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# Compass Montessori Board of Directors

Meeting Minutes  
Tuesday, March 20, 2018  
6:00 pm Wheat Ridge Campus

6:06 pm: Call to Order

**1) Consent Agenda Items (5 mins)**

- a) Approve agenda
- b) Leadership Dashboard  
*Eileen created a motion to remove the leadership dashboard from the Consent Agenda; so moved by Tiffany; seconded by Allen; unanimously approved.*
- c) Treasurer's Report/Variance Reports
- d) Approve February 27, 2018 meeting minutes  
*Eileen entertained a motion to approve the consent agenda as amended; Allen seconded; unanimously approved*

**2) Community Sharing (15 mins)**

- a) *Celebrate Compass* – a time for our community to identify and share positive feedback on our community
  - i) *Cameron—MMUN kids did great and all kids back home. Cameron celebrated the communication that Kymm and Tina provided in terms of daily updates. Seth seconded, he appreciated the emphasis on the great job the students were doing.*
  - ii) *Eileen – Young/Old Westa Festa work that is being done in preparation for upcoming Westa Festa.*
  - iii) *Dan – CMEF approved several asks from both campuses which includes the WR Kitchen and items for safety & security at both campuses.*
  - iv) *Seth celebrated the 3rd Annual ski/snowboard day at Loveland*
  - v) *Seth celebrate the panel discussion with Dr. Glass; Allen seconded. This is a good start to a collaborative relationship with the District and the Superintendent.*
  - vi) *Seth celebrated Last Wed (3/14: 17 minutes of silence for Parkland/Marjory Stoneman Douglas HS students); students were mindful of their rights and respectful of their rights; 50 students (+3-4 staff members to support them) staged a walkout and proceeded to Golden where they handed out papers; adults from the community happened to be walking to Golden at the same time. Jen celebrated that Seth provided support to both students and parents regarding the walkout; she also celebrated that JeffCo provided security.*
  - vii) *Cameron celebrated Jacob, Michelle and Scot as the WR kitchen renovations are underway: J&M have been cooking out of the teacher lounge, providing meals for 200 students & staff! Scot and his kids have been doing the demo work that is almost complete as of today. Eileen celebrated that her kids love the lunch options and that her child will be taking advantage.*
  - viii) *Cameron celebrated more great work by the DI teams.*
- 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

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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. *Vicki Goodwin commented to the board regarding the slowness that the Board and Golden have moved in rectifying the Special Education systems.*

### 3) Updates and Reports (50 mins)

#### a) Teacher Updates/Reports

##### i) Wheat Ridge staff (5 minutes)

###### (1) CH

(a) *Forest Room has been working on project experiments as a whole class*

(b) *Watch me work was done in March*

###### (2) UE

(a) *Celebrated MMUN students and staff*

(b) *Fire/Earth/Water just finished conferences; students created outlines and drafts for teaching their conference material*

(c) *Grateful to all parent volunteers who made Pi Day possible and who took groups of children shopping and into their homes so they could purchase ingredients and make pies. This was a kickoff to studying geometry. 3 new books were added for Math Adventure Series by the author of Circumference and the Dragon of Pi. The students are devouring those books!*

###### (3) SpED

(a) *Welcoming Susan Kilner, new Early Childhood Special Education teacher; she is a great addition to both campuses. She works 2 days/week at WR and one day at GD. She brings a wealth of knowledge and experience to support CH students and teachers.*

(b) *Thursdays are set aside and SpED staff are supporting 6<sup>th</sup> year students with their Empowerment Projects. They are excited to watch them in the steps of planning, prioritizing, drafting and finalizing their unique topics for presentation.*

##### ii) Golden staff (5 minutes) – Elie Svoboda

###### (1) CH

(a) *Watch me work was successful last week.*

(b) *Working on their project for Westa Festa*

###### (2) EL

(a) *MMUN trip was successful*

(b) *EL is working on their Festa*

###### (3) FS

(a) *FS had their 2<sup>nd</sup> Annual Pi Day Celebration where the students paid homage to the Knights of the Roundtable*

(b) *Community Kitchen Occupation: students have been writing poetry in conjunction with the Gettysburg Address*

