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# Compass Montessori Board of Directors

Meeting Agenda  
Tuesday, October 24, 2017  
7:00 pm Golden Campus

7:00 pm: **Call to Order**

**Introductions of attendees:** Eileen Kratzter (President), Steve Stamps (Treasurer), Tiffany Grunert (Communications), Liz Mendez (Vice President), Jen Lillis (Secretary), Seth Webb (Principal, Golden), Anne Ursary (Community Rep), Amy Fleigg (Co-Teacher Rep, UE, WR), Chase Deutschman (Co-Teacher Rep, UE, WR), Cameron Gehelen (Principal, WR), Kymm Garcia (Teacher Rep, Golden), Candace Cheung (Director, Farm School), Michelle Clark, Kristyn Bourg, Vicki Goodwin, Amy Storey, Tanja Smith

Eileen entertained a motion to amend the Agenda because Special Education appears under both Old Business and New Business. Steve made a motion to combine the two under Old Business; Tiffany seconded the motion. Unanimously approved.

## 1) **Consent Agenda Items**

- a) Approve agenda: Jen moved to approve the consent agenda; Tiffany seconded. Approved unanimously
- b) Leadership Dashboard
- c) Treasurer's Report/Variance Reports
- d) Approve September 26, 2017 meeting minutes

## 2) **Community Sharing**

- a) *Celebrate Compass* – a time for our community to identify and share positive feedback on our community
  - i) Seth - Mesa Run was a success
  - ii) Kymm - Montessori Model UN was successful in raising funds with pancake breakfast after the Mesa Run
  - iii) Harvest Fest was a huge success for the Farm School – they earned over \$4000!
  - iv) Cameron – Unifided Improvement Plans (UIP) for both campuses have been submitted
  - v) Eileen – FS attended Wheat Ridge campus activities
  - vi) Chase – Cross-campus bowling event was a great opportunity for students to interact with each other; Amy had stuents create a survey for the event so she could create bowling groups based on interest.
  - vii) Cameron – All 3 Upper El trips went very smoothly
  - viii) Liz – Celebrate CMEF with their creative fundraising activities
  - ix) Kymm – HS celebrated college funding night; 20 HS and FS families attended
  - x) Seth – lockers are now in the Farm School!!!
- 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.

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- i) Vicki Goodwin
- ii) Tanja Smith
- iii) Alicia Ader Moore

### 3) Updates and Reports (90 mins)

#### a) Teacher Updates/Reports

- i) Amy Fleig/Chase Deutschman
  - (1) Celebrate student Going-Out activities. Students get a chance to experience independence with planning, budgeting, and interacting with adult parents in the community outside their families.
    - (a) Volunteering
    - (b) Fundraising
    - (c) Research
  - (2) Children's House Update:
    - (a) Struggling to get parent support for volunteering opportunities
    - (b) Having issues transitioning from MRX to Transparent Classrooms because they can't upload student information/lessons from previous years
  - (3) Lower El
    - (a) Cypress Room feeling very supported by MTSS and SpED Team
    - (b) Aspen Room enjoyed pairing with Earth Room for Buddy Reading. Looking forward to Historical Halloween
  - (4) Upper El Trip Reflections on Good/Bad
    - (a) Medication distribution was a huge challenge. One teacher was responsible for distributing.
      - (i) Would like to have a parent doctor/nurse to join trips to help with medication. Need to check if there any legal issues that may occur.
      - (ii) There are a lot of students who require different medications at different times during the day.
      - (iii) It's a lot for the teachers to handle in addition to their normal class duties.
    - (b) Struggled to get enough parent chaperones for these trips, especially enough dads.
- ii) Kymm Garcia
  - (1) CH: there is a parent who offered to lead a professional development/parent ed night on suicide prevention
  - (2) Celebrate parent ed: lessons in Children's House
  - (3) Montessori Model United Nations (MMUN) program is going well; cross-campus effort. Kymm from Golden and Tina from Wheat Ridge are leading this effort!
    - (a) Students are working on their position papers on Chad, Azerbaijan, Albania, and Yemen
    - (b) They're working on planning fundraising efforts that include Bake Sales and Winter Fest activities
  - (4) Pyrite Room: Concerns about their leaky roof; they have discussed with Scot

