
Compass Montessori Board of Directors

Meeting Agenda
Tuesday, February 27, 2018
6:00 pm Wheat Ridge Campus

6:11 pm: Call to Order

1) Consent Agenda Items (5 mins)

- a) Approve agenda
- b) Leadership Dashboard
- c) Treasurer's Report/Variance Reports
- d) Approve November 29, 2017, December 5, 2017 and January 20, 2018 meeting minutes

Eileen entertained a motion to approve consent agenda items with amendment to the December minutes; so moved by Tiffany; Liz seconded; approved unanimously

2) Community Sharing (15 mins)

- a) *Celebrate Compass* – a time for our community to identify and share positive feedback on our community
 - i) *Jen – Celebrate Destination Imagination teams – 6 out of 7 teams qualified for State*
 - ii) *Liz—Celebrate Erika Deru, WR campus DI coordinator for her tireless efforts.*
 - iii) *Tiffany – Celebrate Seth and other Board Members for their effort stepping up in the strategic planning and other school-wide work*
 - iv) *Dan – Goldent Charter Renewal; Seth celebrated Dan and Candace's effort*
 - v) *Eileen – Share the Love event; Kymm was also excited that the Golden Elementary could celebrate as well; Chase-celebrate Amy Fleigg for organizing the event*
 - vi) *Kymm – Valentine's Day roller skating day*
- b) *Community Comment* – This is an opportunity for our community to express concerns, issues, or ideas. Members of the Compass Community who would like to speak during this time are requested to sign-up on a sheet prior to the start of the meeting. The sign-up sheet will be available 15 minutes prior to the meeting. A 3-4 minute time limit may be imposed depending on the number of speakers and the length of the agenda. Letters provided for reading will be limited to 3-4 minutes, and the full text will be included in the minutes.
 - i) **No comment**

3) Updates and Reports (70 mins)

- a) Teacher Updates/Reports
 - i) Wheat Ridge staff (5 minutes)
 - (1) *CH: New Early Childhood SPED employee, Susan Kiner*
 - (a) *Cameron explained the reasoning behind the new hire, Susan Kiner*
 - (i) *3 years ago the law stated that if a teacher had a Special Education Master's Degree, they could only serve children Kindergarten and above.*

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However if the teacher had a Speech Pathology and/or Social Worker, they were okay because they are certified birth-99.

- (ii) *JeffCo decided that if the staff lacked an Early Childhood Special Education person on campus, that campus could no longer provide SpED services to children younger than Kindergarten.*
- (iii) *She's a great asset because she's the former leader from Head Start*
- (iv) *She will be available 3 days/week*
- (b) *CH learning via the Olympics (country flags, basic math); outside area is working*
- (2) *LE: Olympic Immersion experience headed up by Ms. Laura McManus and her sons—they set up games in the cafegymatorium*
- (3) *UE: Open house conferences next week; volunteering in the community*
- ii) Golden staff (5 minutes)
 - (1) *CH:*
 - (a) *Getting regular Japanese lessons*
 - (b) *Reading buddies with LE*
 - (2) *EL:*
 - (a) *All went ice skating as a group; Campus "Share the Love"*
 - (b) *MMUN March 14-17*
 - (3) *FS: Bekah P.*
 - (a) *2x/month mindfulness workshops*
 - (b) *HIIT sessions*
 - (c) *Focus on US History – Lit books once per week (Civil War period)*
 - (d) *New Self Expressions under way*
 - (e) *Farm School Dance with 6th years from both campuses*
 - (f) *Goal setting*
 - (g) *Planning for May trips*
 - (h) *Store is working with BoomTown*
 - (4) *HS:*
 - (a) *Annual Re-orientation trip in Jan went well.*
 - (b) *Completed MAPS testing*
 - (c) *Preparing for conferences next week*
 - (d) *HS is experimenting with transparency by slowly rolling out an online gradebook. First portal opened for parents to review grades that are available*
 - (e) *Non-Violent Communication work – weekly mindfulness*
 - (f) *HS Track has started this week (6 athletes so far)*
- b) Leadership Updates (20 minutes)
 - i) *Cameron Gehlen – See Attached (combined Cameron and Seth Leadership Report)*
 - ii) *Seth Webb – See Attached (combined Cameron and Seth Leadership Report)*
 - iii) *Candace Cheung – See Attached*
 - iv) *2nd round open enrollment is underway; 600 on waitlist. School has exceeded capacity in placement for siblings not entering as a 3 yo.*

