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ABOUT HIGH DESERT MONTESSORI SCHOOL

THE BASICS

- We were formed with the belief that all children deserve the right to experience a Montessori education.
- We are a public, charter school in Reno, NV.
- Our teachers are trained with either AMI (Association of Montessori International) or AMS (American Montessori Society).
- We offer tuition-free educational services for Kindergarten through 8th grade.
- We offer fee based services for Preschool.

OUR MISSION

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 the 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 Academic Content and Next Generation Science Standards.

HISTORY OF HIGH DESERT MONTESSORI SCHOOL

High Desert Montessori School is a public charter school that provides free Montessori education to students in kindergarten through eighth grade. In 2002, the school was located in a church in Sparks with 40 students ages K-Sixth grade. The next year, HDMS opened another location in Reno and expanded by adding a fee-based Montessori preschool. After two years in two locations, HDMS was able to move to 2590 Orovada Street with three preschool classrooms, three lower elementary classrooms and three upper elementary classrooms. After another two years, 7th grade was added; another two years later, 8th grade was added. In 2010-2011, the building at 2025 Silverada Boulevard was renovated and upper elementary and middle school moved to that location. HDMS currently enrolls 430 students.
MONTESSORI AT HDMS IS...

Peaceful and inspiring
Rich in the arts and sciences
Fostering independence and responsibility
Socially conscious and community oriented
Nurturing authentic, meaningful work and a lifelong love of learning in a rigorous and challenging environment
Earth friendly and eco literate
Creating a more peaceful and empathetic world one child at a time

OUR PROGRAMS

**Primary; ages 3 -6 years:** The Primary program is the foundation of the Montessori educational system. This program offers long, uninterrupted work periods that allow children to fully engage in tasks that they have chosen for themselves, under the careful, individual guidance of their teachers. Montessori children thus have repeated opportunities to explore materials, become engrossed in their activities, and experience regular states of concentrated focus. Our materials are scientifically designed to teach multiple skills and to enable children to problem solve, using their hands and senses. Thus they can independently repeat activities and achieve mastery.

**Elementary ages 6-12 years:** Our elementary students acquire the skills they need for success in school and in life. Equally important, they will retain their natural excitement for learning, as we kindle and stoke their enthusiasm for knowledge in all subjects. In addition to academics, students develop organizational and time-management skills. They learn to organize their own plans for learning, including managing their workspaces and keeping records of accomplishments. Elementary students learn to select from a variety of informational resources and to develop strategies for problem solving, through interdisciplinary projects. Children are expected to develop a high degree of independence by their sixth year in the elementary program.

**Middle School (Adolescent Program); ages 12-14 years:** Our middle school (Adolescent) program offers 7th-8th graders a unique combination of academic work and field experiences within a small, safe community. Teachers are subject matter specialists with additional Montessori training. Under their guidance, students participate in rigorous, individualized work. Students also have regular opportunities for creative expression, and are encouraged to organize community projects. Through knowledge and experience, our adolescents develop a better understanding of their roles in the larger society. They leave our program prepared to succeed in any high school environment.
CLASSROOM PLACEMENT

At High Desert Montessori we do our best to balance each classroom while meeting the needs of each child. Our staff meets regularly to discuss student progress and classroom dynamics. We offer opportunities for parents to meet with the new teacher or attend seminars as part of the transition of children from one level to the next. We want parents to feel well informed and supported with each of these transitions. We do not accept parent requests for classroom teachers.

OUR PARTNERSHIPS WITH THE COMMUNITY

Please acknowledge our wonderful partners throughout the community who continue to support High Desert Montessori!

PTO/Friends of High Desert Montessori
Farm Fresh Catering
Clean Cut Lawns
Peterbilt
Reno Bike Project
Seniors in Service: Foster Grandparents of Northern Nevada
Sierra Arts Foundation
Pacific Mist: Music In Schools
Lifetouch Photography
Urban Roots
Operation School Bell
Furs and Feathers
Reno Paint Mart
Grateful Gardens
High Desert Archery
Boys & Girls Club of Truckee Meadows
University of Nevada Reno
Truckee Meadows Community College
Sierra Nevada College
MESSAGE FROM THE PRINCIPAL

Coming soon...
### CONTACT INFORMATION

**HIGH DESERT BOARD OF DIRECTORS**

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<th>Name/Title</th>
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<tr>
<td>Max Haynes, Board Chair / Expansion Representative</td>
<td><a href="mailto:boardchair@hdmsreno.com">boardchair@hdmsreno.com</a></td>
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<tr>
<td>Amanda Baldwin, Vice Chair / Parent</td>
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<tr>
<td>Reid Riker, Treasurer Financial Representative</td>
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<tr>
<td>Claudia Casteñeda, Secretary Community Representative</td>
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<td>Terry Fowler, Licensed Teacher Governance Committee</td>
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<tr>
<td>Linda Aaquist, Licensed Montessori Educator</td>
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<tr>
<td>Bryce Ganes, Licensed Educator / Parent</td>
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**PTO/FRIENDS OF HDMS**

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<tr>
<td>Erin Foss</td>
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<td></td>
<td>Vice President</td>
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<tr>
<td>Naomi Irwin</td>
<td>Secretary</td>
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<tr>
<td>Adista Emler</td>
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<td>PTO Parent Liaison to the HDMS Board of Directors</td>
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<td>Position</td>
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<tr>
<td>Principal/Director</td>
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<tr>
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<td>Leave Requests</td>
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<td>Substitutes</td>
<td>Sherrie Jordan</td>
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<tr>
<td>Enrollment Coordinator</td>
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<tr>
<td>Enrollment</td>
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<td>Academics</td>
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<td>Recruitment</td>
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<td>HDMS Board Minutes</td>
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<td>Finance Coordinator</td>
<td>Adista Emler</td>
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<td>HDMS Board Binder</td>
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<td>Dawn Chamblin</td>
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<tr>
<td>Classroom</td>
<td>Level</td>
<td>Guide/Lead Teacher/Email</td>
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<tr>
<td>Tuscarora</td>
<td>Primary (3-5 years)</td>
<td>Chrissy Quintieri <a href="mailto:tuscarora@hdmsreno.com">tuscarora@hdmsreno.com</a></td>
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<td>Beowawe</td>
<td>Primary (3-5 years)</td>
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<td>Toiyabe</td>
<td>Primary (3-5 years)</td>
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<td>Toquima</td>
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<td>Peavine</td>
<td>Primary (3-5 years)</td>
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<td>Kelly Ryder <a href="mailto:kellyr@hdmsreno.com">kellyr@hdmsreno.com</a></td>
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<td>Excelsior</td>
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<tr>
<td>Ruby</td>
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<td></td>
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<td>Autumn Reeder <a href="mailto:autumn@hdmsreno.com">autumn@hdmsreno.com</a></td>
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<tr>
<td>Crystal Peak</td>
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<td>School Psychologist</td>
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<td>Bethany Sheridan <a href="mailto:bethany@hdmsreno.com">bethany@hdmsreno.com</a></td>
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### HDMS INDEPENDENT CONTRACTOR TEAM

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<td>Speech/Language</td>
<td>Julia Cabal</td>
<td><a href="mailto:julia@hdmsreno.com">julia@hdmsreno.com</a></td>
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- Chris Taylor
- Ximena Acuna
- Dave Fontes
- Jon Hess
- Jim Ghiglieri
- info@farmfreshnv.com
A NOTE REGARDING COMMUNICATION

Overall communication is critical to the success of our school. We continue to request that telephone calls come to our main line at 624-2800. This allows us to know and coordinate efforts at both locations, while also allowing teachers to attend to their classrooms without interruptions. We will pass your messages along in a timely manner.

Email provides an effective communication link for day to day relay of non-essential information. We pride ourselves on returning phone calls and emails within 24 hours. We meet formally during fall and spring conferences as well as eligibility, IEP and 504 meetings. We meet informally on an as needed basis. Please feel free to contact your child’s teacher if you need to meet.

Classroom email: Within the confines of privacy and confidentiality, we are discouraging our teachers and parents from using email to communicate difficulties or topics of importance. For example, email is a great way to request a meeting to discuss your child’s progress. Email is an inappropriate mode to communicate a problem your child might be having with another child, or other delicate issues. Hopefully, all of you can understand the need to protect all our children. It is so easy to broadcast an innocent reply that might be taken out of context by some and cause misunderstandings or, worse, violate our students’ privacy.

Many of our teachers use Transparent Classroom. This is a great way to stay involved with what is happening in your child's classroom.

CHECK US OUT ONLINE

We are a very dynamic and exciting school. This means that something is always going on. We offer the following communication links for your convenience. We try to post current information frequently so that you are informed regularly of new activities. Check us out on our Website, Facebook, our Facebook Group, PTO Site, and don't forget to support us by shopping with AmazonSmile.

PARENT COMMUNICATION VIA BLACKBOARD CONNECT & EMAIL

Please make sure the school has a current email and phone number where we can reach you. We use the “Blackboard Connect” phone messaging and text messaging quite frequently to inform parents of important information and upcoming events. We also send out regular e-blast messages to our families.
SCHOOL NEWSLETTER

Every Tuesday, you will receive our school newsletter via email and posted on our website. This newsletter contains valuable information and updates about our school and community.

TEACHER CONFERENCING

HDMS strives to have open and ongoing communication with families. We have formal conferences scheduled twice during the year. In addition, teachers are available to meet formally or informally as needed. The best way to set up a meeting in through email.

Fall Conferences: October 18-24 / Spring Conferences: March 30-April 3

These are minimal days; school-age children will need to be picked up at 1:00 pm. Lunch will be served on these days and aftercare is available for a fee. (*This does not apply to Extended Day Year Round Contracted Kindergarten and Preschool Students)

Conference sign-up sheets will be sent out prior to conference dates with 30 minute blocks of time for parents requiring a specific time and date to sign up with their teacher. If the parent(s) do not sign up at that time, then a date and time will be assigned by teachers. If you are late, you may not go over the time allocated to you. Teachers will keep clocks on their desks to keep to the schedule. We encourage all parents to attend as a team. However, if your team has special challenges, you may request separate conferences. These conferences are short and rather formal. If you need to set up a more in-depth conference, please contact your teacher. Please honor our students’ need for their teachers’ attention by waiting until after class to talk to your child's teacher to schedule a meeting when it is convenient for both parties. Our teachers want to talk to you frequently; however, they do keep busy, professional schedules and sometimes need notice before they can give you their full attention.
# PTO MEETINGS

We encourage staff and parent participation to help make our High Desert Community the best it can be! We welcome your participation!

<table>
<thead>
<tr>
<th>PTO/Friends of High Desert</th>
<th>Thursdays @ 3:45 and 5:30 (rotating)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7/11/19 3:45</td>
</tr>
<tr>
<td></td>
<td>8/8/19 5:30</td>
</tr>
<tr>
<td></td>
<td>9/12/19 3:45</td>
</tr>
<tr>
<td></td>
<td>10/10/19 5:30</td>
</tr>
<tr>
<td></td>
<td>11/14/19 3:45</td>
</tr>
<tr>
<td></td>
<td>12/12/19 5:30</td>
</tr>
<tr>
<td></td>
<td>1/9/20 3:45</td>
</tr>
<tr>
<td></td>
<td>2/13/20 5:30</td>
</tr>
<tr>
<td></td>
<td>3/12/20 3:45</td>
</tr>
<tr>
<td></td>
<td>4/9/20 5:30</td>
</tr>
<tr>
<td></td>
<td>5/14/20 3:45</td>
</tr>
<tr>
<td></td>
<td>6/11/20 5:30</td>
</tr>
<tr>
<td></td>
<td>7/9/20 3:45</td>
</tr>
</tbody>
</table>

# HDMS BOARD MEETINGS

We encourage staff and parent participation to help make the best decisions possible for the High Desert Community. Typically, meetings are held the last Wednesday of each month at 5:00 in the Silverada building. Agendas are posted in both buildings and on our website at least 3 days before a scheduled board meeting.

<table>
<thead>
<tr>
<th>HDMS Board Meetings</th>
<th>Wednesdays @ 5:00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8/28/19</td>
</tr>
<tr>
<td></td>
<td>9/25/19</td>
</tr>
<tr>
<td></td>
<td>10/30/19</td>
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<tr>
<td></td>
<td>11/20/19</td>
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<td></td>
<td>1/29/20</td>
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<td></td>
<td>2/26/20</td>
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<td></td>
<td>3/11/20</td>
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<tr>
<td></td>
<td>4/29/20</td>
</tr>
<tr>
<td></td>
<td>5/27/20</td>
</tr>
<tr>
<td></td>
<td>6/24/20 @ 3:00</td>
</tr>
</tbody>
</table>
# 2019-2020 School Calendar

