrator/
Director

Construction
budget/
DBC



Capital
Campaigns
fundraising
investment acct

Billing



Deposits

Supply Fees



Childrens
Cabinet

Quickbooks

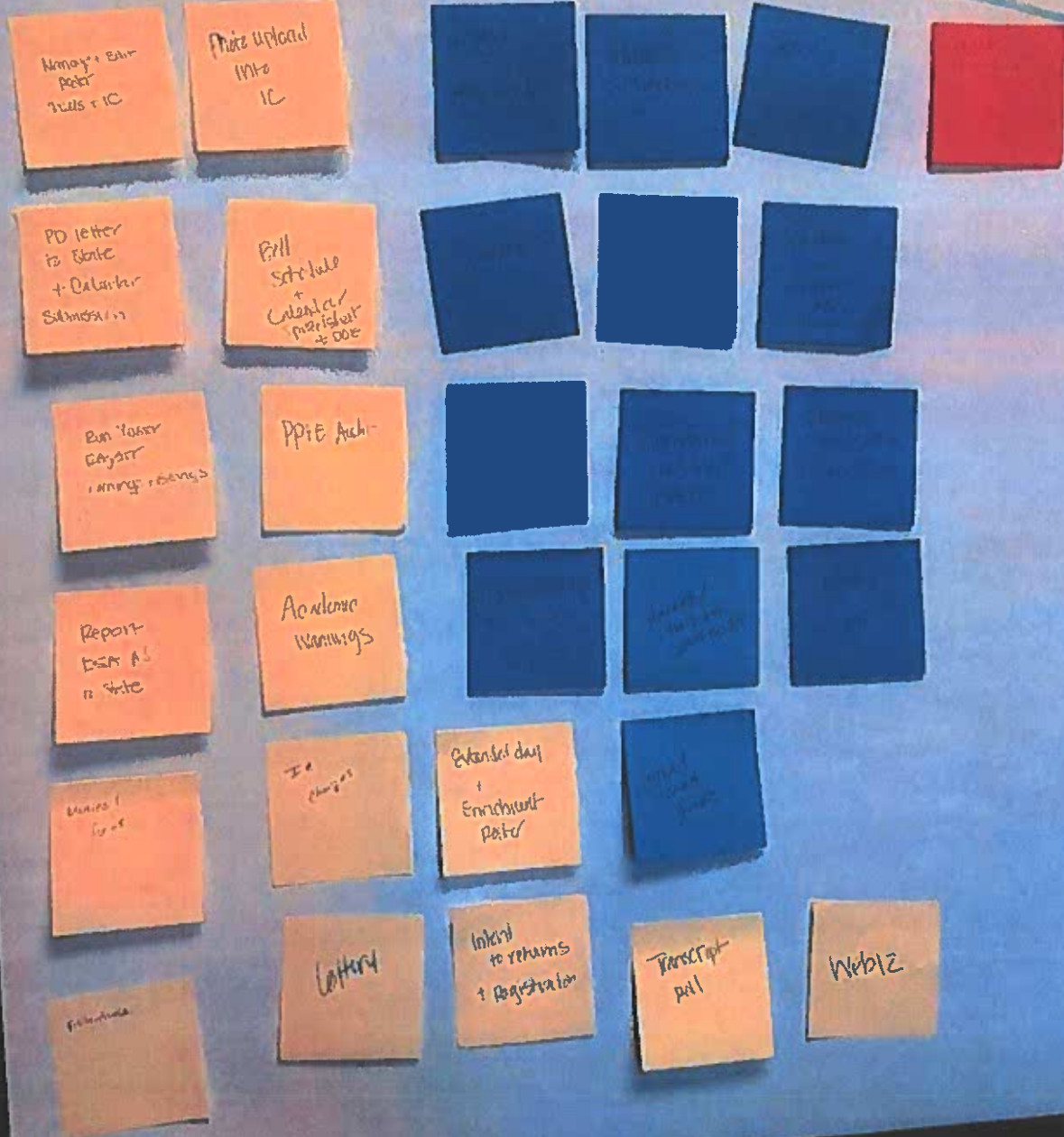


Sign checks
Sign invoices

* (manager/
coordinator)
- Grants
- \$12 m
- 7 years
- ordering



Enrollment/IC



* Human Resources



Insurance

Payroll

AR



Interviewing

Onboarding
New Employees



Track employee
Paperwork

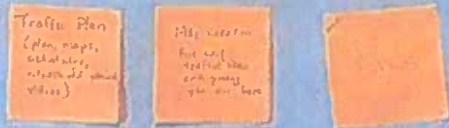
Staffing
Compliance



- training
- scheduling
- audits
- retention

- Hiring
- Paperwork

Facilities / Safety



- * - Manny ^{Coordinator}
- Single point entrance
- One Call

Communication

- Graphic Design
 - event promotion
 - certificates
 - brochures
 - signs
 - logos
 - org charts
- Blackboard Connect Texting
- Website:
 - events calendar
 - board info
 - info for members
 - staff info
- ADMS Social Media (Facebook, instagram, facebook group)
- Weekly Newsletter
- Weekly Newsletter
- Wrap Up Video
- Board Minutes
- Voice Calls (mail etc)
- Printed Programs
- Text List
- Board Meetings
- Send: photos / info email for members