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- c) Variance / Financial Reports (10 minutes)
 - i) Dan Koerner / Steve Stamps *No surprises in current budget; budget continues to be on track. Steve and Dan are grateful to add Allen to their group.*
- d) Strategic Planning update (20 minutes): *Acknowledged that groups are working; no reports*
- e) Leadership structure committee update (10 minutes) Liz Mendez
 - i) *Review leadership history*
 - ii) *Casting a wide net looking at other schools for ideas that are working well*
 - iii) *Plan to present at least one option at the next BoD meeting*

4) Old Business (25 minutes)0

- a) Update on SPED systems at Golden Seth Webb (10 minutes)
 - i) *Seth provided the latest update on SpED systems at Golden, which he handed out at the meeting – See Attachments*
 - ii) *Jen Lillis asked that the BoD have time to review the document in concert with the previous updates provided (9/26, 10/25, 12/5)*
 - iii) *Kymm noted that the EL SpED staff are working really hard to cover both FS and Program Director duties; she alluded to fear of burnout due to all of the duties. She also asked what the intentions are with the new SpED provider*
 - iv) *Cheryl Kiner is also working cross-campus, so that may help absorb needed hours in SpED program.*
- b) Communication to the community Eileen Kratzer (5 minutes)
 - i) *Will send out Strategic Report from Adam to community.*
 - ii) *Tiffany wants to move up Elections this year; possible Mar 7 launch in order to recruit*
 - iii) *Jen noted that the board needs to be cognizant of who is creating/2nd-ing motions because it appears the same people are consistently doing this. Also need to be aware that if a Board Member presents an idea, they should not be the person to voice the motion and/or 2nd for its approval.*
- c) Review of transition matrix addressing staffing and budget decisions for 2018 – 2019 school year Eileen Kratzer possible vote (10 minutes)
 - i) *Staffing and planning for next school year used to lie with the ED; Eileen asked how the Exec Committee saw this moving forward.*
 - (1) *Dan mentioned that he has re-vamped the spreadsheet they've used in the past and asked the principals to identify areas of need. He will then meet with each principal to show how their hires will affect the overall budget.*

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- (2) *Seth received is staff intent-to-return forms last Fri so he is informed of which positions need to be filled.*

5) New Business (60 minutes)

- a) Financial audit and bond compliance – Dan Koerner (10 minutes)
- i) *Financial audit has been completed and it went smoothly*
 - ii) *Bond Compliance (Feb-Aug) – Trustee manages in most conservative way possible; Dan concurred with the calculation and the resulting amount.*
 - (1) *Reserve balance is in line with requirements*
 - (2) *R & R funds can be used for emergency repairs; balance is in line with requirements*
- b) Upcoming board vacancies and plan to fill them – Tiffany Grunert and Jen Lillis (5 minutes)
- i) *Tiffany announced her resignation from the Board; now there will be 2 vacancies on the ballot (Eileen’s term will end in June 2018). Tiffany proposes an earlier election to allow for recruitment; she wants to announce Mar 7. Tiffany will set up online voting system and then will hand off to Jen.*
 - (1) *Ask for applications starting 3/7; due 4/2*
 - (2) *This will give adequate time for recruitment by leadership*
 - (3) *Voting April 9-13*
 - (4) *Announce April 16*
 - ii) *Liz wants to make sure that we create a list of needed skill sets to include along with the election announcement.*
- c) Children’s House enrollment policy vote – Cameron Gehlen and Seth Webb (10 minutes)
- i) *Request to revise CH enrollment policy to define lottery eligibility. Currently, parents are allowed to defer enrollment of their students to allow another year of development before enrolling their students at Compass.*
 - ii) *In the Charter Renewal document, under advisement of Tim Matlick (JeffCo Liason), Seth added the following statement: “Compass Montessori Secondary School reserves the right to return to a traditional lottery practice should this proposed policy result in financial stress to the school or the intended outcome of the proposed policy as expressed.”*
 - iii) *They want to move the request to official policy.*
 - iv) *Eileen asked if there is a way to make sure that straight enrollment policies don’t violate civil rights issues. The policy was originally put in place to recognize that some families will not be able to afford pre-school tuition at Compass.*

