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# Compass Montessori Board of Directors

Meeting Minutes  
Saturday, June 3 2017  
9 am – 4 pm Golden Campus

9:07 am: Call to Order

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

- a) Approve agenda
- b) ED Dashboard
- c) Treasurer's Report/Variance Reports
- d) Approve April 25, 2017, meeting minutes
- e) Approve May 5, 2017 minutes
- f) Approve May 23, 2017, meeting minutes
- g) Eileen moved to approve the consent agenda. Jeff seconded. Passed unanimously.

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

- a) *Celebrate Compass* – a time for our community to identify and share positive feedback on our community. Cameron celebrated Bridget's retirement party. Pat celebrated HS graduation. Pat had 7 graduating students. Mike celebrated Hannah for her service. Mike celebrated Jeff for his service. Mike celebrated Rebecca's service for many years. Mike celebrated Amy Storey's work as well. Eileen and Bill celebrated Mike.
- 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) Strategic Planning - Joni Malli (120 minutes)**

- a) Review of SWOT parent, staff and student results
  - i) Board and guests conducted a SWOT (Strengths, Weaknesses, Opportunities & Threats) exercise conducted by Joni and discussed the SWOTs conducted at schools.
- b) Board, CMEF and SAC SWOT
  - i) Eileen: We will use this and gather additional feedback to develop Strategic Plan.
  - ii) Bill: One weaknesses, a small group of parents. We have gone from hippies to hipsters as new parents come in. The school would be well served by looking at how parent demographic is shifting. Is there some insight to how we communicate as our population changes. Our loudest voices are those that have been at the school for years. Need to consider the new parents when moving forward. We have parents that are choosing the school for different reasons. New parents seem to like the concept of Montessori, but they want to achieve academic ends. The original founding parents had a deep connection to the community. There is this old Columbine element – peace, smaller size, and environment. There was a much deeper connection to Montessori.

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Ange Ard: today it's less about authentic and some families are less about the community. Candace: it's hard to find qualified Montessori teachers. When people come as a practitioner, they are looking for a certain experience as well. Just as important as the parent community, it is important to consider the teacher community and who we are recruiting. I moved here to be part of this practice. Eileen: we picked the school based on the environment. I have friends that judge me as some programs don't have the strength of ours. Ange: it would be worth to survey the families. What is it they value when they bring their children here. Then tie it back to fundraising. There are other schools that require a certain contribution financially. Being a public charter school where is that line? Megan: We need more diversity. When we set high expectations of parent needs, limits diversity. We want to be available to all students. Ange: The foundation can look at preschool tuition and trip offsets to make sure the curriculum attainable. Sara: it's less of a fee, but if you can you should. Mike: One of the biggest opportunities is if in the strategic plan, we tied to vision peace to the fundraising. Ange: there is a buy-in piece. If you give a small amount each month, there is more value because you have buy-in. I think we need to create a vision where it's ideal. The pay needs to be there. Bill: There's a lot of feedback on teacher salary and cost of living. I think the only way I see getting to a better place on that is to increase our ratios. If we are 15:1 we need a higher ratio to effect pay. Are we willing to increase our ratios. Mike: I did a summary of our budget. We are looking at 5% increase in salary each year. Every increase has all gone to salary and benefits. Unify campuses, get rid of redundant administration. A lot of opportunity there. Bill: bringing Montessori to the education reform conversation was noted. How much do we want to be aggressive to change the system, or do we modify Montessori to meet the external standards. Cameron: Getting Montessori training recognized as licensure. Bill: the opportunities on Jeffco Facilities are going to be the most appealing. New administration in Jeffco is an opportunity. Bill: on the federal piece, the charter perspective or the threat of privatization: I have observed a level with high energy parents. The political climate has caused some loss of steam in this arena. We need to make sure parents feel excited to send their kid to Compass every day.

#### 4) Updates and Reports (40 mins)

- a) Teacher Updates/Reports
  - i) Pat Howard (5 mins) – a lot of positive buzz from end of year event: New Terrain. Cameron: it was the best cross campus event we have had in five years. Pat: end of year trips went well. Teachers did well stepping up to the challenges. Elementary – first year we didn't do a cross campus field day. I missed that this year. There was some craziness around staff changes but the elementary staff is now excited about having that finalized.
  - ii) Megan Witucki (5 mins) – Celebrations: New Terrain was a huge success. It gave us a great opportunity to have a huge amount of energy to do more work together in the

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future. Incoming staff is very excited. Bailey is very excited to take on her classroom. We talked about having some cross campus connections. I am looking forward to pursuing that more. Huge success. It seemed like Cameron spent the whole week at the school. It seemed to be a very successful end of the year.

b) Principal Updates

i) Cameron Gehlen (10 mins) – celebrated the generation of parents that are leaving. We really beefed up the Children’s House celebration, we had 155 people there. It was great to see the community come together. All the graduations were wonderful. I cried the entire high school graduation. We started our end of year reflections. I am really glad for feedback as it provides info to improve our programs in the future. jSo far every person mentioned how miserable the PARC schedule was. Create a volunteer opportunity in classrooms and getting that list of opportunities over the summer. Those are my high level take aways.

ii) Seth Webb (10 mins) –  
Highlights, Successes & Next Steps

General:

Parking Mitigation and Traffic Flow Addressed to allow for greater ease of pick-up while maintaining safety for students, their families, and staff. (The City of Golden did some recent tests on traffic volume and speed along Salvia, and will be providing their observations, ideas and feedback in the near future).

Greater attention paid to Safety & Security with increasing buy-in from staff and students on keeping our building perimeters tight and less porous, and management of health concerns both on and off campus.

Having an installed Human Resources manager has begun to simplify and streamline these processes.

Tighter management and accountability of attendance procedures and truancy concerns.

Continued and increased opportunities for Parent Engagement:

- 7 Parent Seminars
- 2 Parent Education Evenings
- Multiple level-specific Information Evenings
- 9 Coffees with Seth
- The Community Ski Day and Barn Dance
- Open Houses and Showcases of Student Work in CH, EL and the FS
- Greater attention to Parent Concerns and how they are addressed, through established and, perhaps new, procedures and protocols will help to build the capacity for families to feel heard in ways that are specific, appropriate, and within limits.

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- Adoption of NWEA's MAP as our preferred platform of twice-annual formative assessment (linked to year-end benchmarks) continues to be seen as increasingly important and powerful - by both staff and students.
- Evidence of MAP data informing lesson design, lesson group differentiation, and root cause analysis work at all levels.
- Evidence of MAP data informing student goal setting at the Farm School and High School levels.
- Significant use of discrete MAP data, and now MAP trend data, to inform the three UIPs built for the Golden campus.
- Section 504s on the Golden campus now successfully managed, with a cycle of review and ongoing parent involvement in partnership and support.
- Staff Development continued to focus on self-understanding, and collaboration, and the power that has to dramatically improve our service to our students and their families. Next year's explicit focus will be on Diversity & Inclusion.