(c) *Farm Occupation*

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- (i) starting to grow greens in the hoop house;*
    - (ii) chickens are laying eggs; goats are anticipating babies any day*
    - (iii) planting shade trees around the recess area at the farm;*
    - (iv) Spring shearing day on 4/23 for alpacas*
  - (d) Store Occupation: Visited a business accelerator in Boulder to speak about the businesses the students want to start on campus*
  - (4) HS: Before the 3/14 walkout, the HS students wrote postcards to students at Marjory Stoneman Douglas HS with messages of support. Erin Leonard and her husband organized this event.*
  - (5) Celebrate the AMS conference that will be hosted at the Golden Campus*
  - (6) Teachers request that contract offerings occur before April as job postings occur in March.*
    - (a) They appreciate that this is also a time for budget creation for both campuses. Eileen asked if this was typical or if this something that is just happening this year. Seth noted that last year (May 2017), contracts were offered in May; however, letters of intent were sent before that; April 2016 previously.*
    - (b) Seth acknowledged that ideally, the letters of intent would be sent to employees by March. The principals both have "letters of intent to return" by teachers and were collected in February 2017.*
    - (c) During Leadership Updates, Eileen circled back to the contracts topic. She was wondering if teachers should assume that if they have heard nothing by March, they could assume their contracts will not be renewed? Seth suggested that next year they could strive to provide some sort of MOU, following "teacher intent to return" form submittal; that would show the school is planning to renew their contracts. Contracts cannot be offered until after the budget is approved.*
    - (d) Ellie also mentioned that it might be helpful if there was a reliable salary schedule available to teachers. That, along with MOUs would help teachers have an idea of what next year may look like. Seth asked if staff were aware that the salary schedule is already available to them. Ellie noted that not everything is correct on the current GD salary schedule. Seth acknowledged that the salaries are widely variable.*
- b) Leadership Updates (20 minutes)**
- i) Cameron Gehlen**
    - (1)** *Compass is a large part of the American Montessori Society (AMS) Conference; hosting teachers at both campuses; Compass also has a table at the Conference. Also, a cohort from Russia visited both campuses (GD & WR).*
    - (2)** *Kitchen renovation is underway.*
    - (3)** *Both Cameron and Seth have been working with Dan to get budgets organized. They want to get contracts ready to go out to teachers. Historically, Compass has tried to get those out before Spring Break.*

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- (4) *CMA conference will occur on 4/28. There will be people from both campuses speaking. Cameron wanted to celebrate Megan Witucki who helped with a presentation to the CMA Directors. It will help move forward Montessori Education in Colorado.*
  - (5) *Amy Ball said that the summer program already has 120 students signed up. Reminded folks to get signed up before it is full!*
  - (6) *CMEF approved PA system installation at both campuses*
  - (7) *Evacuation went very well last week after a suspected gas leak. Fire Department said the school did exactly the right thing by pulling the fire alarm.*
  - (8) *Parent Ed survey has been completed; Cameron thinks that the latest survey will help with setting the calendar*
- ii) Seth Webb
- (1) *Thursday, GD will be hosting 50-60 AMS Conference Attendees; Seth will lead a tour then the attendees will observe in the environments and speak to students. The attendees will then eat lunch at the park where they will have a Q & A about the Compass PK-12 program. He will then present information on the spiritual preparation of the teacher and how it aligns with our work. He also noted his visit with the Russian teachers about how there are no public Montessori schools, only private for special needs children. The Director noted the differences between American Montessori and it being viewed as an elitist type of education.*
- iii) Candace Cheung – *She was not available for this meeting and notified Eileen. No additional updates were provided.*
- c) Variance / Financial Reports (10 minutes)
- i) Dan Koerner / Allen Balczarek
  - ii) *GD – Nothing of note. Still confident that the campus will come in close to what was budgeted. Modular – not on track because of permit issues; CMEF contribution \$50,000.*
  - iii) *WR – On track to meet budget; construction may only need \$18,000. Kitchen CMEF \$50,000 contribution*
  - iv) *GD/WR: CMEF \$18,000 contribution to PA system for both campuses*
- e) Leadership structure committee update (10 minutes) Liz Mendez
- a. *Liz met with staff to listen get input to the process*
  - b. *Special Board Mtg 4/3: The committee will present options to the Board as well as feedback from each campus (staff input)*
  - c. *Vote will occur at the April 24<sup>th</sup> BoD meeting.*
- 4) New Business (25 minutes)
- a) SAC budget recommendations - Lavanya Kraus and Kevin Finucane (15 minutes)
    - i) *Attached*