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- (5) Lunch Program Kitchen: Needing more adult support because there are only two of them serving the whole community. They serve 200+ lunches per day.
    - (a) Both Farm and High School students are helping, but hoping for a 3<sup>rd</sup> adult who can help.
    - (b) There is a sign-up out for kitchen help (as well as carline)
  - (6) HS just finished their conferences
  - (7) College Night well attended
  - (8) Temporary Building: still dealing with setback for building. Need additional permits. Looking like 4-6 weeks to get permit because we need to apply for a variance from Jefferson County (originally thought it was 20'; now it's 30'). School setbacks are different from other setbacks, so Scot and Dan are navigating the best path forward.
    - (a) Dan is going to research who is responsible for the building corporation. Cameron remembers that Building Corp should be separate from the School Board of Directors.
    - (b) Kymm asked where the building will be located. It may have to be moved close to the playground.
- b) Leadership Update – leadership dashboard is attached
- i) Cameron Gehlen
    - (1) Starting on formal observations that will be performed monthly
    - (2) READ Act Funding: School has decided to keep all children on READ plans until they are “Green” for a year
      - (a) Pro: READ Act funding increased
      - (b) Con: Reading data for District look weaker because there will be more children on Read Plans
      - (c) Funding will be used to send LE teachers to Orton-Gillingham training; Compass is getting a ‘deal’ on training.
    - (3) Emergency Management Plan: Scot is helping to make a more definitive decision process. Working to ensure that policies align with District regulations
  - ii) Seth Webb
    - (1) Started formal observations that will be performed monthly
    - (2) READ Act – Seth will be finishing his webinar to receive funding
    - (3) Emergency Management Plan: Scot is helping to make more definitive decisions. Working to ensure that policies align with school regulations
    - (4) Concessions are down for the semester (-15%). Kami and Dan are working find ways to bring in more families to the lunch program
  - iii) Candace Cheung
    - (1) Pinwheel Coffee Grand Opening on 10/31! 3659 Navajo St, Denver
    - (2) Harvest Festival was a success. The Farm School earned over \$4000!
    - (3) Several parents volunteered to fill in for Guides who were out completing their Montessori Training.

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- c) Variance / Financial Reports
  - i) Dan Koerner / Steve Stamps
  - ii) Concessions at 77% of last year
  - iii) Fees & Dues: Currently 15% low
  - iv) Miss: Network Mgt Tool renewed this year (\$9,000 for each campus). Dan thought the renewal was next year
  - v) Dan noted that teachers cannot act as vendors within the school. He is checking on legal guidelines. Cameron spoke with our legal counsel, Bill Bethke, and he said tutoring is ok. Dan to dig further into State statutes.
  
- d) Golden Charter Renewal report
  - i) Dan Koerner, Seth Webb, Candace Cheung
  - ii) Team met last week. 3 weeks to submit for final review.
    - (1) Dan is done: waivers and financial information
    - (2) Candace: 4 sections (Front Cover, Table of Contents, Narrative, School Survey, Alumni Data, Strengths Section)
    - (3) Seth: Achievement and Growth Data plus other collaborative writing
  
- e) Strategic Planning update (10 minutes)
  - i) Cameron Gehlen and Seth Webb
    - (4) Adam Brock will be conducting 2 more meetings with Staff
    - (5) Staff were given 4 weaknesses that they could choose from and work forward; there was some discomfort with the staff
    - (6) He's going to re-schedule meeting with staff to make sure they feel like they're being heard.
    - (7) Right now it looks like 'foundation work' needs to be completed before we start looking at long-term vision planning (like improving staff compensation, facilities, etc)

## 4) Old Business

- a) Review / changes to transition matrix
  - i) Eileen asked if committees/meetings are working/going well.
    - (1) Cameron noted that there's still some confusion as to who is responsible for what
    - (2) Some question as to who oversees SPED: Seth at the Golden Campus; Cameron at Wheat Ridge
    - (3) Tighten up responsibilities as issues arise
    - (4) Dan asked who will be responsible for budgeting
    - (5) Clarify Candace's Role
    - (6) Need to develop and Organization Chart
- b) Update on SPED at Golden
  - i) Board received Diagnostic Review, but has not been released publicly as of meeting date