### Children's House:

- o Music Together provided a vibrant educational experience to our youngest children, and also provided our staff novel insight into the preferences and needs of our students.
- o Despite some significant staffing challenges at the start of the school year, we completed the school year with fully seated and strong teams rolling into next fall. In addition, one of our assistants is going to Primary training this summer.
- o Emphasis on the Outdoor Environment as critical to our program continues to be a focus of current and future planning and development.
- o We will be offering PE and Japanese to our Kindergarteners next year.

### Elementary:

- o Weekly formal Art lessons were an exciting development, received well by both students and staff. Evidence of that skill development informing student work in mathematics, geometry, social studies and science.
- o Weekly parent-led Elementary Choir offered children additional opportunities for student engagement in the choral arts.
- o Hiring a part-time PE teacher for next year who, alongside the assistant for each classroom, will provide direct lessons each week to our elementary children.
- o Evidence of MAP data informing lesson design, lesson group differentiation.

### Farm School:

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- Successful and ongoing articulation of a FS program that is bringing increased rigor, skill development, and opportunities for deep and engaging learning to out early adolescent population.
- Ongoing work on the prepared environment continues to help shape and emphasize the focus on increasing levels of academic integrity.
- The addition of incredibly diverse Creative and Physical Expressions, functioning very much like “electives”, has provided amazing opportunities to serve the “whole child” and their many needs and interests.

### High School Highlights:

- Very successful service-oriented stateside Spring Trips this school year to New Orleans and Salt Lake City. This will likely form part of a three-year cycle of trips that we offer in the High School moving forward: within the US one year; Europe the next (Germany in 2017-18); and then Costa Rica the following.
- \$513,000 awarded in scholarships to this year’s graduating seniors.

### Curricular Programming:

- Greater attention paid to vertical alignment of curricula, cross-level, will continue to tighten and sense-make what we offer our student population - and how. This has been an ongoing project between the FS and HS this year. Work between the CH and EL, and between LE and UE will follow next year.
- Service of Section 504 and IEP accommodations, and ALP goals by general education staff needs continuous support and improvement. This will be accomplished through ongoing professional development next year, in-class observation, feedback, and coaching. Eileen: Interpretation of 504s is important as anyone could qualify. Bill: on the flip side some of the findings of the special ed review has said that we over identifying IEP needs. More students should be served with a 504 rather than an IEP.

### c) ED Update (10 mins):

ED Updates/Dashboard

Golden Elementary is now staffed

Special Ed Assessment for Golden campus has been completed

Still working to finalize teacher evaluation software

Wrapping up evaluations for Cameron and Seth

HR Training – vetting between two options

SWOT to complete today

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## 1. Golden Elementary is now staffed

- Kristy & Nathan
- Bailey and Tessa
- Alex and Kelsey
- Kymm and Jennifer Mathewson
- Tessa – AMI trained in Bergamo. 1 year Elementary Lead experience in classroom. Optimistic for long-term hire (LTH) and proper supports for her development
- Kelsey – AMS trained at MECR. 1 year Elementary Lead experience. Academically, high achiever Jeffco native. Strong fit. Also, optimistic for LTH potential
- Jennifer – MA in Special Ed with endorsement. Prior experience at WR campus with strong recommendations. Not Montessori trained.

## Special Ed Assessment for Golden campus has been completed

- Initial findings shared with me, Seth, and Amanda
- I have to figure out how to share with Board while navigating FERPA
- Evaluator: Would like to use 2 hours to come out and debrief the findings with Admin and help prioritize the recommendations. At that time, we can discuss regional trainings that your providers can attend through the League and how we want to use our 4 remaining hours for onsite professional development.

## High Level Special Education Findings

- Need to increase “body of evidence” to support the determination of disabilities and decision making
- Increase consistency of providing a thorough and data-driven discussion of how students’ deficiencies and needs are impacting their access of the General Education curriculum
- Increase consistency of providing clearly aligned, data-driven, and measurable standards-based IEP goals
- Create rigorous data-inquiry cycles that closely monitor student growth and adjust instruction and services when students are not making adequate growth
- Create a consistent MTSS structure that includes targeted tier II interventions, intensive tier III interventions, and rigorous progress monitoring
  - Jen Lillis: Why did we only focus on Golden for special ed review.?
  - Bill: We had a more critical need to review special ed at Golden.
  - Cameron: Part of the reason we didn’t evaluate at WR is because WR staff took a training with the evaluator and we adopted those processes

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already. Seth: Bill and I attended that same training too. Bill: There was a level of urgency to evaluate Golden. However, it would be a good idea to evaluate both programs. Jen: It would help tell the story. I don't have any complaints but as a broader narrative it gives a straight story all the way though. I have had a good experience but it helps show what is working.

### Evaluation Software

- Meeting next week to review two possible solutions:
- TeachBoost
- <https://teachboost.com/>
- Whetstone
- <https://www.whetstoneeducation.com/>
- Priorities:
- Simple way to capture and manage classroom observations
- Added focus – help build compliance for SB-191 expectations

### Teacher Evaluation Framework for Next Year

- Teacher Dashboard w/Summative Rating
- MOY Observation Rating – 20%
- EOY Observation Rating – 30%
- Local Growth Rating – 25%
- State Rating – 25%

\*Note: Observation framework = Current paper “Compass Teacher Observation Form”. Will be digitizing.

### Summative Rating Sample

Name: Joe Smith

MOY Observation Rating – 3 out of 4 (\*.2) = 0.6

EOY Observation Rating – 3 out of 4 (\*.3) = 0.9

Local Growth Rating – 3 out of 4 (\*.25) = 0.75

State Rating – 2 out of 4 (\*.25) = 0.5

Summative Rating = 2.75

### EFFECTIVE SAMPLE RANGES

0-1.5 = Ineffective

1.5-2.5 = Partially Effective

2.5-3.5 = Effective

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3.5-4 = Highly Effective

Sample “Local Growth” Calculation

% of students who met or exceeded projected RIT

<15% = 0

15% - 25% = 1

25%-50% = 2

50%-75% = 3

75%-100% = 4

Sample State Test Ranges

% of students with “Typical” or higher growth:

<15% = 0

15% - 25% = 1

25%-50% = 2

50%-75% = 3

75%-100% = 4

\*Note: Major challenges with this data point due to #'s of students and participation rates and timing of release of state data

Bill: Will recommend a solution before leaving.

Jen: Is the rubric already developed?

Bill: yes. You provide vendor a rubric and they customize.

Principal Evaluations/Feedback

Will provide to Board before 6/15 after sharing with principals. Focus will be on recommended priority areas for Next Year.

HR Training

Option 1 – Mtn. States Employers Council: \$7,000 annual training

Multiple options. Easily could provide 2-3 days of relevant training

Option 2 – Contracted training

One time for ½ day

Other, less established HR trainings

Less expensive but less well-known. Multi-day options

Mike: Mountain States’ training is very generic. A more specialized and less expensive training may be ideal.

Bill: We used to have administrative people at both campuses. This year for cost management measure we centralized those functions. Kami will be a dedicated HR person

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for hiring, paperwork, etc. Compass hasn't had this before. With this centralization we hope to build capacity among an individual.

Candace: Farm school update on hiring: We are looking for one more math guide. If you know of anyone we have 2 fresh out of college candidates with limited experience.