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Cameron and Seth mentioned working with Dirk at Mountain Phoenix to develop a weighted lottery that could attract neighborhood kids to Compass.

Steve moved that we reserve the right to return to a traditional lottery practice that is already in our Charter; Ann seconded; unanimously approved

- d) Children's House tuition increase vote – Cameron Gehlen and Seth Webb (10 minutes)
- i) *Upon budget review, Cameron and Seth would like to request an increase in tuition for Children's House pre-school from \$810 to \$850 per month.*
 - ii) *\$850 is a lower cost than surrounding pre-schools in the area. There are schools in the area that have lower tuition, but they also have additional required fees.*
 - iii) *Dan noted that the \$810 fee is not enough to support ECE. Previous BoD leadership suggested that pre-school needs to be self-sustaining.*

Steve moved that we increase tuition for preschool to \$850, which is approximately a 5% raise beginning '18-19 school year; Jen seconded; unanimously approved.

- e) School calendar and hours vote – Cameron Gehlen and Seth Webb (10 minutes)
- i) *School Hours*
 - (1) *HS 7:45 – 2:45*
 - (2) *FS 8:00 – 3:00*
 - (3) *EL 8:00 – 2:45*
 - (4) *CH 8:15 – 3:00*
 - ii) *Contact Hours*
 - (1) *remain same for K-6 (*
 - (2) *Secondary hours – hours have not been confirmed. Calculations yielded different results. Seth suggested that the calendar be published to show the school starts on the same day for ALL students, but to be aware that Secondary Students may have to start the Thurs before the official “first day of school.” Candace noted that this has been a recurring issue in previous years.*

Liz moves to adopt the 2018-2019 calendar as presented with the following hours for students: High School 7:45-2:45; Farm School 8:00-3:00; Elementary 8:00-2:45; and Children's House 8:15-3:00. And to approve a

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potential change for secondary to align with the Elementary schedule should the hours be switched. Tiffany seconded; unanimously approved.

- f) Next year budget – Dan Koerner (10 minutes) *Discussed previously.*
 - i) *Dan is working with the principals to bring the budget to the BoD next month.*
 - ii) *+\$346 in PPR*
 - iii) *Next year will be tight due to increased fees/spending to run the school.*
 - iv) *Previously, Compass has been operating at a \$200,000 loss. Change in tuition will make up approximately \$40,000.*

6) **Executive Session - CRS 24-6-402 - Personnel matters - Review of leadership performance (30 minutes)**

Allen moved to go into Executive Session in accordance to CRS 24-6-402; Liz seconded; approved unanimously. 8:53pm

Exited Executive Session 9:58pm

9:58 pm Eileen entertained a motion to adjourn the February 27 School Board Meeting for Compass Montessori; so moved by Liz; Allen seconded; approved unanimously

7) **Adjourn**

Next meeting:

Tuesday, March 20, 2018 6:00 pm at the Wheat Ridge Campus

PARKING LOT:

- (a) Graduation Tracking
- (b) Review and approval of Board Self-Evaluation Tool

