



NOTICE OF PUBLIC MEETING

Board of Directors Meeting

High Desert Montessori School

2590 Orovada Street, Reno, Nevada 89512 775-624-2800

Wednesday, April 27, 2022 @ 5:00PM via Zoom

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.

Join Zoom Meeting

<https://us02web.zoom.us/j/85931470928?pwd=ZTlrMncxMGJSZmJvaXc2Y0R0bXM3OT09>

Meeting ID: 859 3147 0928

Passcode: 915375

One tap mobile

+13462487799,,85931470928#,,,,*915375# US (Houston)

+16699006833,,85931470928#,,,,*915375# US (San Jose)

AGENDA

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.

1. Call to Order and Roll Call (FOR POSSIBLE ACTION)
2. Public Comment
3. Adopt the Agenda (FOR POSSIBLE ACTION)
4. DBC Phase III Time Extension Contract (FOR POSSIBLE ACTION)
5. Approval of Board Minutes from 3.30.22 (FOR POSSIBLE ACTION)

6. Appointment of new board member Jennifer Linn (FOR POSSIBLE ACTION)
7. Appointment of board secretary Ashley Allen (FOR POSSIBLE ACTION)
8. Nevada Montessori Week: Updates and call to action (DISCUSSION)
9. Principal Update: Montessori Focus, Student Success, Parent Outreach, Teacher Updates (DISCUSSION)
10. 22-23 Tuition Increases (DISCUSSION)
11. Attendance, Sick Leave, and Attendance Reporting: Revisions (FOR POSSIBLE ACTION)
12. HDMS Board Bylaw Revisions (FOR POSSIBLE ACTION)
13. 21-22 Final evaluation of Principal Eric Perez (DISCUSSION)
14. Public Comment
15. Adjournment and Future Agenda Items (FOR POSSIBLE ACTION)

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 2590 Orovada & 2025 Silverada Campuses
- HDMS Website www.hdmsreno.com



HDMS Construction Report 4.22.2022

The current stage of construction is in the final inspection stage. The three stories are complete through finish and we are currently working on start up for the kitchen equipment which will finalize city, health, engineering and civil inspections. The current timeline and milestone goal for the final inspections are Tuesday 4.26.2022. Although the permit wasn't obtained till 11/15/2021, DBC was able to work closely with field inspectors for all responsible parties to allow for the continuation of construction prior to procurement.

Please see the photos below and a short synopsis correlated to the progress.



- Finished dishwasher area, plumbed and electrical elements connected



- Prep and cook line set with all stainless steel



- Cook line set, gas regulators and all plumbing electrical installed. Currently proceeding with the hood start up including ansul system, test and balance, and all fire related tasks needed for final inspections.



- Finished classroom area, all millwork flooring, ceilings, HVAC, electrical and paint complete. All student/ staff areas are in this current state now and ready for move in after final inspections.



- Hook up and Start up of roof units for mechanical systems, the HVAC is currently in programming stage but has been operational for 2 months.



- Exterior view of new windows throughout and paint.



- North view of exterior of building, new windows and paint, also new turf installed around the perimeter of building.





**Board of Directors Meeting
High Desert Montessori School
Wednesday, March 30, 2022 @ 5:00PM via Zoom**

1. Call to Order and Roll Call

Reid Riker
Linda Aaquist 5:13 PM
Max Haynes
Nancy Smith
Nicole Commons
Claudia Castañeda 5:16 PM
Ashley Allen
Bonnie Pillaro
Brigitte Frost 5:32 PM

2. Public Comment

None

3. Adopt the Agenda

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

4. Approval of Board Minutes from 2.23.22

Member Riker motions to approve the minutes from the February 23rd board meeting as presented with the minor change of adding Bonnie Pillaro after she was appointed a member, Member Commons seconds the motion and it passes unanimously. Member Aaquist abstains

5. Appointment of new board member Brigitte Frost (FOR POSSIBLE ACTION)

Administrator Stockton introduced this item.

Member Aaquist motions to approve the appointment of Brigitte Frost as a new member, Member Riker seconds the motion and it passes unanimously.

6. Introduction of possible new board member Jennifer Linn/2nd meeting

Chairman Haynes introduced this item and it was requested that Jennifer Linn have her bio for the next meeting.

7. Resignation of board secretary Claudia F. Castañeda

The board briefly discussed this item

Member Riker motioned to accept the resignation of board secretary Claudia F. Castañeda, Member Commons seconds the motion and it passes unanimously.

8. 22-23 HDMS Tentative Budget

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

Member Riker motions to approve the tentative budget as presented, Member Aaquist seconds the motion and it passes unanimously.

9. Attendance, Sick Leave, and Attendance Reporting- Revisions

Administrator Stockton and Jordan presented the specifics on this item (see attached supporting documents.)

10. Academic Update

Principal Perez presented his academic update (see attached supporting documents.)

11. Executive Director Update (Edward Jones Investment, Phase II and Phase III Construction, Nevada Montessori Week, National School Lunch Program)

Administrator Stockton presented her executive director update. (see attached supporting documents.)

12. HDMS Bylaw Revision

This item has been tabled to the next meeting.

13. Executive Session: 2nd formal evaluation of Principal Eric Perez

The board went into executive session into a separate zoom pull out room.

Member Commons motions to approve the 2nd formal evaluation of Principal Eric Perez as presented, Member Aaquist seconds the motion and it passes unanimously.

14. Public Comment

None

15. Adjournment and Future Agenda Items

Committees, retention requirement compensation testing

Bylaws

Paid time off

Jennifer Linn appointment

Pay scale

Phase 2

Board Secretary position

Member Riker motions to adjourn the meeting, Member Aaquist seconds the motion and it passes unanimously. The meeting is adjourned.

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

JENNIFER LINN

Sparks, NV 89436

(775) 527-9809 - Jennifer@Licensetolist.com

PROFESSIONAL SUMMARY

Motivated business leader with almost a decade of finding solutions that meet peoples' needs. High client-retention rate. Closing in 180 successful real estate transactions as a singular agent with no partners, team or assistants.

Within an 8-week timespan M & A Real Estate, LLC was operational; this included study time, test-taking for a Nevada Broker's license, LLC creation, paperless systems in place for compliance and transactions with capacity to immediately onboard agents, business license registration, business banking, and all Nevada Division of Real Estate documents turned in/wait time for processing (approximately 3.5 weeks.)

Preference to understand desired result and achieve that result as efficiently as possible.

SKILLS

- Effective Communicator
- Executive Leadership
- Integrity and Transparency
- Employee Motivation and Performance
- Annual Planning
- Industry Expertise
- Leadership and People Development
- Advertising Initiatives
- Strategic Networking
- Solution Optimization

WORK HISTORY

09/2021 to Current

Broker/Owner

M & A Real Estate, LLC – Reno, NV

- Founded and manage day-to-day business operations.
- Consult with clients to assess needs and propose optimal solutions.
- Train and motivate agents to perform daily business functions.
- Enhance operational efficiency and productivity by managing budgets, accounts and costs.
- Take real estate transactions from beginning to end
- Negotiate contracts on clients' behalf
- Plan client appreciation events
- Provide solutions to peoples' problems through the vehicle that is real estate

06/2015 to 09/2021

Real Estate Agent

Ferrari-Lund Real Estate – Sparks, NV

- Managed contracts, negotiations and all aspects of sales to finalize purchases and exceed customer expectations.
- Communicated with clients to understand property needs and preferences.
- Maintained connections with clients to encourage repeat business and referrals.
- Negotiated, facilitated and managed real estate transactions.
- Developed and maintained relationships with clients through networking, postcards and cold calling.

07/2017 to 06/2019 **Real Estate Agent**

Cadwell Realty Group – Albany, OR

- Managed contracts, negotiations and all aspects of sales to finalize purchases and exceed customer expectations.
- Communicated with clients to understand property needs and preferences.
- Maintained connections with clients to encourage repeat business and referrals.
- Negotiated, facilitated and managed real estate transactions.
- Developed and maintained relationships with clients through networking, postcards and cold calling.

06/2013 to 06/2015 **Real Estate Agent**

Mount Rose Brokerage – Reno, NV

- Managed contracts, negotiations and all aspects of sales to finalize purchases and exceed customer expectations.
- Communicated with clients to understand property needs and preferences.
- Maintained connections with clients to encourage repeat business and referrals.
- Negotiated, facilitated and managed real estate transactions.
- Developed and maintained relationships with clients through networking, postcards and cold calling.

10/2009 to 01/2015 **Office Manager/Surgical Assistant**

Dr. Kenneth Lang – Reno, NV

- Patient/office relations
- Event planning
- Recorded expenses and maintained accounting records.
- Created and updated physical records and digital files to maintain current, accurate and compliant documentation.
- Oversaw office inventory activities by ordering and requisitions and stocking and shipment receiving.
- Collections
- Surgical assisting in periodontal and implant surgery
- XRay and CT scans

12/2012 to 06/2013 **Real Estate Agent**

Keller Williams Group One, Inc. – Reno, NV

- Managed contracts, negotiations and all aspects of sales to finalize purchases and exceed customer expectations.
- Communicated with clients to understand property needs and preferences.
- Maintained connections with clients to encourage repeat business and referrals.
- Negotiated, facilitated and managed real estate transactions.
- Developed and maintained relationships with clients through networking, postcards and cold calling.