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- ii) Seth wants to provide an update each month on how methodology is improving/developing. Attached is a note that includes current practice and reflection on current delivery of Special Education Services. The summary is included as an attachment. It acknowledges that there are issues with in the delivery of SpED services and that he and the SpED team are committed to making up service minutes.
- iii) Questions/Comments from the Board
  - (1) Jen has concerns with differences between Seth's current assessment of SPED services relative to last month's assessment and what was stated in the Diagnostic Review (Audit) of the SPED Program. Following is a summary transcript of the discussion
  - (2) Seth: has had in-depth conversations with the reviewer regarding what was stated in the report, but he felt that it was important to bring valuable take-aways to the Board in terms of direct, achievable aims and goals to the campus
  - (3) Jen: SDIs and Root Cause Analyses – was there an intention to not deal with those yet?
  - (4) Seth: After receiving the report, he and the Special Ed Program Director had conversations about their own “take aways” from what they thought was most important and relevant to both SPED staff as well as GenEd staff. They collaborated on what would be best in service of our students and shared it back with Sabrina, who authored the Diagnostic. Sabrina understood that what they wanted and what they want to take away from the recommendations is something she (Sabrina) could provide as a consultant, but it's best to use the District SPED Liason, Ana Robertson
  - (5) Jen: There's a community that feels like they've been left out of the conversation when it comes to acknowledging and implementing changes to the SpED program. She hopes that the latest summary from Seth will be the foundation for a path forward in terms of interaction with parents. She encouraged him to increase communication between the SpED parent community and SpED providers. Seth asked how that communication might look. Jen asked for group format if that's possible.
  - (6) Jen: noted that there are differences between how communications and services are provided when comparing Wheat Ridge and Golden Farm School. She noted that when parents ask for details regarding services provided to their child, they are getting very little information other than “we met” type of answers. Seth commented that he and the team have to do a better job about communicating what will look the same and what will look different in terms of accommodations and services to both students and parents.
  - (7) Tiffany: noted that there is an issue with communication and appreciated that Seth is working on solving the problem. She asked what is being done to communicate directly to parents right now. Seth mentioned that the special education teacher has been doing a tight job talking to parents about their concerns, how minutes will be met, how accommodations are being built through a strategic process with guides. There's an overt intention to create some scaffolding and schedule around how

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parents are being communicated with. Right now that communication looks different for each practitioner. Seth's role is to support the team and develop more consistent routine across practitioners.

- (8) Steve asked how recent is the improvement in communication? He noted the public comment at the beginning of the meeting reflected a sense of frustration around communication that is not currently happening. Seth: can't speak to all of the communication that is going on, but knew there was recent communication within the last week. He noted that he's not cc'd on all of those communications either. He tries to keep a tab on how parent/teacher conferences go, especially with students on IEP and ALPs. He asked staff to bring him into conversations if they are feeling challenging.
- (9) Jen asked why it took so long for the Board to receive a copy of the Diagnostic Review. Eileen stated that it was originally provided to Bill Kottenstette and Seth. It was put in a Dropbox that Bill had provided but was not accessed. Seth provided it to Eileen upon request.
- (10) Jen: Asked Seth about the implementation of Multi-Tiered System of Support (MTSS) that he developed for the school. MTSS is separate from SPED. However, Candace has a different style of MTSS for the Farm. His goal in developing an MTSS for the school was to align practice and pedagogy, and also to serve kids first, based on their needs. He believes that there was a disconnect between MTSS and a path toward qualifying for services. He feels strongly that it is something that should support GenEd staff for all kids. Farm School has their own MTSS, but the Farm staff attended Seth's presentations. Jen asked how they MTSS protocols were developed at Wheat Ridge and Cameron noted that designated staff are responsible for MTSS development and implementation; ideally at least one person from each level is involved. Kymm noted that previously the Golden campus used a similar format to Wheat Ridge, but Seth set the current MTSS with the intention of keeping levels focused on their expertise. Chase noted that he thought it would be tough to have just one MTSS for K-12.
- (11) Tiffany: wanted to reiterate that she is hearing a sense of discomfort of not having the knowledge that kids' needs are being met and not knowing that they're going to be in the future. What can we [Board] do to be supportive and ensure that minutes are being made up and that information is being communicated back clearly to the parents? Seth: some of those conversations are already happening between practitioners and parents. The assurance of the minutes being made up are on me (Seth). Where's the proof that it's being done and how does that look.
- (12) Tiffany: will this be a similar scenario for the beginning of each school year? Seth mentioned that there will need to be communication to families transitioning to the Farm about how services will look, considering the beginning of year activities. Eileen noted that she's been discussing, with Seth, the allocation of minutes for each student. Currently, minutes are assigned on a monthly basis. Maybe there's a different way for those minutes to be assigned.