## High Desert Montessori School

### 2019-2020 School Year

<table>
<thead>
<tr>
<th>July 2019</th>
<th>January 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td><strong>No School on Shaded Days</strong></td>
<td><strong>No School on Shaded Days</strong></td>
</tr>
<tr>
<td><strong># of School Days = 0</strong></td>
<td><strong># of School Days = 19</strong></td>
</tr>
<tr>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>7 8 9 10 11 12 13</td>
<td>7 8 9 10 11 12 13</td>
</tr>
<tr>
<td>14 15 16 17 18 19 20</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td><strong>Yellow: 1:00 Dismissal</strong></td>
<td><strong>Jan 17 &amp; 24: 1:00 Early Release</strong></td>
</tr>
<tr>
<td>21 22 23 24 25 26 27</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td><strong>Blue: No Sch-Teacher work day except for extended day PK</strong></td>
<td><strong>Jan 20: MLK Jr Day</strong></td>
</tr>
<tr>
<td>28 29 30 31</td>
<td>28 29 30 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August 2019</th>
<th>February 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
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<tr>
<td><strong>No School on Shaded Days</strong></td>
<td><strong>No School on Shaded Days</strong></td>
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<td><strong># of School Days = 15</strong></td>
<td><strong># of School Days = 18</strong></td>
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<tr>
<td>1 2 3</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>4 5 6 7 8 9 10</td>
<td>2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>Aug 6: First Day for teachers</td>
<td>Feb 7: 1:00 Early Release</td>
</tr>
<tr>
<td>11 12 13 14 15 16 17</td>
<td>9 10 11 12 13 14 15</td>
</tr>
<tr>
<td>Aug 12-16: Kind Assessments</td>
<td>Feb 17: President’s Day</td>
</tr>
<tr>
<td>18 19 20 21 22 23 24</td>
<td>16 17 18 19 20 21 22</td>
</tr>
<tr>
<td>Aug 16: 1:00 Early Release</td>
<td>Feb 21: NO SCHOOL- FOR ALL PROGRAMS</td>
</tr>
<tr>
<td>25 26 27 28 29 30 31</td>
<td>23 24 25 26 27 28 29</td>
</tr>
<tr>
<td>Aug 30: NO SCHOOL- All Programs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2019</th>
<th>March 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
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<td><strong>No School on Shaded Days</strong></td>
<td><strong>No School on Shaded Days</strong></td>
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<tr>
<td><strong># of School Days = 20</strong></td>
<td><strong># of School Days = 12</strong></td>
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<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>Sept 2: Labor Day</td>
<td>Mar 6: 1:00 Early Release</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>Sept 13 &amp; 27: 1:00 Early Release</td>
<td>Mar 16-27: Spring Break</td>
</tr>
<tr>
<td>29 30</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 2019</th>
<th>April 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
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<tr>
<td><strong>No School on Shaded Days</strong></td>
<td><strong>No School on Shaded Days</strong></td>
</tr>
<tr>
<td><strong># of School Days = 17</strong></td>
<td><strong># of School Days = 22</strong></td>
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<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6 7 8 9 10 11 12</td>
<td>5 6 7 8 9 10 11</td>
</tr>
<tr>
<td>Oct 7-11: Fall Break</td>
<td>Mar 30-Apr 3: Spring Conferences</td>
</tr>
<tr>
<td>13 14 15 16 17 18 19</td>
<td>12 13 14 15 16 17 18</td>
</tr>
<tr>
<td>Oct 18: End of Grading Period</td>
<td>Apr 17 NO SCHOOL- FOR ALL PROGRAMS</td>
</tr>
<tr>
<td>20 21 22 23 24 25 26</td>
<td>19 20 21 22 23 24 25</td>
</tr>
<tr>
<td>Oct 18-24: Fall Conferences</td>
<td></td>
</tr>
<tr>
<td>27 28 29 30 31</td>
<td>26 27 28 29 30</td>
</tr>
<tr>
<td>Oct 25: Nevada Day</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November 2019</th>
<th>May 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td><strong>No School on Shaded Days</strong></td>
<td><strong>No School on Shaded Days</strong></td>
</tr>
<tr>
<td><strong># of School Days = 16</strong></td>
<td><strong># of School Days = 20</strong></td>
</tr>
<tr>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>3 4 5 6 7 8 9</td>
<td>3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>Nov 8 &amp; 22: 1:00 Early Release</td>
<td>Nov 11: Veteran’s Day</td>
</tr>
<tr>
<td>10 11 12 13 14 15 16</td>
<td>10 11 12 13 14 15 16</td>
</tr>
<tr>
<td>Nov 11: Veteran’s Day</td>
<td>May 8 &amp; 22: 1:00 Early Release</td>
</tr>
<tr>
<td>17 18 19 20</td>
<td>17 18 19 20</td>
</tr>
<tr>
<td>Nov 25-29 Thanksgiving Break</td>
<td>Nov 25-29 Thanksgiving Break</td>
</tr>
<tr>
<td>24 25 26 27 28 29 30</td>
<td>24 25 26 27 28 29 30</td>
</tr>
<tr>
<td>Nov 25: Teacher Work Day</td>
<td>May 25: Memorial Day</td>
</tr>
<tr>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 2019</th>
<th>June 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td><strong>No School on Shaded Days</strong></td>
<td><strong>No School on Shaded Days</strong></td>
</tr>
<tr>
<td><strong># of School Days = 15</strong></td>
<td><strong># of School Days = 5</strong></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>7 8 9 10 11 12 13</td>
</tr>
<tr>
<td>Dec 6: 1:00 Early Release</td>
<td>June 5: 1:00 Early Release</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>Dec 19: End of Grading Period</td>
<td>June 6: Last day of school</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>Dec 20: Teacher Work Day</td>
<td>June 5: Last teacher work day</td>
</tr>
<tr>
<td>29 30 31</td>
<td>28 29 30</td>
</tr>
<tr>
<td>Dec 20 - Jan 3: Winter Break</td>
<td>June 8-10 Contingency Days</td>
</tr>
</tbody>
</table>

- **Number of days per quarter**: 44 39 48 49
- **Number of days per semester**: 83 97 106 113

**Jan 6 Back from Winter Break**

**Jun 8-10 Contingency Days**
HDMS 2019-2020 BELL SCHEDULE

Primary Program:

School Day Preschool and Kindergarten: 8:55 am to 3:15 pm
Extended Day Preschool and Kindergarten: 7:30 am to 5:30 pm

Elementary Program:

1st Grade thru 6th Grade: 8:45 am to 3:00 pm

Middle School Program:

7th Grade and 8th Grade 8:30 am to 3:00 pm

Elementary and Middle School Paid Enrichment Program:

Morning Care: 7:30 am to 8:30 am
After Care: 3:00 pm to 5:30 pm
# PRIMARY DAILY SCHEDULE

Montessori philosophy recommends this schedule and we do our best to follow it:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-8:55 AM</td>
<td>Primary Arrival Window, <strong>class begins at 8:55</strong></td>
</tr>
<tr>
<td>8:55 AM-12:00 PM</td>
<td>Morning Session: (Children engage in a three-hour uninterrupted work period. It is the most productive time of the day. Please do not schedule dentist or doctor visits during the morning hours if at all possible)</td>
</tr>
<tr>
<td>12:00-12:30 PM</td>
<td>Lunch/Recess (lunch and recess times are staggered)</td>
</tr>
<tr>
<td>12:30-1:00 PM</td>
<td>Lunch/Recess (lunch and recess times are staggered)</td>
</tr>
<tr>
<td>1:00-2:45 PM</td>
<td>Rest time for all full day 3 and 4-year-old students</td>
</tr>
<tr>
<td>1:15-3:15 PM</td>
<td>Afternoon Work Session</td>
</tr>
<tr>
<td>3:15-3:30 PM</td>
<td>Primary Pick Up Window</td>
</tr>
</tbody>
</table>

# ELEMENTARY DAILY SCHEDULE

Montessori philosophy recommends this schedule and we do our best to follow it:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45 AM</td>
<td>Elementary Arrival Window, <strong>class begins at 8:45</strong></td>
</tr>
<tr>
<td>8:45 AM-12:00 PM</td>
<td>Morning Session: (Children engage in a three-hour uninterrupted work period. It is the most productive time of the day. Please do not schedule dentist or doctor visits during the morning hours if at all possible)</td>
</tr>
<tr>
<td>12:00-12:30 PM</td>
<td>Lunch (lunch times are staggered)</td>
</tr>
<tr>
<td>12:30-1:00 PM</td>
<td>Recess</td>
</tr>
<tr>
<td>1:00-3:00 PM</td>
<td>Afternoon Work Session</td>
</tr>
<tr>
<td>3:00-3:15 PM</td>
<td>Elementary Pick Up Window</td>
</tr>
</tbody>
</table>

# MIDDLE SCHOOL DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:30 AM</td>
<td>Middle School Arrival Window, <strong>class begins at 8:30</strong></td>
</tr>
<tr>
<td>8:30-8:45 AM</td>
<td>Advisory Check In</td>
</tr>
<tr>
<td>8:45-10:15 AM</td>
<td>Core Class Block 1</td>
</tr>
<tr>
<td>10:15-10:30 AM</td>
<td>Nutrition Break</td>
</tr>
<tr>
<td>10:30-12:00 AM</td>
<td>Core Class Block 2</td>
</tr>
<tr>
<td>12:00-12:30 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-2:00 PM</td>
<td>Creative Expressions</td>
</tr>
<tr>
<td>2:00-2:30 PM</td>
<td>Advisory Silent Reading</td>
</tr>
<tr>
<td>2:30-3:00 PM</td>
<td>Advisory Check In</td>
</tr>
<tr>
<td>3:00-3:15 PM</td>
<td>Middle School Pick Up Window</td>
</tr>
</tbody>
</table>
ARRIVAL & DISMISSAL

General Guidelines regarding Arrival:
- It is our mission to help children to be independent; and it is our job to keep them safe. You can help foster independence by allowing your child to go into the school building on her or her own once they reach Lower Elementary.
- The front areas of both buildings will be closed to traffic between 8:15-9:00 and 2:45-3:45. These areas can be used throughout the school day to drop off late students or pick up students during the school day.
- Primary parents (Prek-K) please pull through the Orovada east parking lot and walk your child to the primary courtyard if your child’s classroom is in that area. You may use the courtyard as you "kiss and drop" area.
- Silverada students in before care will be escorted across the street at 8:15 AM.
- Please note that only contracted extended day children may attend Primary morning care (7:30-8:40) and after care (3:15-5:30). Due to social services regulations and ratios, preschool children may not drop in.
- If you have an emergency situation, please contact the school. We offer drop in availability for elementary and middle school students.

<table>
<thead>
<tr>
<th>Arrival</th>
<th>Drop Off Time</th>
<th>Program</th>
<th>Location/ Drop off</th>
<th>Classes Begin</th>
<th>Fee/Sign In</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:40</td>
<td>Primary/Kinder Before Care</td>
<td>Orovada East Parking Lot</td>
<td>8:55</td>
<td>Fee based * Children must be escorted and signed into their program</td>
<td></td>
</tr>
<tr>
<td>7:30-8:30</td>
<td>Elementary and Middle School Before Care</td>
<td>Orovada East Parking Lot *Upper El and MS are walked to the Silverada building at 8:15</td>
<td>8:30 Middle School 8:45 Elementary</td>
<td>Fee based *Children must be escorted and signed into their program</td>
<td></td>
</tr>
<tr>
<td>8:15-8:30</td>
<td>Middle School</td>
<td>Silverada “Kiss and Drop” off Fantastic Drive</td>
<td>8:30</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>8:30-8:45</td>
<td>Lower Elementary</td>
<td>Orovada West Parking Lot &quot;Kiss and Drop“</td>
<td>8:45</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>8:30-8:45</td>
<td>Upper Elementary &amp; Crystal Peak Lower El Students</td>
<td>Silverada “Kiss and Drop” off Fantastic Drive</td>
<td>8:45</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
General Guidelines regarding Dismissal:
- Children not picked up by the end of dismissal will be placed in our aftercare program and a drop in fee will be assessed.
- Children from the Silverada building who attend after care will be escorted to Orovada at the end of dismissal. All after care programming is held at Orovada.

Dismissal

<table>
<thead>
<tr>
<th>Dismissal Time</th>
<th>Program</th>
<th>Location/Pick Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15-3:30</td>
<td>Primary/Kindergarten</td>
<td>Orovada East Parking Lot</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Lower Elementary</td>
<td>Orovada West Parking Lot</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Upper Elementary &amp; Crystal Peak Lower El Students</td>
<td>Silverada West Parking Lot off Fantastic Drive</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Middle School</td>
<td>Silverada West Parking Lot off Fantastic Drive</td>
</tr>
</tbody>
</table>
PROFESSIONAL DEVELOPMENT DAYS & MINIMAL DAY
(EARLY OUT) INFORMATION

We hold regular professional development days in order to allow our teachers and support staff the opportunity to attend conferences throughout the country and participate in workshops that enrich their professional development. These development days require the school to be closed a full day or be an early release day with children to be picked up by 1:00 pm. *Extended Year Contracted Primary Students, please refer to your calendar for clarification.

For the 2019-2020 school year, the professional development days are as follows. Please plan accordingly.

August 16 (1:00 early release)
August 30 (full day)
September 13 (1:00 early release)
September 27 (1:00 early release)
October 18 (1:00 early release - Fall Conferences)
October 21 (1:00 early release - Fall Conferences)
October 22 (1:00 early release - Fall Conferences)
October 23 (1:00 early release - Fall Conferences)
October 24 (1:00 early release - Fall Conferences)
November 8 (1:00 early release)
November 22 (1:00 early release)
November 25 (full day)
December 6 (1:00 early release)
December 20 (full day)
January 10 (1:00 early release)
January 24 (1:00 early release)
February 7 (1:00 early release)
February 21 (full day)
March 6 (1:00 early release)
March 30 (1:00 early release - Spring Conferences)
March 31 (1:00 early release - Spring Conferences)
April 1 (1:00 early release - Spring Conferences)
April 2 (1:00 early release - Spring Conferences)
April 3 (1:00 early release - Spring Conferences)
April 17 (full day)
May 8 (1:00 early release)
May 22 (1:00 early release)
June 5 (1:00 early release)

General Guidelines regarding Minimal Day (Early Out):

- Lunch is served on all minimal days.
- Please contact the school if there is an extenuating circumstance in which you need our help with child care.
- Please do not use the front roundabout area for drop off or pick up from 1:00 to 1:30 on Minimal Days. Roundabouts can be used for aftercare pick-up.
## Minimum Day Dismissal

<table>
<thead>
<tr>
<th>Time</th>
<th>Program</th>
<th>Location /Pick Up</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>All programs</td>
<td>Normal Pick Up Areas</td>
<td>None</td>
</tr>
<tr>
<td>1:00-5:30</td>
<td>Primary/Kindergarten</td>
<td>Inside Orovada Campus</td>
<td>Extended Day Contracts Fees Applied</td>
</tr>
<tr>
<td>1:00-5:30</td>
<td>Elementary and Middle School After Care</td>
<td>Inside Orovada Campus</td>
<td>Contracted and/or drop-in fees apply</td>
</tr>
</tbody>
</table>
## TUITION AND FEES

### 2019-2020 TUITION RATES

#### Pre-K Rates per month

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Day (8:55-3:15)</td>
<td>$700</td>
</tr>
<tr>
<td>Extended Day (7:30-5:30)</td>
<td>$900</td>
</tr>
</tbody>
</table>

#### Kindergarten Rates per month

| School Day School Year (8:55-3:15) | free |
| Extended Day School Year (7:30-5:30) | $300  |

#### Before & After Care Rates per month

<table>
<thead>
<tr>
<th>Before &amp; After Care</th>
<th>$100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Care</td>
<td></td>
</tr>
<tr>
<td>After Care</td>
<td>$120</td>
</tr>
<tr>
<td>Morning and After Care</td>
<td>$220</td>
</tr>
<tr>
<td>Morning Drop In (per day)</td>
<td>$10</td>
</tr>
<tr>
<td>After Drop In (per day)</td>
<td>$15</td>
</tr>
</tbody>
</table>

#### Other Rates

<table>
<thead>
<tr>
<th>Other Rates</th>
<th>$125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply Fee (once yearly for all students)</td>
<td></td>
</tr>
</tbody>
</table>
High Desert is a tuition-free school for all students in grades K through 9th grade. Comparable Montessori tuition-based programs can run families up to $15,000 a year per child! The curriculum and supplies used at a Montessori school are unique for the education of our students. We do not have the luxury of storing large amounts of classroom supplies and therefore order items on an as needed basis. We also use specific curricular materials, including Montessori materials, which are replaced over time due to wear and tear. We charge each student a **$125 Supply Fee, which is non-refundable**.

These funds will be used for the following:
- Classroom supplies
- Curricular materials
- Special projects
- Portion of some field trips

You will receive an invoice from the school for supply fee which is due if you have not made a payment by September 1. Your payment can be mailed in or dropped off with the front desk receptionist at either building. If you need to work with the school to make payments towards the supply fee, please contact our Business Office at 624-2800 extension 6 or email Sherrie at sherrie@hdmsreno.com. We are happy to work with families needing this assistance.