ATTACHMENTS ON FOLLOWING PAGE

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ATTACHMENTS

Cameron and Seth – Leadership Update

QUALITY EDUCATION

- PEAK Parent Center Conference on Inclusive Education
- Cross-Campus Diversity Training
- Cross Campus CH and EL Orton-Gillingham Training
- Cross-Campus MMUN Update
- \$3000 Golden Civic Foundation Grant Awarded for a growing elementary Guided Reading Library at Golden
- Recent & Upcoming Professional Presentations by Compass Staff
- New Track Team for the Spring Season

SUSTAINABLE & RELIABLE OPERATIONS

- Supervision & Observation Process Update
- Leadership Structure Committee Update
- Walton Fund/Family Foundation Update
- Staff Intent to Return / Needs Projections for 2018-19
- Comcast Volunteer Plans for Earth Day Work Day at Golden
- Cross-Campus Buell Disbursements
- Golden Charter Renewal Approved
- Past Actions, and Future Plans for increased Security Measures at the Golden campus
- Enrollment: Pros and Cons

CURRENT EVENTS

- Consolidated CMAS/PSAT/SAT Schedule
- WR kitchen and lunch program
- Strat Plan update
- SAC mini survey

COMMUNITY ENGAGEMENT

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- JeffCo Generations & Montessori: A Panel Discussion with Compass staff and Dr. Jason Glass, Superintendent of JeffCo Public Schools
- Ski & Snowboard Day
- AMS Annual Conference: Golden Campus Tour & Workshop
- Compass Montessori School - City of Golden GeoDome Partne

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Candace – Farm School Update

February 2018 Leadership Updates (Candace Cheung):

- Conference: Presentations and Collaboration with other secondary programs
- Upcoming trips
- Next Round of Self Expressions and Lit groups starting this month
- MAP completed
- Pi Day coming up
- Conferences and progress reports next week
- Pinwheel successes (consignments, roasting, tasting)
- Shark Tank/Businesses going great (Boba tea, dog collar business, waffles)
 - Please come observe!
- Economic Council
 - Discussing charitable giving
- Online portal for ALMA is not happening yet at FS, but we have been implementing ALMA

Academic Updates (some of the work happening at the Farm School):

- American Revolution with a Boston Tea Party re-enactment game.
- Compared and contrasted calls to boycott tea marketed towards women and men and next week they will debate the loyalists' vs. revolutionaries' arguments for and against independence.
- Seminars and writing essays on Plato's cave
- Debate on what colonies people should move to and are editing persuasive writing essays.
- Analyzing the words of spirituals to decode secret directions for the Underground Railroad
- Writing essays applying the emancipation proclamation to current events
- Poetry
- Studying the Civil War era and the Gettysburg Address.
- Minerals and rocks
- Plate tectonics and volcanoes and earthquakes Etc.
- Body System presentations, cells and genetics
- Baby goats are due in a few weeks
- Incubating eggs and planting starts in the greenhouse for the garden