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ii) Board Members asked the SAC to provide a prioritization of items.

b) Approve 360 questions for leadership evaluation – Liz Mendez (vote)

i) *Need to identify people who work with Leadership*

ii) *Seth noted the subjectivity of the 360 review can be confusing; he requested that definitions be included in the future.*

iii) *Also add comment boxes for further clarification of ratings.*

*Tiffany moved that we adopt the 360 review evaluation with the conditions discussed above. Allen seconded. Passed unanimously.*

### 5) Old Business (50 minutes)

a) Update and questions regarding SPED systems at Golden - Seth Webb (20 minutes)

i) *Seth feels that there is a disconnect between what is happening on the ground at the GD campus and the perception of some families. He feels that it's constantly improving and is a work in progress in reference to items addressed in the diagnostic review that was done by the Colorado League of Charter Schools at the end of the 16/17 school year.*

ii) *Eileen noted that the SpED students were in progress with the MAP testing; she asked if Seth had had a chance to review results for this group of students. He replied that he'd been reviewing the school globally and that it's exciting that both elementary and secondary are getting stronger results.*

iii) *Eileen asked about job descriptions for SpED staff: Seth is in progress for writing the job descriptions for all staff, including those for the SpED staff. He's consulted with Christin as to what is needed.*

iv) *Eileen asked Seth to address whether families receive proposed IEP documents prior to annual meetings. He stated that staff tries best as possible to get the documents out before meetings, in accordance with JeffCo best practice.*

v) *Eileen asked Seth to describe an IEP meeting: SpED team providers are present as well as at least one representative from the GenEd staff. Start with celebrations and strengths; challenge areas; updates from GenEd team as well as from individual providers who share progress information, either anecdotally or with hard data. Speak to goals and their appropriateness. Review of minutes (both direct and indirect). Provide opportunity for parents to bring forth their comments/concerns. SpED team turns around finalized IEP to families within 3 days as formal documentation. Eileen clarified that most of the IEP is written during the meeting; Seth concurred.*

vi) *Cameron asked who is attending the IEP meetings for leadership. It is split between Candace and Seth. Eileen asked whether there is always an administrator present; he could not confirm that occurs in every meeting.*

vii) *Cameron asked who is supporting the GenEd teachers and who is providing support to the GenEd teachers in terms of accommodations of SpED students—is it primarily the responsibility of Seth or Candace? Seth noted that accommodation conversations occur between the Program Director (Christin), the student's Case Manager, Candace*

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*and the GenEd guides. Candace ends up supporting the guides in the articulation of the accommodations while Seth supports Christin and her team.*