## 5) Old Business (60 mins)

a) Review, revision and discussion of transition plan, vote to approve:

Mike: Two members of the board will pair with key staff to offer regular contact and support. Bill's responsibilities have been allocated amongst transition committees.

Mike: this allows us to review need for ED position, and seek top-qualified people vs. who is available right now. When Bill came on several years ago, we were in a different place. The interim structure allows us to operate while we look deliberately into all of our options.

Eileen: Historically President and VP meets with Bill regularly to keep board in the know.

Megan: Asked how this will be communicated.

Eileen: Tiffany will take a role to make sure we communicate this fully. Hopefully once the plan is approved, we will follow up with strategic communications.

Group reviewed the Transition Plan and corresponding documents:

### COMPASS MONTESSORI SCHOOL

#### A Not for Profit Corporation

#### RESOLUTIONS REGARDING EXECUTIVE DIRECTOR INTERIM TRANSITION PLAN

I, Tiffany Grunert, the duly elected Secretary of Compass Montessori School, Compass Montessori Secondary School, Compass Montessori Building Corporation and Compass Montessori Secondary Building Corporation, all of which are not for profit corporations incorporated in the State of Colorado, whose mailing address is 4441 Salvia Street, Golden, CO 80403 (Collectively, "Compass Montessori"), do hereby certify that the following is a true and complete copy of a resolution passed at a meeting of the Compass Board of Directors, at which a quorum was present, duly called and held on May 23, 2016.

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**WHEREAS**, Compass Montessori has recently learned that it's Executive Director, Bill Kottenstette, will be leaving his position on June 14, 2016;

**WHEREAS**, in light of this absence, Compass Montessori's Board of Director's wishes to consider its options regarding governance of the school in a deliberative manner, and to conduct a thorough search for desired candidates that is in sync with the commonly observed hiring practices in Colorado;

**WHEREAS**, this may necessitate operating without an executive director until as late as the Summer of 2018;

**WHEREAS**, the Compass Board has tremendous faith in its principals, program directors and business manager, and wishes to distribute the executive director responsibilities and authorities among them, and among the Board, on an interim basis;

**NOW, THEREFORE**, in consideration of the foregoing, the Board of Directors unanimously passes the following resolutions:

## Transition Matrix

**RESOLVED**, that the job descriptions in **Exhibit A** (the "**Transition Matrix**") shall enter into effect on June 3, 2017, it being acknowledged that the general job descriptions are intended to reflect current practice at Compass Montessori, and that the portion of the relevant job description entitled "Executive Functions" are intended to be a delegation of duties previously reserved to the Executive Director.

## Transition Committees

**RESOLVED**, that the executive authority of the Board of Directors shall be placed into various committees of two Board members, as further described in the Transition Matrix ("**Transition Committees**"), who shall be responsible for support and direction of the assigned school leaders, it being acknowledged that the intent of this structure is to allow the principals and program directors to continue their work consistent with prior practice with minimal changes by or intervention from the Board of Directors, while providing a clear governance structure that allows for leadership support, ample communication flow, and for necessary decisions to be promptly resolved.

**RESOLVED**, that any decision within the authority of a Transition Committee shall be made only in writing (e.g., e-mail), and only by a unanimous decision of the relevant committee. Notwithstanding such unanimous agreement, a Transition Committee may elect at any time to bring any matter of concern to the full Board for a decision, provided that the Board President and Vice President have been given at least seven (7) days' written notice prior to a regularly scheduled Board meeting to place the matter on the meeting agenda for resolution by the Board.

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**RESOLVED**, that in the event of any controversy regarding a decision made pursuant to the Transition Matrix by a Transition Committee, the relevant School Leader or Board member may bring the matter before the Board of Directors at the next regular meeting provided that (a) they have raised their concern in writing to, as applicable, to the relevant personnel and all members of the relevant Transition Committee, (b) those individuals have met, in person, for the sole purpose of resolving the controversy, it being acknowledged that all relevant parties are expected to use reasonable efforts to schedule such a meeting within ten (10) days of a request; (c) the meeting failed to resolve the matter to their satisfaction; and (d) the Board President and Vice President have been given at least seven (7) days' written notice prior to a regularly scheduled Board meeting to place the matter on the meeting agenda for resolution by the Board.

### Reservations by Full Board

**RESOLVED**, that decisions identified in the Transition Matrix as residing with the full Board shall be decided only pursuant to a proper vote called at a regular or special meeting of the Board of Directors, it being expressly decided that, in addition to all authorities previously reserved to the Board by practice or resolution, all hiring, firing, non-renewals and corrective actions related to full-time employees ("**HR Decisions**") shall be reserved to the applicable Transition Committee but made only after consultation, in person, with the relevant school leader, with the expectation that the Transition Committee will seek to generally support the recommendations of the school leaders.

### Continuation of Existing Governance Practice

**RESOLVED**, that, except as expressly modified as set forth herein, the governance structure of Compass Montessori as reflected in the Articles of Incorporation, the Bylaws, the Staff Handbook, the Parent Handbook and the Board Policy Handbook (collectively, the "**Governing Documents**"), shall continue in full force and effect as expressly modified herein, and that in the event of any implied or unanticipated inconsistency between such governing documents and the Transition Matrix that is not expressly addressed herein (*e.g.*, reporting structures), such inconsistency shall be resolved in favor of the Governing Documents.

**IN WITNESS WHEREOF**, I have hereunto set my hand on behalf of Compass Montessori this 3<sup>rd</sup> day of June, 2017.

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Tiffany Grunert

Secretary, Compass Montessori

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EXHIBIT A

## JOB DESCRIPTIONS AND TRANSITION MATRIX

### I. Principal (Wheat Ridge) –

#### a. General Description:

##### **Position Overview**

The Wheat Ridge campus' leadership model is centered on a guiding principal, level-specific classroom/instructional supports, and self-governing teams of limited responsibility. The Principal, under the supervision of the Board of Directors, will provide overall leadership for the PreK-6 campus with a focus on linking and aligning the work of Children's House, Lower Elementary, and Upper Elementary instructional teams to other central supports including special education, administration, facilities, and IT.