EDUCATION

06/1999

High School Diploma

West Albany High School - Albany, OR

<p>Adults implement Montessori pedagogy, including:</p> <ul style="list-style-type: none"> • working from a Montessori scope and sequence • using developmentally appropriate lesson group sizes (one-on-one or small group for Primary, small group for Elementary, with whole group activities used only when necessary) • giving lessons which stimulate independent work • giving lessons which allow for accommodation and adaptations 	<ul style="list-style-type: none"> • Adults organize teaching based on the scope and sequence from their Montessori albums, meeting academic standards not covered in their albums with Montessori-aligned learning activities. • Adults give lessons in group sizes consistent with their training. • Lessons are open-ended, stimulating independent work • Lessons allow for accommodation and adaptations, including children at all levels of ability. 	<ul style="list-style-type: none"> • Adults organize teaching mostly based on the scope and sequence from their Montessori albums, but supplement with non-Montessori-aligned teaching. • Adults mostly give lessons in group sizes consistent with their training. • Lessons are usually open-ended, stimulating independent work • Lessons usually allow for accommodation and adaptations, including children at all levels of ability. 	<ul style="list-style-type: none"> • Adults mix the Montessori scope and sequence with a non-Montessori scope and sequence, or a pacing guide. • Adults sometimes give lessons in group sizes consistent with their training, but also deliver whole-group or grade-level instruction. • Lessons are mostly didactic, and follow-up work is typically required, rather than independently chosen. • Lessons sometimes allow for accommodation and adaptations, but sometimes place children of differing ability in separate groups. 	<ul style="list-style-type: none"> • Adults follow a non-Montessori scope and sequence, or a pacing guide. • Adults deliver mostly whole-group or grade-level instruction. • Lessons are didactic and followed by required work and homework. • Lessons do not allow for accommodation and adaptations.
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<p>All adults foster and embody a school-wide culture supporting human flourishing based on Montessori principles of respect, freedom, and responsibility, which values racial, cultural, and social identity and works towards fairness free from bias.</p>	<ul style="list-style-type: none"> All adults interact with children in ways that embody respect, foster independence and responsibility, and support social, emotional, and intellectual development. All adults understand and value racial, cultural, and social identity. All adults work to recognize and counter prejudice and implicit bias (for example, through ongoing guided equity work).³ All adults work to support and reinforce cultural values of respect, freedom, responsibility, and equity All adults work to support and reinforce a school-wide culture supporting human flourishing. 	<ul style="list-style-type: none"> Adults generally set developmentally appropriate expectations for children, supporting independence and responsibility. Adults generally interact respectfully with children (rarely interrupting, ordering, teasing, contradicting, controlling, etc.). Montessori credentialed staff interact appropriately, but non-credentialed staff are not well supported in developmentally appropriate interactions. Adults frequently, but not always, value racial, cultural, and social identity. Adults frequently, but not always, consider prejudice or implicit bias Adults frequently speak and act to reinforce a school-wide culture supporting human flourishing, but sometimes miss opportunities to do so. 	<ul style="list-style-type: none"> Adults sometimes set developmentally inappropriate expectations for children, expecting too little or too much independence and responsibility. Adults sometimes interact disrespectfully with children (e.g., interrupting, ordering, teasing, contradicting, etc.). Non-credentialed staff show little awareness of developmentally appropriate interactions Adults sometimes devalue or do not recognize racial, cultural, and social identity Adults rarely consider prejudice or implicit bias, and sometimes act with obvious bias Adults rarely reinforce a school-wide culture supporting human flourishing, and the culture around them is not strong. 	<ul style="list-style-type: none"> Adult interactions with children are not guided by Montessori principles, and are developmentally inappropriate and disrespectful (controlling, interrupting, shouting, shaming, blaming, etc.). Adults actively reject or disparage racial, cultural, or social identities. Adults reject the idea of prejudice or implicit bias, and regularly act with obvious bias Adults reinforce a school culture in opposition to human flourishing.
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³ Per communication from school leadership: “Yes, This school year, the Elementary team is reading “Start Here Start Now” by Liz Kleinrock which is a guide to anti-bias/anti-racist work. The Primary and Adolescent teams are reading “Positive Discipline in the Montessori Classroom” by Jane Nelson and Chip DeLorenzo. Both of these are book study components of the weekly PLC meetings.

Domain 2 — Montessori Learning Environment

STANDARD	EXCEEDS STANDARD	MEETS STANDARD	MOVING TOWARDS STANDARD	LIMITED IMPLEMENTATION
<p>School configuration and policies support:</p> <ul style="list-style-type: none"> enrollment at age 3 Montessori age groupings enrollment of children with Montessori experience at upper grades. 	<ul style="list-style-type: none"> The primary point of entry to the program is age 3. All classrooms have enrollment evenly distributed across three- year age spans. School configuration follows a "pyramid" model, so elementary classes are mostly enrolled with children having previous Montessori experience. For families who enter mid-cycle, there is a well-elaborated, school- wide Montessori orientation program. The school provides families with strong financial and other support to greatly reduce attrition. 	<ul style="list-style-type: none"> The primary point of entry to the program is age 4, or at 1st grade for schools without a PreK-K program. Most (90%) classrooms have enrollment evenly distributed across three-year age spans School configuration mostly follows a "pyramid" model, but upper grade levels are sometimes filled with children without previous Montessori experience. For families who enter mid-cycle, there is an adequate Montessori orientation program.⁴ The school provides families with some financial and other support to reduce attrition.⁵ 	<ul style="list-style-type: none"> The primary point of entry to the program is age 5, or in 1st-3rd grade. Most learning environments reflect Montessori age groupings. However, within the classroom, children are segregated by age. The "pyramid" model is only loosely followed, and upper grade levels are often filled with children without previous Montessori experience. For families who enter mid-cycle, there is a classroom-level only Montessori orientation program. Some families drop out of the program involuntarily, because of a lack of financial or other support. 	<ul style="list-style-type: none"> New enrollment is spread across all age and grade levels. Children are grouped in single- grade or two-year classrooms or there is a stand-alone "kindergarten" program for 5 year-olds School configuration necessitates filling enrollment lost to attrition with high numbers of children without previous Montessori experience. There is no method for orienting children and families who enter mid-cycle. Little consideration is given to family support, and attrition is high.
<p>Class sizes support independence and a wide range of social interactions.</p>	<ul style="list-style-type: none"> All classes are large enough to support independence and social interactions—typically 24 to 32 for ages 3-6 and 28 to 35 for 6-12. 	<ul style="list-style-type: none"> Most (~90%) classes are large enough to support independence and social interactions. 	<ul style="list-style-type: none"> Some (~75%) classes are large enough to support independence and social interactions. 	<ul style="list-style-type: none"> Class sizes do not support independence and social interactions.

⁴ There is a new family orientation program that happens in January and May of each school year.

⁵ Per communication from school leadership: "The PK program is tuition-based. The Kindergarten through 8th-grade program is [state] funded. We require all families to pay a \$150 supply fee which helps support field trips, consumables, non-consumables, and other classroom expenses. Some PK families receive financial assistance through the Children's Cabinet, and we are part of Operation School Bell which provides clothing, shoes, and other basic needs to families in need. Other families in need have been supported for the past few years by donations from a very generous family. This helps with tuition and supply fees. We receive support from our partners, the Boys and Girls Club of the Truckee Meadows, to provide "Turkey Boxes" and holiday shopping to identified families."

<p>Learning environments provide uninterrupted 3-hour work periods.</p>	<ul style="list-style-type: none"> All classrooms provide 3-hour uninterrupted morning work periods to allow for children to concentrate on self-chosen work. Elementary and Adolescent learning environments provide 2-hour afternoon work periods, with limited interruption for specials and other programmed activity. 	<ul style="list-style-type: none"> All classrooms provide 2.5-hour uninterrupted morning work periods to allow for children to concentrate on self-chosen work. Elementary and Adolescent learning environments provide 1.5 hour afternoon work periods, with limited interruption for specials and other programmed activity. 	<ul style="list-style-type: none"> All classrooms provide 2 hour morning work periods to allow for children to concentrate on self-chosen work. However, the work period may be interrupted by a whole class activity (e.g., morning circle, silent reading, workshop or block. Elementary and Adolescent learning environments provide 1.5- 2 hour afternoon work periods however, 2-3 times a week, those periods are taken up with specials and other programmed activity. 	<ul style="list-style-type: none"> Work periods are divided into small portions (e.g.: Readers or Writers Workshop, Literacy Block) with limited opportunity for children to concentrate on self-chosen work. Elementary and Adolescent learning environments have limited afternoon work periods that are taken up with specials and other programmed activity.
<p>Where a second adult is needed (typically in classrooms of 12 or more) classrooms are staffed with a teaching team that does not compromise children's independence, including at least one adult with appropriate Montessori credentials.</p>	<ul style="list-style-type: none"> Where needed, classrooms are staffed with a teaching team of two. Additional adults do not compromise children's independence. 	<ul style="list-style-type: none"> 90% of classrooms are appropriately staffed. The presence of additional adults rarely compromises children's independence. 	<ul style="list-style-type: none"> 75% of classrooms are appropriately staffed. The presence of additional adults sometimes compromises children's independence. 	<ul style="list-style-type: none"> Fewer than 75% of classrooms are appropriately staffed. The presence of additional adults often compromises children's independence.
<p>The environment supports a high degree of child-directed choice in all aspects of children's work (what to work on, where to work, who to work with, and for how long).</p>	<ul style="list-style-type: none"> All areas of the prepared environment are accessible to children, including an outdoor environment. The environment offers a variety of work spaces (individual and group tables, floor spaces, etc.) and children can choose freely among them. Materials and activities are freely accessible, and children choose almost all aspects of 	<ul style="list-style-type: none"> All areas of the prepared environment are accessible except an outdoor environment. The environment offers a variety of work spaces (individual and group tables, floor spaces, etc.) and children can choose freely among them. Materials and activities are mostly freely accessible, and children choose most aspects of their work. 	<ul style="list-style-type: none"> Some areas of the prepared environment are inaccessible to children, and there is no access to an outdoor environment. Children have assigned seats but can work in self-chosen spaces for a portion of the work periods. The environment offers a limited choice of work spaces. Children have limits on what to work on. 	<ul style="list-style-type: none"> Children's movements within the environment are restricted, and there is no access to an outdoor environment. Children have assigned seats for the majority of the day. Children's activity is directed by adults with instruction following a pacing set by the teacher.