- (1) *Eileen asked how the meetings regarding accommodations look—how is the information transferred between SpED and GenED? How does the communication happen? Seth noted that each student and occupation are different. Some occupations are more independent while others require more support from Candace and/or case managers [service providers] in terms of tools. There's a strong effort to provide consistent tools such that regards present needs and present areas of student work so that the case manager can be serving student's needs in real-time in reference to classroom work.*
  - (2) *Tiffany noted that an "in progress" item that notes creating a clear protocol for documenting parental involvement in the IEP process—what still needs to be done to finalize and used consistently? Seth feels that frequent communication is good, but to establish a protocol to the information and frequency with each family. Tiffany also asked whether it will be formalized in written format. Seth noted that the process will look different for each provider but it can be, for example, a weekly update from the service provider that includes weekly content, areas of success, areas of next step, sometimes how families can support at home, reminders about upcoming IEP conversations. He also noted that there are monthly meetings to ensure that providers are speaking to families in a consistent manner.*
  - (3) *Cameron noted that there may be software packages that contain a "parent-facing" portal that could help with the communication. Something that could help ease the load of the SpED providers.*
- viii) *Eileen asked whether the Board would be willing to give her permission to represent the group to ask for and evaluate documentation showing that progress has been made. She would request some IEPs, documentation from staff, spreadsheet accommodations, things that have been mentioned as "in progress" in the report. She wants to offer her professional experience to evaluate the process to report back to the Board. Tiffany wanted to ensure that all students would remain anonymous; Eileen said students would remain anonymous, but that she would review IEP documentation and corresponding MAP scores, accommodation spreadsheets, EZ Med entries for staff, etc. Eileen did seek outside legal advice regarding this request and was encouraged to pursue permission to review documentation.*
- (1) *Cameron noted that it's a rare case to have a Board member who is also an administrator at a school that has 100% of the population on an IEP. She suggested that the Board support Eileen's effort.*
  - (2) *Jen noted that as Seth's supervisor, it may appear to be a bit of a conflict of interest for Eileen to provide this service. Tiffany disagreed because she felt that a supervisor is supposed to review work. Jen noted that issues surrounding SpED have not been resolved to date and that it appears to have some conflict that Eileen is now asking to review the documentation. Seth noted that it's important to presume positive intention and that he was bothered by Jen's previous comment that his reports lacked integrity; he feels that his work has been open and transparent and*

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*trustworthy. He is open to Eileen doing this review work because, as his supervisor, she is duty-bound to ensure that he do the best work that he can.*

- (3) *Jen noted that there is more than one issue at stake:*
- (a) *Diagnostic Review improvements are in place and it appears that the SpED process has improved since January with the implementation of a new team. Jen acknowledged that the change needs to be acknowledged and celebrated and that the program has to keep moving forward.*
  - (b) *Jen noted there is an outstanding issue: where is the plan to take care of the services that were not provided last year. She noted that in Seth's October report there was a quote, "you have my and our SpED team's commitment: these minutes have not been lost and will be made up." She noted that to-date, affected families have not been contacted to discuss this issue. Jen asked for a plan to address how the "lost" minutes will be addressed.*
    - (i) *Jen noted that since recent MAP scores are available, it may be a good time to review the progress of SpED students to determine if there is a correlation between services provided in the fall and MAP scores. Seth disagreed and feels that there is a disconnect between what services were missed compared to those that were provided. He thinks that for at least one particular case, that there is no correlation between the perception that minutes were lost because the student did better on MAPS. Seth cautioned 1) that MAP scores are carefully evaluated and 2) do a tight accommodating over what minutes were not served to determine whether a loss of minutes is a perception or a reality. Seth feels that the "lacking of minutes provided," is actually more of a perception based on semantics and definition of how minutes are being served rather than based on actual practice.*
    - (ii) *Liz asked how the above information would fit into the work that Eileen is trying to do. Eileen stated that she will be reviewing the SpED systems, not doing an investigation into practices from Fall 2017. She will focus on documentation.*
- (4) *Tiffany noted that she really appreciated the offer from Eileen to review documentation of select students. She also acknowledged the parental frustration with the length of time that this has been an issue. She wants the Board to be careful not to ignore the offer from Eileen and to view it as an impediment. If there is a level of inappropriateness, then the Board should consider an additional person. However, she does not see any conflict and noted her support for Eileen to review documentation as requested.*
- (5) *Liz had comments on the latest SpED report. She was curious over the high number of "in progress" notations and asked what does the term actually mean? She is in support of Eileen doing a documentation review. She asked Eileen how she would sample the various students—would it be random or by level or some other*

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way? Eileen commented that she would review a “couple” from each level: Children’s House, Elementary, [Farm School – not specifically stated, but was intended to be included in her statement], and High School.