##### **Personal Qualities**

- **Commitment to Equity:** Passionate about ensuring our school serves every child, regardless of background or circumstance
- **Positive Attitude:** Approaches work with the heart and passion for serving children through a Montessori program every day. Sees each student, parent, teacher, and staff member as "the right person" who is helping create this one-of-a-kind learning environment
- **Leadership:** An effective communicator. Takes intentional steps to create a positive school culture. Has a willingness to make tough decisions in support of the school
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving. Takes initiative to explore issues and find potential innovative solutions
- **Adaptability:** Ability to shift focus or delegate work in order to address hot-button needs of the school. Ability to maintain focus on multiple priorities without having important issues getting lost
- **Teamwork:** can manage work of fundamental importance to the school in a collaborative way so that final products are supported and embraced by key stakeholder groups
- **Dependability:** Does whatever it takes to consistently deliver with high quality under tight deadlines. Keeps teachers, staff, and leadership up-to-date on issues that they need to be kept well-informed about
- **Thought Partnership:** Supports professional Montessori practitioners in linking Montessori theory to daily practice

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- **Administrative Competence:** Can translate Montessori administrative objectives into demonstrable public school outcomes

## Duties and Responsibilities

Compass Montessori seeks an exceptional, proven school leader to sustain the success of the Wheat Ridge campus in the following ways:

- Ensures successful implementation of a quality public Montessori program consistent with the organization's strategic plan and the *Montessori Essential Elements* school quality framework as applied to the PreK-6th grade environment.
- Maintains and develops systems and protocols that enhance school operations
- Ensures consistency cross campus and collaborates with other school administrators in areas of record keeping, progress monitoring, enrollment policies, branding, parent education, policy handbooks, HR policies, and school calendar.
- Empowers guides and staff in their Montessori practice while linking them to proper resources and supports to further their success
- Fosters staff collaboration and knowledge sharing across levels and across campuses
- Manages implementation of the school's teacher evaluation protocol and participates in documented teacher observation cycles, both evaluative and non-evaluative
- Works with the Program Directors, staff, and administration to plan professional development for PK-12 Montessori faculty
- Collaborates with the Golden principal as the school's primary points of contact with Jefferson County School and the Colorado Department of Education
- Leads campus in student orientation, and discipline of students
- Serves on the School Accountability Committee as the campus administrator and writes the annual unified improvement plan for the campus
- Leads campus implementation of key school accountability priorities including standards-based Montessori record keeping and academic progress monitoring against the NWEA MAP instrument
- Interacts with parents and facilitates positive partnerships between parents and classrooms
- Works to employ high quality Montessori staff
- Collaborates and informs BOD and, if necessary, legal counsel for hiring and contract non-renewals
- Oversees and ensures all service times, accommodations and student needs and safety are being met with the SPED framework
- Participates in district principal meetings and attends other school events as necessary
- Provides high-touch leadership by walking the campus and classrooms and attending weekly level meetings

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# Compass Montessori Board of Directors

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- Advocates for the work of classroom guides and for preservation of sound Montessori practices among state and local regulators
- Oversees BERT Team (Campus safety) responsibilities
- Attends SPED meetings when needed

**c. Executive Functions Delegated and How:**

Executive Function from Bill	Delegated in the following way...
Lead school, Chief executive, leading Compass in the fulfillment of its mission	Shared practice. Principals to meet every week to coordinate shared leadership/vision of school. HS and FS program directors to participate in this meeting every other week.
Employee of the board of directors	Accountable for WR performance/operations
Establish systems, policies and procedures (Handbook, etc.)	Following joint agreement as principals, bring any proposed, non-financial policy edits to BOD.
--Ensuring "their" (policies and procedures) successful and consistent implementation by all appropriate stakeholders	Accountable for WR performance/operations
Communicate in a myriad of venues and media with all segments of the Compass community, including students,	For WR campus. No direct media contact without Board President approval.  Responsible for all Wheat Ridge-specific communications for all audiences including WR-specific Week at a Glance and dashboard reports to BOD

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parents, staff, board members, volunteers and media	
Oversee and lead fundraising in partnership with the Compass Montessori Educational Foundation	Communication partner with Foundation fundraising plans
Market and develop Compass Montessori locally, nationally and internationally	As appropriate. School will not be taking a position on AMI and/or AMS. School should be finding ways to foster outreach/connection to three primary activities - National AMS conference in Denver, High School/Farm School collaborations with other Montessori schools, and possible sponsor of annual CMA conference
Outreach and partner with local and national Montessori community	See above...
Communicate effectively with the school's authorizer, Jefferson County School District, and state authorities	For Wheat Ridge campus
Work with board members and fiscal staff to establish and operate within prudent budgets	Will be evaluated by Business Manager on capacity to successfully operate within budget parameters, and Business Manager will have final approval on all expenditures

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Oversee effective hiring, supervision, development, evaluation and dismissal of staff	Recommend hiring and dismissal of staff to applicable Transition Committee. Responsible for supervision, coaching, and evaluation of all instructional staff and DOSA
Directly manage administrative, human resources, facilities, operations and fiscal staff	See above
Ensure the safety, cleanliness and proper maintenance of all facilities and equipment	Shared accountability with Dan for WR
Oversight and enforcement of Jeffco Schools Code of Conduct and Compass behavioral norms	For Wheat Ridge campus
Comply with Federal and State Law such as IDEA, FERPA, HIPPA etc.	Collective responsibility. All are expected to comply as appropriate to their roles. Principals to hold primary responsibility for IDEA at their campuses
Act at all times with the highest integrity as a representative of the Compass School and its community.	Individual responsibility

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## II. Principal (Golden) -

### a. General Description:

The Golden campus' leadership model is centered on a guiding principal, level-specific self-governing teams, program directors, and the principal. The Golden Principal, under the supervision of the Board of Directors, will provide overall leadership for the PreK-12 campus with a focus on linking and aligning the work of level teams to other central supports including special education, administration, facilities, and IT. Current level teams are organized for the Children's House (ages 3, 4, and 5), Elementary (grades 1-6), Farm School (grades 7-9), and High School (grades 10-12).

*\*Although the principal will provide overall leadership for the campus, the principal will not be accountable for the academic or operational performance of the Farm School program at this time. This program is fully immersed in a change process and this is predicated on the work of a designated "change manager" for the program (Farm School Director) holding primary accountability for the program's academic and operational success.\**

### Personal Qualities of Top Candidate

- **Commitment to Equity:** Passionate about ensuring our school serves every child, regardless of background or circumstance
- **Positive Attitude:** Approaches work with the heart and passion for serving children through a Montessori program every day. Sees each student, parent, teacher, and staff member as "the right person" who is helping create this one-of-a-kind learning environment
- **Leadership:** An effective communicator. Takes intentional steps to create a positive school culture. Has a willingness to make tough decisions in support of the school
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving. Takes initiative to explore issues and find potential innovative solutions
- **Adaptability:** Ability to shift focus or delegate work in order to address hot-button needs of the school. Ability to maintain focus on multiple priorities without having important issues getting lost

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- **Teamwork:** Is able to manage work of fundamental importance to the school in a collaborative way so that final products are supported and embraced by key stakeholder groups
- **Dependability:** Does whatever it takes to consistently deliver with high quality under tight deadlines. Keeps teachers, staff, and leadership up-to-date on issues that they need to be kept well-informed about
- **Thought Partnership:** Supports professional Montessori practitioners in linking Montessori theory to daily practice
- **Administrative Competence:** Can translate Montessori administrative objectives into demonstrable public school outcomes

## Duties and Responsibilities

Compass Montessori seeks an exceptional, proven school leader to sustain the success of the Golden campus in the following ways:

- Ensures successful implementation of a quality public Montessori program consistent with the organization's strategic plan and the *Montessori Essential Elements* school quality framework as applied to the PreK-6th grade environment.
- Maintains and develops systems and protocols that enhance school operations
- Ensures consistency cross campus and collaborates with other school administrators in areas of record keeping, progress monitoring, enrollment policies, branding, parent education, policy handbooks, HR policies, and school calendar.
- Empowers guides and staff in their Montessori practice while linking them to proper resources and supports to further their success
- Fosters staff collaboration and knowledge sharing across levels and across campuses
- Manages implementation of the school's teacher evaluation protocol and participates in teacher observation cycles, both evaluative and non-evaluative
- Works with the Program Directors, staff, and administration to plan professional development for PK-12 Montessori faculty
- Collaborates with the WR principal as the school's primary points of contact with Jefferson County Schools and the Colorado Department of Education
- Assists Program Directors in student orientation and discipline of students
- Serves on the School Accountability Committee as the campus administrator and writes the annual unified improvement plans for the campus
- Leads campus implementation of key school accountability priorities including standards-based Montessori record keeping (as applicable to level), and academic progress monitoring against the NWEA MAP instrument.
- Interacts with parents and facilitates positive partnerships between parents and classrooms
- Works to employ high quality Montessori staff

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- Collaborates and informs BOD and, if necessary, legal counsel for hiring and contract non-renewals
- Oversees and ensures all service times, accommodations and student needs and safety are being met with the SPED framework
- Participates in district principal meetings and attends other school events as necessary
- Provides high-touch leadership by walking the campus and classrooms and attending weekly level meetings as much as possible
- Advocates for the work of classroom guides and for preservation of sound Montessori practices among state and local regulators
- Responsible for ensuring that the campus' Building Emergency Response Plan is up to date with proper lines of responsibility and current contact information for members of the School Response Team.
- Prioritizes attendance at school on days when students are on campus in order to serves as the Incident Commander for school-level emergency response situations. Ensures back-up IC is in attendance on days when principal is absent.
- Attends SPED meetings when needed

**Qualifications**

- State of Colorado Administrators license

**c. Executive Functions Delegated and How:**

Executive Function from Bill	Delegated the following way...
Lead school, Chief executive, leading Compass in the fulfillment of its mission	Shared practice. Principals to meet every week to coordinate shared leadership/vision of school. HS and FS program directors to participate in this meeting every other week.
Employee of the board of directors	Accountable for GD performance/operations in CH, Elementary, and HS

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Establish systems, policies and procedures (Handbook, etc.)	Following joint agreement as principals, bring any proposed, non-financial policy edits to BOD.
--Ensuring "their" (policies and procedures) successful and consistent implementation by all appropriate stakeholders	Accountable for GD performance/operations in CH, Elementary, and HS
Communicate in a myriad of venues and media with all segments of the Compass community, including students, parents, staff, board members, volunteers and media	For Golden campus. No direct media contact without Board President approval.  Responsible for all Golden-specific communications for all audiences except Farm School to include Golden-specific Week at a Glance and dashboard reports to BOD
Oversee and lead fundraising in partnership with the Compass Montessori Educational Foundation	Communication partner with Foundation fundraising plans
Market and develop Compass Montessori locally, nationally and internationally	As appropriate. School will not be taking a position on AMI and/or AMS. School should be finding ways to foster outreach/connection to three primary activities - National AMS conference in Denver, High School/Farm School collaborations with other Montessori schools, and possible sponsor of annual CMA conference

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Outreach and partner with local and national Montessori community	See above...
Communicate effectively with the school's authorizer, Jefferson County School District, and state authorities	For Golden campus
Work with board members and fiscal staff to establish and operate within prudent budgets	Will be evaluated by Business Manager on capacity to successfully operate within budget parameters, and Business Manager will have final approval on all expenditures
Oversee effective hiring, supervision, development, evaluation and dismissal of staff	Recommend hiring and dismissal of Non-FS staff to applicable Transition Committee. Responsible for supervision, coaching, and evaluation of all instructional staff and DOSA except for FS staff.
Directly manage administrative, human resources, facilities, operations and fiscal staff	See above
Ensure the safety, cleanliness and proper maintenance of all facilities and equipment	Shared accountability with Dan for GD

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Oversight and enforcement of Jeffco Schools Code of Conduct and Compass behavioral norms	For Golden campus
Comply with Federal and State Law such as IDEA, FERPA, HIPPA etc.	Collective responsibility. All are expected to comply as appropriate to their roles. Principals to hold primary responsibility for IDEA at their campuses
Act at all times with the highest integrity as a representative of the Compass School and its community.	Individual responsibility

### **III. Program Director (Farm School) –**

a. **General Description:**

The Program Director will serve as the primary point of contact between the Farm School program and the various stakeholders of the school to include: students, the Farm School Team, campus principals, level leadership for Children’s House, Elementary, and High School (both campuses), parents, various working groups of the Board of Directors, and campus visitors. The Director will creatively strategize with team members, both campus principals, and the Board of Directors on the continued evolution of the Farm School program and will guide implementation of the design on a daily basis. Duties include:

**Support for guides and learning environments**

- Oversee curricular alignment across programs and classrooms to ensure consistency of experience for students
- Create Farm School Schedule in alignment with school calendar
- Monitor and shape the flow in the schedule and building

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- Implement record-keeping system for secondary in partnership with HS Program Director. Provide professional development for staff on recordkeeping
- Implement framework for grades for 9th grade students
- Observe, coach, and evaluate Farm School teachers using the Compass Montessori teacher evaluation framework
- Ensure school properly administers NWEA MAP and CMAS Assessments for Farm School students
- Coach and support Guides with parent interactions
- Manage student discipline below the level of suspension (suspension or greater to be referred to Seth)
- Plan Parent Education programming related to Farm School
- Direct student placement within program in partnership with Farm School and Elementary guides
- Special Education – partner with Farm School Special Education case manager to ensure guides are properly serving all student IEPs in Farm School environments

### **Actively communicate with and support team members in their work related to:**

- Alignment of work to school's UIP and Strategic Plan
- Maintaining and strengthening the pedagogical foundation of the Montessori curriculum
- Maintaining an effective Prepared Environment
- Strengthening common community expectations
- Maintaining a focus on high academic expectations
- Logistical planning of overnight trips

### **Working with the campus principal/s**

- Minimum of bi-weekly meetings with Campus Principals in partnership with High School Program Director
- Meet weekly with Golden campus principal as part of Golden Program Director meetings
- Communicate all aspects of the program including vision and sustainability
- Report to campus principal on discipline trends and escalate all higher-level discipline events that may require suspension or greater

### **Working with the Instructional Leaders from both campuses at all levels**

- Work together to advocate for quality public Montessori practice and growth
- Work to facilitate community among staff, students, and parents

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- Coordinate and support successful student transitions between levels
- Collaborate with PDs and levels on consistency of Montessori practice
- Attend all Board meetings and participate in supervision expectations

### Parent Communication

- Support teachers by attending meetings – as appropriate - with escalated parents
- Collaborate with campus Principals on parent education/outreach initiatives and manage all Farm School-specific parent education contributions
- Collaborate with HS Program Director to plan and design parent information nights (and corresponding materials) in support of parents being able to make informed decisions about the secondary Montessori program option offered at Compass