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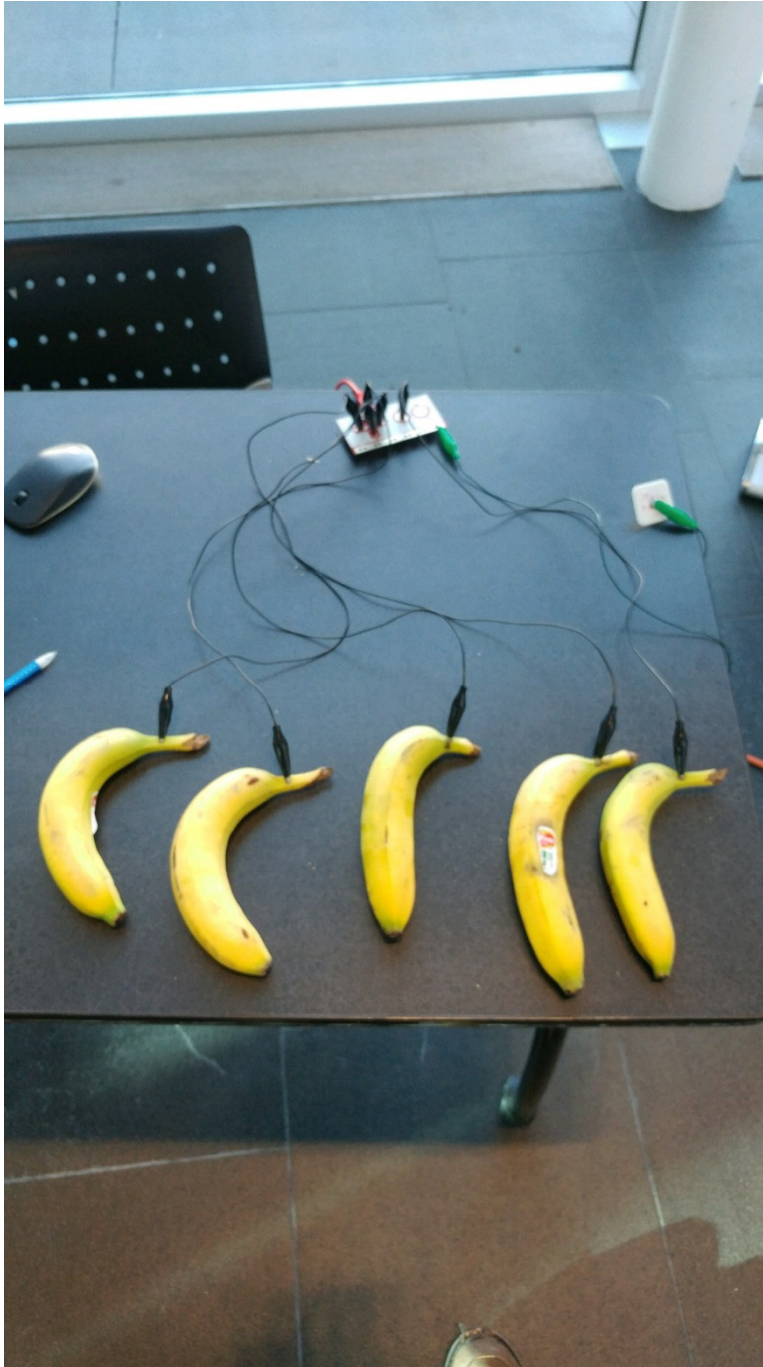
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Makerspace Students are working on the banana piano, lightning in a bottle, the celebration foam finger, the infinity box.



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Its called a "makey makey" combined with a code made in scratch, a programming system.
All made by students!

Attached video: it's the Arc Reactor from Iron Man that responds when you flex your muscle. That's combined with parts that had been designed and 3D printed.

file:///localhost/private/var/folders/8l/1k47p8n6zqdknd89v_msr0c0000gn/T/com.apple.iChat/Messages/Transfers/0227181645.mov

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SETH WEBB – SPECIAL EDUCATION SUMMARY

CMS / Golden SpED Program – Progress Update. February 27, 2018

During the 2016-17 school year, and following the direction of the Compass Montessori School Board of Directors (BoD) to address their concerns about special education (SpED) programming at the Golden campus, the school contracted with a consultant to the Colorado League of Charter Schools (CLCS) to conduct a Diagnostic Review of Special Education Programming. This review of the Golden campus was conducted over two days in late May 2017, and the final Review Report was provided to school leadership in early June 2017. This school year, in three previous reports to the Compass Montessori School Board of Directors (9/26/17, 10/24/17, and 12/5/17), I have provided: information as to the historical context of SpED programming at the Golden campus; the scope of the Review Report, and summary of key findings therein; and, for each report to the BoD, a progressive list of the action steps successfully employed, and targeted plans made, to meet the demands of the Review Report. These earlier reports are again included here, this time as a collection for your comprehensive review.