<p>Décor is carefully selected, creating a warm, comfortable, and welcoming environment, with emphasis on art and cultural objects rather than commercial materials.</p> <p>Décor represents cultures in the school and local community, and global culture generally.</p>	<p>their work throughout the day.</p> <ul style="list-style-type: none"> Décor is carefully curated creating a warm, comfortable and home-like environment. Décor features art and cultural objects representing cultures in the school and local community, and global culture generally. 	<ul style="list-style-type: none"> Children's choices are limited during some parts of the day. Décor is carefully curated creating a warm, comfortable and home-like environment, but art and cultural objects are minimally present. Décor is somewhat representative, but skewed towards the dominant culture. 	<p>where, with whom, and/or how long.</p> <ul style="list-style-type: none"> Some areas of the classroom are cluttered or poorly curated (over-stimulating wall decorations, redundant materials, materials with unclear purpose, lack of order). Décor represents primarily the dominant culture with token representation of community and global culture. Commercial materials are more prevalent than art and cultural materials. 	<ul style="list-style-type: none"> The classroom is generally cluttered, overstimulating, disordered, and/or poorly curated. Décor represents only the dominant culture. Commercial materials predominate classroom décor.
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<p>The full complement of Montessori materials is available in every area, representing the majority of materials on all shelves.</p> <p>Any additional materials embody Montessori standards of order, beauty, and simplicity, and allow for independent exploration.</p>	<ul style="list-style-type: none"> The full complement of Montessori materials is available in every area supported by high-quality supplementary materials. All materials are in good repair and ready for children's use. Materials made of natural materials (wood, glass, fiber, metal) make up the majority of materials in the classroom. Montessori materials are meticulously cared for and displayed in an orderly and inviting manner, representing the majority of work available. The school has a system in place to ensure equitable access to materials through inventory and replacement/ ordering. Non-Montessori materials, resources, and displays (toys, worksheets, textbooks, wall charts, kits, etc.) are minimally present. 	<ul style="list-style-type: none"> The full complement of Montessori materials is available in every area. All materials are in good repair and ready for children's use. Most materials are made of natural materials (wood, glass, fiber, metal). Montessori materials are displayed in an orderly and inviting manner, representing the majority of work available to students. Classrooms have ample annual budgets for replacement of materials with priority placed on Montessori materials.⁶ Some non-Montessori elements are present. 	<ul style="list-style-type: none"> There is less than a full complement of Montessori materials. Most materials are in good repair and ready for children's use. Some materials are made of natural materials (wood, glass, fiber, metal). Montessori materials are visible, but not organized in a way that invites robust engagement and concentration. Classrooms have an annual budget that allows for the replacement of materials but priority is not placed on Montessori materials. Many non-Montessori elements are present. 	<ul style="list-style-type: none"> Few Montessori materials are present. Materials are haphazardly prepared and not ready for children's use. Most materials are not made of natural materials (wood, glass, fiber, metal) but rather there is a preponderance of unbreakable or plastic materials. Montessori materials, when visible, are not organized in a way that is inviting. There is no system in place to replace Montessori materials. Non-Montessori materials, resources, or displays predominate.
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⁶ Per communication from school leadership: "It falls under our Curriculum and Instruction budget. HDMS has worked with the county and state's grants department to help deem Montessori materials as research-based, which allows us to use those funding sources to order Montessori-focused materials."

<p>The learning environment offers ongoing access to developmentally appropriate, culturally relevant, real-world materials and activities.</p>	<ul style="list-style-type: none"> Children consistently have opportunities to clean and maintain the classroom and outdoor environment as a regular part of their daily activities. Tools for children's use (brooms, mops, rakes, shovels, knives, hammers, etc.) are child-sized and readily available. Children have opportunities to care for plants and animals, and plant and animal care is incorporated into academic work. Children prepare, consume and clean up meals and snacks in the classroom as part of daily routines. Children use non-disposable (glass, ceramic, metal, etc.) utensils and dishes in the classroom for snack and lunch. 	<ul style="list-style-type: none"> Children have some opportunities to clean and maintain the classroom and outdoor environment. Tools for children's use (brooms, mops, rakes, shovels, knives, hammers, etc.) are child-sized and readily available but the supply may be limited or some are not appropriate for children's use. Children have some opportunities to care for plants and animals. Children consume and clean up meals and snacks in the classroom but adults direct children in food preparation. Children use non-disposable (glass, ceramic, metal, etc.) utensils and dishes in the classroom for snack only. 	<ul style="list-style-type: none"> Children have some opportunities to clean and maintain the classroom and outdoor environment but it is mostly handled by adults. Tools (brooms, mops, rakes, shovels, knives, hammers, etc.) are very limited or mostly inappropriate for children's use. Children have limited opportunities to care for plants and animals. Meals and snacks are prepared by adults but children help with cleaning up their snack or lunch. Children eat with disposable utensils and dishes. 	<ul style="list-style-type: none"> Care for the classroom is handled by adults. Child-sized tools (brooms, mops, rakes, shovels, knives, hammers, etc.) are not available Children have no opportunities to care for plants and animals. Meals and snacks are prepared and cleaned up by adults. Children eat with disposable utensils and dishes.
<p>The learning environment offers appropriate access to outdoor environments, prepared according to Montessori principles, which may include:</p> <ul style="list-style-type: none"> outdoor work spaces gross motor opportunities cooperative play opportunities access to nature and natural materials real tools and materials. 	<ul style="list-style-type: none"> Children have direct and free access, within appropriate limits, to an outdoor learning environment, and it is in regular use. Children have daily access to a multi-use outdoor play area with many natural elements. Outdoor environments are prepared according to Montessori principles. 	<ul style="list-style-type: none"> Children have access to the outdoor learning environment indirectly or with adult permission.⁷ Children have regular access to an outdoor play area with some natural elements and a sizable purpose-built area. Outdoor environments are mostly prepared according to Montessori principles.⁸ 	<ul style="list-style-type: none"> Access to the outdoor learning environment is tightly restricted by adults. Children have limited access to outdoor play and/or the outdoor play area is small and lacks natural elements. Outdoor environments are not well-prepared. 	<ul style="list-style-type: none"> There is no outdoor learning environment. The outdoor play environment is limited, small, and has no natural elements or children have no access to outdoor play. Outdoor environments limit exploration and creativity.

⁷ Varies by level.

⁸ Ongoing construction will move this indicator into the Exceeds column by August 2022. See "HDMS / Future Exterior Site Plan" in the collection of supporting documents.

<p>Movement, music and art are presented as part of the Montessori curriculum. When specialty programs such as music, art, physical education, and/or additional languages are required, they are integrated into the three-hour work cycle.⁹</p>	<ul style="list-style-type: none"> • Movement, music and art are presented as part of the Montessori curriculum, and children have access to them at all times. • Specialty programs (i.e. music, visual arts, physical education) are integrated into the classroom and are part of student work choice. • Specialty programs are delivered by Montessori trained specialists. 	<ul style="list-style-type: none"> • Movement, music and art are presented as part of the Montessori curriculum, and children have access to them at all times. • Specialty programs (i.e. music, visual arts, physical education) are offered as separate classes, but do not interrupt extended work periods. • Specialty programs are delivered by Montessori trained specialists. • Students have free access to Montessori music (bells, tone bars) and art materials. 	<ul style="list-style-type: none"> • Movement, music and art are presented as part of the Montessori curriculum, and children have access to them at all times. • Specialty programs (i.e. music, visual arts, physical education) are offered as separate classes, usually during afternoon work periods. • Specialty programs are delivered by non-Montessori specialists who have been oriented to Montessori theory and practice. • Students have limited access to Montessori music (bells, tone bars) and art materials. 	<ul style="list-style-type: none"> • Movement, music and art are presented as part of the Montessori curriculum, and children have access to them at all times. • Specialty programs (i.e. music, visual arts, physical education) are offered as separate classes during morning and afternoon work periods. • Specialty programs are delivered by non-Montessori specialists who have not been oriented to Montessori theory and practice. • Students have no access to Montessori music (bells, tone bars) and art materials.
<p>Adults providing additional services, including Special Education¹⁰, work within the classroom as much as possible, and are Montessori trained or oriented.</p>	<ul style="list-style-type: none"> • Service providers support children in the classroom as part of lesson groups (unless pull-out services are required an IEP). • Service providers co-plan with Montessori teachers and use Montessori materials whenever possible. • Montessori teachers provide core instruction using Montessori methods while incorporating recommended accommodations/interventions/modifications. 	<ul style="list-style-type: none"> • Service providers work in the classroom apart from lesson groups, or pull students out even when not required by an IEP. • Service providers use Montessori pedagogy, materials, and practice when working with students. • Montessori teachers provide core Montessori instruction while service providers implement accommodations/interventions/modifications. • Service providers have been oriented to Montessori theory and 	<ul style="list-style-type: none"> • Service providers pull students out even when not required by an IEP. • Service providers use non-Montessori materials but incorporate some Montessori practices when working with students. • Montessori teachers provide some core Montessori instruction, but rely heavily on service providers' instruction for core content. • Service providers are initially oriented to Montessori theory and practice but do not 	<ul style="list-style-type: none"> • Service providers pull students out into a separate program for most or all of the day. • Service providers exclusively use non-Montessori materials and methods. • Montessori teachers rely exclusively on service providers' instruction for core content. • Service providers are not oriented to Montessori theory and practice and do not attend Montessori professional development.