### Support of Self-Governing Teams

- Ensure teams meet weekly and participate enthusiastically with self-governing team
- Set agenda for team meetings with team input, make sure notes are recorded and shared
- Ensure, support, and participate in team goal setting meetings at the beginning of the year
- Support team in reflecting on team's progress throughout the year including as part of a larger end-of-year meeting
- Give support to teams in talking about/processing difficult subject matter, especially pertaining to self-evaluation and growing together as a team

### Logistical Work:

- Work on schedules, professional development day planning, and end of year reflection meetings for Farm School Team
- Ensure for general calendar alignment not otherwise identified
- Collaborate with HS Program Director to establish a reliable secondary MTSS process
- Engage in tours as appropriate that highlight the Farm School program
- Manage Farm School process for report cards
- Attend IEP meetings for Farm School students
- Plan Farm School program parent-teacher conferences,

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- Support student and adult tours of farm

**c. Executive Functions Delegated and How:**

Executive Function from Bill	Delegated in the following way...
Lead school, Chief executive, leading Compass in the fulfillment of its mission	Shared practice. Principals to meet every week to coordinate shared leadership/vision of school. HS and FS program directors to participate in this meeting every other week.
Employee of the board of directors	Accountable for Farm School performance & operations
Establish systems, policies and procedures (Handbook, etc.)	Flexibility in establishing non-policy contingent procedures appropriate to the efficient operation of their level.
--Ensuring "their" (policies and procedures) successful and consistent implementation by all appropriate stakeholders	Accountable for Farm School performance & operations

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Communicate in a myriad of venues with all segments of the Compass community, including students, parents, staff, board members, and volunteers	Responsible for all Farm School-specific communications for all audiences including FS-specific dashboard reports to BOD
Market and develop Compass Montessori locally, nationally and internationally	As appropriate. School will not be taking a position on AMI and/or AMS. School should be finding ways to foster outreach/connection to three primary activities - National AMS conference in Denver, High School/Farm School collaborations with other Montessori schools, and possible sponsor of annual CMA conference
Outreach and partner with local and national Montessori community	See above...
Work with board members and fiscal staff to establish and operate within prudent budgets	Will be evaluated by Business Manager on capacity to successfully operate within budget parameters, and Business Manager will have final approval on all expenditures
Oversee effective hiring, supervision, development, evaluation and dismissal of staff	Recommend hiring and dismissal of FS staff to applicable Transition Committee. Responsible for supervision, coaching, and evaluation of all instructional staff for FS only
Directly manage administrative, human resources, facilities, operations and fiscal staff	See above

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Ensure the safety, cleanliness and proper maintenance of all facilities and equipment	No major work without Dan's approval
Oversight and enforcement of Jeffco Schools Code of Conduct and Compass behavioral norms	Will consult with Golden Principal for advice and/or support for any non-suspendable discipline offenses. All suspendable offenses will be directed to Golden Principal for action.
Comply with Federal and State Law such as IDEA, FERPA, HIPPA etc.	Collective responsibility. All are expected to comply as appropriate to their roles. Principals to hold primary responsibility for IDEA at their campuses, and FS Program to hold primary responsibility in the Farm School Program
Act at all times with the highest integrity as a representative of the Compass School and its community.	Individual responsibility

## **IV. Business Manager**

- General Description:

Duties and Responsibilities:

- Coordinates with Schools leadership (i.e. Executive Director, Principals, Board of Directors) in developing and communicating the Schools budget.
- Oversees the budget and communicates with Schools leadership to maintain effective budget control.
- Prepares and submits monthly financial reports to Schools leadership.
- Prepares and communicates financial reports to outside parties, as required.

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- Monitors cash flow.
- Ensures compliance with governmental accounting standards, and with all State and local financial requirements.
- Reviews and approves all expenditures and cash receipts.
- Reviews, approves, and supports monthly payroll processes.
- Directs, reviews, supports, and evaluates the work of the business office staff.
- Develops and maintains effective internal controls.
- Serves as a liaison to the School’s Finance Committee.
- Attends Board of Directors meetings to report business management activities.
- Manages Schools property agreements and Schools debt.
- Develops and recommends Schools business and human resources policies.
- Manages, negotiates, reviews, and maintains all School leases, business contracts and vendor contracts.
- Directs, coordinates, and assists in annual audit and all other required Schools audits.
- Responsible for preparation of annual tax reports and local entity requirements for all School entities.
- Coordinates and communicates with the Schools facility and technical staff to ensure budget compliance and proper function of all facilities and technology infrastructure.
- Represents the Schools with the Colorado League of Charter Schools at Business Managers Meetings and the Annual State Charter Conference.
- Represents the Schools and prepares reports for various donors, community and other school related groups.
- Directs and assists with Schools safety and risk management.
- Provides financial data and support for outside grants and donations.
- Executive Functions Delegated and How:

Executive Function from Bill	Delegated to Dan in the following way...
Employee of the board of directors	Accountable for financial health of school while maintaining proper support for school operations

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Establish systems, policies and procedures (Handbook, etc.)	Central office responsibilities and policies and schoolwide financial policies can be requested directly to BOD
--Ensuring “their” (policies and procedures) successful and consistent implementation by all appropriate stakeholders	Accountable for financial health of school while maintaining proper support for school operations
Communicate in a myriad of venues and media with all segments of the Compass community, including students, parents, staff, board members, volunteers and media	As related to finance & budget. Would be primary POC for handling CORA requests.  Also, provide intermittent “school finance” educational segments to local stakeholders (for example, a presentation to Compass BOD on Bond)
Oversee and lead fundraising in partnership with the Compass Montessori Educational Foundation	Yes. Will be responsible for bringing grant requests to CMEF Board as approved by campus principals
Work with board members and fiscal staff to establish and operate within prudent budgets	Primary responsibility

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Oversee effective hiring, supervision, development, evaluation and dismissal of staff	Recommend hiring and dismissal of staff to BOD for financial secretaries only. Responsible for supervision, coaching, and evaluation of financial secretaries only.
Directly manage administrative, human resources, facilities, operations and fiscal staff	See above
Supervise and support Compass's principals	Financial feedback would be provided verbally to board
Ensure the safety, cleanliness and proper maintenance of all facilities and equipment	Shared accountability with Principals
Comply with Federal and State Law such as IDEA, FERPA, HIPPA etc.	Collective responsibility. All are expected to comply as appropriate to their roles. Principals to hold primary responsibility for IDEA at their campuses
Act at all times with the highest integrity as a representative of the Compass School and its community.	Individual responsibility

## V. Board of Directors –

- General Description: Per Board Policy Handbook

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- Executive Functions Delegated and How:

Executive Function from Bill	Exercised by the Board in the following way...
Market and develop Compass Montessori locally, nationally and internationally	As appropriate. Per 2015 adopted tight/loose direction School is inclusive and does not take a position on AMI and/or AMS. School should be finding ways to foster outreach/connection to two primary activities - National AMS conference in Denver, and High School/Farm School collaborations with other Montessori schools
Oversee effective hiring, supervision, development, evaluation and dismissal of staff	Supervision and evaluation of Cameron, Seth, Dan, and Candace. Review and approval of all staffing changes
Supervise and support Compass's principals through Transition Committees	Board of Directors with financial feedback from Dan
Comply with Federal and State Law such as IDEA, FERPA, HIPPA etc.	Collective responsibility. All are expected to comply as appropriate to their roles. Principals to hold primary responsibility for IDEA at their campuses
Act at all times with the highest integrity as a representative of the Compass School and its community.	Collective responsibility.