What follows are the specific Recommendations from the final Review Report, taken verbatim from the final document (but for semantic edits made for clarity, and followed by [sic]). As you will see below, each Recommendation is being addressed in a targeted manner.

As far as a Key for reading this report:

The five rubric domains of SpED program evaluation are underlined .

- Specific recommendations/goals are written in *italics* .
- Commentary on progress or plans made towards these recommendations is written in normal typeface.
- IN PROGRESS indicates that meeting the mandate of the Recommendation is actively being addressed, while
- PLANNED indicates work designed towards addressing this specific Recommendation by end of the 2017-18 school year.

Data Driven Decision Making

● *Create/Use a body of evidence (BOE) checklist for each IEP that includes NWEA MAP results, curriculum based measures, academic screeners, progress monitoring data, and classroom based assessments (i.e. Montessori observations, writing samples with scored rubrics, performance based assessments, etc). Classroom based assessments*

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and observations should display a student's [sic] progress towards mastery of standards/learning outcomes as opposed to their progress towards work completion.

There should be one checklist for each area of disability.

○ IN PROGRESS:

■ All IEPs and evaluations currently include NWEA MAP results (for those grade levels that take the assessment), classroom assessments and observations, work samples, teacher/parent/student interviews, a review of past records, and a child's most recent norm-referenced assessment data (i.e. Kaufman Test of Educational Achievement (KTEA) or other norm-referenced test specific to the child's areas of eligibility and need. This format (including Review of Records, Interviews, Observations, and Tests in evaluations and IEPs) follows district recommendations and has been implemented following district training.

○ PLANNED:

■ Checklists will be outlined for each category of disability by the Golden SpED team during weekly team meetings.

● *Create/Use a checklist/rubric for ensuring that all IEP assessments are interpreted with parent friendly language.*

○ IN PROGRESS:

■ Reports (following assessment and evaluation), as well as ongoing progress reports as to a student's growth relative to IEP goals, are shared through a process of peer review and feedback each week as part of the SpED team's weekly meeting protocol.

■ The SpED team has begun using a checklist for peer review and feedback, which includes reviewing the language used for interpretation of assessments

■ In addition, the SpED Program Director provides direct feedback and coaching in this area to SpED team members (as needed) to ensure the sharing of digestible information with guardians.

○ PLANNED:

■ Continue using a checklist to codify the above practices, and adapt the checklist to ensure we are constantly improving our practice and using intentional, specific language in IEPs.

● *Create/Use a checklist/rubric for ensuring that the IEP documents the impact the*

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disability/perceived disability does (or does not have) on the student's [sic] ability to

access the general education curriculum.

○ IN PROGRESS:

- While a formal checklist is not yet used, written commentary shared through the Present Levels of Academic Achievement and Functional Performance (PLAAPF) of a student's IEP are shared through a process of peer review and feedback each week as part of the SpED team's weekly meeting protocol.
 - In addition, the SpED Program Director provides direct feedback and coaching in this area to SpED team members (as needed) to ensure the sharing of a student's specific needs with GenED staff and guardians.
 - The Golden SpED team is utilizing a CDE exemplar from a professional development training through JeffCo to ensure that the Impact of Disability is clearly stated and in accordance with district practices.
- PLANNED:
- Create/Use a checklist/rubric to codify the above practices.

● *Professional development in ensuring that the BOE supports the determination of a disability and provided services, with special attention paid to mental health time.*

○ IN PROGRESS:

- Ana Robertson, Assistant Director for Special Education in JeffCo and SpED Partner to Charter Schools, has provided direct consultation and support in this area.
 - Both the Golden and Wheat Ridge SpED teams have met to collaborate on what these best practices look like in action, so align interpretation of BOE data, eligibility, and determination of services.
 - Mental health service minutes are determined based on a Social-Emotional body of evidence including Review of Records, Teacher/Student/Parent Interviews, Classroom Observation Data, and norm-referenced social-emotional assessments.
- PLANNED:
- So to ensure that our Social Worker's IEP minutes do not become compromised through the need to respond to the crises of students not with IEPs, and to provide mental health support to as many students who may need it on our campus, the campus principal is in conversation with the Jefferson Center for Mental Health (JCMH) to explore the installation of a part-time school-based mental health clinician on our campus for the 2018-19 school year.