We understand that times are tough for many families but know that the price of a Montessori Education is well worth the investment! Thank you for your ongoing support and feel free to contact the school if you have any questions.
HEALTH & WELLNESS

SCHOOL LUNCH PROGRAM INFORMATION

We are pleased to announce that we will be working with Chris Taylor and Ximena Acuna of Farm Fresh Catering again this school year to offer a varied menu made on-site. Everything on the Farm Fresh menu is made from scratch using 90% organic ingredients. Farm Fresh has coordinated efforts with High Desert Montessori in following our lunch policies which align with the American Heart Association's Wellness policy and USDA guidelines.

Ordering will be done this year by setting up an account at myschoollunchaccount.com and ordering before Monday morning cutoff for the week/weeks ahead. The goal of Farm Fresh is to have as little food waste as possible and advance orders help us achieve this goal.

To make this program more sustainable long term and also accessible to more families, this year the lunch menu has been simplified. This enables us to maintain the high quality and organic standards desired by both farm fresh and the school, and to reduce the Cost of lunches to $3.75 for small / $5 for large. If you feel your child would qualify for a reduced lunch, please fill out the “Free and Reduced Lunch Application” and submit it to the business office for review. This lunch program is in the application process now and will notify eligible families as the steps are finalized.

Lunch will be served beginning the first day of school! School lunch will be served every day of the school year, including early release days. Please contact the school if you have any questions. We look forward to this being a healthy and nutritional school year for your child!

Our Mission - Farm Fresh Catering is committed to providing students with healthy & nutritious hot lunch choices that will maximize their potential in the classroom.

• Organic Ingredients - over 90% of the ingredients are certified USDA Organic
• Everything made from Scratch - All of our recipes are made fresh, using whole unprocessed ingredients.
• Salad & Seasonal Fresh Fruit available - A mix of lettuces, spinach, baby carrots, and other veggies are offered with our own house vegan ranch dressing.

Ordering Instructions
If you already have an account with myschoolaccount.com you can use the same login information as previously, or you can setup a new account if you are participating for the first time. Specific ordering instructions and details coming soon!

2019 / 2020 Organic School Lunch Menu

Prices:
Small Meal: $3.75
Large Meal: $5.00
Piece of Fruit: $.75
Side Salad: $.50
Milk or Juice: $1.50

Menu Items:
- Caesar Salad
- Chicken Caesar Salad
- Chef Salad
- Tuna & Cheese Sandwich
- Ham & Cheese Sandwich
- Turkey & Cheese Sandwich
- Turkey Wrap
- Tuna Wrap
- Chicken Pasta Salad
- Vegetarian Pasta Salad
- Hard Boiled Egg Platter (egg, cheese, crackers, fresh fruit & vegetable)
- Meat Platter (deli meat, cheese, crackers, fresh fruit & vegetable)
- Cheese Pizza (Wednesday only)
- Pepperoni Pizza (Wednesday only)
- Veggie Pizza (Wednesday only)

Credits/Refunds: No refunds or credits for pre-paid lunches will be issued for any student absences due to illness, snow days, user error, or class trips.
At High Desert Montessori School (HMDS) we are committed to your child's health and welfare. A healthy, well-balanced diet is essential for every child's emotional and physical well-being and academic success, and we are here to support your family in meeting your child's nutritional needs. High Desert Montessori has developed a food and lunch policy through the HDMS Wellness Committee which included collaboration with the American Heart Association and recommendations from the U.S. Department of Agriculture's Choose My Plate http://www.choosemyplate.gov/.

We are pleased to be partnering with Farm Fresh Catering in providing delicious, wholesome, nutritious food at HDMS as part of our on-site school lunch program. We serve fresh, local, organic food whenever possible. Children have the option of purchasing a lunch at school or bringing a lunch from home.

It is very important that all children eat breakfast before school in order to have a successful morning. The HDMS food policy is in effect for both morning and after care as well as snack time, including the restricted drink options.

The Montessori curriculum teaches children about sustainability, environmental awareness, and conscious living. We ask that food and drink containers be reusable whenever possible, including lunch boxes, water bottles, and food containers.

All children should be able to manage their own lunches independently and be involved in preparing them. This is a great opportunity for younger children to develop motor coordination: small reusable containers enable them to work on motor skills and achieve independence. For our older children, preparing and packing their lunches is a key way to establish independence and responsibility.

**Lunch Box Guidelines:**
- Include 1 water bottle
- Include 2 cloth napkins
- Include all necessary utensils
- Please use reusable containers when possible
- Microwaves are not available, please bring hot food in a thermos.

**Morning Snack:**
- Primary Program: Children will be provided a healthy snack during the morning work period. It is nutritious, but light and not a substitution for breakfast.
- Elementary/Adolescent Programs: Children may bring a snack or choose an item from their lunch during morning snack break. Note: Those who are purchasing hot lunch should bring a snack and reusable water bottle every day.

**Special Events:**
- We encourage children to bring healthy treats for birthday celebrations, bake sales, and other special events. Please refrain from sending store-bought foods for special gatherings or fundraisers and do your best to follow our food/lunch policy with all special occasions. When in doubt, please contact your child's teacher directly.
Multicultural Night is a very special event that celebrates diversity and cultures from around the world. Families of High Desert Montessori get to prepare and enjoy foods from many different countries. Special desserts, drinks, and foods that follow authentic recipes using wholesome, unprocessed ingredients from the country of origin are allowed at this event.

We look forward to supporting you with your child’s health, well-being, and development!

We are pleased to announce that High Desert Montessori Charter School has entered into a new partnership with the American Heart Association. Together, we have created a goal to educate families about the importance of decreasing screen time for children of all ages. We have also updated our wellness policy so that it reflects the latest information on healthy eating for children. The High Desert Montessori staff

<table>
<thead>
<tr>
<th>Guidelines</th>
<th>Good Choices or Suggestions</th>
<th>Not Permitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Follow “Choose My Plate” guidelines developed by US Department of Agriculture <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></td>
<td>*Whole fresh fruit of any kind&lt;br&gt;*Veggies, veggies, veggies!&lt;br&gt;*Lean meats&lt;br&gt;*Hard-boiled eggs, tofu, hummus, cheese&lt;br&gt;*Dehydrated vegetables, nut and seed crackers&lt;br&gt;*Popcorn&lt;br&gt;*Whole grain crackers or rice cakes&lt;br&gt;*Homemade muffins or breads with less than 12 grams of sugar per serving&lt;br&gt;*Cottage cheese or low-sugar yogurt with fruit, nuts or granola&lt;br&gt;*Plain water, unflavored milk, or decaffeinated unsweetened tea</td>
<td>*Gum&lt;br&gt;*Chips&lt;br&gt;*Fried fast food&lt;br&gt;*Candy, cookies, cupcakes, Jell-O, pudding, animal crackers&lt;br&gt;*Sweetened drinks including juice, sports drinks, vitamin water, smoothies, caffeinated tea, energy drinks or soda&lt;br&gt;*Squirtable and drinkable yogurt/veggies (too messy)&lt;br&gt;*Sweets such as chocolate, pastries, crispy treats, etc.</td>
</tr>
<tr>
<td>*Make half of your grains whole&lt;br&gt;*Vary your vegetables&lt;br&gt;*Focus on fruits&lt;br&gt;*Get your calcium-rich foods</td>
<td>*Go lean with protein&lt;br&gt;*Less than 12 grams of sugar per serving</td>
<td>&lt;br&gt;*When in doubt, think simple and ask yourself if you would eat it.</td>
</tr>
</tbody>
</table>
is excited to share these ideas with all families at HDMS, and we are encouraging you to do the following:

Reduce screen time for all electronics for children of all ages:

There is evidence that blue light negatively affects sleep.

Lack of sleep affects mood, behavior, cognitive functioning, and the ability to learn in the classroom.

By paying attention to the shows and games your children are watching and playing, you are more likely to notice the hidden violence and inappropriate verbal interactions in material that is deemed age appropriate.

Help your child develop regular sleep routines by setting appropriate bedtimes and creating a restful sleep environment with electronic devices turned off.

Fill your kitchen with healthy, minimally processed foods:

Reduce processed sugar intake and increase intake of fresh vegetables, fruits, and healthy protein by adding more whole foods

Reduce intake of foods that are high in preservatives, as they have been shown to cause adverse effects in children.

Spend time together doing activities as a family:

Take your family outside, play indoor and outdoor games, go on walks and hikes together, or plant a garden.

Have meaningful conversations at the dinner table with the whole family

Read together

Develop a new hobby that you can enjoy with your children

Students are more likely to be able to concentrate and demonstrate their abilities if they are eating healthy foods, getting adequate sleep, and spending less time in front of a television or computer. Ultimately, though, these are important goals for all children all the time.

COMMUNICABLE DISEASE GUIDELINES:
WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL

High Desert Montessori diligently works to keep our school environment and staff clean and healthy through daily facility cleaning and ongoing training with staff. All staff at High Desert Montessori must maintain a current first aid and CPR
certification. With that being said, we do our best to keep all of our students healthy and diligently work to not spread communicable diseases. Basic guidelines to follow include:

- Please keep a child at home who has symptoms such as fever, headache or stomach illness for 24-48 hours.
- An individual who has symptoms such as vomiting and diarrhea can be infectious for 72 hours or more after they recover.
- Frequent hand-washing with soap and water by students and staff is the most effective way to prevent the spread of the virus.
- Hand sanitizer does not kill some viruses. Thorough scrubbing of hands with soap and water is effective in eliminating the viruses and bacteria from hands through friction and rinsing.
- When a vomiting incident occurs, viruses can become airborne and can infect others within a parameter of 10 to 25 feet. When particles land on hard surfaces, the virus or bacteria can stay active for a number of days and infect anyone who puts their hands on the surface and then touches their mouth.
- Always wash your hands after using the bathroom and before eating.
- Avoid touching your face with unwashed hands.
- When a child is not feeling well at school, we will typically watch their symptoms and take a temperature if needed. Parents will be contacted to pick up a child from school if we deem that are too sick to remain with us.
- As always, a doctor can only diagnose an illness and we rely on you using your best judgment as parents.

For more detailed information visit the Washoe County Health District website.

### IMMUNIZATION AND HEALTH POLICY

#### Enrollment

Upon enrollment, all students entering the WCSD must be in compliance with Nevada State Law, NRS 392.435, which requires that students be immunized for Diphtheria, Pertussis, Tetanus, Polio, Measles, Mumps and Rubella. In addition, students enrolling for the first time in a Nevada Public school (including those entering Pre-school, kindergarten, or transferring from a private school) must be vaccinated against Hepatitis A, Hepatitis B and Varicella. Students who have had chickenpox will be exempt from the requirement for varicella immunizations.

As proof of compliance with the above immunization requirements, the parent, guardian, or student must present to the school, upon enrollment, an immunization record stamped or signed by their physician or health care provider. Copies of records are acceptable. New students who are out of compliance with the immunization law will be excluded from school attendance until the necessary immunizations are received. **There is no grace period.**
Children in transition (CIT) will not be excluded for lack of immunization(s), but will be assisted by school personnel to obtain the required immunizations.

**Currently Enrolled Students**

All students enrolled in school must be in compliance with the state immunization laws throughout the school year. Each clinical aide is to set up a system that will determine what students will be coming due for immunizations during the school year. Parents/guardians of those students must be notified by mail of the appropriate immunization due, date due and exclusion date if not compliant.

Students who are exempt from immunizations for any reason must be easily determined if there is an outbreak of disease. The Washoe County District Health Department must have quick access to the students for purposes of exclusion and protecting the student from exposure.

**Exclusion**

WCSD students currently enrolled who are out of compliance with the immunization law will be excluded from school attendance until the necessary immunizations are received. Exclusion notices will be sent by mail, with a copy of the student’s immunization records, and the date of exclusion. A maximum of 10 working days will be given for the student to receive the vaccine before exclusion from school. Exclusion notices, if stamped by the Washoe County District Health Department or health care provider, will be accepted as proof of immunization.

**Religious Exemption**

Any parent or guardian enrolling their child in the Washoe County School District, and desiring exemptions from immunizations because of religious beliefs, must submit a letter to the WCSD Board of trustees at the time of enrollment, stating that their religious beliefs prohibit immunizations. The letter will be presented to the school nurse or clinical aide.

Immediately upon receipt of the letter to the Student Health Services Department. Acting in behalf of the WCSD board of trustees, the director of student health services will consider the parent or guardian’s request for Religious exemption and notify the school nurse of the decision. A student or parent aggrieved by the decision may file a public compliant.

**Medical Exemption**

Any parent of guardian enrolling their child in the Washoe County School District, and desiring exemptions from immunizations for medical reasons, must submit at the time of enrollment, documentation in the form of a written documentation will be presented to the school nurse or the clinical aide.
Immediately upon receipt of the written explanation or prescription from a physician or health care provider, the school nurse or clinical aide will forward the documents to the Student Health Services Dept. Acting on behalf the WCSD Board of Trustees, the Director if the Student health Services will consider the parent or guardian’s request for Medical Exemption and notify the school nurse of the decision. A student or parent aggrieved by the decision may file a public complaint.

The student may be enrolled immediately once the letter for Religious or Medical Exemption has been submitted. Personal exemptions are not acceptable. There is no provision for personal exemptions in the immunization law. The school nurse or clinical aide will document in the student’s health folder that a religious or medical exemption has been submitted. A list of all students who are exempt from immunization for religious or medical reasons is to be on file in the health clinic.

If the Student Health Services Department Director determines the criteria for religious or medical exemption from immunization have not been met, he or she will notify the parent and the school nurse, who will ensure that the parent receives an immunization exclusion notice identifying the vaccinations the child requires and the date by which immunizations are to be completed.

**Scoliosis Screening**
This year again, school nurses of the Washoe County School District Student Health Services Department will conduct screening of middle school students for possible spinal curvature or- scoliosis, as mandated by state law NRS 392.420 All seventh grade students and any eighth grade students who missed screening in seventh grade will be screened at some point during the school year.

Scoliosis is a curvature of the spine which occurs in about 4 to 10% of the adolescent population. Early detection and referral to a physician or qualified healthcare provider can prevent more significant spinal problems as the child grows.

Scoliosis screening will be conducted by the school nurses who have been given special training in the procedure. In order to ensure maximum privacy, girls and boys are screened separately in P.E. locker rooms. The screening itself is quick and simple; First students are asked to remove their shoes and their shirts. The school nurse inspects the student's spine with the student standing and then vending forward. In some cases, the nurse may place a small level called a-scoliometer on the student’s spine and/or touch the student’s shoulders, back, neck and hips. Girls must be wearing a bra or bathing suit top; otherwise they will not be screened.

If there is a spinal concern, the student will be rechecked by a second school nurse to verify the findings. If further consultation is recommended, a written referral will be sent to the parent or guardian advising that the student be evaluated by a physician or qualified health professional.
Please do not hesitate to call the school nurse if you have any questions about this procedure. IF you do not wish your child to be screened for scoliosis, please contact your school’s health office prior to the day of the screening.

**Vision and Hearing Screening**

The Washoe County School District (WCSD) is mandated by state law, NRS 392.420, to conduct vision and hearing screening on students at certain grade levels. The designated grade levels to be screened are 1st grade, 3rd grade, 7th grade, and 10th grade. In addition, screening is conducted for all students who receive special education services, those who are new to the WCSD, and Kindergarten students who have been referred by their teacher. Any child who may have been absent on a schedule screening date may be screened the following school year.

