
Compass Montessori Board of Directors

Meeting Agenda
Tuesday, September 26, 2017
6:00 pm Golden Campus

6:00 pm: Call to Order

Eileen called the meeting to order at 6:02pm

- 1) **Consent Agenda Items (5 mins)** Liz moved to approve the consent. Anne seconded. Unanimously approved.
 - a) Approve agenda
 - b) Leadership Dashboard
 - c) Treasurer's Report/Variance Reports
 - d) Approve August 22, 2017 meeting minutes

- 2) **Community Sharing (15 mins)**
 - a) *Celebrate Compass* – a time for our community to identify and share positive feedback on our community
 - i) Cameron celebrated Megan's Chalkbeat article and the acceptance of a grant for the Little Free Library.
 - ii) Eileen celebrated the MAG as it is well done.
 - iii) Candace celebrated the upcoming harvest festival.
 - iv) Great event and the students have worked very hard on it. This year more ninth years are going. It's from 10-2 this Saturday.
 - v) Seth celebrated the Peace Walk with a video.
 - vi) Amy Fleigg celebrated Peace Day activities that were completed by each level at both campuses. Generated a great sense of community
 - vii) Golden CH celebrating that there are so many cross-level opportunities available for them to interact with (Elementary reading buddies, FS self-expression art, HS provides AWOL support on Wed am)
 - viii) Cameron celebrated Bekah joining the SAC; she's a valuable addition to the committee and it's helpful have a FS representative.
 - ix) Celebrate new nurse consultant for school; she's from Children's Hospital.

 - 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.

- 3) **Updates and Reports (100 mins)**
 - a) Teacher Updates/Reports
 - i) Megan Witucki (5 minutes): Amy Fleigg and Chase Deutschman will be sharing BoD Representative Duties.

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- (1) LE: Grand Bear retired, but there is a new story teller who they are looking forward to. CMC visit. Harvest at Miller Farms. Parent volunteer helping teach yoga in a classroom to help with mindfulness.
 - (2) UE: Preparing for fall trips (outdoor ed programs that connect to classroom curriculum)
 - (3) SPED welcoming of Kim Patton and Erin Dumlene (sp?) in Aspen Room. Help meet needs of all learners. New District support liaison has been really helpful as a new resource
 - (4) Guides appreciate their free hot lunches!
 - (5) Anne Prosser is creating mini surveys to highlight school functions (Roles & Responsibilities) for key groups (Board, CMEF, committees, etc)
- ii) Kymm Garcia (5 minutes): Elie Svoboda in attendance.
- (1) FS is ready to take on more Bingo opportunities; they would like to propose a more equitable system for sign up. This year, by the time the FS guides could sign up for sessions, only “hard to staff” sessions remained. Create a schedule that identifies levels.
 - (2) Christy Curton in LE proposed seeking out more diversity for our community. She has resources who may be able to help create scholarships and other ways to
 - (a) Last year Compass adopted a policy that stated if a family got in at age 3 and could not accept (for a certain set of reasons), that spot would be held for the family to start their child at Kindergarten.
 - (b) Idea of a weighted lottery was implemented in the WR renewal; hasn’t been put in place yet due to funding/legal/transportation constraints.
 - (3) GD staff are grateful for the level of transparency; appreciate Dan’s Budget 101 presentation. They now have more questions as to “how did we get here?”
 - (a) They would like to know how funding shortfalls will not be an issue again in the future.
 - (b) Cameron: more eyes are on the budget now Dan, Cameron, Seth, and Steve are all reviewing the budget as well as the variance reports.
- b) Leadership Updates (20 minutes)
- i) Cameron Gehlen
 - (1) Nicole & Kami are organized for “count day”—window is Oct 2-6; actual count days are 2nd & 3rd.
 - (2) Transparent Classroom Student Photos: Legal counsel says parents will have to “opt in” if they want their student’s photos included with their Transparent Classroom profiles. This will allow for classroom photos to be uploaded to the site and used to describe lessons to parents.
 - (3) First SAC meeting of the year went well and discussed:
 - (a) MAP results and how they look overall for the school
 - (b) JeffCo changes to Gifted & Talented policies
 - (c) Change SAC to “Accountability”
 - (4) Cameron and Dan attended the Charter Policy and Facilities Summit