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● *Professional development on writing data-driven, measurable standards-based IEP*

goals.

○ PLANNED

■ The SpED team will utilize a portion of weekly meeting time this spring to research resources/exemplars of standards based IEP goals and explore the Enrich standards alignment function.

● *Create/Use a flowchart for calculating services based on student need to ensure educational benefit; this flowchart should display the school's continuum of services that covers mild to moderate needs.*

○ IN PROGRESS:

■ Ana Robertson, Assistant Director for Special Education in JeffCo and SpED Partner to Charter Schools, has provided direct consultation and support in this area.

■ Both the Golden and Wheat Ridge SpED teams have met to collaborate on what these best practices looks like in action, so align interpretation of BOE data, eligibility, and determination of services.

■ Services are crafted based on student need and goal areas, and services vary between students based on varying needs.

■ The SpED team has begun researching flowcharts or exemplars for service calculation from other schools and districts.

○ PLANNED:

■ Create/Use a flowchart to codify the above practices.

Protecting and Ensuring a Free and Appropriate Public [sic] Education (FAPE)

● *Create/Use a clear protocol for documenting the direct and indirect services of special education providers. This documentation should include dates, times, and notes on what was taught.*

○ IN PROGRESS:

■ Each of the SpED team members logs dates, times, and the nature of the services provided (as specified above) in a digital format.

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- These records are routinely reviewed by the SpED Program Director for accuracy and fidelity to each particular IEP service provisions.
- The mental health provider and speech language pathologist utilize the district mandated reporting tool (ezEdMed) to log services.

● *Create/Use a clear protocol for general education teachers to document the implementation of accommodations, and implement a quarterly review of accommodations to ensure effectiveness and adjustment.*

○ IN PROGRESS:

■ The SpEd team has provided GenEd teachers spreadsheets of classroom accommodations at each level as both a tool of sharing information and a possible record keeping tool to track the implementation of accommodations.

■ Specific teachers have designed novel record keeping strategies for the successful recording of the implementation and receipt of classroom-based IEP accommodations.

○ PLANNED:

■ Use weekly GenED team meetings to share these teacher-built exemplars and accommodation implementation trackers. Establish a clear protocol and expectation for all GenED teachers for documenting IEP accommodations with fidelity, to be reviewed by the student's IEP Case Manager and level-specific Program Director.

● *Professional Development on Root Cause Analysis and Specially Designed Instruction (SDI).*

○ IN PROGRESS:

■ Root Cause Analysis and Specially Designed Instruction is part and parcel of what each member of the SpED team does on a regular basis in providing specific instruction to meet the described needs of each child.

○ PLANNED:

■ The campus principal has connected with Ana Robertson, Assistant Director for Special Education in JeffCo and SpED Partner to Charter Schools, on the best professional development to leverage following her ongoing assessment of the observed practices of the SpED team.

● *Create/Implement an ongoing data-inquiry cycle for special education teachers to review*

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student progress, adjust instruction and services when students are not making adequate growth, and ensure documentation.

○ IN PROGRESS:

■ The SpED team reviews progress monitoring data monthly, to review progress and adjust instruction as needed, as part of our monthly meeting protocol.

● *Complete an audit of enrollment practices to ensure that the campus [sic] is in legal compliance with federal/state/local statutes and its [sic] charter agreement with Jefferson County.*

○ IN PROGRESS:

■ All enrollment decisions for a children with IEPs are made following consultation with Ana Robertson, Assistant Director for Special Education in JeffCo and SpED Partner to Charter Schools.