Screening for vision and hearing is carried out by a team of school nurses or by school personnel who are trained and supervised by the school nurse. The school nurse will notify the parent/guardian of any child who does not pass either screening and recommend that the student have further testing by a physician or other qualified health professional. School nurses do not diagnose visual or auditory problems but are glad to explain the screening process or discuss your child’s screening results with you.

If you would like to speak with the school nurse or you do not want you child to be screened for vision or hearing, please contact the school’s health office.
GENERAL STUDENT POLICIES

GENERAL CLASSROOM POLICIES

We understand that making changes can be challenging. We want you to know that our staff has your child’s best interests in mind. These are policies that are typically followed in Montessori schools around the world, and we believe in them. We would like to acknowledge all of you for making an effort in making these changes. All caregivers, including spouses, grandparents, babysitters, and any other person who may be picking up, dropping off, or preparing lunch should read our policies carefully. Please come to us with any questions or concerns. Thank you!

DRESS CODE

GENERAL GUIDELINES INCLUDE:

The following guidelines are written with the intention of maintaining the open and expressive environment of the Montessori experience. While it is necessary to outline items that may cause a disruption in the classroom and to point out safety concerns, it is impossible to foresee every circumstance and article of attire students have access to.

General guidelines include baseball caps are not allowed to be worn inside the buildings. Shoes need to be closed or mostly closed and no flip-flops. No exposed spaghetti straps; tops must be at least 2 finger widths wide and shorts are to be fingertip length.

Specific prohibitions and limitations include (but are not limited to) the following:

Condition and Wear of Clothing
• Nothing that distracts or poses a safety hazard
• No holes, rips, or tears that reveal the body
• No tight-fitting or revealing clothing

Safety
• No hair covering eyes
• No clothing that can pose a potential health or safety problem
• No gloves inside the building; no single glove at any time
• No jewelry or chains that can cause injury
• No hanging chains
• No spiked or studded accessories
Tops/Skirts/Dresses
• Tops must cover the upper and middle torso at all times
• Skirts must cover the lower torso with no skin showing between top and skirt
• Skirts and dresses must be at least mid-thigh in length; no mini-skirts (fingertip length)
• No exposed undergarments
• No halter, tank or tube tops; no transparent, half, or muscle shirts (2-finger width straps)
• No low cut necklines, exposed cleavage, or spaghetti straps
• No pajamas, lounge wear, or bathrobes

Pants/Shorts
• Must cover lower torso with no skin showing between top and pants/shorts
• No exposed undergarments
• No sagging pants or shorts
• No single rolled up pant leg
• No exposed buttocks
• Belt buckle monograms must be appropriate
• No hanging or extended belt lengths
• No unfastened overalls
• No cut-offs
• Shorts must be hemmed and at least mid-thigh in length (longer than fingertips)
• No mini-shorts; no spandex shorts

Head Coverings
• No baseball caps or sunglasses worn in the building during school hours (exceptions are made for religious or medical reasons)
• No bandannas (all colors), do-rags (all colors), hairnets, surgical/shower caps, or hair picks at any time on campus or at any school-sponsored event

Footwear
• Proper footwear at all times (no flip-flops, closed toe shoes are encouraged)
• No house slippers -Sandals must have a backstrap

Language/Illustrations on Clothing
• No cartoon characters
• No obscene, vulgar, profane, or derogatory language or illustrations on clothing
• Nothing that may be deemed a safety issue
• Nothing that promotes an illegal activity, including underage drinking, illegal drug use, domestic abuse, gang membership, battery, assault, or any other civil or criminal conduct which would violate state or federal law.

Gang Attire
All items that have been identified as gang-related by local law enforcement agencies and WCSD school police are prohibited. These may include but are not limited to:
• No dangling belts
• No chains
• No unfastened overalls
• No sagging pants/shorts
• No single rolled up pant leg
• No hairnets, bandanas, or do-rags (all colors)
• No blue and/or red shoelaces or footwear at any time; other colors may be deemed inappropriate as necessary to protect student safety on campus
• No altered insignias or graffiti
• No jewelry or belt buckles symbolizing any gangs
• No graffiti in or on personal belongings symbolizing any identified gang

Consequences
If a student violates the dress code she/he will be given a warning by school staff. School staff will notify school administrators with the student’s name. School administrators will notify parent/legal guardian of the warning. The student must correct the clothing violation at that time, prior to returning to his/her class schedule. Refusal to change clothes will constitute insubordination.

First Offense
• Parent notified
• Student must change clothing violation
• Student assigned detention
• Student warned of consequences for second violation
• Consequence/conference entered in student discipline documentation

Second Offense
• Parent notified
• Student must change clothing violation
• In-school suspension, Saturday school, work crew, or multiple detentions assigned, depending on the consequence available at school site
• Student warned of consequence for third offense
• Consequence/conference entered in student discipline documentation

Third Offense
• Parent notified
• Student must change clothing violation
• Out-of-school suspension assigned
• Warned that any further violations will result in multiple days of suspension
• Consequence/conference entered in student discipline documentation

*Please see LEVEL information if there are additional information regarding dress code.

BRINGING ITEMS TO SCHOOL

Have your mom or dad talk to your teacher first and ask when a good day will be for you to bring in your special item. Then when that day arrives, bring it to your teacher with a reminder. Let us know if there are special instructions that go with it. Your teacher will help you find a special place for it until you can show it to your class.
INAPPROPRIATE ITEMS WILL BE CONFISCATED BY TEACHERS

Children will be given the opportunity to take inappropriate things home at the end of the day. If inappropriate things continue to come to school, then the items will be confiscated. However, they may be retrieved by a parent or guardian at their convenience. If inappropriate things continue to come to school, they will be sent to the office for retrieval on the last day of school by a parent or guardian.

HDMS IS NOT RESPONSIBLE FOR LOST OR STOLEN ITEMS INCLUDING CELL PHONES OR OTHER ELECTRONICS.

TELEPHONE AND CELL PHONE POLICY

We are required by Nevada law to have an official policy regarding the use of cell phones at our school. As always, our policies put the well-being of the child as our guiding principle. Telephones ringing in a classroom are a distraction and disruption of the classroom environment.

- Children in primary may not bring a cell phone to school at any time, for any reason.
- Children in Elementary and Middle School may have a cell phone, but it must be turned off and out of sight during the school day from 8:30 am to 3:30 pm.
- Teachers and staff may have cell phones, but they should be turned off during the academic work periods of 8:30 am to 12 pm and 1 pm to 3:30 pm. They may check the phones for messages during the lunch and recess hour.
- Teachers will take cell phones on field trips in case of emergency.
- Children may use the school phone during recess and after school for emergency calls with staff permission.
- Children with cell phones at school may use them to contact a parent with staff permission.
- Parents may email messages to be delivered to their child regarding after-school activities to (775) 624-2801.

HDMS IS NOT RESPONSIBLE FOR LOST OR STOLEN ITEMS INCLUDING CELL PHONES OR OTHER ELECTRONIC

COMING TO SCHOOL PREPARED

Children should bring ONE bag to school on a regular basis. This may be a lunch box OR a small backpack or tote bag with lunch in it for Primary through 6th grade. Middle School may bring a backpack. Parent/teacher/office communication will be in the front pocket of the bags if not emailed. Please keep all other bags at home. We realize there are exceptions like overnights or special activities after school. When you must bring a pack, please check it in with your teacher as soon as you get to school. He or she will have a special place for these items to be kept. Any exceptions to these guidelines must be approved by the Principal.
Dear Primary Parents,

We are honored that you entrust us with helping to empower your child to develop to his or her full potential. Our staff is dedicated to the young child and believes, as Maria Montessori did, that...

“There are many who hold, as I do, that the most important part of life is not the age of university studies, but the first one, the period from birth to age of six. For that is the time when a man's intelligence itself, his greatest implement, is being formed. But not only his intelligence; the full totality of his psychic powers.”
~ Dr. Montessori

Below is an outline of what is expected of each family in the primary program. Please take the time to carefully read the information so that you and your child are ready for the first day of school. We look forward to meeting you (or seeing you again)!

LUNCHES/SNACKS: Please refer to HDMS Lunch/Food Policy

CLOTHING:
Primary students should come to school in clothing appropriate for work and play. Children use water with food coloring, water colors, and tempera paint. While we do provide aprons for all wet and food related activities, accidents do happen. Footwear should be sturdy and appropriate for running, climbing on play equipment, and general outdoor play. Flip flops are not allowed, and sandals are not permitted unless they are close-toed and have a back strap. We request that children do not come to school in cowboy boots; we’ve seen too many accidents, trips and falls. Short sleeves and shorts are fine during the warmer months, but we do not allow halter tops, sleeveless shirts or dresses, or spaghetti straps.

TV AND MOVIE CHARACTERS:
In addition to our school dress code, primary students at High Desert may not wear or bring any items to school with cartoon, TV, or movie characters. This includes: clothing, shoes, lunch boxes, blankets, hats, pillows, and tote bags. We also ask that children do not wear “light up” shoes. It is amazing how distracting these items can be for young children. A Disney princess t-shirt or pair of Spiderman shoes will actually distract some children from work for a good part of the day.

SUNSCREEN:
Please apply a generous amount of sunscreen to all exposed areas of your child’s body in the morning, and send a hat during the warmer months. Per Washoe County
Social Services regulations, children may not carry sunscreen in their bags with them. Please be aware school day children will not have sunscreen reapplied throughout the day due to these regulations.

Children who stay for the aftercare program will have sunscreen applied before going outside in the afternoon during the warmer months. Per Social Services regulations, all aftercare children must have written authorization from parents in order to allow staff to apply sunscreen. Please provide labeled sunscreen for your child that can be kept at school.

SMALL BACKPACK / TOTE BAGS:
Children bring a small backpack or tote bag (no characters please). The bag itself is for lunch boxes, nap items, show and tell items, and work that goes home. Children typically bring home notes and book orders in zippered pockets on the front of the bag.

CORRESPONDENCE TO TEACHERS:
Please directly hand all correspondence, book orders, and any other time sensitive materials directly to a primary teacher in morning care, drop-off, dismissal, or aftercare. All other items, including bags, lunch boxes, and coats are the responsibility of your child. Please use the payment slot in the hallway for tuition and other school payments.

REST TIME:
Pre-kindergarten children will have an extended time frame to rest and refresh their bodies. We will provide a clean, sanitized mat for each child to sleep on. A small, travel-size (think airplane size) pillow and blanket may be brought for your child to sleep with. These can be brought in at the beginning of the week and taken home at the end of the week for cleaning. In between days, the pillow and blanket will be stored in a 1-gallon Ziploc bag (due to space limitations). Thank you for understanding.

CHANGE OF CLOTHES:
All primary students are required to have one complete change of clothes in the classroom at all times. Please use a sealed Ziplock bag with your child’s full name written on the bag in pen, and include the following: pants, shirt, underwear, and socks. Even if your child does not have accidents, we work with water extensively, milk and food can spill, and it can get muddy outside during the winter. Be sure to send fresh clothes the next day when your supply is used at school, and change clothes as the weather changes.

DROP-OFF AND DISMISSAL:
Please carefully read the drop-off and pick-up schedule. The first week of school is a transitional period for everyone. If you would like to walk your child to the classroom during that time, we completely understand. However, for the remainder of the school year, we ask that you allow your child to carry his/her own personal items and walk into the classroom alone. This is a very important step for your child in attaining independence and self-reliance. It also enables your child to put belongings away and enter the classroom quietly. Please allow your child to carry his/her own items into school and hang them up.
If your child is in the Peavine or Toiyabe classroom a member of the primary staff will greet you and your child at the courtyard gate. You may use the courtyard for your “kiss, hug and goodbye” place. If your child is in Toquima, Beowawe or Tuscarora he/she will be greeted at the classroom door.

Although it may not seem like it, a child who has separation issues recovers more quickly when you drop him/her off outside the classroom. Parting is quicker, and it gives the child a few moments to recover before walking into the classroom. This also enables the child to enter the classroom without disturbing children who are already working. We do our very best to take care of your children and make their experiences positive and joyful!

PRIMARY ATTENDANCE:
High Desert Montessori School complies with the Washoe County School District Attendance policy for the public portion of kindergarten. However, we take all primary attendance very seriously. At HDMS, school begins at age 3 and children are expected to come to school every day and arrive on time. Primary attendance is taken and will go into your child’s permanent file. Frequent absences create instability for young children and hinder academic and social progress. Arriving late to school can be difficult for children and also disrupts our learning environment. It is important for parents to contact Miss Laura if your child is going to be absent.

LATE ARRIVAL/EARLY PICK UP:
Arrival is from 8:40-8:55. Children who arrive in the classroom after 8:55 am will be marked tardy. All primary children who arrive at school any time after 8:55 or are picked up any time before 3:15 must be signed in or out by the adult who is dropping off or picking up. HDMS staff may only sign children in and out during designated drop off and pick up times. When arriving after 8:55 parents will have to walk into the atrium to get a late note from the Front Desk and sign it. The Front Desk will escort your child to the classroom. The same procedure is applied for early pick up. Thank you for your understanding!

TELEPHONE AND CELL PHONE POLICY:
Telephones ringing in a classroom are a distraction and disruption of the classroom environment. We are required by Nevada law to have an official policy regarding the use of cellphones at our school. As always, our policies put the well-being of the child as our guiding principle.

- Children in primary may not bring a cell phone to school at any time or for any reason.
- Teachers may have cell phones, but they should be turned off during the academic work periods of 9 am to 12 pm and 1 pm to 3:30 pm. They may check the phones for messages during the lunch and recess hour.
- Children may use the school phone during recess and after school for emergency calls.
- Parents may email messages to be delivered to their child regarding after-school activities.

BIRTHDAYS:
Montessori schools around the world have very special birthday celebrations. We leave the hats and candles at home and instead, follow the course of your child's life from birth until the present, and simulate each orbit your child has made around the sun.

You are encouraged to send one picture of your child for each year of his/her life, starting at birth, encased in a sheet protector or ziplock bag. Appropriate birthday snacks may include: muffins, fresh fruit, veggies and dip, banana bread, zucchini bread, or pumpkin bread. Please do not send cake, ice cream, frosted items, or other types of sweet food. You may schedule a date and time with your child's teacher a few days in advance, and we'll let you know how many servings to bring at that time. We encourage you to attend this special event!

SHOW AND TELL:
Montessori show and tell happens on Friday. It is an opportunity for your child to share something important with the class and teach us something about it. Items should be special, educational in some way, and your child should be able to answer questions about it, such as what it is, where it came from, who gave the item, how it works, and so on. Appropriate items include: items of scientific interest, such as items from nature, insects, or even a pet lizard; items of cultural interest, which may include items from other countries, or special objects acquired on a trip somewhere else in the United States. This is a great opportunity for your child to practice public speaking and talk about something that matters to him/her. Toys are not suitable items for show and tell.