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- (a) Changes with the Claire Davis Act (Schools must perform threat assessments because they can be held liable)—train staff, safe buildings, need to meet with local emergency services
- (b) Colorado Senate Bill 1196 7/18/17: Mill Levy dollars to be shared equally with charter schools; Districts have option to only pay out 95% of funds and keep 5% of those funds for programming/special populations. Compass to expect only 95% of those mill levy dollars.
 - (i) Currently Compass receives \$1450/student
 - (ii) May increase to \$1600
- (c) Change in minor sexting laws; they have been relaxed in order to serve kids in their needs through re-training/teaching appropriate uses of social media rather than giving them a felony record.
- (d) CMA:
 - (i) create a validation program for Montessori programming. Short of a formal State licensure/ “certification.”
 - (ii) Waivers need to be defended annually for having non-licensed teachers in classrooms.
 - (iii) CMA to host meeting at GD campus
- ii) Seth Webb
 - (1) Parent portal in development for secondary level—coming soon!
 - (2) SPED Review at Golden – see below
 - (3) *Seth & Candace* working to find an affordable option for training teacher to work with dyslexia/dysgraphia
 - (4) Compass athletics are up and running (cross-country, mountain biking, ultimate frisbee)
 - (5) 2017 Natural Building Conference at GD (Nov)
 - (6) 2017 Colorado Green Building Coalition will tour in November being held at GD campus
 - (7) Will hold tours at GD as part of the annual AMS conference (March)
 - (8) Compass is partnering with CMA to sponsor their annual Spring Conference (April)
 - (9) JPS TV – create films for Compass (Earth Day, Harvest Fest, etc)
- iii) Candace Cheung
 - (1) Math curriculum – cross-campus training for all levels; upcoming workshop Fri 9/29
 - (2) FS students met with Denver Montessori coffee shop students to learn about their space/business and determine how the Compass store will collaborate/interface with the business. It’s up and running in LoHi
 - (3) Jesse has been working with both FS and HS students
 - (a) FS: circuitry, 3-D printing
 - (b) HS: planning tiny house
 - (4) Self Expressions have gotten off to a good start (exercise, creative activities)
 - (5) Literature Groups have started and are discussing summer readings

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- (6) Farm Stand is running; CSA final delivery today
- c) Variance / Financial Reports (20 minutes)
 - i) Dan Koerner / Steve Stamps – July/August report
 - ii) Attached
 - iii) Sandy has finished the Spending Registers for GD – let’s guides know their classroom budgets
 - iv) Dan still trying to find contractor for WR Kitchen
 - v) Modular bldg. – need to revise location due to Ag Zoning, which changes the building setbacks (change from 20 ft to 30 ft). Aiming for Jan 5, 2017 occupancy.
 - vi) At the Charter Policy & Facilities Summit, Dan attended the Transportation discussion to determine the feasibility of getting a bus or some other transport for students. There’s a need to find suitable transportation, especially for Farm School kids.
 - (1) State is considering the development of a mandate to require parent transport to operate under the same rules as school busses.
 - (2) Need to continue working on student transportation issues
 - vii) Liz requested a high-level summary of salaries for each campus relative to other JeffCo salaries
 - (1) Salary schedule listed on website showing ranges
 - (2) All employees at WR are on the salary schedule
 - (3) Seth and Dan: ~1/2 of staff on salary schedule at GD
 - (4) Dan says that other charter schools use ranges for their schedules.
 - (5) Cameron (WR) created a model of lead/assistant teacher along with roles & responsibilities for each position as well as salary available for each position.
 - (6) Contracts at WR are clearly spelling out salary + stipends for each employee.
 - (a) Salary is defined + any stipend awards (stipends are given for additional defined activities like program director, 504 coordinator, etc)
 - (b) Goal to move GD to the same model.
- d) Golden Charter Renewal report (10 minutes)
 - i) Dan Koerner, Seth Webb, Candace Cheung
 - ii) Seth and Candace are working together to complete—they have met 2 times so far
 - (a) Divide responsibilities over 9 sections
 - (b) Met with Tim Matlick to get best practice around writing a charter renewal and to set benchmarks
 - (c) Aim to get draft ready by Thanksgiving
 - (2) Board sub-committee to help review the document
- e) Strategic Planning update (10 minutes)
 - i) Cameron Gehlen and Seth Webb
 - ii) Guides participated in the planning activities, similar to what the Board did over the summer.
 - (1) 3 topics/buckets were used and Adam asked staff to highlight what were priorities for the staff (items were likely developed from the results of the SWOT analysis)