- (6) Jen noted if Eileen is allowed to proceed with the IEP reviews, there should be a review from last year (Fall 2017) as to how accommodations and service minutes were provided. This would allow the address the Fall 2017 service questions and to provide some resolution. She noted that to date, no documentation has been provided to SpED parents in terms of services provided, minutes used, and progress monitoring reports (any data-driven results, ie, graphs, notes, etc).
- (a) Cameron asked whether Eileen would want to look at two different IEPs at two different points in time (current and Fall 2017).
  - (b) Allen suggested that reviewing the same IEPs/services at two different points in time (current and Fall 2017) would tell a more cohesive story to note progress. He noted that this is a large task that Eileen is undertaking.
  - (c) Seth suggested that a more comprehensive review of documentation would be helpful because the review that was done last May only touched a handful of information and was not truly diagnostic. He noted that we should be mindful of “casting a wide enough net” to tell a wider story.
  - (d) Seth also noted that it would be difficult to tell a story from Fall 2017 because the SpED provider in Fall 2017 is no longer with the school. He noted that he does not have access to any data that may have been recorded during that time. He further stated, that without documentation, how would it be possible to provide assurances, comfort, apology, and next steps to parents such that they feel like those concerns have been addressed and will be able to move forward.
  - (e) Liz asked Eileen if she could look at the information Jen requested. Eileen stated that when she looks at Student A, she will be looking for goals, accommodations, how progress is monitored/how often are probes performed (weekly, monthly, etc), minute documentation, and are notes being taken to show a whole picture for each student to ensure that IEPs are being implemented correctly. Eileen stated again that she IS NOT an auditor, but she wants to ensure, to the best of her knowledge, that the IEP process is now working.
  - (f) Cameron noted that in order to set up Eileen for success, that she focus on looking at the current IEP situation. If she focuses on the past, she could very well come back and say that she could not find any documentation for previous time periods. Eileen’s goal is to show that progress is being made in reference to the May 2017 Diagnostic Review and that IEPs are being appropriately documented and being complied to with dates and finalization; probes and progress monitoring, etc. Seth agreed that there historical information will not be available.

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- (g) *Jen noted that the whole idea behind 504 Plans and IEP documents is to provide a level playing field for students who may need a little more help (accommodations) to help bring them to the level of their cohort group. The documents are legally binding documents between the school and the parents and notes actions/accommodations that will be provided to help the student succeed. She noted that if documentation cannot be found, there still needs to be a way for the school to work with families to address any shortcomings from last semester. She suggested that there needs to be some mechanism that will address these issues through both Eileen's findings as well as a review for each student to determine what, if any, further actions are required. To date, parents have not been invited by Seth to have this conversation to finally resolve the issue.*
- (i) *Seth agreed to what Jen said, but he also said that he had no access to any past minutes. He noted that his review of one case showed that the perception of the number of minutes lost was much greater than the reality of what was lost. He noted that even though that review was only for one student, he wanted it to be a cautionary tale. His current focus is to clean up processes and systems and empowering Christin and her team to run a tighter ship*
- (ii) *Allen asked whether the school is obligated for recovery of "lost" minutes or is it voluntary? Jen stated that she believes the school is obligated based on a conversation she had with a lawyer from the Office of Civil Rights.*
- (iii) *Jen suggested that the Board seek a "Special Education Law 101" presentation from an OCR who could inform both the Board as well as the community about Special Education Law.*
- (iv) *Allen stated that he sees 3 items to address:*
- 1. Look at compliance and see where Compass stands*
  - 2. Address the issue of minute documentation/communication to parents*
  - 3. Determine if a "recovery plan" for minutes is needed*

***Tiffany moved that Eileen Kratzer represent the Board in evaluating the current status of the Special Education Program to the best of her abilities with the current information we have. Allen seconded. Discussion:***

- Jen asked how the report would look; Eileen stated that she would review documentation based on previous reports of improvement.*
- Liz asked when Eileen's report would be submitted to the Board. Eileen said she would deliver it at the June meeting.*

***Roll Call:***

***Allen – Affirmative***

***Anne – Affirmative***

***Liz – Affirmative***

***Tiffany – Affirmative***

***Jen – Negative***

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*The Board approved 4-1.*

- b) Election update – Tiffany Grunert (5 minutes): *Finalized letter to the community that is to be sent out tomorrow. Revise dates: applications due 4/11; voting 4/16-20.*
  - i) *Set word limit in application as data have to be entered cell by cell*
  - ii) *Jen (Secretary) to announce winner on 4/21*
  - iii) *Anne is stepping off the board in May; need to find a new community member.*
- c) Strategic Planning (10 minutes)
  - i) *Liz: strategic plan is on hold while BoD focuses on leadership structure and the budget*
  - ii) *Want Task Force Teams to create actions to achieve goals.*