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- (13) Jen noted that a lot of effort was put into transition activities at the end of last school year as well as the beginning of the current school year, but then it seemed that the effort fizzled out. In terms of end-of-year visits, SpED team meetings to discuss the differences between 6<sup>th</sup> year and moving to the Farm, beginning of year educational team meetings (SpED and GenED) to note accommodations and implementation. It was noted that no SpED personnel attended the Oct parent-teacher conferences for several students. While students find themselves in a new space and different schedules, the Farm encourages students to advocate for themselves, including general SpED services. There appears to be a lack of consistency in how minutes are being met. Seth: Acknowledged that the family could have been received better communication. He doesn't believe that there's a campus-wide global distrust of the SpED program at Golden and that there are probably additional fears that families are having trusting their 7<sup>th</sup> year students to the Farm and he wants to be sensitive of that being part of the conversation as well. He also addressed whether comments that "students are asked to advocate for themselves to get their minutes met," is correct/true. He does not believe that we can make the statement that students are being asked to seek out their practitioners to get minutes met, in general. Jen: Clarification – services are often given in a study-hall situation and when a student is ask "do you need time right now?" and the student can also see that a lot of other things are going on, that question puts students in a tough position because they don't want to be an imposition.
- (14) Seth: last week SpED team met with the Secondary (Farm and High School) GenEd team to determine what's working. Takeaways: look at structure of the day so both teams can work uninterrupted while still making sure all accommodations are being met with fidelity along with GenEd work.
- (15) Eileen asked Vicki Goodwin about the use of Marlow Payne Thurman and what they see as their vision of her services. Vicki: they want to use her as an advocate who can help them understand best practice in SpED; the family would like to have a professional help them navigate the IEP process so that it best meets the needs of their child. Eileen asked in order to confirm the role of the advocate.
- (16) Steve: asked if the Board can help support the minute short-fall by approving funds for an additional resource. Seth: the SpED practitioner noted that they will be able to use minutes from the HS (those that were over prescribed at that level) and apply them to the Farm students. Steve asked if there were enough minutes left in the semester to meet the shortfall of minutes for each Farm School student on an IEP. Seth did not feel like there was a current need for an additional resource. Jen asked what the timeline looked like for making up the missing minutes. Seth: hours are being reallocated, but he didn't have specific information for each student.
- (17) Liz: Are we meeting State statutes for SpED ratios for students and/or practitioners. Seth and others: Yes.

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- c) Leadership Evaluation Tool: Eileen wanted to make sure that Board supervisors are ready to start completing their evaluations. Evaluations need to be completed by December meeting

## 5) New Business (25 mins)

- a) Communication to the community (5 minutes):
  - i) next meeting will involve “Coffee with the Board”
  - ii) Next meeting will be the last week of November to approve the Charter Renewal document
  - iii) Dec meeting is scheduled for Dec 5; this is also the same day for Colorado Gives and CMEF will be having an evening event, possibly a pot luck.
  - iv) Tiffany suggested sending out the Board email address so folks can comment on their view of the Board. Need to make sure emails are forwarded to all Board Members
- b) Special Education Report: Moved to Old Business
  - i) Seth Webb: Moved to Old Business
- c) SAC Committee : Board has been remiss in attending the SAC meetings. Traditionally the Vice President attends. SAC meetings are on 3<sup>rd</sup> Wednesdays, 5:30pm of the month. Tiffany and Steve will be the Board representatives to SAC.

Eileen entertained a motion to adjourn the meeting; Steve seconded; unanimously approved

## 7) Adjourn 10:14

### Next meeting:

**Tuesday, December 5, 2017 at 6:00 pm at the Golden Campus - 6:00 - 6:30 Coffee with the Board; 6:30 Business Meeting**

### 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

<b>Quality Education:</b> <ul style="list-style-type: none"><li>• First round of "formal" observations in underway</li><li>• READ Act Funding</li><li>• Sue's and Suzanne's addition to our SpED teams has been AMAZING!</li></ul>	<b>Sustainable &amp; Reliable Operations:</b> <ul style="list-style-type: none"><li>• Monthly Variance Report Reviews</li><li>• Wheat Ridge concessions are up and up to date</li><li>• Golden's concessions are down slightly from last year; considering a rebranding of our Lunch Program</li></ul>
<b>Current Events:</b> <ul style="list-style-type: none"><li>• UIPs have been submitted!</li><li>• Enrollment Targets</li><li>• Strategic Planning Process: All Staff Meetings with Adam Brock</li><li>• Working with Scot cross-campus to create a strong Emergency Management Plan</li><li>• Halloween at Wheat Ridge:</li><li>• Upper EI is doing mystery history, LE is doing historical halloween, and CH is going crazy hats</li><li>• Halloween at Golden:</li><li>• HS is, again, preparing a Harry Potter "Maze", FS is , Upper EL is doing mystery history, LE is doing characters from literature, and CH is doing pajama day with a morning of seasonal crafts.</li></ul>	<b>Community Engagement:</b> <ul style="list-style-type: none"><li>• Free Little Library at WR</li><li>• CMA validation process is underway</li><li>• MESA run YEAH Kalina</li><li>• Megan's Art Lesson at the Pinwheel Cafe</li><li>• Parent teacher conferences were well attended</li><li>• Harvest Festival was a wonderful success!</li><li>• Pinwheel Coffee soft opening this week. Students working with DMHS students on plans.</li></ul>