- * - Strong wait lists
- Streamlined communication
- Green Eco Focus

Students / Reception / Parents

Monitoring Annual/Dean

Answer Phones

Provide Support for Families



dr appts / etc

finding children

* T

- 7:15 - 3:45
- PIE
- IC updates
- Forms collector
- Clinical Aide
- CIT
- translator

* P Reception Coordinator

- 9:00 - 5:30
- primary scheduling
- Meal rosters
- Mid day floater
- Aftercare scheduling
- Ordering

? Clinical Assistant
- Walkie Talkie

Create primary
break google
Sheet



Meal Program

Def Cert
- pol projects

...

...

...

...

NDA /
Sponsor /
Director /
- NSLP application
- monthly claims
- annual audit
- annual meetings

...

IC

...

- NDA Director?

- Vended meal



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 8 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



Aligned to Nevada's STIP

Goal:

STIP Goal 3

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

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



<p>Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?</p> <ul style="list-style-type: none">● 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 <p>Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</p> <ul style="list-style-type: none">● 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
<p>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?</p> <p>English Learners</p> <ul style="list-style-type: none">● Challenge: No ELL teacher is available at our school. Parents have opted out of specific ELL support. N=24● Support:<ul style="list-style-type: none">○ 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.
<p>Problem Statement:</p>	



- 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:
- 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.



- o 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.

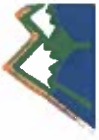
Inquiry Area 3 - Connectedness

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>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	<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.



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:
 - 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:

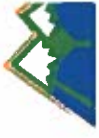
Migrant: No specific supports beyond the general plan due to low N size

- 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:

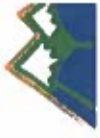


- No specific supports beyond the general plan

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

HDMS Board Personnel Committee

11.28.22

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

1. Briefly reviewed the bylaws description of the Personnel Committee to ensure the purpose of the committee was being followed.
2. Recruitment and Retainment: The committee reviewed the notes from the 10.17.22 Board Personnel Committee and the 10.26.22 Staff Recruitment and Retainment meeting discussing similar ideas. Next steps: Circle back with the HDMS staff to prioritize short and long term goals.
3. Administrator Evaluation: Tammie shared with the committee a document she created which blended elements from the Montessori Director Appraisal Instrument (Montessori Playbook published by the National Center for Montessori in the Public Sector) and the Nevada School Administrator Performance Standards and Indicators. Much work needs to be done in merging these 2 documents. The goal is to have a user friendly administrator evaluation system which aligns with Montessori and required state indicators. Next steps: 1. Tammie will continue to work on aligning the 2 documents, 2. Review of Eric's goals from the June 2022 evaluation as a mid-year checkpoint.
4. 23-24 Administrative Organization Restructuring: Tammie presented a draft copy to the committee reviewing proposed changes for the 23-24 school year. Highlights include:
 - Eliminating the Executive Director position and redirecting roles and responsibilities
 - Changing the "Principal" back to the "Principal/Director" with these additional responsibilities:
 1. Evaluate the Business Coordinator, 2. Oversee invoices and payables
 - Add an "Office Manager" responsibility to the current "Business Coordinator" position. This person would oversee the management, operations and facilities of the school and be evaluated by the Principal/Director.
 - Add an Assistant Principal
 - Add a Grant/Fundraising position
 - Add a Facilities Coordinator (hired 11.29.22)
5. Grant/Fundraising Job Description: Reviewed and discussed the draft job description.

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

Board Governance Meeting Notes

11.16.22

Attendees: Nicole Commons, Ashley Allen, Eric Perez, Tammie Stockton

Notes:

*Review of bylaws

Bylaws: Board Governance Committee

a) **Membership:** The Governance Committee shall perform the below described functions itself, such committee shall be composed of at least two (2) Board members and the School's designated Supervising Employee.

b) Function:

- 1.1.1.1. Create and communicate individual board member roles and Responsibilities
- 1.1.1.2. Manage board composition and nomination process, including new member orientation
- 1.1.1.3. Encourage board development
- 1.1.1.4. Assess board effectiveness
- 1.1.1.5. Prepare board leadership

***Each function was discussed individually:**

1. Create and communicate individual board members roles and responsibilities

Possible action:

- Possible new action: Discussed a formal MOU for HDMS board members
 - Possible new action: Orientation packet includes attendance requirements and such
 - Possible new action: Secretary maintains a shared Google folder with pertinent board documents for easy reference
 - Affidavit which needs to be signed and notarized within 30 days of being appointed a member
2. Manage board composition and nomination process, including new member orientation
 - Review of board composition
 - Review of the nomination process; current board members or staff nominating new members
 - Tour of the school by school administrators
 - Formal meeting with someone on the board or school administration (mentorship)
 3. Encourage board development
 - Open meeting law training video
 - WCSD required board governance training
 - Annual board retreat
 4. Assess board effectiveness
 - Possible new action: Survey Monkey to board and/or staff once or twice a year