⁹ Varies by classroom and level.

¹⁰ HDMS' current SpED population is approximately 10%.

	<ul style="list-style-type: none"> Service providers are Montessori trained, or are oriented to Montessori pedagogy and take part in ongoing Montessori professional development. 	<p>practice and attend on-going Montessori professional development.¹¹</p>	<p>attend on-going Montessori professional development.</p>	
<p>Multilingual students are fully included and supported within the classroom.</p>	<ul style="list-style-type: none"> Multilingual students are not pulled from the Montessori classroom. ELL teachers push-in to the classroom and work with students as part of the group. Montessori teachers have ELL endorsements, or ELL teachers work in collaboration with Montessori teachers to provide services within the prepared environment using Montessori materials, theory and practice. All ELL teachers are Montessori trained or oriented in Montessori theory and practice through an external Montessori orientation course and attend on-going Montessori professional development. Montessori teachers are prepared to serve multilingual students with ongoing PD. 	<ul style="list-style-type: none"> ELL teachers push-in to the classroom but work with students apart from the rest of the group or multilingual students are pulled out outside of the work cycle.¹² Multilingual teachers use Montessori materials and Montessori theory and practice when working with students.¹³ ELL teachers have been oriented in Montessori theory and practice through an orientation to Montessori offered within the school and attend on-going Montessori professional development within the school. Montessori teachers are mostly prepared to serve multilingual students with ongoing PD.¹⁴ 	<ul style="list-style-type: none"> Multilingual students are pulled out of the Montessori classroom during the work cycle. Multilingual teachers use non-Montessori materials but incorporate some Montessori theory and practice when working with students. ELL teachers have received orientation to Montessori theory and practice when they were hired but do not attend on-going Montessori professional development. Montessori teachers are kind of prepared to serve multilingual students with ongoing PD. 	<ul style="list-style-type: none"> Multilingual students are pulled out of the Montessori program into a separate program for most or all of the day. ELL teachers use non-Montessori materials and methods with multilingual students. ELL Teachers have received no orientation to Montessori theory and practice and do not attend Montessori focused professional development within the school. Montessori teachers are not really/ badly prepared to serve multilingual students with ongoing PD.

¹¹ Per communication from school leadership: "Not at first hire. But in the first year, they attend child study through NCMPS and attend PLC meetings for the levels."
¹² Per communication from school leadership: "Most support is a push-in model and receives instruction within classrooms. There are a few groups run outside the classroom by our part-time ELL teacher."

¹³ Per communication from school leadership: "We only have one multilingual teacher and she uses mostly Montessori materials and 100% Montessori theory."

¹⁴ Per communication from school leadership: "Our teachers have received professional development training with the Washoe County School District in ELL. We have 2 teachers on staff with ELL endorsements. We have a French Immersion classroom for 1st through 6th graders. We are currently exploring a French immersion primary classroom for the SY22-23."

Domain 3 — Family Engagement

STANDARD	EXCEEDS STANDARD	MEETS STANDARD	MOVING TOWARDS STANDARD	LIMITED IMPLEMENTATION
<p>A strong partnership between home and school is evident in all formal and informal communications.</p>	<ul style="list-style-type: none"> A well-developed Family Handbook elaborates mutual expectations in clear, accessible language. Robust, two-way communication begins prior to enrollment and is visible in a website, newsletters, letters home, and processes for parent-teacher conferences.¹⁵ All relevant documents are translated into languages reflecting the school's population The school's Parent Engagement plan may include home-visits. Faculty and staff reflect the ethnic, linguistic and racial makeup of the student-body. 	<ul style="list-style-type: none"> A well-developed Family Handbook elaborates mutual expectations in clear, accessible language. The school maintains an active website. Most classrooms distribute newsletters and other regular communications such as websites, blogs, or Google groups. Highest priority documents are translated into the languages reflecting the school's population.¹⁶ Efforts are made to hire faculty and staff that reflect the ethnic, linguistic and racial makeup of the student body. 	<ul style="list-style-type: none"> A Family Handbook exists, but is out-of-date and not widely distributed. Communication between home and school is limited to informing families of events, deadlines, and other administrative matters. Some classrooms distribute newsletters and other regular communications, but there is no coordinated system for ensuring that all members of the community are informed. Translation services are limited. 	<ul style="list-style-type: none"> A Family Handbook may exist, but is out-of-date and not widely distributed. Communication between home and school is sporadic, and usually in the form of announcements from the administration. Translations are sporadic or non-existent.

¹⁵ Per communication from school leadership: "In addition to the Weekly Newsletter which goes out to all families in English and Spanish, teachers send weekly emails to their families with specifics related to their classroom. In addition Primary and Elementary teachers use Transparent Classroom to communicate. We send text messages to families weekly or as needed, hold fall and spring parent conferences, and meet with families as needed."

¹⁶ Per communication from school leadership: "We translate our weekly newsletter into Spanish. Our goal for the next school year is to have our student/parent handbook translated as well. At this time, other home languages are extremely minimal and of those, parents are fluent in English. Many of our teachers translate their individual emails as well." Additionally, "We have a part-time Parent Involvement Facilitator, and at each level, we have multiple teachers and assistants fluent in Spanish to provide translation at meetings."

<p>The school provides ongoing opportunities for family education, including information sessions, discussion groups, observation of classrooms, and parent-teacher-student conferences.¹⁷</p>	<ul style="list-style-type: none"> The enrollment process features multiple opportunities for parents to learn about Montessori and the family commitment expected by the school. These events are well planned and executed, and attended by large numbers of prospective families. A robust family induction process, includes open houses, orientation evenings, and networking with experienced families. Family education opportunities are offered monthly.¹⁸ 	<ul style="list-style-type: none"> The enrollment process features some opportunities for parents to learn about Montessori and the family commitment expected by the school. The school offers an orientation evening for new families. Family education opportunities are offered quarterly. 	<ul style="list-style-type: none"> The enrollment process may feature events such as open houses, but they are poorly advertised and sparsely attended. The school offers an annual Open House. Family education opportunities are offered sporadically. 	<ul style="list-style-type: none"> The enrollment process includes no opportunities for families to learn about the school, and any families enroll without any knowledge of Montessori education. No family education opportunities are offered.
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<p>The school cultivates a strong school-home association, in which parents have authentic opportunities to contribute meaningfully to the school's mission and communicate with school leadership.</p>	<ul style="list-style-type: none"> The school maintains a designated space for adults to gather, which includes a resource library filled with material related to Montessori, child development, parenting, and other topics of interest. The school employs a community engagement specialist¹⁹, who supports the family community by partnering with parent leaders, assisting in the coordination of 	<ul style="list-style-type: none"> The school's School-Home or Family Association is active, with parent/adult leaders visible in the school.²⁰ Minutes of all meetings are shared with the entire community. 	<ul style="list-style-type: none"> The school has a School- Home Association, but it is not active. The school's Board or governance council may have family representation, but families do not regularly attend meetings. Minutes of meetings are not regularly shared with the community. 	<ul style="list-style-type: none"> There are no formal structures through which families can participate in the school.
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¹⁷ Per communication from school leadership: "A new parent seminar is a requirement for enrollment in our school for incoming families (offered in January and May.) Back-to-school nights are offered at all levels in August which go over Montessori foundations and principles. 'Montessori-Through-My-Eyes' and our parent education workshops are offered in both the fall and the spring semesters."

¹⁸ See the monthly cycle of Parent Education & Engagement activities in this review's supporting documentation.

¹⁹ HMDS employs a part time Parent Involvement Facilitator.

²⁰ "Friends of High Desert Montessori", whose mission is to: organize and coordinate parent volunteer efforts; help and support the teachers and staff; create and sustain a sense of community among the families at the school; support communication within the school; and, develop advice for consideration by the board of directors regarding parent concerns.