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- (a) Seth & Cameron to meet with Adam again on Thurs regarding results of campus sessions. Biggest take aways: Where are we going? What's the plan?
- (b) Seth felt the questions were limiting in what could be said
- (2) WR (Amy Fleigg): Staff liked Adam, but confusion around what the staff's role is moving forward/how will they be involved
 - (a) WR staff had a hard time choosing which buckets/topics to pick because they were so unrelated
 - (b) Staff want clarity on how what will be done with the answers to the questions; timeline?
 - (c) Staff would like smaller sub-group sections after the big session so they can think on what they've learned
- (3) GD (Ellie): Staff felt the same (HS Team). Questioned how their time was being used in this process. Would have spent more time creating timelines and hear from all the groups rather than on the facilitation/team building using Ubuntu cards. WR concurred.
- (4) GD (Candace): A bit of confusion as to how questions will drive forward the school strategic planning
- f) Enrollment Update and budget impact (10 minutes)
 - i) Cameron Gehlen and Seth Webb
 - ii) Enrollment target will be missed by 2 1st graders and it won't be showing up in the current variance report due to late legislative changes as outlined below.
 - (a) CDE notified JeffCo on 7/18 that they would not honor the E-care agreement (If Ks repeat Kindergarten, the school will receive full funding + mill levy dollars per the Reed Act (2012?)).
 - (b) The only way to qualify for those dollars now is to create a re-plan, which is too late to do for this school year.
 - (c) This year IEP funding in CH will make up for the deficit.
 - (d) Need to plan ahead for future situations like this.
 - (e) Ks funded at 0.57 rather than a 'full' student

4) Old Business

- a) Review / changes to transition matrix - (10 minutes) (possible vote)
 - i) Leadership team have a lot on their plate. Wish list is at least one exec assistant. However, there are staff that aren't being fully utilized.
 - ii) Alternate funding resources

5) New Business (45 mins)

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- a) Compass Leader Evaluation - review and vote (30 minutes) *Steve moved to approve the document, Compass Leader Temporary Evaluation Process, with minor changes to language as discussed. Tiffany seconded. Passed unanimously.*
 - i) Liz revised
 - ii) Candace requested that the evaluation document is shared with staff so they can see how the Leadership is reviewed.
- b) ~~Status of Bingo License Renewal~~
- c) Communication to the community
 - i) Timeline for structure
 - ii) Timeline for Strategic planning
 - iii) Timeline for Evaluation forms
 - iv) Reflect confidence in the Transition Matrix
 - v) Start posting Agenda on Facebook Fun Club, other social media?
- d) Special Education Report
 - i) Seth Webb
 - (1) Last Spring, the Board was directed to address concerns about the GD SPED program. Bill developed a plan with the League of Charter Schools to provide a diagnostic review of specialized programs, on-site professional development and coaching/implementation coaching at the GD campus. Sabrina was identified by the League to do this work. She did her review during the last two weeks of school
 - (a) Document review, interview with stakeholders, observing instruction (only had time for 1 observation.
 - (b) Seth highlighted key findings from review (attached)
 - (i) Key Areas for Improvement
 - (ii) Recommendations for implementing the improvements
 - (2) To date, Compass has paid for the review. Have not paid for any additional work that was established in the MOU between Sabrina and the League.
 - (3) Rationale about how to use findings and next steps
 - (a) Following receipt of the review, SPED team and Seth made recommendations to Sabrina as to what Compass GD could benefit from immediately in regards to professional development
 - (i) Calculation of student services
 - (ii) How to use resources to calculate rigorous growth in goals of the annual IEP
 - (iii) Due to District-specific guidelines in these areas, Sabrina referred the SPED team to District Partner rather than what she could offer herself.
 - (iv) Will consult with Anna Robertson (District SPED partner) and he will consult with Sabrina, as necessary, to address the Key Areas of Improvement and recommendations
 - (b) Seth's further comments
 - (i) Challenges facing the GD campus are not isolated only to SPED practitioners, but also in the General Education classrooms. This work needs to be embraced by all guides and instructional leaders level-wide