■ Campus-wide, PreK-12, approximately 9% of our student body have IEPs and are receiving direct support from members of our SpED staff, and accommodations in the GenED classroom. This is consistent with what other neighborhood schools in the district experience, as regards the portion of their students with IEP programming.

Parent Involvement in the IEP Process

● *Create/Use a clear protocol for documenting parental involvement in the IEP process.*

○ IN PROGRESS:

■ The SpED team follows a clear and universal protocol as regards: parent communications; notification of IEP meetings; sharing of reporting prior to IEP meetings (when possible); expressed commentary and wishes of guardians shared in IEP meetings, and parent review of the draft IEP prior to finalizing.

Multi-Tiered System of Supports (MTSS)

● *Create and implement a well-articulated and thoroughly developed MTSS structure that includes clear participation criteria, layers of support, and evidence-based interventions,*

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data-driven problem solving, and parental involvement.

○ IN PROGRESS:

■ As of the past August, we have a fully established and more comprehensive MTSS protocol that leverages best practices in service of all students and their learning preferences, and utilizes the digital data warehouse (SOARS) that is supported by JeffCo.

Instructional Leadership

● *Create a detailed job description for the special education Program Director [sic].*

○ PLANNED:

■ All of the campus' job descriptions are being rewritten this spring as part of the contracting process for the 2018-19 school year. As such, the SpED Program Director's job description will be rewritten as part of this process.

● *Ensure time is allocated for the program director to provide clear oversight of the IEP*

process, provide professional development, and engage in ongoing instructional coaching to improve specially designed instruction.

○ IN PROGRESS:

■ Our SpED team meets each week, following an agenda facilitated by the SpED Program Director, to review our IEPs and best practices in: SpED assessment and evaluation; delivery of services; documentation; teaming with GenED staff; and communication with guardians.

■ SpEd Program Director reviews all data and progress monitoring information as captured in Enrich (the IEP data warehouse supported by JeffCo).

■ Campus principal has access to Enrich, and reviews paperwork and documentation (as needed) to support the IEP process, and facilitate compliance.

● *Provide professional development opportunities to the Program Director to ensure*

capacity for the instructional leadership and IEP oversight.

○ IN PROGRESS:

■ Our SpED Program Director and the SpED team at Golden meets once a month with Ana Robertson, Assistant Director for Special Education in

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JeffCo and SpED Partner to Charter Schools to review our IEPs and best practices in: SpED assessment and evaluation; delivery of services; documentation; teaming with GenED staff; and communication with guardians.

■ Our SpED Program Director and campus principal meet each month (formally) to review: the collective campus IEP caseload; referrals and evaluations under way; and GenED and SpED staff coaching and support.

■ So far this school year, our SpEd Program Director has attended professional development on diversity and inclusion, legal ramifications of Free and Appropriate Public Education (FAPE), productive IEP team collaboration, transition planning, autism identification, eligibility, and parent involvement in the IEP process.

○ PLANNED:

■ Alongside 11 of her SpED and GenED peers from the Golden campus, and 10 from the Wheat Ridge campus, our SpED Program Director will attend a five-day Orton-Gillingham training through Orton-Gillingham International (a program vetted and supported by the International Dyslexia Association and the Colorado Department of Education).

■ In collaboration with the campus principal, the SpED Program Director is exploring auditing Montessori math training at the Montessori Education Center of the Rockies (MECR) so to better team with GenED staff in our Montessori setting, and provide specific instructional oversight as regards specific service provisions and classroom-based accommodations.

The Diagnostic Review of Special Education Programming has provided valuable information to our SpED and GenED teams at the Golden campus. The above mentioned responses to the Review Report's recommendations are evidence of a dedicated, thoughtful, and child-centered approach to our service of the school's special education students. We are committed to continuous improvement, and look forward to an ongoing partnership with our students' guardians.

Seth D. Webb, Principal & Christin Bourg, SpED Program Director
Compass Montessori School - Golden

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