CAR SEATS:
Parents often need to leave car seats at school for use when the children are picked up. We are very supportive of children being in car seats! We request that you do not leave your car seats in the entry; we are under Fire Marshall Law to keep doorways and hallways clear of obstructions. A place in the preschool courtyard has been designated as a car seat holding area. This area is somewhat protected but there is no protection from wet or snowy weather so it is recommended that you cover your car seat with a plastic protective cover.

Sincerely,

The Primary/Kindergarten Team

Ms. Pam Chavarria beowawe@hdmsreno.com
Ms. Chrissy Quintieri tuscarora@hdmsreno.com
Ms. Kristy Orenstein toiyabe@hdmsreno.com
Ms. Lisa Kapellas toquima@hdmsreno.com
Ms. Claudia Dammen claudia@hdmsreno.com
Dear High Desert Montessori Lower Elementary Families:

Welcome!

Please read the information below in regards to the upcoming 2019-2020 school year. In order to create a sense of community, all materials will be the same in each classroom. With that being said, we are collecting a supply fee in the amount of $125.00 from each family. This supply fee will be used to purchase journals, workbooks, pencils, folders, rulers, paper, arts and crafts supplies and other materials for your child throughout the year.

Lower Elementary teachers will be enforcing the lunch policy, so please become familiar with it and help us to encourage your child to make “healthy” choices.

Lower El students in Caldelaria, Ruby and Excelsior are dropped off in the west Orovada "Kiss and Drop" area between 8:30 AM and 8:45 AM unless they are enrolled in the before care program. Dismissal is at 3:00 in the west parking lot. Colored name cards will be sent home with each child. Please put these cards in your passenger window to help our dismissal lane move quickly and safely through the parking area. Lower El students in Crystal Peak with Ms. Sarah should refer to Upper El Arrival and Dismissal procedures.

Back to School Night is scheduled for Tuesday, August 20th from 5:00-7:00. This is a required event. Childcare will be provided. Please plan on attending.

If you have any questions, please let your Lower Elementary Teacher know. We thank you for helping to support our policies and the health and learning of your child!!

Sincerely,

The Lower El Team
Ms. Jamie Berfield  ruby@hdmsreno.com
Ms. Kelly Ryder  kellyr@hdmsreno.com
Ms. Sarah Hausman  sarah@hdmsreno.com
Ms. Jennifer Marcondes  jen@hdmsreno.com
UPPER ELEMENTARY INFORMATION/POLICIES

Dear Montessori Upper Elementary School Families,

Welcome back to school! We have been preparing our classrooms for you, and we’re excited about all the possibilities this year. We will be collecting a $125 supply fee for each student this year so that we can purchase supplies in bulk, and all students will have access to the same quality of supplies. If you cannot afford $125 in one payment, please contact Sherrie (sherrie@hdmsreno.com or 775.624.2800 ext. 6) about arranging payment. This fee helps us provide supplies throughout the school year. The supply fee will cover students’ basic needs- so no need to shop!

Please be sure to read the school handbook for parents and students so you understand school policies. Our website www.hdmsreno.com has the handbook, school calendar and other information for you.

Our Back to School Night is scheduled for Tuesday, August 20th from 5:00-7:00 PM, please plan on attending. Teachers will offer Montessori information throughout the school year, so we hope you can take advantage of these opportunities.

**Coming to School Prepared**

1. Lunch boxes are OK. Students carry 2 things to school, a lunch bag/box and a small backpack or tote bag (no characters please). All students need to bring lunches for the first week. Please be sure to send a placemat or napkin in your child’s lunch box. **There are no facilities for heating lunches.** Bring food that is ready to eat. Be sure to read the food policies in the handbook to guide your nutritional choices (such as no chips).

2. Drop off/pick up for upper EL and middle school are in the **back parking lot off Fantastic Drive between 8:30 and 8:45 AM and 3:00-3:15 PM. Please do not drop off or pick up your child at the front of the building during these times.**

**Student Arrival and Dismissal**

8:30-8:45 Elementary parents may enter the backlot at the second driveway, past the 3-story building on Fantastic Drive. You can make a loop (follow arrows), dropping off children at the playground gate, or you may proceed to the parking area away from the gate if you’d like to walk in with your child. The Exit driveway is marked and takes you onto Cannan Street.

3:00-3:15 Follow the same procedure. Students will be waiting for pickup on the west side of the playground gate. Parents must either drive by (recommended) or walk up to the designated classroom area to pick up children from teachers. For the safety of all children, all children are asked to shake hands and say goodbye to an adult and use crosswalks. If we have not received a phone call by 3:15, students will be escorted to the Orovada building and checked into the aftercare program. Aftercare does charge drop in fees for this program.
We have lots of room in the back lot, so the loop system generally works great! Teacher-Parent conversations sometimes cause the line to bog down, so there are a few things to consider. We often intend to share a quick message, but have a hard time keeping it quick. In general, teachers really need to keep their attention on the children they are supervising, so it isn't a good time to focus on a one on one conversation. If we both try to keep this in mind, it will help keep the line moving and keep the other children safe. We are happy to continue the conversation by email, phone or make an appointment to conference at a better time.

**Some Montessori Principles:**
It's important to understand what Montessori is and what it is not. Here's a sample to get you started. The learning environment in each classroom is prepared to meet the needs of a specific developmental stage.
- Children learn to care for themselves, the environment, and each other.
- We view the state and federal standards as basic requirements rather than the end goal.
- We respect children and their work and teach compassion for everyone.
- We help each child develop an understanding of the Universe, himself/herself, and his/her place in the universe.
- We instill a sense of appreciation for what came before us.
- We are open to students' ideas for work, projects, events, and community service.

Ages 6-12 are some of the most powerful years of learning in life. Elementary children are healthy, strong, flexible, curious and intelligent. They have amazing potential, and we want to provide work that is worthy of their abilities.

**Upper Elementary work and experience**
In 4th-6th grade, students can expect to learn a lot of science and history through quarterly projects. Students improve their writing skills and use them daily in every subject. Homework includes playing, family time and reading. Other projects and reports will come home as needed. 4th-6th grade students will be given as much freedom as they can handle responsibly. When they struggle with self-responsibility, they will receive coaching and guidance to help them become more productive. We are looking forward to an amazing year of parent-teacher collaboration for the children’s benefit!

**Parent Involvement**
Be sure to look at the school calendar and website and select ways to be involved in our Montessori community such as: PTO Meetings, PTO Fundraisers, school events, school committees, Upper El events (Fall Festival, plays, outdoor education overnight field trips) as well as chaperoning “going outs” and volunteering in class (library shelving, proofreading 6th grade projects, etc.) There are many ways to be involved and make a difference in our community!

We look forward to this school year being a positive and productive one for you and your child. Please contact your child's teacher if you have any further questions.

Sincerely,
Ms. Kaleigh Richards  sierra@hdmsreno.com  
Ms. Olivia Meyer  olivia@hdmsreno.com  
Ms. Christy Fagundes  christina@hdmsreno.com  

**ADOLESCENT PROGRAM INFORMATION/POLICIES**

Our Philosophy

We believe in creating educational initiatives that guide our creative endeavors; and in the power of artistic education to have a profound effect on the lives of learners of all ages.

Our Mission Statement:

High Desert Montessori Adolescent Program is dedicated to providing students with a holistic education that will empower them to successfully find their place in the global community.

Dear High Desert Montessori School Families,

Welcome!! This is an exciting time for students and their families, and we are delighted to be a part of that excitement. As advisors in the HDMS Adolescent Program, we are entrusted with some of your child's foremost experiences in education. It is our hope and desire that our program both inspires exploration and creativity, and acts as a principle foundation supporting your child's intellectual and social development.

**Important Information for the first week of school:**

**Community Guidelines/ Reminders**

- Please read, and re-read, the dress-code and food policy in the parent handbook before the first day of school.
- Please submit $125 supply fee to Sherrie (sherrie@hdmsreno.com). Payment plans can be set up with Sherrie if needed.

**Upcoming Community Events**

* Adolescent Back to School Night on Wednesday, August 21st at 5:30

Sincerely,

The HDMS Adolescent Program Staff

Yerania “Nia” Alvarez Padilla  Math/Science  nia@hdmsreno.com  
Kelly Casey  Humanities  kelly@hdmsreno.com
ADMISSION & ATTENDANCE POLICIES

PRE-KINDERGARTEN ENROLLMENT PROCEDURES

Our Enrollment Registrar, can answer any questions you may have about enrollment. The best way to get in touch is by email at stephanie@hdmsreno.com. When sending your email please include your child’s name and birthdate. This will ensure that you receive information on the appropriate program.

Submitting a “Letter of Interest”, which you can find on our website, is the first step in obtaining a spot in High Desert Montessori School’s Primary Program. You can submit a Letter of Interest at any time. The sooner you submit a “Letter of Interest”, the better your chance of securing a Pre-K spot for your child.

Attending one of the two seminars we hold each year is required for enrollment. We hold one in January and another one in May. Attendance does not secure enrollment. Enrollment is determined upon how many spots we will have available.

Preference is given in the following order:
• Children of staff members
• Siblings of students already enrolled
• All remaining students will be served on a first come/first serve basis

Letters of Acceptance and Waiting List letters for the upcoming school year go out the Friday before Spring Break. This is a very busy time for the enrollment office, we ask that you wait to contact us about enrollment status until after April 1.

No private tours will be conducted unless your child has been accepted for enrollment. Attending a Parent Seminar is an opportunity to tour the school, meet our faculty and learn about our curriculum. No tours are conducted during the summer.

If your child is currently being served by the WCSD Special Education Dept. and has an IEP, it will need to be reviewed by our Special Education team before an offer is fully extended. Due to space and staff limitations, we do not offer all the services that the School District does. The enrollment office will direct you in making this appointment.

K-8 ENROLLMENT PROCEDURES

Per Nevada Revised Statute (NRS 388A.453 and NRS 388A.456), High Desert Montessori Charter School’s enrollment procedures are as follows:

Section 1: Priority Enrollment
Before a lottery takes place, priority enrollment is given to:
(A) The sibling of a student who is currently enrolled in grades K-8 of HDMS Charter School.
(B) A child who was enrolled in the pre-K program at HDMS the immediately preceding school year.
(C) The child of a person who is employed by HDMS.
(D) The child of a person who is a member of the HDMS Board.
(E) A student who is currently enrolled in a public school with an enrollment that is more than 25 percent over the public school’s intended capacity. The schools on this list are provided to the HDMS Enrollment office yearly by the Washoe County School District.
(F) A student who, at the time his or her application is submitted, is enrolled in a public school that received an annual rating established as one of the two lowest ratings possible indicating underperformance of a public school, as determined the Nevada Department of Education, pursuant to the statewide system of accountability for public schools for the immediately preceding school year. The schools on this list are provided to the HDMS Enrollment office yearly by the Washoe County School District.
(G) A student who resides within 2 miles of the charter school.

Section 2: Lottery Enrollment for Washoe County Residents
After "Section 1: Priority Enrollment“ takes place, HDMS shall hold a lottery to determine either enrollment in the school or placement on the waiting list for any student who resides within the boundaries of our sponsoring agency, the Washoe County School District, but who did not qualify for "Section 1: Priority Enrollment”.

(A) The lottery will be held 45 days after the first set of acceptance letters are sent out at the end of March of each year.
(B) Letters of Interest must be received by the second Friday in March to be included in the lottery for the upcoming school year. To be entered for the lottery in future years, the parent or guardian must notify the enrollment office via email, yearly, that they would like their child to be entered in the lottery.
(C) The lottery is executed by entering all qualifying “Section 2” names in each level (Kindergarten, Lower El, Upper El, Middle School) into a third-party, online random sorting program. Three witnesses will be present at each lottery sort. The order in which the students are sorted will dictate the lottery number that child holds for the upcoming school year only. A new lottery sort will be done each year.
(D) For any remaining vacancies after the “Section (1): Priority Enrollment” spots are filled, students will be offered spots in the order of their number designation from the lottery sort. Any students who do not obtain a spot will be placed on the waiting list in the order of their designated lottery number.
(E) Enrollment Offers resulting from the lottery will be sent via US mail and email. Acceptance of an Enrollment Offer must be submitted, in writing, to the enrollment office no later than seven days after notification is sent. If confirmation of acceptance
is not received within seven days, the registrar will make a final notification phone call. At that point, the student’s spot may be forfeited.

(F) The enrollment checklist and all required paperwork must be completed before the date assigned by the registrar or the lottery spot may again be forfeited.

(G) The only person authorized to issue a receipt of acceptance is the Enrollment Registrar. Verbal or written confirmation from any other staff member will not be accepted.

Section 3: Lottery Enrollment for Nevada Students who reside outside of Washoe County

After “Section 1: Priority Enrollment” and “Section 2: Lottery Enrollment for Washoe County Residents” take place, HDMS shall hold a lottery to determine either enrollment in the school or placement on the waiting list for any student who resides outside the boundaries of our sponsoring agency, the Washoe County School District.

(A) The lottery will be held 45 days after the first set of acceptance letters are sent out at the end of March of each year.

(B) Letters of Interest must be received by the second Friday in March to be included in the lottery for the upcoming school year. To be entered for the lottery in future years, the parent or guardian must notify the enrollment office via email, yearly, that they would like their child to be entered in the lottery.

(C) The lottery is executed by entering all qualifying “Section 3” names in each level (Kindergarten, Lower El, Upper El, Middle School) into a third-party, online random sorting program. Three witnesses will be present at each lottery sort. The order in which the students are sorted will dictate the lottery number that child holds for the upcoming school year only. A new lottery sort will be done each year.

(D) For any remaining vacancies after the “Section 1: Priority Enrollment” spots and “Section 2: Lottery Enrollment for Washoe County Residents” spots are filled, students will be offered spots in the order of their number designation from the lottery sort. Any students who do not obtain a spot will be placed on the waiting list in the order of their designated lottery number.

(E) Enrollment Offers resulting from the lottery will be sent via US mail and email. Acceptance of an Enrollment Offer must be submitted, in writing, to the enrollment office no later than seven days after notification is sent. If confirmation of acceptance is not received within seven days, the Enrollment Registrar will make a final notification phone call. At that point, the student’s spot may be forfeited.

(F) The enrollment checklist and all required paperwork must be completed before the date assigned by the registrar or the lottery spot may again be forfeited.

(G) The only person authorized to issue a receipt of acceptance is the Enrollment Registrar. Verbal or written confirmation from any other staff member will not be accepted.

Section 4: Placement for Students whose Letters of Interest are received after the Lottery
Letters of Interest submitted after the lottery takes place will be added to the bottom of the waiting list in the order they are received.

ATTENDANCE POLICY

Updated Attendance Policy coming soon...

POLICY FOR PROMOTION TO THE NEXT GRADE HIGHER

Updated Attendance Policy coming soon...

RETENTION PROCEDURE

Updated Attendance Policy coming soon...
INVolVEMENT

PARENT INVOLVEMENT AND HELP!

Ask your teacher how you can volunteer to help out at school. All parents who help out at school or go on field trips must fill out a Volunteer Application which is available on the school website and at the front desk in both buildings. We welcome and encourage your involvement! Contact your child's teacher to find out how you can help. Some suggestions include:

- Sign up for the “2 Hour Pledge” as a way to share your time or talents with us. See the following pages for information.