Domain Analysis & Reflection

Domain 1: Adults

We notice

DEERS
Recommended for
all staff

Commitment
to having
Montessori
trained
teachers

I am uncertain
how much I
can spend for
my class

stances of
behavioral mgmt
with after/before
care staff

Most items
that increased
were positive.
Curious about
"words to
flatter"

Students are not as
receptive to
listening to
assistants and
after/before care
than they are to
teachers and admin

that we are
short on
people (subs,
assistants...)

Sometimes it seems
like I don't know
what events are
happening and
more planning time
is needed as a teacher
to accommodate
that event

coaching
as a focus

EI teachers don't
have a set time to
talk amongst each
other re: anything
that's on their mind
that is not a set
topic (ie. students
behavior, events
coming up...)

We wonder...

How to get
time for
observatk

Can we have
our own class
budget,
separate from
class set
costs?

How do we
get a greater
focus on
teaching?

How COVID
has affected
the ability to
complete a
work cycle

Next steps in
implementing
a Montessori
coach

Weekly teacher
meetings to discuss
children beyond PLC
- how do we do this?

find time and
coverage to
visit
classrooms

Do we have a
coherent
vision for our
program,
ECE-8?

If there were
more staff for
support would
people be less
burnt out

More training
and support of
assistants

Time for teachers to
go through training
albums, especially
since teachers go to
different training
centers

If there could be
more training for
assistants,
before/after care,
staff... so they could
be on the same
wavelength as
teachers

It could be helpful if
we have a year
calendar of days set
aside for school wide
events i.e. Parent Ed so
everyone knows
ahead of time and
that planners are
created for teachers
so that those days are
marked

Priority

Goal(s)

Action(s)

Time

Time to meet (outside of PLCs)

Time to observe in others' classrooms.

Time to ease in new non-Montessori students before they come into the classroom.

Have assistants eat lunch with students and take the kids to recess would give teachers an hour to meet/prep

New Building / New Spaces

Hiring additional specialists (eco-literacy, etc.)

Professional Development

Assistant Training & Support

Coaching

In-house training center.

Hire a Dean of Students / Montessori Coach

Recommit to assistant's training

DERS Training for Coach

Aligned student outcomes, ECE-8.

Opportunities to share albums, lessons, stories, etc.

Orientation to MCSA

Explore NCMPS' Skills Inventories

Domain 2: Montessori Learning Environment

We notice...

DERS for MS missing

Students engaged in purposeful work.

Repair and replacement of materials is needed

SPED To collaborate with Regular ED teachers

purchasing and replacing montessori materials remains a priority

Pull out model for most student support- speech, OT, interventions

3 hour work cycle remains sacred

Some classes use Montessori/hands-on materials and others don't for lessons ie, worksheets

ensure adolescents moving to HS have the tools

Children have access to materials throughout the classroom

Our prepared environments would benefit from more cultural diversity

We wonder...

When will the adolescent DERS be ready?

Additional ELL support

can coaching include peer-pair coaching?

Montessori train our resource teacher and give them Montessori materials to support their lessons.

are tools still needed for 1:1 coaching?

Yes!

Continue to apply for grants for Montessori materials

Orientation of new students????

if volunteer parents could repair materials if teacher and staff can't

An Orientation to the NCMPS' Observation Tools

We need to revisit the Playbook

Agree!

Priority

Goal(s)

Action(s)

Coaching

Increased DERS Usage

Train Coach in DERS
Revisit Playbook as PD

Montessori Materials

Grant funding/state approved

Review classroom inventory with NCMPS' "superlative inventory".

Supporting Diverse Learners

ELL Student Supports

Closer Collaboration between specialists/generalists

ELL PD, Endorsement, etc.

School Counselor

Domain 3: Family Engagement

We notice...

the length of the section in the final report

Parents love our school but don't always know what Montessori is.

We have good communication with families in terms of an updated website, social medias, and weekly bulletins and newsletters.

More parents come to school events or are part of school activities for younger children (LE and below)

Language barriers still exist

Many parents don't read my newsletters

Families seem more engaged when students are younger

lack of diversity in age ranges. Primary families have different needs than adolescent families

Parents were a great resource during distance learning.

We wonder...

why is that section so small?? Is it because we're doing well or is it because the critiques are so broad that it doesn't take up too much room??

Need a more diverse staff population

how can we expand our language offerings to increase access for families?? We now have Hebrew, Mandarin in addition to Spanish

if there should be a training on how to talk to parents or have time for parents to become more comfortable with teachers and staff

How to get more families with barriers involved?

if parents would be more supportive if there were Parent/Montessori Ed... would parents come?

How can we leverage Community Strengths to improve the school

We send out weekly newsletters in English and Spanish. Do we have the same options for student and parent handbooks?

How to get PTO involved

Is this a good vehicle?

How could we do more parent education about Montessori?

How can we do more parent education about navigating social media?

The school has no connections with any Montessori professional organization?? From the document (page 118)

Priority

Goal(s)

Act

Community PD

Parenting/Montessori Ed

Have monthly education events

Behavioral Supports

diversity in event types

Create an atmosphere where families feel comfortable with each other, the teachers, staff, and admin

SEL input in newsletter

"No parent helper" meet outside of philosophy to add to newsletter

Possibly having biweekly or monthly newsletters so that parents don't feel inundated to school communications

Have "RIGHT ED" on topics such as Freedom & Responsibility, Human Development, Cosmic Ed, 4 planes of development, Math Focus throughout Primary - MS (of reading/writing, biology)

Have other Parent Ed night on parenting, positive discipline... related to their levels

At back to school night, have teachers bring up schedule of Parent Ed nights and reasons why this would benefit their child

Have a year calendar of days set aside for Parent Ed so parents know ahead of time

Have an ice cream/bbq social for families to get to know each other. Break up into levels so that not so crowded.

Expand language options for documents

opportunities for bilingual parent involvement

Have a willing parent be the word of mouth for their community to let other families know of a great parent ed or afterschool activity that is happening

Subtitles if videos are sent out to families

Translation Services

Communication with Parents

To get majority of parents reading weekly newsletter. Long goal, 100% participation of course!

Create an atmosphere where families feel comfortable with each other, the teachers, staff, and admin

Have PTO speak from experience to let the school wide families know how the afterschool activity or parent ed was helpful for them

Include pictures from your classroom of children at work (if permitted/different child each week), pictures of what the students are doing in advisory.

Make a few phone calls home each week, ask if they get the weekly Friday newsletter, encourage them by giving some insight on what it includes.

App to be able to text/call families without giving out your personal number (google voice, WhatsApp, remind)

Possibly having biweekly or monthly newsletters so that parents don't feel inundated to school communications

Reduce numbers of email updates

Level Postcard/bbq/afterschool social

Incentives for newsletter reading

Send newsletter wrap up video to families?

Home Visits

Survey: What platform do you like to receive school information?

class meet-ups (park, etc)

App to be able to text/call families without giving out your personal number (google voice, WhatsApp, remind)

Domain 4: Leadership & Organizational Development

notice...

I notice report talks about empowerment of instructional staff.

Importance of having a Montessori Coach

We are to have a non-voting member from the staff on the board

opportunities for vertical and horizontal collaboration

Diverse leadership team

Having Montessori trained teachers is a top priority for the school

there is no mention of an Executive Director

Change to a non-WCSD eval system

We must follow state teacher eval systems as a charter

Rethink PLC's

Consulting with the National Center is vital to strategic planning - an outside perspective

We wonder...

If non-Montessori staff attended Montessori classes, if they would realize the amount of work and time needed to run a class that teachers would have less responsibilities related to the classroom

I wonder how we are going to decide who gets that job.

Is the board ok with having a non-voting teacher member?

Would the 'pedagogical leader' be a teacher from each level? What role would they have in implementing the Montessori method?

How do we encourage honest talk in a professional setting?

More support and PD for assistants

I wonder how we diversify the support staff.

Setting specific time for collaboration within our level besides PLC time.

Going through accreditation and becoming an affiliated school

Regarding the diverse leadership team, diverse in what way? To represent the community served or to represent different levels?

Student portfolios

I wonder if rethinking PLCs needs to include a time keeper so we feel we get a lot done and don't get sidetracked

From pg 20 on the rubric, but seems to be for the family engagement area. "The Montessori" scope and sequence is part of internal and external communications."

Priorities

PLC/Professional Dev

Accreditation and Recruitment

Clear roles

Professional Culture

Goal(s)

Have PLCs that are not only effective but provide a strategy for Prep.

Effective utilization of coach/dean position

find funding for a librarian, to support all tiers of language instruction

Getting onto AMS and AMI job boards to recruit

Being an AMS or AMI or other accreditations for our school

Leadership with expertise in each Montessori level and in serving different populations in our increasingly diverse community

Hiring trained Montessorians

Liaison to the board

A team to work on a strategic plan. (Not all teachers)

Need to know what each person's role is. (literally everyone on staff)

Coach for leadership

Action(s)

time keeping

immediately actionable subjects

Utilize perspectives from different training centers

Consider different types of meetings at staff, guiders, level coaching, around themes, etc.

Training center

Look at heterogeneity in training

Need to advertise and be competitive. Be a recognized school. (AMI/AMS affiliations)

Revisit Job descriptions

Clearly define role of coach

each person should share what their understanding of what their professional role is.