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## Follow up Communication – SpEd from Seth Webb

October 24, 2017

At the September 2017 meeting of the Compass Montessori School Board of Directors I reported on the history and genesis of the SpED Diagnostic Review that was completed last May. I shared a Summary of Key Findings from the review's Report - including Strengths to Leverage, Key Areas for Improvement, and Recommendations.

In my report, I also spoke to the rationale for our current and next steps in SpED programming at the Golden campus. All of this was submitted to the Board for inclusion in the meeting's minutes.

Tonight, I wanted to take a few moments to add some additional information and context to the conversation:

- Upon receipt of the SpED Diagnostic Review Report, I shared it with Amanda Clarke, as Program Director of the the Golden campus' SpED team. She then shared it with her immediate colleagues for further analysis and discussion, and also with Ana Robertson (Assistant Director of Special Education for Jefferson County Public Schools, and our liaison with the school district). This backstory is meant to provide additional and helpful context, as seeking guidance and support from our SpED partner (as regards the process-specific recommendations of the Report, those not offered to us by the consultant who performed the review) is consistent with what I reported on last month.

- Campus-wide, PreK-12, 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 schools experience, as regards the portion of their students with IEP programming. This percentage accounts for the following breakdown, by level:

- 9% of our Elementary (grades 1-6) students have IEPs;

- 9% our of Farm School students (grades 7-9) have IEPs, and

- 13% of our High School students (grades 10-12) have IEPs.

- (all told, 11% of our entire secondary population (grades 7-12) have IEPs

- Minutes of service by members of our SpED team, as mandated by each IEP, are calculated monthly so to allow for the flexibility to serve each unique child in the manner that best fits their needs and the nuances of her classroom environment and daily schedule. Service of these minutes includes both the teaching of direct skills, specific to the goals set in the IEP, as well as also providing support relative to the work assigned by the GenED instructor. This can happen in the classroom, out of the classroom, 1:1, in small groups, and in study hall, etc. These minutes must be met.

- Accommodations to the GenED curricula are built and delivered by the guides in each classroom environment, specific to the goals of each child's IEP so to unlock the pathways for students with IEPs to gain access to the GenED curriculum - like their peers. These accommodations must be met.

- Best practice is when SpED and GenEd staff are repeatedly collaborating on how specific, successful accommodations look and feel to the student in real time in support of her goals as stipulated in her IEP.

- Best practice is when SpED and GenEd staff are also repeatedly collaborating on when the most opportune times are during the school day for the SpED practitioner to interact with each child and deliver their allocated minutes of service per her IEP.

Tonight, I wanted to also take a few moments to acknowledge the ways we are working to improve our practice:

- SpED teams from both campuses have met with families to collaboratively develop Transition IEPs between the Elementary programs (cross-campus) and the Farm School program. In the

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future, additional discussion on the specific differences between the programs will be beneficial such that parents and students understand that how minutes are delivered and how accommodations are met may look and feel different as the child progresses through our unique PreK-12 program.

- For a selection of our students in the Farm School we are not yet meeting the minutes as stipulated in their IEPs. This has happened not due to lack of intent, interest, or dedication to these children; more, it's about allowing each student to experience the richness of what our Farm School program offers (direct, core instruction and immersion in occupation-based work) while also working within the assessment and trip schedule in the early part of the school year, and allowing each child to develop positive and supportive relationships with their GenED teachers and classroom communities. You have my, and our SpED team's commitment: these minutes have not been lost, and will be made up.

- For a selection of our students in the High School we have been providing more minutes than what is stipulated in their IEPs. This has been a result, in part, of our SpED staff working to build the schedule necessary to support all kids throughout our secondary program. Changes have been made such that these students will still receive high levels of direct service and support by our SpED practitioners, while reallocating some of those hours to the Farm School students needing additional service time (as highlighted above).

- For a selection of the students on our campus we are not yet consistently providing the full suite of accommodations as stipulated in their IEPs. This will happen as SpED and GenED staff continue to team around the successful design and implementation of accommodations, and as GenED staff meet to work specifically and collaboratively on the systems required of each teacher and of each classroom environment to ensure their full delivery.

Seth D. Webb, Principal

Compass Montessori School - Golden

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