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- (ii) Seth has initiated several staff changes to the SPED department are significant.
- (iii) Prior to initiating the review last May, the school had removed the incomplete and unsuccessful MTSS program and are in the process of refining it.
- (iv) Current SPED Team is already meeting regularly to conduct peer-reviews of their paperwork to ensure all paperwork and service are documented and complete. Today, Compass GD has a fully established and more comprehensive MTSS protocol that includes best practices in service of students, learning preferences, and utilizing SOARS (tool used by JeffCo).
- (v) Collaboration is improving between SPED and General Education teams.
- (4) Jen: How is time being recorded/how is the team ensuring that students get the time allotted in their IEPs?
 - (a) Kristen: she prints out a schedule each week based on service minutes and checks them off as they are completed. She also accounts for flexibility in classroom schedules.
- (5) Eileen: How are accommodations being met/communicated to general education teachers?
 - (a) Seth: Student profile sheets
 - (b) Kristen: spreadsheet with every accommodation for each student; she observes and offers consultation to teachers to ensure that student needs are being met.
- ii) Cameron Gehlen
- e) Transgender Overnight Trip policy – vote
 - i) Developed with Compass Legal Counsel, Bill Bethke, and JeffCo Legal counsel. It was developed in accordance with best practice. Privacy protection. JeffCo does not have a policy on this topic.
 - ii) To be further discussed at October meeting
- f) Child Find question on Choice form – policy vote: To be discussed at October meeting

Tiffany moved to go into Executive session pursuant to CRS 24-6-402 at 9:32. Seconded by Steve. Unanimously approved.

6) Executive Session - CRS 24-6-402 - Personnel matters (15 minutes)

Return to normal session

Eileen entertained a motion to approve the personnel matter that was discussed in executive session. So moved by Liz. Tiffany seconded. Passed unanimously.

Eileen entertained a motion to adjourn the meeting at 9:58pm. So moved by Tiffany. Seconded by Liz. Unanimously approved.

7) Adjourn

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Next meeting:

**Tuesday, October 24, 2017 at 7:00 pm at the Golden Campus - following College Info Night.
Please note time change.**

PARKING LOT:

- (a) Graduation Tracking
- (b) Governance Search(es)
- (c) Review and approval of Board Self-Evaluation Tool

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ATTACHMENTS

Leadership Dashboard

<p>Current Events:</p> <ul style="list-style-type: none">● Count Day● Enrollment Targets● Strategic Planning Process: All Staff Meetings with Adam Brock● Update on Transparent Classroom and student photos● Westerra Grant Award● First SAC meeting	<p>Quality Education:</p> <ul style="list-style-type: none">● Alma Secondary Parent Portal: In Development● DIBELS & MAP: Data Review, Analysis, & Action Steps● MTSS: Using SOARS as the Critical Tool to Document Student Needs, Intervention, & Support● Golden SpED Review: Takeaways & Next Steps● Gifted & Talented: Hosting a Parent Education Night● Ongoing Collaboration between CMS-Golden & DMHS: Secondary Math Instruction, Staff attending this week, Pinwheel Coffee, MakerSpace: Tiny House "base" on-site,● Cross-campus Orton-Gillingham teacher training● Secondary Sports Programs Off to a Great Start
<p>Community Engagement:</p> <ul style="list-style-type: none">● Update from the SpED Principal Cohort Committee● Update from CMA and AMS conference● Compass & JPS-TV Collaboration● Peace Day Celebrations● Harvest Festival	<p>Sustainable & Reliable Operations:</p> <ul style="list-style-type: none">● Monthly Variance Report Reviews: Building a Strong Foundation

Variance Reports

Available Upon Request

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Key Findings from Special Education Report via Seth Webb

CMS - Golden / SpED Diagnostic Review: Summary of Findings & Next Steps

Background:

Following the direction of the Compass Montessori School Board of Directors to address their concerns about special education (SpED) programming at the Golden campus our former Executive Director, Bill Kottenstette, in May of 2017 developed a plan with the Colorado League of Charter Schools (CLCS) to provide:

- Diagnostic Review of Specialized Programming,
- On-Site Professional Development and Coaching, and
- Implementation Coaching at the Golden campus

Sabrina Hodges, consultant to CLCS, was identified to lead this work and completed the Review during the last two weeks of school. This included:

- Document Review: IEPs, Lesson Plans, Progress Reports, etc.
- Stakeholder Interviews: Golden SpEd Team, Principal, JeffCo Charter School SpED Partner, general education (GenEd) teachers, and Parents of Students with IEPs, and
- Instructional Observations: Elementary Literacy Pull-Out

Summary of Key Findings from the Diagnostic Review of Specialized Programming:

- Strengths to Leverage
 - The Montessori model provides students with disabilities multiple means to access content.
 - School stakeholders display a deep passion and fierce commitment.
 - There is a strong culture of collaboration within the SpED team, and between SpEd and GenEd teachers.
 - Campus SpED team has a strong relationship with the JeffCo SpED partner (read: liaison) to charter schools.
 - The Golden campus has a dedicated SpED Program Coordinator to ensure best practices.
 - The SpED team consistently uses normative data in the IEP process.
 - The SpED team members consistently document their services.