More in-person collaboration

Have parent volunteers manage things like traffic control and welcome the entire community to support

continuing to offer opportunities for staff to bond and have fun

Considering that guides with different training can be a tension point and/or growth point

Effectively Using Parents and Volunteers to be included in the professional culture.

Domain 5: Assessment

We notice...

Suggest skills inventories for movement between levels

We do not have a strong Montessori aligned assessment plan.

Continue to use DERS and Transparent Classroom

Need curriculum alignment PD from the National Center

Suggest student career portfolios

Montessori Coach!

no larger system for tracking wide-scope student outcomes.

We wonder...

SBAC and CRT data- how much do we use these?

What is the primary goal of assessment at HDMS?
Would a greater use of playbook tools help with our assessment goals?

Daily teacher observations of their classrooms and other classrooms

How much time do teachers spend observing?

Tracking alumni-annual event to touch base

What does this look like? • Placing an expectation for daily teacher observation that drives instruction by assessing student readiness and interest.

When will we begin looking at the statistics of our alumni?

Early release and PD opportunities

Refine MTSS and SPED support

Academic Team-meets monthly?

Priority

Goal(s)

Action(s)

Move away from our grade reporting systems (IC)
This is its own category

Tracking

Access to relevant data in one place

Improve transparent classroom Use
Make MTSS more effective

School-wide data analysis tool for student tracking?
Personalized EP (not IEP) for all
Greater parent orientation to TP

Montessori Characteristic Assessment

Greater use of student portfolios

Use of relevant Montessori assessment tools

Revisit Playbook and use with fidelity
Scannable portfolios?

Alumni Data Tracking

Connection with Alumni

NM Alumni Event and periodic alumni events
Survey alumni with relevant data

Connect CCSS to Montessori

Curriculum Alignment

Reflections & Commitments



High Desert Montessori



2022-2023 Rate Sheet

Pre-K Rates per month

School Day (8:55-3:30)	\$800
Extended Day (7:30-5:30)	\$1,000

Kindergarten Rates per month

School Day (8:55-3:30)	free
Extended Day (7:30-5:30)	\$300

1st - 8th Grade

Before & After Care Rates per month

Morning Care (7:30-8:30)	\$100
After Care (3:10-5:30)	\$150
Morning and After Care	\$250
Morning Drop In (per day)	\$10
After Drop In (per day)	\$15

Other Rates

Supply Fee (once yearly)	\$125
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Contact Stephanie Turner with enrollment questions (775)624-2800 ext. 4
or email Stephanie@hdmsreno.com

Contact Sherrie Jordan with financial questions (775)624-2800 ext. 3
or email Sherrie@hdmsreno.com

ATTENDANCE, SICK LEAVE & ABSENCE REPORTING

(DRAFT- proposed updates 4/13/22)

TIME ACCOUNTABILITY: Employees will be required to be accountable for on-campus time. Each full time employee is required to take an unpaid lunch (by law this lunch is a minimum 30 minutes and takes place near the four-hour point of the day). A time clock will be used for accountability. Hours must be submitted in a timely manner.

REPORTING ABSENCES: Each employee is responsible for reporting absences, and for making arrangements for a **substitute teacher** by using the list provided by HDMS, or internal coverage as appropriate. Other support staff will follow the procedures set up according to their roles; it is up to the employee to obtain his or her own coverage. Once arrangements are made as needed, please notify the following via confirmed text message. Text the Principal, the Administrator in your building, Human Resources, the Receptionist in your building, your Assistant and the Teachers in your level.

REQUEST FOR TIME OFF: In the event of inability to attend any regular session of the school year (for any off-campus training or appointments, either personal or professional), employees must also submit a "Request for Time Off" to Administration as soon as possible, but no later than 24 hours in advance. Appointments should, as much as possible, be scheduled during the times when not required to work.

AVERAGE DAILY ATTENDANCE (ADA): Research has determined that teachers' attendance affects students' performance. As a school, we must report annually on Average Daily Attendance of our teachers. We expect teachers to have attendance rates of 95 percent or greater. This does not include leave eligible for the Family and Medical Leave Act.

ANNUAL ALLOCATION OF PAID TIME OFF (PTO): Annual allocation of PTO during the contract at a rate of .06 hours per 1 hour of work, 20 percent, with a cap of 13 contract days per year, or 100 hours, PTO works as a credit against unpaid time and its use is shown on the paycheck voucher. For hourly employees, PTO is paid out in the compensation for that pay period. If there are insufficient PTO hours available to cover absence, time taken will be without pay or deducted from salary, depending if the employee is hourly or salaried.

UNUSED PTO: Unused PTO will be carried over beginning with the balance of time at the end of the 22-23 school year. Upon separation, employees with at least (10) years of (continuous service or service?) at HDMS from their hire date shall be entitled to payment of 15% of the total value for accumulated PTO, not to exceed 190 days or the hourly equivalent per the employee's contract.

1. "Separated" shall mean retired, resigned or deceased employees.

2. If an employee is fired, they will not be entitled to PTO cash out. If a position is eliminated, an employee will have an option of a qualified open position, or be cashed out of accumulated PTO if eligible.
3. The rate of pay shall be as follows: Total of days of accumulated PTO, to a maximum of 190 days, multiplied by the employee's daily rate of pay at the end of the previous fiscal year. 15% of this total amount shall be paid out to the employee or their beneficiary.
4. Human resources shall, upon request from an employee, make available to that employee within a reasonable period of time, the employee's accumulated sick leave as of a certain date.
5. No employee shall be entitled to a second cash out of PTO.

SICK LEAVE BANK: At the beginning of each school year, each employee will have the option of donating one (1) full regularly scheduled shift of PTO (example: teachers donate 7.5 hours) into the SICK LEAVE BANK. If you join the sick bank, you will be eligible to apply for additional time to cover a percentage of the leave you must take due to extenuating circumstances. *All accumulated PTO must be used prior to applying to the sick bank.* The event must be approved by the PTO/Sick Leave Task Force as a qualifying event for Sick Leave Bank.

BEREAVEMENT: As a full-time employee, you will be eligible for up to 5 days of bereavement in the event of the death of a close family member (spouse or significant other, parent, child, sibling) as determined through Human Resources and Administration. These days (up to 5) will not be deducted from your remaining PTO time. (Board Approved April 2017)

PTO ELIGIBILITY: Employees who work less than 10 hours a week will not be eligible for PTO time, as well as substitutes or others who work intermittently or as independent contractors at HDMS who shall be exempt from sick and disability reimbursement.

MEDICAL OR FAMILY LEAVE: Medical or Family Leave will be granted according to all of the parameters of the national FMLA policy. Employees will be allowed to draw upon unused HDMS PTO time that they have received; paperwork must be prepared as much as possible in advance, and, when necessary, a written Plan for Return to Work after lengthy leave.

LEAVE DUE TO MONTESSORI TRAINING: If enrolled in Montessori training sponsored by HDMS, employees will not be required to use PTO time to complete the requirements of the training.

INCLEMENT WEATHER: HDMS will follow the policies and schedule for Inclement Weather as announced by WCSD.

LESSON PLANS: Teachers must maintain a set of appropriate lesson plans for the substitute to use that contains all materials, references, and supplies required to follow the lesson plan.

Bylaws

of the

High Desert Montessori School: A Washoe County School District Public Charter School

(Amended on 27th of April, 2022)

Article I: Introduction

Section I: Name, Location and Address

The name of this Charter School is the High Desert Montessori School, hereafter referred to as "HDMS" or 'School'. It maintains its offices at 101 Fantastic Drive, Reno, Nevada.

Section II: Legal Status

The School is a nonprofit corporation organized under Chapter 82 of the Nevada Revised Statutes. Unless otherwise provided in the Articles of Incorporation or in the Bylaws, the Corporation may exercise any power or authority conferred on nonprofit public benefit corporations by law. Further, the School is a charter school pursuant to Nevada Revised Statute 388A.270 sponsored by the Washoe County School District. The Governing Board of the School is an independent body and shall govern in accordance with these Bylaws. The Board plans and directs all aspects of the school's operations; it maintains the School's Charter and takes steps necessary to ensure the continuity and well-being of the School consistent with the mission stated herein and in the Charter.

Section III: Purpose and Mission

The School is organized and shall be operated exclusively for charitable, religious, educational, scientific, and literary objects and purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and to promote such other charitable objects and purposes as determined by the Board of Directors, in its discretion and as set forth in Article III of the Articles of Incorporation. Specifically, the purpose of the School is to provide education to children from early childhood through high school and shall be operated exclusively for educational objectives and purposes. The School exists to make Montessori education accessible to all children regardless of economic status and cultural background.

Section IV: Non-Discrimination

The School shall not discriminate on the basis of race, color, religion, national or ethnic origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, color, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

Article II: Governance

Section I: Board Members

1. A Board consisting of at least 5 and no more than 15 individuals governs HDMS. The minimum composition of the Board shall conform to the statutory mandate at NRS 388A.320 that requires:
 - a. One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing.
 - b. One member who:
 1. Satisfies the qualifications of paragraph (a); or
 2. Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing.
 - c. One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.
 - d. Two members who possess knowledge and experience in one or more of the following areas:
 1. Accounting;
 2. Financial services;
 3. Law; or
 4. Human resources.