- Make sure your child has a healthy, complete breakfast every day. Send only nutritional snacks and lunches to school.

- Label your child’s belongings and don’t send things from home unless the teacher gives permission.

- Read to your child 30 minutes every day even after he/she can read well to himself/herself. Ask questions about his/her understanding and opinions about the reading. Research has proven that this read-aloud time is the key component to advancing your child’s reading skills even after he/she becomes a reader himself/herself.

- Be supportive of our community and its guidelines. We are creating an extended family that will help your parenting challenges in ways we can only imagine at this time. Be the family that helps set the high standard.

- Write a short biography of your child for his or her teacher telling all about your child’s life and development. It gives the teacher a way to contemplate who your child is in moments of deep reflection. It also is a record that they can refer to throughout the year to bring your child’s individuality to mind anew.

- Limit television at home. Make sure your child has a ‘creative center’ where he/she can do things instead of watching TV.

- Become a volunteer and help with special projects or field trips. Make sure to fill out the volunteer application which can be picked up at the front desk at each building.

- Get involved in school committee’s and the PTO/Friends of High Desert Montessori School; they help us go from good to great!

- Please don’t participate in rumors. If you have a concern, go directly to the person involved, and try to find a solution that works for everyone.

- Role model peaceful conflict resolution. Help your child find ways in which to see the other person’s point of view.
PARENT
I understand that as my child's first teacher my participation in my child's education will help his/her achievement. Therefore, to the best of my ability, I will continue to be involved in his/her education by:
Reading to my child or encouraging my child to read;
Supporting Montessori education and the mission of High Desert Montessori;
Being responsible for my child’s on-time attendance;
Following the HDMS food policy by providing a healthy lunch or snacks;
Reviewing and checking my child’s homework;
Monitoring the activities of my child, such as the amount of time spent watching television, using a computer, playing video games, etc.; and
Contributing at least 2 hours of time each school year in the areas such as:
Attending school-related activities;
Attending organized parent meetings, such as PTO, or parent committees;
Attending parent-teacher conference(s);
Volunteering at the school a minimum of 2 hours
Chaperoning school-sponsored activities;
Communicating with my child’s teacher(s) regarding his/her progress, as needed.

STUDENT
I realize that my education is important. Therefore, I agree to carry out the following responsibilities to the best of my ability by:
Arriving at school each day on time and being prepared;
Showing effort, respect, cooperation, and fairness to all;
Using all school equipment and property appropriately and safely;
Use technology wisely and for school purposes;
Completing and submitting homework in a timely manner; and
Reading each day before or after school.

TEACHER AND SCHOOL STAFF
We understand the importance of providing a supportive, effective learning environment that enables the children at our school to meet the State’s academic achievement standards through our role as educators and models. Therefore, staff agrees to carry out the following responsibilities to the best of our ability by:
Ensuring that each student is provided high-quality curriculum and instruction, supervision and positive interaction;
Maximizing the educational and social experience of each student;
Carrying out the professional responsibility of educators to seek the best interest of each student;
Providing frequent reports to parents on their children’s progress, and providing reasonable access of staff to the parents and legal guardians of students to discuss their concerns.

Student signature_______________________________________ Date_________________
Parent signature________________________________________ Date_________________
Teacher signature_______________________________________ Date_________________
VOLUNTEERING

If you are planning on volunteering at HDMS, there is information you need to know. At HDMS we encourage volunteering and wish to thank you in advance for your support. For the safety of all children, HDMS has a volunteer screening policy. We appreciate your patience and compliance in keeping our schools safe.

All volunteers must complete a School Volunteer Application and submit to a picture ID check. IDs need to be an official domestic or international document (driver's license, passport, etc.). A picture ID copy is attached to the School Volunteer Application. Applications are available at your school office or on our website hdmsreno.com

Applications are turned in to the school office. Volunteers may begin volunteering 2 weeks after the volunteer application has been turned in to the school office, unless otherwise notified; —no news is good news || . All applications are given a —Wants and Warrants check. A School Volunteer Application is good for a twelve (12) month period. Every year, please plan to submit a new application for a current —Wants and Warrants check. If you are on an active —Wanted list (registered sex offender, terrorist list, etc.) or if you have a serious outstanding —Warrant For Arrest, YOU WILL NOT BE ALLOWED TO VOLUNTEER AT HDMS.

Overnight Chaperones
It may be difficult to know in advance, but if you wish to volunteer as an Overnight Chaperone on a field trip, you must be fingerprinted at least six (6) weeks in advance of the field trip date. There is a $50-$55 charge for volunteers, but fingerprinting must be authorized by the principal. It’s better to be prepared, so if you might volunteer as an Overnight Chaperone, please plan to be fingerprinted. Having fingerprinting done in the summertime is a great idea. If you are not fingerprinted six (6) weeks in advance, you will not be allowed to participate as an Overnight Chaperone. Fingerprinting is good for twelve (12 months).

To be fingerprinted for Overnight Chaperoning, you must take the authorized (signed by principal or staff authorized by principal) to Fingerprint Express with the attached picture ID to the Fingerprint ID and Background Business (Fingerprint Express, etc). Fingerprinting personnel will give you a confirmation notice that you must return to your school staff person to show you have completed your fingerprinting requirement. You will be notified if there are any problems with your screening; —no news is good news || .

Parent Volunteer Hours Confirmation Notice for Employers
For your convenience, a form has been developed for parents to give to employers in accordance with AB243. The form is available at your school site.
JUST TWO HOURS

If we can get every High Desert Montessori School parent to commit Just 2 Hours to helping out, we can do amazing things for our kids and our school.

Will you please take the 2 Hour Involvement Pledge?

We’ve started using a program called 2 Hour Power that emphasizes that all help, any help makes a huge difference for schools. The research is so clear – kids at schools with a broad base of involved parents perform markedly better on all kinds of key school measures.

As you’ll see from the enclosed Interest Survey & Pledge Form, we’d love to help you get involved in any way that works for your schedule and interests. What would you like to do? When would you like to do it? Would you like to make a tax deductible cash or school supply donation? We’d like to work with you to make sure all parents can pitch in. Involvement is for everyone.

We’d love your 2 Hours, and --Really! We promise! – there’s no obligation beyond helping out in this small, but important way. If you’d like to do more – great, but we know that’s not a fit for everyone.

Participating in our 2 Hour Power program is easy. Simply complete the enclosed Interest Survey & Pledge Form and return it to school with your child. We’ll then be in touch with opportunities that fit your interests and availability.

Together, we can make a huge difference at our school! As always, please feel free to call or email if you have any questions or concerns.

Thanks in advance,

The PTO/Friends of High Desert Montessori Board
pto@hdmsreno.com
Yes! I pledge to give 2 hours to our school this year.

PLEASE COMPLETE THIS PLEDGE & SEND TO SCHOOL WITH YOUR CHILD.

Contact Information

Please fill out one pledge form for each parent/guardian in your family.

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<th>PARENT/GUARDIAN NAME</th>
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The Types of Opportunities I’m Most Interested In Are:

Family Events Fundraisers One-time Projects Going Outs
In Elementary/ MS Classrooms Outdoor Projects Teacher Appreciation
Field Trips Paperwork Material Making Grounds Keeping
Library Help

Do You Have a Unique Talent or Skill that you’d like to share or access to a unique resource that might be a great fit for the school (like a skilled trade or handyman services: carpenter, plumber, electrician, seamstress, etc.)?

I’d Be Interested In Helping With the following activities and/or committees already scheduled for the current school year. (Please check all that apply).

Fall Festival A Celebration of Diversity Spaghetti Dinner
Kids on Big Rigs STEAM Fair

The Days, Times and Types of Activities Best For Me Are: (Please check all that apply)

The School Day At School Weekday Evenings
After School From Home Weekends

Tax Deductible Donation* Please indicate Amount Below
* I would like to make a Donation of: $20 $40 $60 $80 OTHER $_______
HDMS CLASSROOM OBSERVATIONS

Welcome! You are invited into the life of our school. Observations are limited to 20 minutes, so as to not disrupt the children’s work. There are things that we would like you to do to help the children maintain a normal work day while you are observing.

GUIDELINES
You will be offered a chair that has a view of the whole room. We encourage you to observe the workings of the whole class not just an individual child.

Bring a book or a notebook to write in. After two to three minutes, the children will find you uninteresting and return to their own work.

You may be offered tea (Primary classrooms) by the classroom hosts. You will disappoint the children if you refuse their offer.

Please understand that the teacher and his/her assistant have their attention on the children.

Be aware of the attitude that your nonverbal communication and attitudes might convey to the children and the teaching staff.

Notice how the environment supports the children. Everything should work together to help children be independent and engaged in learning. Children 3-6 learn by absorbing and observing; 6-12 by working with peers and may talk a lot; 12-15 are focused upon their individual and unique relationship to the world.

SHORT DIRECTIVE

Please sit in the chair provided. If your child chooses to work across the room, then honor that. Observe someone closer to you.

Take notes. If a child talks to you, smile and graciously let him/her know you are working.

Please enjoy the tea if offered. If you really don’t like it, then just a sip and a thank you will be enough.

Please be silent. Write any questions that you may have to ask at a later time. Classroom time is not a good time.

OBSERVE!
Are different ages working together?
Do children solve their own problems?
Are there work discussions?
Are conflicts resolved?
Do children seem busy?
SCHOOL SAFETY

STUDENT RELEASE GUIDELINES

An important legal change has been implemented by the Department of Education in regards to who can make contact or pick up children from school which states:

AN EMERGENCY CONTACT MAY NOT INITIATE THE RELEASE OF A STUDENT. AN EMERGENCY CONTACT MAY NOT INITIATE CONTACT OF ANY KIND WITH A STUDENT.

If the parent wants his/her child released to any person, the parent must let the school know of the matter in advance. If any person comes to pick up a child, other than the parents, and the parent has not given prior notice, the child may not be released to the individual unless the parents are contacted and it is verified that the student may be released to said individual. We recognize that there are extended families where many people are involved with raising/transporting the child. If the parent provides a note stating that the child may be released to a particular individual on a regular basis, this should be documented in Infinite Campus and the original note should be filed in the office. In the event, any person comes to school, states the parent is unavailable for whatever reason e.g. an accident, and requests the student be released; contact School Administration, and they will help you find out pertinent information regarding the situation.

Bottom Line: Parents must know who is attempting contact with their child or attempting to pick up their child.

At HDMS, we will continue to communicate with the legal parents/guardians in regards to who can have contact with their children. The overall safety of your child is our top priority. If you have any questions, please contact the school.

HDMS EMERGENCY PLAN

High Desert Montessori maintains an active Safety Team in which parents are welcome and encouraged to participate. This team has developed policies and protocols that we will follow in accordance with state and local safety guidelines. Here are our specific parameters for response for our sites.

SINGLE POINT ACCESS
Both the Orovada and Silverada buildings have a single point access in which visitors must be buzzed into the building. Doors remain closed and locked the majority of the school day. No child will be released to a person not on the student information sheet listed in Infinite Campus without the consent of the primary parent or guardian. In the event of a custody dispute, HDMS follows the guidelines of court documents provided to the school.
SNOWDAYS & EMERGENCY CLOSURES
Washoe County School District determines when conditions arise that requires cancellation of school or a delayed start to the day. We will follow their lead in all circumstances. This applies to our preschool, daycare, before and after programs. Please check local television news stations or WCSD website for current information on school closures or delays.

PROTOCOLS FOR EMERGENCY RESPONSE
In the case of any emergency the following chain of command shall be initiated:

Principal Calls 911 – WCSD and others as needed. If Principal is unavailable, Assistant Principal or a staff member will call 911.

Any staff person who discovers an emergency situation will first try to reach the above mentioned personnel. If they are not available, then the staff person is authorized to make the 911 call as he/she deem appropriate. Calls to Parents will be made at the direction of the Administrative Office as quickly as the incident allows.

FIRE DRILLS
During minor emergencies, we will follow our standard fire drill response. Teachers and students will evacuate the building from their outside doors and proceed to the designated area. Teachers will be assigned the task of bringing class attendance books as they exit the building and conduct an immediate roll call of their class. Administrative staff will check the hallways and restrooms for children. Fire Drills are completed on a monthly basis.

EARTHQUAKE
The Orovada building was formerly AT&T’s Long Distance Regional Call Center. They designed this building to withstand any natural disaster and to remain operational during any emergency. 2590 Orovada Street is one of the safest places to be in an earthquake in our area. Next time you are here notice the amazing structural concrete pillars at the six corners of the building. We are prepared to shelter-in-place during a community-wide disaster for 48 hours!

OUR PLANS:
We will practice earthquake drills regularly in all of the classrooms. Children will be instructed to protect their necks and heads in a “tuck”. Administration will set up a practice command post, call for an evacuation of the building, and conduct a roll call.

Orovada campus: If anything ever does happen, be prepared to come to the East parking lot gate of the school. We will reunite children with their parents one at a time for security reasons. It will take time and we will need your utmost patience. Please allow parents of our very youngest students to move to the head of the line.

Silverada campus: If you have upper elementary and/or middle school students as well, reunification of children with parents will occur in the west parking lot behind the school building. If you have children at both campuses, please pick up the younger children first.
Thank you in advance for your cooperation!

**SEVERE EPISODES OF EMERGENCY RESPONSE**
We will follow High Desert Montessori School’s policies for Emergency Procedures with the following specialized accommodations.

2590 Orovada Street and 2025 Silverada Boulevard: In case of any emergency that prohibits us from remaining in our building or at our location by order of an EMERGENCY COMMAND POST, all students and staff will calmly proceed to the area designated by the Incident Commander.

In the event of a major emergency situation where HDMS has been evacuated by order of the Incident Commander to a different location unknown to us at this time and we cannot be contacted by telephone, parents can contact the American Red Cross to learn the location of our position. RED CROSS can be reached at 856-1000.

**PARENT-STUDENT REUNIFICATION PROCESS**
AHERA INFORMATION

As a public school, we must meet and comply with Asbestos Hazard Emergency Response Act (AHERA). A recent report found that the orange peel surfacing of our interior walls contain 2% asbestos. It is not friable unless disturbed. Our management plan centers around not disturbing it. Here are the steps to be taken in the immediate future:

Our maintenance staff and administration will be required to take AHERA training sessions and understand the importance of cleaning procedures around the drywall surfaces of our school.

Our school will be supported by a firm that is fully accredited by the National Institute of Standards and Technology's Accreditation Program. We will be using licensed asbestos inspectors and management planners.

Any work done inside of our building must be performed by licensed personnel, who have certificates of asbestos training. Teachers have been informed that volunteers may no longer attach or alter any of our interior walls.

There is an annual management plan that can be reviewed in the office. Copies may be purchased for $.08 per page.

The purpose of this is to meet the requirement of the Parent/Employee Notification Program (FORM G). Thank you for working with us to keep your children safe.

CHILD ABUSE AND NEGLECT

Child care providers including the staff of High Desert Montessori School are one of many groups of professionals required to report known or reasonable suspicion of abuse and/or neglect of children in their care. According to Nevada Revised Statute 432B.220, reports of suspected abuse must be made within 24 hours of becoming aware of such a concern. Note: Child care providers in Washoe County are required to report a suspicion of abuse and/or neglect within one hour of becoming aware of such a concern.