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# Compass Montessori Board of Directors

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## **VI. Other Staff Delegations –**

- General Description: See attached sample description
- Executive Functions Delegated and How:

Executive Function from Bill	Delegated in the following way...
Oversee and lead fundraising in partnership with the Compass Montessori Educational Foundation	*Note: Eric and Kalina should be taking primary ownership for Mesa Run and its connection to athletic department budget development
Communicate effectively with the school’s authorizer, Jefferson County School District, and state authorities	Dan, Seth, and Candace to collaborate on Golden renewal plan with Dan taking primary responsibility for meeting deadlines.
Oversee effective hiring, supervision, development, evaluation and dismissal of staff	*Typically, Kalina and Scot only need minor supervision/evaluation/coaching. Feedback could be provided by Dan but would not need to be formal except in extreme circumstances. Kitchen staff are considered instructional but should not need formal evaluations. SPED teams report to campus principals only

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# Compass Montessori Board of Directors

**Meeting Minutes  
Saturday, June 3 2017  
9 am – 4 pm Golden Campus**

Comply with Federal and State Law such as IDEA, FERPA, HIPPA etc.	Collective responsibility. All are expected to comply as appropriate to their roles. Principals to hold primary responsibility for IDEA at their campuses
Act at all times with the highest integrity as a representative of the Compass School and its community.	Collective responsibility.

## **VII. Interim Transition Committee and Board Reporting Matrix**

School Leader	Transition Committee Members	Business Manager	Transition Committee	Full Board of Directors
Principal (Wheat Ridge)	Tiffany Grunert  Jen Lillis	All contracts and expenditures \$15k or less that are not otherwise reserved to full Board  Out of state travel requests	Transition Committee authority shall generally mimic the historic Board authority relative to the Executive Director as reflected in the Board Policy Manual.  Specifically, Transition Committee shall have authority regarding: <ul style="list-style-type: none"> <li>• HR Decisions</li> <li>• Student Discipline &gt; 1 day suspension</li> <li>• Extended personal leave requests</li> </ul>	<ol style="list-style-type: none"> <li>1. All matters customarily reserved to and decided by Board per prior practice or resolution (e.g., annual budget and calendar, strategic planning, E.D. hiring, changes to policies and governing documents, etc.)</li> <li>2. All contracts and expenditures exceeding business manager authority (e.g., in excess of \$15k or not in approved budget)</li> <li>3. Structural changes to programming</li> </ol>

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			<ul style="list-style-type: none"> <li>• General check-ins, including:             <ul style="list-style-type: none"> <li>• Academic Performance</li> <li>• Major student/family concerns</li> <li>• Possible PR concerns</li> <li>• Other traditional E.D. authority not reserved to full Board</li> </ul> </li> </ul>	<p>4. Statements to media (can be delegated by President)</p> <p>5. Contracts exceeding Business Manager authority</p>
Principal (Golden)	Eileen Kratzer  Tiffany Grunert	Same as above	Same as above	Same as above
Program Director (Farm School)	Eileen Kratzer  Liz Mendez	Same as above	<p>Same as above, except that the following items are first addressed through Seth:</p> <ul style="list-style-type: none"> <li>• All HR Decisions</li> <li>• All Discipline</li> <li>• Trip Authorizations</li> <li>• Leave Requests</li> </ul>	Same as above
Business Manager	Liz Mendez  Mills Snowden	Business Manager retains authority regarding all items delegated to Business Manager above	Bond payments (Treasurer must authorize)	Same as above

Eileen suggested that Steve take Liz's role with Mills for the Business Manager team.

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Bill: a workable solution for Business Manager is to pair meeting with financial oversight schedule.

Mike: I recommend letting each committee set their own meeting schedule.

Eileen: I would like to suggest that the three school leaders meet biweekly (every other week.)

Mike: I can add that there is an expectation that transition committees meet every other week.

Bill: I don't think you should spell it out. It can vary.

Mike: We will add that the transition committees will set the frequency of meetings.

Steve requested an organization chart.

Mike: this is set up to be in place as long as a year.

Candace asked about timing. Mike & Eileen: part of strategic plan.

Seth: a conversation is needed about this specifically before we go into strategic plan.

Eileen: Bill did some research. Adam is going to come talk to us.

Candace: Are you talking about a facilitator to do vision work.

Eileen: I don't know yet. We need to discuss if it's an individual or separate individuals for visioning work and strategic planning.

Bill: My opinion – a school of 700 kids I have struggled taking a big chunk of salary home every night. If you want an ED, you should get bigger. That's where it would be healthy to have a conversation about where you want the school to go to justify an ED.

Mike: When Bill was hired, there was a lot on change management on his plate. If we take on a big visionary project – unifying campuses, then you may need an ED. If you stay status quo, then you don't.

Eileen: I move to approve the Compass Montessori executive director transition plan with the two edits proposed and the understanding that it is a working document. Tiffany seconded. Motion passed unanimously.

## 6) New Business (120 mins)

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- a) Current and 2017-2018 Budget Review with Bill Kottenstette and Jeff Smith (60 minutes)  
Current state: The variance report. A lot of the conversation this year was around running a deficit at Golden this year as we invested heavily in the new farm school model. With one month to go our projections will show us at a \$12,000 deficit. At WR we are looking at a \$100,000 surplus. This is due to the summer program's success. Some of that will be allocated to the next fiscal year. We can journal some summer program revenues to the Golden campus. Mike: Pleasantly surprised at where we ended up. Does the budget as projected here reflect CMEF? Bill: We will ask CMEF for \$20,000 to Golden and \$15,000 to Wheat Ridge and that is included in this budget and consistent to what they customarily fund. Bill: Right now the variance report is written to ensure that expenses and revenues are properly allocated in the same fiscal year. Mike: So with this in mind we are looking at \$40,000 we may need to make up? Bill: We will have to adopt an amended budget to go to our auditor. The reason is that our expenditures will exceed what was originally adopted in the budget. According to Dan he is projecting a deficit of \$12,500 at Golden, thus move revenue from summer program to Golden. Fiscal year ends June 30. Jeff: this is a better option than dipping into reserves. Staff has done a good job of managing that down. Golden students are also going to the WR summer program. It doesn't make sense to dip into reserves for one school when the other is over in revenue. Bill: Dan would like to incur some of the kitchen expenses to lessen the surplus. WR receives capital instruction dollars. We lease that building from the district so it reduces the amount we get. We have to spend that on capital improvements. Any expenditures set aside for next year are budgeted. Any revenues allocated will have corresponding expenses in the same year.

For next year, we are projected to run a \$40,000 deficit at golden and a \$40000 surplus at WR. Some of this is related to HR issues from the previous year.

Bill: I recommend that we keep an eye on finances for the year. Some factors to be aware of: 285 students in WR, 87 in Children's House & 198 in elementary.