In addition to the minimum requirements outlined above, the Board shall endeavor to have at least two members who are parents of children enrolled in the School and at least one member who is a non-voting faculty representative.

2. All Board Members should share a devotion to the purpose and Mission of the School. To extent feasible, persons with Montessori training, including certification from AMS, AMI, or a MACTE Accredited organization, will be recruited for board membership. The Board Members shall represent the interests of all residents of Washoe County.

Section II: Selection of Board Members

1. The selection of a new Board Member to fill any vacancy shall be the exclusive right of the Board of Directors. It takes a majority vote of the Board to approve a new Board Member.
2. Except with respect to paragraph 3 of this section, the Supervising Employee or Board Members shall recommend appropriate persons to the Board for new board membership.
3. One member shall be selected from the Parent Association (PTO) described in Article VII.
4. The School shall notify the Washoe County School District within ten days of the selection of a new Board Member.
5. All new Board Members shall prepare an affidavit for submission to the Department of Education

indicating that he/she has not been convicted of a felony or of an offense involving moral turpitude and that he/she has received training and material designed to assist the member to act as a governing board member.

Section III: Terms

1. Board Members shall serve ~~four-year terms. Such terms shall be staggered in successive two-year increments~~ three-year terms. The terms for Board Members coincide with when they were appointed to the board and renew on July 1. Board members must have served over half of the school year for it to be considered a full year of membership.
2. Subject to law, Board Members are restricted to ~~three~~ two consecutive terms.
3. The board shall make every effort to stagger appointments to the board.

Section IV: Vacancies

1. Vacancies may occur either by resignation, removal or death. Upon receipt of a Board Member's written resignation, the agenda for the next regularly scheduled meeting will include an item by which the board may accept such written resignation. The resignation may be withdrawn up until the Board takes formal action.
2. Upon resignation or removal of a Board Member, the Board may appoint another person to fill the unexpired term or begin a new-term at its discretion.

Section V: Powers, Duties and Responsibilities of Governing Supervisors

1. Subject to the provisions of Nevada law, the business and affairs of the HDMS shall be the responsibility of the Board of Directors as a whole. The Board shall have all duties and responsibilities required of them under Nevada law and the charter granted pursuant thereto and have all powers allowed thereunder. All such powers, duties, and responsibilities shall be exercised directly by the Board of Directors, at the direction of the Board, or through appropriate and clearly defined delegation to the School's Supervising Employee. The Board of Directors, in performing its duties, authority, and responsibility, shall cause and ensure that the school, without limitation:
 - a. Develops annually a School schedule of events and activities;
 - b. Adopts all policies required of the School under law and adjusts same when appropriate including a policy to enable Board decisions to remain free from conflict;
 - c. Develops and approves an annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
 - d. Submits a final budget to the state pursuant to statute and regulation;
 - e. Perform all audits required by law;
 - f. Ensures ongoing evaluation of the school and provides public accountability;
 - g. Upholds and enforces all laws relating to Charter School operations;
 - h. Hires and evaluates a person who will be responsible for day to day operation of the School;
 - i. Improves the School and further develops the School;
 - j. Strives for a diverse student population, reflecting the community;
 - k. Insures adequate funding for the School's operation;

l. Enters into appropriate contracts and ensures that all contracts into which the School has entered are performed according to such contracts.

2. Board Members may receive compensation in accordance with NRS 388A.320.
3. The Board may delegate such of its collective responsibilities and duties to a committee of the Board or to one Supervising Employee who may be an Administrator as it deems appropriate and necessary so long as the delegation includes mechanisms by which the Board is able to maintain its accountability for such responsibilities. Such delegated duties and responsibilities may only be delegated pursuant to a vote of a majority of the then existing Board.

Section VI. Orientation/Training

New Board Members will be given an orientation prior to their first Board meeting. Written materials shall be given to new Board Members in the form of a board packet.

Board Members will receive general board training no less than one time per year at a board retreat

Section VII. Board Protocol

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

Section IX. Removal

Subject to law to the contrary, Board Members may be removed for cause upon an affirmative vote of a majority of the then existing board members. The Board shall adopt standards to ensure that any removal will not be arbitrary or capricious. Such standards may address, without limitation, issues such as moral turpitude, attendance, participation or disruptive behavior.

Section X. Insurance

The school shall purchase errors and omission insurance for its Board Members.

Article III: Officers

Section I: Responsibilities of Officers.

The Board shall elect the following officers: Chairperson, Vice Chairperson, Immediate Past Chairperson, Secretary, and Treasurer though the office of Secretary and Vice Chairman may be combined. Such officers shall be governing supervisors, either elected or appointed.

1. The Chairperson shall be responsible to conduct board meetings efficiently and in accordance with the published agenda assuring that the agenda's time frames are adhered to and shall have such other powers and duties as may be prescribed by the Board.

2. The Vice Chair shall be responsible to conduct board meetings in the absence, inability, or refusal to act of the Chairperson and shall exercise and discharge any other duties as may be required by the Board.
3. The Secretary shall certify the minutes of the board meetings and shall cause to be kept, at the principal's office or such other place, as the Supervisors shall direct, a book or file of minutes of all meetings and actions of the Board. Further, the Secretary shall give or cause to be given, notice of all board and board subcommittee meetings and shall ensure the safekeeping of all official correspondence and board records.
4. The Treasurer, as the Chief Financial Officer, shall ensure that a draft annual budget and relevant updates are produced for Board approval as well as ensure that the School's financial affairs are conducted pursuant to its financial policies and generally accepted accounting principles. The Treasurer shall ensure that adequate and correct books and records of accounts of the assets and business transactions of the Board are maintained and shall ensure that the book of accounts shall be open to inspection by any Board Member at all reasonable times. The Treasurer shall chair the finance committee.
5. The Immediate Past Chairman shall be automatically filled by the individual who filled the Chairperson position in the previous year and shall have such powers and duties as prescribed by the Board. In addition, this position shall serve to assist in transitioning the leadership of the organization. In the event that the individual filling this position is at the end of their term on the Board, this individual's Board term shall automatically extend to the expiration of this position.

Section II. Terms and elections.

1. The Board shall elect officers in May of each year.
2. Officer terms run from July 1-June 30.
3. Officers serve one-year terms.
4. Officers may serve up to three consecutive one-year terms.
5. Vacancies occurring prior to the end of a term shall be filled by a majority vote of the Board Members to fill the unexpired term.

Article IV: Committees

Section I: General

1. The Board, by majority vote of all its members, may designate one or more committees, each consisting of at least one Board Members, to serve at the pleasure of the Board to assist it in performing its duties.

2. Though such committees shall perform all responsibilities and duties explicitly assigned it by the Board, the Board may not delegate any of its statutory duties to such committees nor delegate the powers to enter into contracts, or to hire and terminate employees to any such committee.
3. The Board may request such committees to make recommendations to the full Board for approval concerning such matters and such committees are encouraged to propose actions to the Board when appropriate.
4. Upon the creation of a committee, the Board shall outline the committee's responsibilities, duties, tasks, and authority with enough specificity to allow such committee to clearly understand its role. The Board may amend, from time to time, such a role for good cause.
5. The Board may unilaterally revoke, by a majority of its members, any delegated activity or decision making authority it has given to any such committee at any time.

Section II: Specific Committees

Identification. There may be a Finance Committee, a Personnel Committee, Academic Committee and Governance Committee; Other committees will be identified as needed.

1. Personnel Committee /Recruitment and Retainment

- 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. Finance Committee:

- a) Membership: The Finance Committee will perform the below described functions itself, that committee shall include a minimum of one Board Member. If there is only one Board member on the finance committee, it shall be the Treasurer. Regardless of the number of Board members on this committee, the Treasurer shall be the committee's chairperson.
- b) Meetings: The finance committee shall meet a minimum of 4 times a year and must notify the full Board if a special meeting must be called to deal with budget exigencies.
- c) Function:
 - 2.c.i. Ensure that a draft budget for the next fiscal year is presented to the entire Board no later than April 1 of each year and that updates of the budget are presented to the Board as necessary throughout the year.
 - 2.c.ii. Assure that all contractual commitments are being appropriately discharged.
 - 2.c.iii. Ensure that relevant and adequate financial statements are presented to the Board

in a timely manner.

2.c.iv. The Board shall not delegate any financial or budget making or modification authority to the Finance Committee, however such committee is responsible to make informed and reasoned recommendations to the full Board including major contracts, grants or donations.

2.c.v. Ensure that the School's financial affairs are properly functioning pursuant to standard accounting practices, state law and the requirements of the School's charter.

2.c.vi. Ensure that the School's final budget is submitted to the Department of Education on or before June 8 of each school year or other date upon regulatory change.

2.c.vii. Ensure that any and all contracts into which the School enters to assist it with its financial affairs including any audit required are periodically reviewed for sufficiency and their performance.

3. Academic Committee:

a) **Membership:** If the Board of Directors chooses to have an Academic Committee rather than perform the below described functions itself, such committee shall be composed of the or more statutorily defined teachers on the Board and the School's designated Supervising Employee.

b) **Function:**

3.b.i. Implementation of the policies adopted by the Board as they relate to the academic program and the development and implementation of the School's academic program subject to those matters under the law and the School's charter, which the Board cannot delegate. However, for such academically related matters, this committee is responsible for making appropriate recommendations for approval of the full Board. The committee shall, however, fully inform the full Board of its activities by no less than written quarterly reports.