### 6) Adjourn

*8:29 Eileen entertained a motion to adjourn the meeting. Tiffany moved to adjourn the meeting; Anne seconded.*

### Next meeting:

**Special Board meeting to approve 2018 – 2019 Budget and listen to proposed Leadership**

**Structure: Tuesday, April 3, 2018 6:00 pm at the Wheat Ridge Campus**

**Monthly Board meeting: Tuesday, April 24, 2018 6:00 pm at the Wheat Ridge Campus**

**Will vote on Leadership Structure**

### PARKING LOT:

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

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Attachment: School Accountability Document

## School Accountability Committee Budget Recommendations

March 13, 2018

The Accountability Committee's annual work includes discussion of the Unified Improvement Plan, student assessment data and root causes, development of school surveys, discussing community concerns and hosting the year-end Town Hall. From this work, the SAC develops budget recommendations for consideration by the Board of Directors.

This year, the Accountability Committee recommends the following budget investments to provide improvements in several areas.

### **Academic experience for the student**

1. Continued support of the summer reading and math intensives
2. Invest in teachers for better retention and to attract the best talent
  - Salary raises for teachers and staff
  - Training and professional development
  - Have two full-time teachers/guides in each classroom
3. Continued support for technology
  - More computers for classroom use at the elementary levels for research and project use
4. Pay outside experts to teach self-expressions
5. Provide planning time for teachers
6. More opportunities for PE, Music, and Art \*this could help to create more planning time for teachers

### **Extracurricular or social-emotional experience for the student**

7. Support for extracurricular learning and sports program
  - Create and partially fund scholarship fund
  - Fund stipends for coaches, including ultimate Frisbee and potentially debate club, tennis, swimming \*this investment would help create bridges and points of commonality in our community and with students from other schools

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- Development of outdoor environments (sand volleyball and soccer)
  - Provide indoor recreational space, including opportunities to use space at existing recreation centers such as regular gym rental at Tony Grampas Sports Complex
8. A bus to transport students off campus
  9. Fund additional counselor

### Campus safety

10. A more secure perimeter at the Wheat Ridge campus
  - fence or wall around the campus to create a boundary between the parking lot and foot and other traffic on 44<sup>th</sup> Avenue
  - a better boundary between the playground and neighboring apartment complex
11. At the Golden campus, expanded parking and expansion of Salvia to improve pick-up and drop off
12. Training for teachers for crisis situations, and to recognize students who need additional support

### Teacher's experience

13. Require all teachers/classroom guides to have a path toward accreditation and/or teacher training of some kind
14. Support guide observation at other schools
15. A teacher workspace, space for planning
16. Replacement of playground for Children's House at both campuses

### Facility for students and staff

17. PA system for the Wheat Ridge campus
18. Continue to look for solutions to overcrowding in the high school and other areas
19. Fix leaking roof at Wheat Ridge
20. Improve learning spaces
  - High School science lab
  - Redesign of space in Store Occupation

### Community

*Utilizing authentic Montessori methods, the Compass community aims to nurture the whole child and enrich the lives of each student from Preschool to 12th grade.*

*Compass will provide appropriate challenges and support to enable each student to prepare for the intellectual, spiritual, emotional, social, physical, and societal transitions appropriate to each student's inner vocation. Our goal is to foster competent, responsible, and independent citizens who love learning and respect themselves, other people and their environment. -Compass Mission Statement*

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# Compass Montessori Board of Directors

Meeting Minutes

Tuesday, March 20, 2018

6:00 pm Wheat Ridge Campus

21. Invest in part-time communications manager position or hybrid volunteer position using interns

*Utilizing authentic Montessori methods, the Compass community aims to nurture the whole child and enrich the lives of each student from Preschool to 12th grade.*

*Compass will provide appropriate challenges and support to enable each student to prepare for the intellectual, spiritual, emotional, social, physical, and societal transitions appropriate to each student's inner vocation. Our goal is to foster competent, responsible, and independent citizens who love learning and respect themselves, other people and their environment. -Compass Mission Statement*