Reports can be made to any one of the agencies listed below:

- Child Protective Services: 1-800-992-5757
- Police
- Child Care Licensing*
- Any other Child Welfare agency

Failure to Report
Because child care providers are considered mandated reporters for suspicion of child abuse and neglect, failure to report could result in a misdemeanor charge.
Professional Development and Training
Every child care provider in Nevada working in a licensed child care setting or school is required to complete training in the Recognition and Reporting of Child Abuse and Neglect within 90 days of employment. The High Desert Montessori Staff is trained annually on current regulations.
Determination of Appropriate Placement:

Before enrollment, High Desert Montessori School requests each parent with a student receiving special education services at another school submit a copy of their most current IEP for review by the child study team to be sure the school can meet the required needs of each student as per the Federal governing laws of the IEP. High Desert Montessori School is required to see that every student that is currently on an IEP and enrolling will be in their least restrictive environment while in the placement of each classroom and that there will be no harmful effects on any student in the classroom. The Special Education Department which includes the child study team requests an informal observation and communication with current classroom teachers as part of this process. FAILURE TO FULLY DISCLOSE THIS INFORMATION PRIOR TO ENROLLMENT MAY RESULT IN FORFEITURE OF STUDENT ENROLLMENT.

Services

Any HDMS child suspected by staff of having a disability is to be identified and referred for evaluation by the appropriate Local Education Agency (LEA). This evaluation will be implemented according to State timelines and guidelines.

Every HDMS enrolled child determined to be eligible for special education services will receive a Free and Appropriate Education (FAPE) according to Federal and State guidelines.

Parents are an important member of the Child Study Team and will remain involved with all parts of the eligibility and implementation process. All staff who work directly with the child will also be part of the team including but not limited to the classroom teacher, special education teacher, speech therapists, academic interventionists, EL teachers, occupational therapists, school nurse, school counselors and school administrators as well as any outside agency individuals.

NRS 386.580(4) : If the governing body of HDMS determines that the charter school is unable to provide an appropriate special education and related services for a particular student due to the severity of the disability, the governing board may request that the board of trustees of the school district (WCSD) of the county in which the pupil resides transfer that child to an appropriate school.

Response to Intervention (RTI/MTSS):

Any student at High Desert Montessori who is experiencing difficulty either academically or behaviorally will be placed in the Response to Intervention (RTI) or Multi- Tiered Systems of Support (MTSS) process. Teachers will be in communication
with parents regarding what additional interventions are needed to promote student success. Students placed in RTI are progress monitored on a regular basis to see if the interventions in place are making a positive impact. Students who are not making growth may be referred for additional testing to determine eligibility for special education services. In addition, the school team including parents may choose to place a child on a 504 to help with specialized instruction. As always, parent-school communication is a vital part of any student success–we are partners in this process. Please contact your child’s teacher if you have any questions regarding special education or 504 services for your child.

GIFTED AND TALENTED SERVICES

MISSION STATEMENT

The mission of High Desert Montessori School is to provide our gifted and talented students accelerated instruction that is commensurate with their exceptional abilities in their classroom. We will provide unlimited options for gifted and talented students to work together under the guidance of trained teachers in an atmosphere that is intellectually and academically rigorous, fosters creativity, and provides emotional support.

HDMS offers accelerated math and reading at the student’s level. Montessori supports the gifts and talents of the student’s intellect by allowing students to engage in self-directed pursuits.

According to Nevada Administrative Code (NAC 388.435), "a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year." HDMS will assure gifted and talented student participates in accelerated academics at least 150 minutes per week.

HDMS offers an excellent academic program for the Gifted and Talented student. Montessori curriculum provides a wide variety of activities and instruction to broaden students’ interests, teach more complex skills and offer a stimulating learning environment geared toward higher-level thinking and intellectual pursuits. Students who score above grade level in Reading or Math are allowed to accelerate according to their proficiency. The accelerated academic model is highly recommended by the Davidson Institute. Parents interested in having their child formally tested for Gifted and Talented need to contact their child’s teacher.
Montessori is simply defined as ‘preparation for life’ which creates an overriding policy of helping each student’s independence and personal dignity while respecting the rights of others. In this pursuit, High Desert Montessori School (HDMS) chooses to utilize a ‘positive behavior support’ approach for all students with or without disabilities. This requires numerous supports and strategies intended to work together to support any child who is struggling with challenging behaviors to gain control over their own behavior and choices over their entire lifespan (Devalt, Krug, Turnbull, & Horner, 1997).

Traditional approaches include perceptions of either good or bad behavior (Thoma, Selby, & Baker, 1999). Good behavior receives reward and bad behavior receives punishment. However, punishment does not teach the child appropriate behavior. Nor does it necessarily, reduce the child’s need for adult intervention in controlling their behavior. Therefore, HDMS will employ a person-centered planning method. We will encourage mediation between people, development of solutions that work for all in the group, and fostering a sense of community.

HDMS understands that people, including children, have reasons for engaging in challenging behaviors. We expect that all students behave accordingly from the time they enter the school premises until they leave for the day, which includes behavior in the before and after school programs. We seek to enhance the dignity and competence of all of our students and staff; therefore, we will seek to develop a school-wide behavior support plan that utilizes the following steps:

1. Community Support
   Teachers will create atmospheres of cooperation within their classrooms by providing and reinforcing three general rules.
   
   - **Respect for self:** The student is encouraged to respect himself or herself by making choices that honor his or her life and responsibilities as a student. This includes the completion of his or her scholastic work to the best of his or her individual abilities; asking for assistance when it is needed; and personal responsibility for his or her learning process.
   - **Respect for others:** The class shows respect for others by supporting individual differences in learning styles and levels; returning classroom materials where they belong; working in a manner conducive to learning for everyone in the class; and not interrupting other students while they are working. Children receive grace and courtesy lessons regarding common social responsibilities, for example, how to interrupt politely.
   - **Respect for the environment:** Students are asked to show respect for our shared space and resources by cleaning up after themselves; conserving available natural and manmade resources; and helping to create an environment of inclusion and respect.

2. Creating a Basis for Inclusion for Everyone
At the beginning of the year, teachers will role-model and role-play social situations that children need help in knowing how to handle. These lessons are given proactively at a neutral time, preferably before the situation has occurred. Children are given opportunities to role-play these situations so that there is general information about appropriate behavior guidelines. Children, for instance, are taught how to decline an invitation to play with another in a way that is not hurtful to the other. Following is a list of typical “Grace and Courtesy” lessons.

- How to interrupt politely.
- How to ask someone to work with you on a project.
- How to politely remind a friend to put away his/her work.
- How to move chairs without disturbing others.
- How to enter another classroom without disturbing the class.
- How to tell someone that he/she have hurt your feelings without hurting his/her.
- How to have snack without disturbing others' work.

3. **Proactive, People-Centered Problem Solving**

Teachers share development of children’s social skills by role modeling collective and person-centered problem solving. Toward this goal, classes will hold weekly or bi-weekly ‘agenda’ meetings that have the following format:

- Class officers will be elected
- The President will call the meeting to order.
- Minutes of the previous meeting shall be read by the Secretary and amended as needed.
- Compliments: children will be encouraged to complement each other upon specific positive actions and accomplishments. Ex. I really liked John’s art.
- Announcements: Children will have a time to make announcements about their activities, either personal or group activities.
- Issues: Topics that are causing people problems or concerns can be brought to the group for a solution. Issues are defined as topics that affect the whole class and are not meant to embarrass anyone. Discussion will be encouraged to be productive and toward a solution. Solutions must receive a majority of votes in order to be in effect. Issues range from where students line up after recess to waste of art paper.
- Sharing: Children will be able to show projects, art, pets, or other items to their classmates as a way of getting to know each other better.

4. **Positive Behavior Supports**

Teachers and assistants will first try to understand the function and purpose of the underlying causes of inappropriate behavior. This may be accomplished by documented observation of the child. We will assess the underlying needs of the student and then teach other means of achieving the same goal, so that the child acquires the social skills to meet his or her needs appropriately.

Teachers will provide children with opportunities to take pro-active measures to repair relationships and the environment that have resulted from their previous inappropriate choices.
Changes to the classroom environment and accommodations to the student’s needs will be integral parts of our positive behavior supports.

Choices will be given to the child to empower his/her willingness to comply with the needs of others as he/she repair and mend the results of previous inappropriate behavior.

Objectives:
Enhance the child’s connection to friends and teachers by first viewing the behavior from his or her perspective.
Increase the child’s recognition and appreciation by peers in the classroom by assigning specific, positive roles in the life of the classroom.
Increase the child understands of competent and appropriate behavior.
Increase the child’s competency for self-control and appropriate choice.
Allocate resources in a proactive mode rather than a reactive mode.

5. Typical Procedures
Despite the most proactive and positive discipline models, children are still developing and will occasionally make an error in judgment that requires the attention of the staff. These are treated as opportunities to discuss with the child the unwanted results of his/her actions and to problem solve with him/her a more desirable result by a different choice of action.

There is, of course, the child's need to repair or replace damages to relationships that may have inadvertently occurred due to inappropriate choices. HDMS will treat this in a positive model rather than a blaming model. The child will be empowered to right the situation so that he/she will feel better.

The variations of these inappropriate choices are infinite and specific to situations; however, the general rule is that if the child has offended someone, then an apology is in order. This can be either verbal or written depending upon the abilities of the child. If something is broken, then the child will attempt to fix it to the best of his/her ability. If something is lost or damaged, the child will be expected to replace the item.

Parents are reminded that as part of the mandatory seminar for enrollment in HDMS that ‘natural consequences’ were discussed. In the seminar, we stress the child’s need to reestablish self-respect by earning the money for the repair or the replacement. As in all things, the developmental level of the child is respected and included. Most consequences at HDMS involve cleaning or repairing the damage.

This process of repairing and replacing is focused upon creating a positive outcome not a punishment. We refer to it as ‘putting the world right again so we can get back to regular life’.

There is one inappropriate choice that is very important for the Montessori child to have a specific consequence. Montessori allows the child freedom in the choice of work and the sequence of activities. This requires a general understanding that children will work on academic endeavors and projects during the school day; therefore, we have a rule: If you play during work time, then work during play time.
This involves bringing work to the playground during recess but never requires a delay in lunch for the child.

PROGRESSIVE DISCIPLINE STEPS

If a student engages in a behavior that is unsafe, disrespectful, irresponsible or interferes with a teacher’s right to teach, or interferes with another student’s right to learn, it will be considered an infraction of school policy and will therefore result in disciplinary action.

A. INFRACTIONS OF SCHOOL RULES

Minor infractions of the school rules include but are not limited to:
1. Disregard for school rules
2. Play fighting
3. Inappropriate language/gesture
4. Inappropriate lunchtime behavior
5. Not using equipment safely
6. Radio, cell phone, electronic toys
7. Throwing objects
8. Inappropriate dress and appearance
9. Insubordination/disobedience
10. Skateboarding/rollerblading

First Level of Progressive Discipline:
1. The expectation will be retaught by the teacher
2. If the student does not comply with the teacher’s request, then the student will be allowed to choose one of following three consequences:
   • Miss 15 minutes of recess.
   • Sit in isolation in the classroom until willing to cooperate.
   • Take work to another classroom to complete and to recover calmness.

Second Level of Progressive Discipline:
1. The expectation will be retaught by the teacher or staff member
2. The student will be removed from the classroom until calm enough to reflect, work in a different classroom or location or return to classroom
3. The student will complete “A Plan for Better Choices” which will be taken home and signed by parents and returned to school the next day.
4. Parents will be notified
5. The student will repair, replace or remedy the damage done by sincerely apologizing, by asking forgiveness and by asking how to make it up.

Third Level of Progressive Discipline:
1. School Administration will be involved
2. The student will be verbally reminded of the rule that he/she has broken.
3. The expectation will be retaught by the teacher or staff member
4. The student will fill out a “Plan For Better Choices”
5. An “Incident Report” will be sent home to the parents.
6. A conference will be held with student, parents, teacher and school administrator
7. Student will be placed in the RTI-Behavior process for monitoring and intervention

PROGRESSIVE DISCIPLINARY LEVELS FOR STUDENT ACTIONS THAT HAVE RESULTED IN ENDANGERMENT OF SELF OR OTHERS
This section is reserved for serious violations of school, local, state, or federal laws and regulations. As a first step, High Desert Montessori reserves the right to do whatever is necessary to assure the safety of all involved. That may include, but is not limited to, calling in local fire and police support or an immediate suspension of the student. The school will refer all violations of local, state, or federal laws to the proper authorities at the time of the incident.

Actions that would result in the use of the Serious Progressive Discipline Plan include but are not limited to:
1. Repeated (and documented) instances of inappropriate behavior
2. Assault
3. Battery
4. Bullying
5. Destruction of property
6. Discrimination
7. Disturbance of the peace
8. Profanity/obscene gesture
9. Fighting/mutual combat
10. Harassment
11. Biting
12. Sexually inappropriate behavior
13. Larceny
14. Threats to staff
15. Threats to student
16. Weapon
17. Graffiti
18. Bullying

Fourth Level of Progressive Discipline:
- Parents will be called immediately. A meeting will be set up with the family to discuss the matter with the school administrator.
- The student will be suspended or placed on in-school suspension for one – five days and not allowed to return to school until a meeting has taken place. At that meeting, the student, his/her family, teacher and the school administrator will develop a plan that ensures that the student and his/her family realize the seriousness of repeat offenses to the quality of the learning environment.

Fifth infraction:
- Parents will be called immediately to pick up their student who will be suspended. Student will not be allowed to return for three - ten days.
Parents will need to meet with the school administrator before the student can return to the classroom environment to assure the school that there will be no further infractions.

All of the following consequences must be met before the student may resume regular enrollment in High Desert Montessori:

1. Student will be put on a probationary enrollment for the remainder of the school year during which time any further infraction will result in immediate and final expulsion from High Desert.
2. Student must complete all missed assignments while suspended and repair/replace any damages to relationships or property.

If the family does not participate in meetings and/or student fails to complete the consequences for this fifth infraction, then the conditions of the sixth level of progressive discipline will be immediately in effect.

Sixth infraction:

- Student will be dismissed from HDMS and required to enroll in his/her neighborhood school or a private school of his/her choice.
- HDMS will send records and incident reports to the zoned school.
- Parents may appeal decision to the Board of Directors of High Desert Montessori School. Their decision is final.

High Desert Montessori Charter School follows the following guidelines to determine progressive steps:

- Positive Behavioral Supports Handbook (WCSD)
- Behavior Matrix (WCSD revised 2014)
- NRS 392.4645: Yearly review of the Progressive Discipline Plan
- NRS 392.4655: A student is deemed a habitual disciplinary problem if there is written evidence that documents that in one school year:
  - The student has threatened or extorted, or attempted to threaten or extort, another student or teacher or other personnel employed by the school or;
  - The student has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within one hour of the beginning or end of a school day, on his or her way to or from school; or
  - The student has a record of five suspensions from the school for any reason.