4. 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.I. Create and communicate individual board member roles and Responsibilities

1.1.1.II. Manage board composition and nomination process, including new member orientation

1.1.1.III. Encourage board development

1.1.1.IV. Assess board effectiveness

1.1.1.V. Prepare board leadership

Article V. Staff

Principal

The Board may designate one of its employees to function as the *Principal* of the school. Any such person must have the qualifications described in NAC 386.100 subsection 2 and *preferred to have significant Montessori experience with certification from a MACTE accredited institute*. Such a person shall have the authority to act in such capacity as delegated by the Board of Directors provided that such action is consistent and not in conflict with the general aims and objectives of the Board and applicable law. Such a person is the *Principal* for the School and shall administer the School in accordance with Board direction and generally accepted educational practices *related to curriculum, instruction, student growth, parent partnerships and creating a safe and respectful learning environment. The position reports directly to the Board of Directors*. In the absence of a *Principal*, the Board shall designate a supervising employee, who shall be charged with the hiring, firing and supervision of other school personnel and who shall discharge the duties assigned by the Board. The Board hires the *Principal* for the School and sets their compensation. The term can be for any length the Board chooses. The Board, annually, shall evaluate any such staff person.

Executive Director

The Board may designate one of its employees to function as the *Executive Director* of the school. Any such person must have the qualifications *at a minimum of a Bachelors or Master's Degree with relevant equivalent experience. The Executive Director is responsible for overseeing the business administration and strategic plan of the organization. Other key duties include fundraising, marketing, working with nonprofits, and community outreach. The position reports directly to the Board of Directors*. Such a person shall have the authority to act in such capacity as delegated by the Board of Directors provided that such action is consistent and not in conflict with the general aims and objectives of the Board and applicable law. Such person is the *Executive Director* for the School and shall administer the School in accordance with Board direction and generally accepted educational *and business* practices. In the absence of an *Executive Director*, the Board shall designate a supervising employee, who shall be charged with the hiring, firing and supervision of other school personnel and who shall discharge the duties assigned by the Board. The Board hires the *Executive Director* for the School and sets their compensation. The term can be for any length the Board chooses. The Board, annually, shall evaluate any such staff person.

Article VI Meetings

Section I: Regular Meetings

The Board, by a majority of its members, shall establish a regular day and place for meetings that shall occur no less frequently than quarterly.

Section II: Special Meetings of the Board

Special meetings of the Board, for any purpose, may be called at any time by any of the officers upon notice sufficient to meet the requirements of the Nevada Open Meeting Law.

Section III: Annual Meeting

The Annual Meeting shall occur in **May** of each year. Such a meeting takes place during the scheduled meeting for that month and is the meeting at which officers are selected. **Officer terms run from July 1-June 30.**

Section IV: Open Meeting Law

Notice of the Board's meetings and the meetings of the School's committees are subject to the Nevada Open Meeting Law. Therefore, notice of such meetings and the agenda related thereto shall be posted at least three days prior to the meeting. The Board shall maintain a list of all those who wish to be notified of the Board's regularly monthly meeting and the meetings of any of its subcommittees and shall send notice to all those who request notice of relevant meetings one full week prior to the meeting date. Washoe County School District, as the School's sponsor, shall be notified of all Board meetings.

Section V: Agenda for Regularly Scheduled Board Meeting

1. Format of the Agenda: The agenda's format shall conform to effective and efficient meeting practice. Committee reports, if any, shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.
2. Creation of the Agenda. There shall be an agenda item at the end of each agenzized meeting denoted "next and future agenda items".
3. Additions to the Agenda. In addition to those items described and requested at the previous meeting, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the school's Supervising Employee or Administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. The school's Supervising Employee or Administrator must receive such requests 10 calendar days or more prior to the next Board meeting.
4. Prioritization. If, in the opinion of the Board Secretary, inclusion of all such items necessitates a meeting of longer than two hours in length, s/he, in consultation with the other officers, shall request those items that are informational to be provided in written format and provided by noon on the day that the agenda is sent out, and reduce the time allocation to such items to five minutes or less. If such adjustment still does not bring the estimated time of the Board meeting to less than 2 hours, the officers shall delete items from the agenda based on the following criteria:
 - a. Items requiring a decision of the Board have a higher priority than discussion of emerging issues.
 - b. Any items bumped from the agenda shall be given priority at the next Board meeting
5. Action items. Any item upon which there is potential Board action shall be sufficiently described

to enable a person reading the agenda to know the specific subject of the proposed action and the decision requested.

6. Length of meetings. Board agendas shall be structured so that the normal business of the Board will be accomplished in a two-hour period of time. The Chair shall responsibly enforce the agenda and the time frames given

7. The Board Chairperson shall approve the published agenda.

Section VI: Quorum

1. A majority of Board Members shall constitute a quorum for the transaction of business. Except as described in these bylaws (e.g. where more than a majority of all Board members is required), any act or decision done or made by a majority of the Board Members present at a meeting duly held at the time a quorum is present, shall be regarded as an act or decision of the Board, subject to the provision of Nevada law.

2. A Board Member participating by telephone or virtually may contribute to a quorum for any decision or act made or done if such person was present by phone and available to interact during all of the presentation(s), discussion and decision relevant to the decision or act.

3. Proxy voting is not allowed.

Section VII: Closed Session

Any Board Member may close a meeting during any special or regular Board meeting where issues concern those of personnel or other matters requiring confidentiality, provided such closing is in compliance with Open Meeting Law.

Section VIII. Minutes

Minutes shall be taken at all Board and Committee meetings and shall be approved by the Board Secretary and kept in the school. Such minutes are public records.

Section IX. Public Comment

Time shall be set aside at each Board and Committee meeting for public comment in accordance with Open Meeting Law. After the speaker identifies his or her name, address, and affiliations, public comment shall be limited to no more than three minutes.

Article VII Parent Association

There shall be a Parent Association to facilitate parent involvement with the school. The Parent Association has the right to select from those of its members who have participated in a School provided Montessori orientation program, a member to be a member of the Board of Directors.

Article VIII Indemnification

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

Article IX Revocation of Charter or Dissolution

The property of the Corporation is irrevocably dedicated to charitable purposes. Upon the dissolution, liquidation and winding up of the Corporation, assets shall be distributed to one or more organizations entitled to exemption from federal income tax under § 501(c)(3), or shall be distributed to the federal government or to one or more state or local governments for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine which are organized and operated exclusively for such purposes.

Article X Conflict of Interest

Section 1. Duty to Disclose. Each officer and Director shall comply with the procedures of the School's conflicts of interest policy with respect to any transaction in which an economic benefit is provided by the Corporation to a Director or officer:

- (a) in exchange for services rendered,
- (b) in connection with the purchase or sale of one or more assets or services, or
- (c) in connection with any partnership, joint venture or revenue sharing arrangement (an "Applicable Transaction"). The Board may provide parameters from time to time defining transactions that are not subject to this policy to the extent that the authorized officers of the School comply with the parameters set forth in such policy, in which case such transaction will not be considered an Applicable Transaction.

Section 2. Approval of Applicable Transactions. Except as otherwise provided pursuant to the School's policy, all Applicable Transactions must be approved by the affirmative vote of a majority of a quorum of the Board in advance in accordance with the following procedures:

- (a) Disinterested Board. Any officer or Director that will benefit, directly or indirectly from such

Applicable Transaction, shall not participate in any discussions with respect to the Applicable Transaction, except to the extent of the disclosure required hereunder and in the conflicts of interest policy and in response to inquiries of the disinterested members of the Board, and shall leave the room before the Board votes to approve or disapprove the Applicable Transaction.

(b) Acquisition of Relevant Data. The Board shall determine and obtain sufficient comparable data, including, but not limited to asset or business valuation appraisals, compensation surveys, copies of third-party bids or offers, and such other data necessary for the Board to determine, in good faith, that the value of the economic benefits provided to the officer or Director are fair in comparison to the assets, services or other consideration to be provided by the officer or Director to the School.

(c) Records of Proceedings. The Board shall document, before the implementation of the Applicable Transaction:

i. the name of the officer or Director, the nature of the Applicable Transaction, a summary of the comparable data reviewed, a summary of any other action taken to determine the economic fairness of the Applicable Transaction to the School, and the Board's decision as to whether such Applicable Transaction is approved; and

ii. the names of the persons who were present for discussions and votes relating to the Applicable Transaction, the content of the discussion, and a record of any votes taken in connection therewith.

Article XI Amendment of Bylaws

These bylaws may be amended by a two-thirds majority of its then existing members, providing a fourteen-day written notice has been given prior to the meeting during which the bylaws are amended and that the issues generating the proposed bylaw change were discussed at the prior regularly scheduled meeting.

Certification of the Secretary

I, the undersigned, certify that I am the presently elected Secretary of the High Desert Montessori School created pursuant to Nevada Statute. The above-amended bylaws, consisting of 11 pages, are the bylaws of the School as amended at a meeting of the Board of Directors held on **April 27, 2022**

_____ Board Secretary

_____ Date