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- The SpED team has a strong practice of providing GenEd teachers with the information their need to implement the IEP in their classrooms environments.

- Key Areas for Improvement
 - Ensure that:
 - a thorough Body of Evidence is used to support the determination of disabilities and decision making in the IEP process;
 - the level of SpED services provided is commensurate with each child's individual needs, as stipulated in her/his IEP;
 - SpEd staff deliver specific and targeted instruction, in addition to providing support to ensure student success with the GenEd curricula;
 - GenEd staff is consistently providing, evaluating the success of, and documenting student IEP accommodations;
 - multiple points of data collection are used in progress monitoring of SpED student achievement and growth, and determination of next steps;
 - we properly document the complete suite of SpED services we provide;
 - We proper document parent involvement in the IEP process.
 - we clearly articulate a MTSS structure and process to ensure the delivery of interventions in the GenEd environment, prior to consultation and referral to SpED.

- Recommendations
 - Develop checklists/rubrics to assist in data collection, interpretation, eligibility determination, and parent involvement.
 - Implement an on-going, data-inquiry cycle to review student progress and adjust instruction.
 - Implement a protocol for GenEd teachers to document the implementation of accommodations.
 - Implement a well-articulated MTSS process and protocol.
 - Professional development on Root Cause Analysis and Specially Designed Instruction (SDI).

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On-Site Professional Development & Implementation Coaching:

Following the receipt of the Review report, the SpED team and I made recommendations to Sabrina as to what we believe we could benefit from immediately as regards professional development: calculation of student services, and use of resources to calculate rigorous growth in annual IEP goals. Due to the district-specific guidelines in these areas, Sabrina deferred to our SpED partner for this support - offering us, instead, support in root cause analysis and specially designed instruction in literacy and math.

Sabrina and I have had multiple email exchanges and one extended phone consultation in which we established confidence on our approach to the Review's recommendations. Rather than receive direct, content specific professional development from Sabrina at this time we will leverage our relationship with our JeffCo SpED partner for such support, and consult with Sabrina as needed relative the Key Areas for Improvement and Recommendations.

Past, Current, & Next Steps:

Early on in my tenure at Compass Montessori School, I shared with Bill Kottenstette that in my observations of practice at our campus the illness that ails the full articulation of the Montessori method at our school is subtle, but very powerful; that is, our service to children requires incredibly intentional instructional design based on the needs of all of the children we serve, intense and near-constant reflections and redesign of these practices, and the ability and openness to adapt our theoretical/pedagogical mental models of what we desire with what is true and real for our students on the ground. These latter aspects are not mutually exclusive; in fact, such intimate integration is wholly possible. It does demand, however, that we all think differently and work harder. I told Bill then that, given my experience in four public charter Montessori environments, I believed it would take three years before we would begin to see the changes that our students need.

I have consistently maintained that the challenges facing the Golden campus are not isolated to our SpED practitioners. As the majority of the time a student spends at school is within her/his GenEd environment, this work must be necessarily embraced by all of our

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guides and instructional leaders level-wide. In an effort to foster such growth and development, since the fall of 2015 I have presented to the entire instructional staff at the Golden campus multiple workshops on: MindSet, Student Engagement, Lesson Differentiation, Multi-Tiered Systems of Supports (MTSS), JeffCo's School Online Assessment Reporting System (SOARS), NWEA's Measures of Academic Progress (MAP), and MAP Data Analysis - among others. Ongoing professional development, Montessori training, increased collaboration and peer support, a growing levels of professional accountability, and specific staffing changes have helped to build new capacity in our instructional staff to serve our students better. The staff changes in the SpEd department were significant. The depth of knowledge, experience, and quality of work that the new team members bring is exponentially improved.

To be sure, there are structural elements to our service of all students that need continual refinement. It should be noted, however, that even before the Review was initiated last May we had removed an incomplete and unsuccessful MTSS program and were in the process of refining it, and our SpED team was meeting regularly to conduct peer reviews of their paperwork to ensure fidelity of service and documentation. This collaboration continues to this day, and now 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.

We celebrate our Strengths, as highlighted in the Review, and have embraced the Key Areas for Improvement and Recommendations suggested therein. This will be a collaborative effort within and between SpEd and GenEd teams.

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