The student will be referred to WCSD Student Support Services/ Behavior Programs

BULLYING INFORMATION

SB 276 Summary of New Law, effective July 1, 2011

SB 276 revises the provisions of NRS 388.121-388.139 -Safe and Respectful Learning Environments

Requires “a week of respect” to be established in all school districts
Requires annual reporting of all suspensions due to bullying, cyberbullying, harassment and intimidation and a formal recording of those incidents for our district.

Requires continued training of administration, staff and students and adds that The WCSD Board of Trustees must also be trained.

Requires The State Department of Education to establish a program of training and a pamphlet.

Requires all teachers who witness or receive reports of bullying, cyberbullying or harassment to report it to administration.

Requires each principal to establish a school safety team, conduct investigations and address incidents.

Adds an appeal process for parents.

Revises grounds for dismissal, demotion and suspension of teachers AND administrators to include intentional failure to not report bullying, cyberbullying, harassment and intimidation.

Requires Trustees to collaborate with school police and local law enforcement relating to procedures for reporting incidents.

Establishes a state Bullying Prevention Fund.

At High Desert Montessori Charter School we have addressed this law in the following manner:

- Provide yearly training to HDMS staff on current bullying regulations.
- Address each concern of bullying which is brought to our attention by investigating the situation, notifying parents, devising an action plan to address concerns and follow-up with students.
- Established a “Safe and Respectful Schools Team” which is part of our schools “Safety Team” which meets on a regular basis.
- Continue to stress social and emotional learning through Montessori principles such as peace, joy, love, harmony, compassion and prosperity.
- Celebrate a “Safe and Respectful Schools Week” in the fall.
RESOLVING CONCERNS

PROCESS FOR RESOLVING CONCERNS

(Instructions for Use of the Public Complaint Form)

Because parents, educators, and members of the public share the goal of making school experiences rewarding for children, it is in the best interests of all parties to resolve school-related concerns as quickly and effectively as possible. The best solutions are those which involve input from those closest to the concern -typically, the parent and/or guardian, teacher and/or principal.

With that in mind, the HDMS Administration and Board of Directors have established a process for resolving concerns which provides opportunities for resolution at several levels:

Level 1 This consists of informal discussion between the person having a concern and personnel at the school or location of the concern. Most problems are resolved at this level. Individuals with concerns should bring them to the attention of the employee(s) and/or supervising staff. Timelines for resolution can be mutually established at that time. It is not necessary to complete this form if the individuals involved are attempting to resolve, or have resolved, a concern at this level.

Level 2 Concerns must be put in writing on the Public Complaint Form and either mailed or delivered to the appropriate administrator or Board Member (listed below) who has direct supervision responsibility over the person who is the subject of the complaint. This administrator or Board member (if the complaint names the principal) will be responsible for conducting the investigation in a timely manner.

1. School Principal
2. Assistant Principal
3. Board of Directors Chairperson or Designee

The appropriate administrator or Board member will acknowledge the complaint of the concerned party within (7) school days of receiving this form. After the administrator or Board Member has conducted a thorough investigation, he/she will send a written report to all parties involved containing a recommendation for resolving the issue. It may take up to ten (10) school days from the date the form was received in the school office until a resolution is proposed.

If these measures do not produce mutually satisfying results, you may formally submit your complaint to the HDMS Board of Directors for their review and/or submit your complaint to the WCSD Charter School Administrator.

If you have any questions regarding this process, please contact the HDMS Principal at 624-2800.
This form is to be used as a tool to resolve complaints by parents regarding staff actions. This policy is not intended to pre-empt the right of parents to file complaints with Federal, State and Washoe County School District officials.

CONFIDENTIALITY SHALL BE MAINTAINED TO THE FULLEST EXTENT ALLOWED BY LAW.

Name of Parent/Guardian/Member of Student          Home Phone           Work Phone
______________________________________________________________________________________________________________
______________________________________________________________________________________________________________
Name Of Your Child/Student (If Applicable)                                        Date
______________________________________________________________________________________________________________
Address City Zip

Please list / indicate what steps you have already taken to resolve this concern. If you have not attempted to resolve this issue at Level 1, please do so before using this form.

I talked with the teacher / employee    Yes ☐      No ☐    N/A ☐ Date _______
I talked / met with the principal / supervisor    Yes ☐      No ☐    N/A ☐ Date _______

Comments:

Statement of Concern: (Please attach additional information as necessary).

Desired Resolution:

Signature of parent / guardian / member of public ________________________________

Note to Individual Filing Concern: Keep a copy for your reference. Mail or deliver a copy to the HDMS Principal at 2590 Orovada Street, Reno, NV 89512

DO NOT WRITE BELOW THIS LINE – SCHOOL USE ONLY
Resolution (Please attach additional information if necessary.)

_________________________       ______
Signature of Administrator       Date

Copy - HDMS Principal   DATE RECEIVED IN SCHOOL OFFICE: ______
Copy – HDMS Board of Directors President
Copy - Retained By Person Filing Concern
Dear Parent/Legal Guardian:

This letter is provided to help explain a new law titled *Nevada’s Read by Grade Three Act* (Senate Bill 391 - SB 391). *Nevada’s Read by Grade Three Act* aims to improve the literacy skills of all kindergarten through third grade students enrolled in Nevada’s public schools. The goal of this law is to help our youngest learners with the foundational reading skills vital for school success. The *Read by Grade Three Act* also requires that extra services be provided for those students identified as struggling readers.

It is important for you to stay updated and informed about your child’s progress in reading as he or she moves along the educational pathway. Below you will find information that provides you with reading targets of where each child should be in grades kindergarten through third grade. Please take a moment to review, and then compare with your child’s scores by using the Parent Portal in Infinite Campus at www.washoeschools.net (https://campus.washoeschools.net/campus/portal/washoe.jsp). If you do not have access or cannot remember your password, please contact your school.

### Reading Targets:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall (by 9/7/16) Baseline</th>
<th>Winter DRA less than 2</th>
<th>Spring DRA less than 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>DRA less than 4</td>
<td>DRA less than 2</td>
</tr>
<tr>
<td>1</td>
<td>DRA less than 4</td>
<td>DRA less than 10</td>
<td>DRA less than 16</td>
</tr>
<tr>
<td>2</td>
<td>DRA less than 16</td>
<td>DRA less than 20</td>
<td>DRA less than 28</td>
</tr>
<tr>
<td>3</td>
<td>MAP less than 189</td>
<td>MAP less than 196</td>
<td>MAP less than 199 (less than 60th percentile); SBAC less than 2432</td>
</tr>
<tr>
<td></td>
<td>(less than 60th percentile)</td>
<td>(less than 60th percentile)</td>
<td></td>
</tr>
</tbody>
</table>

In addition to looking at two or more target scores (example, Fall and Winter), your child’s reading proficiency will be determined by teacher observations and other factors, such as classroom performance.

If your child is in need of additional reading support, his or her teacher will work with you and a school team to design an individualized reading plan through Multi-Tiered System of Supports (MTSS). Along with your input, this team and/or your child’s teacher will provide scientific, research-based interventions to assist with core
classroom instruction in the area of reading and keep you informed of your child’s progress.

In order to support your child’s reading development, we want to encourage you to access the resources and strategies available on various web sites including:
http://www.washoeschools.net/page/4292,
https://washoestrivingreaders.com/family-literacy-videos,
https://washoestrivingreaders.com/family-literacy-videos-spanish,
http://www.parenttoolkit.com
You may also consider taking a free Parent University course (www.wcsdparentu.org).

Thank you for being a partner in your child’s education. Our entire staff is excited to work with you to ensure your child receives the appropriate literacy instruction and becomes a strong reader. As always, feel free to contact either me or your child’s classroom teacher should you need any additional guidance.

**LOWER ELEMENTARY EXIT STANDARDS FOR READING**

**Foundational Skills**
**Phonics & Word Recognition:**
know meanings of most prefixes, suffixes, multisyllable words, grade-appropriate irregularly spelled words.
**Fluency**
read on-level text with purpose, understanding, expression, and appropriate rate.
Use context to confirm or self-correct, rereading as necessary.

**Skills for Reading Literature**
**Key ideas of the story**
Ask and questions about the text, pulling info from the reading.
Recount stories from different cultures. Determine the central message or lesson.
Describe characters and how their actions contribute to events in the story.
**Story craft**
Determine meanings of words and phrases from context. Distinguish literal from nonliteral language.
Use correct terminology to refer to parts of literature (chapter, scene, stanza).
Describe how each part builds on previous parts.
Distinguish the reader’s (self) point of view from the narrator or characters’ points of view.
**Integration of Knowledge and Ideas**
Explain how illustrations contribute to the meaning of the words.
Compare/Contrast similar stories by one author. (themes, settings, plots)

**Skills for Reading Informational Text**
**Key Ideas and Details**
Ask and questions about the text, pulling info from the reading.
Determine the main idea, recount the key details, and explain how they support the main idea.
Describe the relationship between events, ideas or concepts, using language that pertains to time, sequence and cause/effect.

**Writing Structure of Informational Text**
Determine the meaning of general and specific terminology in grade-appropriate text.
Use text features (data boxes, bold print, italics, headings) and search tools (key words, sidebars, hyperlinks) to locate relevant information efficiently.
Distinguish the reader’s (self) point of view from the author’s point of view.

**Integration of Knowledge and Ideas**
Use information from illustrations and words to demonstrate understanding of the text.
Describe logical connections (cause/effect, first/second) between parts of text.
Compare/contrast the most important parts from two texts on the same topic.

**LOWER ELEMENTARY EXIT STANDARDS FOR MATHEMATICS**

**Operations and Algebraic Thinking**
Understand properties of addition and the relationship between addition and subtraction (fact families and solving for unknown parts of equations).
Understand properties of multiplication and the relationship between multiplication and division (fact families and solving for unknown parts of equations).
Multiplication and division facts within 100.
Represent and solve problems involving the four operations, and identify and explain patterns in arithmetic.

**Number and Operations in Base Ten**
Use place value understanding and properties of operations to perform multi-digit arithmetic (aligning categories and exchanging).

**Number and Operations - Fractions**
Develop understanding of fractions as numbers.

**Measurement and Data**
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Solve problems involving time and money.
Represent and interpret data.
Recognize perimeter as a measurement of plane figures and distinguish between linear (cm, inches, feet, miles, and other units of length.) and area measures (square cm, square inches, square feet, other square units).
Understand concepts of area and relate area to multiplication and to addition.

**Geometry**
Reason with shapes and their defining characteristics.
curves and straight edges
count of sides
number of angles
relationships between adjacent and opposite sides and angles
classification of angles and polygons

UPPER ELEMENTARY EXIT STANDARDS FOR LANGUAGE AND VOCABULARY

Conventions of Standard English
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- pronouns in proper case
- recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns and/or antecedents
- Recognize variations from standard English in their own and others’ writing and speaking. Identify and use strategies to improve expression.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use commas, parentheses, and dashes appropriately to set off parenthetical elements.
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell correctly.
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, audience interest, and style.
- Expand, combine, and reduce sentences for meaning, and reader/listener interest.
- Maintain consistency in style and tone.
- Compare and contrast the varieties of English used in stories, dramas, or poems.

Vocabulary Acquisition and Use
Use a range of strategies to determine the meaning of unknown and multiple-meaning words and phrases.
- Context
- Common Greek or Latin affixes and roots

UPPER ELEMENTARY EXIT STANDARDS FOR MATHEMATICS

The Number System
Solve multi-step word problems. Assess the reasonableness of answers using mental math and estimation strategies, including rounding.
Add, subtract, multiply, and divide fractions.
Compute fluently with multi-digit numbers and find common factors and multiples.
Identify prime and composite numbers.
Apply and extend previous understandings of rational numbers to express all
answers in lowest terms. Express rational values as fractions, decimals and percents.
Compare rational values as fractions or decimals.

Ratios and Proportional Relationships
Understand ratio concepts and use ratio reasoning to solve problems.

Expressions and Equations
Apply and extend previous understandings of arithmetic to algebraic expressions.
Solve one-variable equations and inequalities.
Represent and analyze quantitative relationships between dependent and
independent variables. Graph relations.

Geometry
Solve real-world and mathematical problems involving area, surface area, and
volume.
Analyze and classify geometric plane figures and solids.
Recognize lines of symmetry for 2-dimensional figures.

Measurement
Use four operations to solve word problems involving distances, intervals of time,
liquid volumes, masses of objects, and money, including problems involving simple
fractions or decimals, and problems that require conversion of units.
Understand the concepts related to angles and measure angles.
Represent measurement quantities using diagrams such as number line diagrams
that feature a measurement scale.

Statistics and Probability
Represent and interpret data
Develop understanding of statistical variability.
Summarize and describe distributions.

- consult reference materials, both print and digital for pronunciation, meaning,
or part of speech.
- Verify the preliminary determination of meaning by using a second strategy.
Demonstrate understanding of figurative language, word relationships, and nuances
in word meanings.
- Interpret figures of speech in context.
- Interpret figurative language, including similes and metaphors, in context.
- Use the relationship between words to better understand each of the
words(cause/effect, part/whole, item/category)
- Distinguish among the connotations of words with similar definitions.
Acquire and use academic and domain-specific words and phrases, appropriate to
grade level.

Reading Literature
Key Ideas and Details
Cite explicit and inferred evidence drawn from text to support analysis of literature.

- Determine a theme of text.
- Provide a summary distinct from personal opinions.
- Describe how a plot unfolds and how characters respond as plot moves toward a resolution.

Craft and Structure

- Determine the meaning of words and phrases, including figurative and connotative meanings.
- Analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure and contributes to the development of theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

- Compare/Contrast the experience of reading, listening to, or viewing different versions of a text.
- Compare/contrast texts in different genres that express the same subject or theme.

**Reading Informational Text**

Key Ideas and Details

- Cite explicit and inferred evidence drawn from text to support analysis of what the text says.
- Determine a central idea of a text and provide specific details to support that.
- Provide a summary distinct from personal opinions.
- Analyze in detail how a key individual, event, or idea is presented in a text.

Craft and Structure

- Determine the meaning of words and phrases, including figurative and connotative meanings.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure and contributes to the development of theme, setting, or plot.
- Determine an author’s point of view or purpose in a text and explain how it is conveyed.

Integration of Knowledge and Ideas

- Integrate information presented in different media or formats to understand a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and those that are not.
- Compare/Contrast one author’s presentation of events with another.

**Writing**

**Text Types and Purposes**

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Include an introduction, details/reasons, relationships between details/reasons, and a conclusion, maintaining a consistent and formal style.
- Write narratives to develop real or imagined experiences, using effective technique, relevant descriptive details, and well-structured event sequences.
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Production and Distribution of Writing**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**Research to Build and Present Knowledge**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Gather relevant information from multiple print and digital sources. Assess the credibility of each source, and quote or paraphrase the data of others while avoiding plagiarism and citing sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking and Listening**

**Comprehension and Collaboration**

Engage effectively in a range of collaborative discussions, building on each others’ ideas and expressing their own clearly.

Interpret information presented in a variety of media and formats and explain how it contributes to a topic, text