5. Prepare board leadership

- Immediate past chairperson position (new 22-23 school year)
- Board officer transitions/ healthy so not all new officers at once

***Next steps:**

- Create shared folder
- Review MOU with board
- Review board protocol policy (adopted 2014)
- Upcoming meeting: January 11 @ 3:00

**Annual Board Member
Memorandum of Understanding**

- I will communicate the organization’s work and values to the community, and represent the organization when requested.
- I will attend at least 80 percent of board meetings.
- I will be a member of at least one committee, and attend at least 80 percent of its meetings.
- I will make my best effort to attend special events.
- I will make my best effort to visit the school campus and observe classes at least 2 to 3 times a year.
- I will act in the best interests of the organization, and excuse myself from discussions and votes where I have a conflict of interest.
- I will stay informed about what’s going on in the organization. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies, and other board matters.
- I will work in good faith with staff and other board members as partners toward achievement of our goals.
- I will regularly review the financial position of the nonprofit and remain engaged when it is time to annually adopt a budget.
- If I don’t fulfill these commitments to the organization, I will expect the board president or president-elect to call me and discuss my responsibilities with me.

Signed

Board Member

Date

Article IX

BOARD PROTOCOL POLICY

- 1.** Only the Board as a whole has authority. We agree that a Board member will not take action or give direction individually to the School Administration. We do not expect staff or the School Administrator to act on individual statements, suggestions, direction or advice from individual Board members. We agree that once the Board has acted, only the Board can change that action. Board members who need information to make decisions are asked to make their requests to the School Administrator with a cc to the Board Chairperson.
- 2.** The Board Chairperson is the spokesperson for the Board regarding decisions made by the Board. The School Administrator is the primary spokesperson for the School. All Board members are encouraged to assist with School communication in the community and we agree our public presentations will accurately and fairly reflect Board decisions and process.
- 3.** We agree that any Board member that testifies before any public or legislative body that they will first state the Board's position before their own. We agree that we will inform the School Administrator of any contacts made with Legislators by Board members on any issue. Regarding legislation on which the Board has not taken a position, the School Administrator will keep the Board informed of the School response. Board members will inform colleagues and the School Administrator of their testimony at legislative hearings.
- 4.** Board meetings are for decision-making, action, and votes. Board discussion should be concise and pertinent to the issue. If a Board member needs more information or has questions, the School Administrator should be contacted before the meeting.
- 5.** In order to enable the Board to make the best possible decisions, there should be no surprises at Board meetings
- 6.** The last stop, not the first, will be the Board. We agree to follow the chain of command and insist that others do so as well. While the Board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue.
- 7.** Recognizing our responsibility to act in a manner that is professionally ethical and governed by common decency and not to expose the School to litigation, we will consult personally with the School Administrator when we have concerns about the performance of the same. Alternatively, we will consult with the Board Chairperson and the School Administrator , or we will request an Executive Session in concert with one other Board Member and take up our concerns with the Board as a whole. We will not speak negatively about the School Administrator with anyone outside the Board or the School's legal counsel, and we will take no action to undermine the authority or reputation of our employee, i.e., the School Administrator. Conduct of a Board member is very important. We agree to avoid words and actions that create a negative impression of an individual, the Board, the School Administrator, any member of the staff, or the School. We encourage debate and differing points of view, and we will do it with care and respect.
- 8.** The Board will consider research, best practices and public input in its decision-making process.
- 9.** Board meetings are where the Board does its work in public. We agree to speak to the

issues on the agenda and attend to our fellow Board members. Facts and/or the information that will be needed from the administration will be referred through the School Administrator.

10. Violation of these principles will be addressed by the Board Chairperson and can range from discussion to censure.

a. **Process for Addressing Board Member Violations:** The Board and its individual members are committed to faithful compliance with the provisions of the Board's Policies, Bylaws, Code of Ethics, and Protocol. In the event of a member's violation of any of the above, the Board will seek remedy by the following process:

i. If possible, a conversation will take place between the Board member who is perceived to have violated the provisions of the Board's Policies, Bylaws, Code of Ethics, or Protocols and the Board member who believes the violation has occurred.

ii. Conversation between the offending member, the Board Chairperson, and the alleging member. In the event the Board Chairperson is the offending member, the Board Vice Chairperson will hold the meeting with the alleging Board member present.

iii. Discussion in a Board self-evaluation between the offending member and the full Board with a member of the Nevada Association of School Boards, or agreed upon facilitator.

iv. As a last resort, and only after thoughtful deliberation, the Board may vote to censure the offending member of the Board.

Section VII. Board Protocol

The Board shall use Robert's Rules of Order unless otherwise specifically described in these Bylaws.

Email correspondence from school attorney Kerry Eaton:

11.3.22

Tammie,

I think adding "generally" is not as good as just removing it and still following it as much as you can.

Kerry