Eileen: Is the additional expenses related to increases in salaries for those taking on additional duties?

Bill: You should include \$10,000 for that.

Mike: I have heard that you guys can soak up these duties.

Cameron: We'll have a more realistic idea of what we are taking on.

Mike: You won't feel it this summer.

Cameron: Leadership starts July 20.

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Bill: To be explicit, one annoying task for me that you are going to attend to is the Week at a Glance.

The budget is based on a full student count at WR. The Golden is project at 56 in CH, 112 in elementary, 145 in FS, 96 in HS. If we had a higher enrollment in Children's House we may balance fine. Oct. 1 will inform exactly.

Seth: There are 4 additional children planned for Children's house.

Bill: We set the budget based on We are expecting state support at \$60/kid. That will be an extra \$30,000.

Jen: Are there wait lists at each schools.

Bill: Yes.

Seth: How did we achieve this year's budget?

Bill: the cushions include: IEP, full day kinder and the HR expenses hit next year. Utilities were also less.

We haven't done significant modelling in the expansion of the salary schedule.

Mike: You can see that in the summary of expenses over the years.

Bill: We can model it. You are probably looking at \$65,000 annually.

Bill: if the district pays people more that will create additional salary increase pressure.

Seth: About the \$12,500 and fiscally should we own the deficit.

Bill: There is a legacy that both campuses have helped each other. Typically, this would be handled administratively without discussion, but as I am leaving I needed to discuss so others knew. Summer programs.

Tiff: Seth, I appreciate your sensitivity and willingness on this topic. It's important to me that we as leadership manage our budget as a single untied school.

Eileen: The staff at WR should see Golden as the continuum of their education. So if secondary is more expensive we should all see the value in that. We need to build the idea that we are one school.

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Cameron: I think it's the right thing to do to journal the money. The last time this happened, we were really transparent when it happened. That transparency was important in supporting that unity. These are our 6<sup>th</sup> graders, these are our 7<sup>th</sup> graders, We need to balance to budget. A level of transparency needs to go hand in hand. I don't think we should just do it on the books, but we should communicate about it. It wasn't that long ago, in 2008, Golden gave Wheat Ridge money.

Cameron: If we are communicating to our staff, there is less room for misinterpretation.

Jen: Having that information.

Mike: It would be great if we just had one budget. This would alleviate.

Bill: I got the impression there is a way we could consolidate and call it one school. The legislation that opened up this thinking is "charter network." We could become a network to have one budget. I think Compass should pursue calling it one school.

Eileen: When I first started there was one budget. What's important is that the principals work together to manage the budget. It comes from the leadership.

Jeff: having them separate allows you to analyze each location for business analysis. It should be tracked similarly.

Bill: I believe we factored in all buy \$10,000 for staff adjustments based on increased duties taken on during interim. We need to make sure we hit the projections at Farm School.

Eileen: Who looks at FTE? Cameron: We (Cameron and Seth) do that and report to Bill. On September 27, if someone bails on their commitment. When it's a 3 year old it's easier. As the children are older, they are more likely not to come because they don't want to change schools.

Bill: The new revenue for the state, we can look at that. If we really wanted to get aggressive on cost management. The area to explore is food service. We subsidize food service quite a bit. If you outsource it you free up cash.

Candace: The goal is that we feed ourselves with the farm school.

Cameron: We originally wanted to evaluate from parents the current lunch service.

Bill: Right now we pay a fee to use Jeffco system and pay an administrative fee. We could go off the district's peoplesoft system and reduce that expense. Dan is qualified to set up that system. That could free up some money. We could do something comparable for

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insurance for staff as well. We wanted to centralize services first and see if we could manage it in-house. The net would be close to \$100,000.

Jen: if we don't pay the district for their services, are there other items we would lose?

Bill: The accounting system and payroll system are the main items. The other services lost would be: there was a crisis at WR when they sent mental health support that would be lost. We would either have to pay for that or it might be lost.

Cameron: We could set aside money for crisis services to ensure we could still have that. Jeffco has done this well.

Liz: Is there a political repercussions to removing ourselves.

Bill: We don't have a bad relationships with Jeffco and work collaboratively. We have discussed it in terms of win win. To some extent we annoy them because we create work for them. It is potentially a positive for them.

Tiff: Do we need to adjust the budget by \$10,000 for next year.

Bill: Right now it is a working budget. So I recommend leaving it where it is at.

Steve: Can we get a comprehensive list of what would be lost if we

Jeff: Give them a school year with combined administrative changes before making changes to Jeffco services.

Cameron: We are weathering 3 major changes: Bill, district nursing and centralized administrative changes.

Jen: We have 87 in WR for 3 classrooms?

Cameron: It's complicated. We get half a FTE for those on IEP.

Bill: shouldn't that be 30, 30 & 28 in each classroom. Why we are short that one I will check with Dan.

Mike: I have a gift for Bill.

Eileen: we are going to be proud to be able to say we were a part of your long career.

Bill: I will say thank you. Thank you for trusting me to lead the school. It's humbling because this is an awesome place. Really amazing people who do selfless work. Our greatest donors are our

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staff because you all take hits to work here. I was at a training. I shared that board members have an opportunity to make their schools stronger. I have always approached my work with the board as something that adds value to the school. You all take on the least appreciated work in the school. Mike, what you have done to support our school, it's a huge sacrifice. I want to thank the board for what you do. I get paid to be here and you do it voluntarily. I know that you do this work genuinely and authentically and because of what you do the school is stronger for it. You can view the board as a statutory necessity, I believe the policies that guide board governance are in place to make the school stronger. Thank you for partnering me and supporting me. Thank you for allowing me to grow as a leader. I once had to give a leadership story. Mason Trivert legalized marijuana in Colorado. I think about Mason, he will be able to say I legalized pot. It's always been important to me to live a life and a professional career that will make a difference and I've chosen a path to make a meaningful difference for kids and that's why we are all here. This experience will make me more effective in my next job. My gravestone will say I made a meaningful impact in the lives of kids.

- b) Filling board seat vacancy (10 minutes)
    - i) Eileen moved to appoint Steve Stamps to fulfill the open board seat, based on the recent results of the 2017 election. Jeff seconds. Unanimously passed.
  - c) New members and officers – Voting on appointments and sign Service Pledge (10 minutes)
    - i) Eileen moved to ratify the results of the 2017 parent representative election. Jeff seconded. Unanimously passed.
    - ii) Anne Ursary outside Steve seconded.
    - iii) Discussion: Jen asked an old pedagogical horse. You are an AMI person we have had a discussions between AMI and AMS. Are you comfortable supporting best practices?  
Ann: Yes. I am fully open to both practices.
    - iv) Passed unanimously.
  - d) Review and approval of Annual Agenda – Eileen Kratzer (10 mins)
- 7) Steve: I propose Eileen as President, myself as Treasure, Jen Lillis as secretary, Liz as Vice President. Tiffany seconded. Unanimously passed.

Mike gave the chair to Eileen. The chair, a small wooden one is a reminder of why we are here. Tiffany thanked Mike, Jeff and Bill for their service. The sentiments were echoed by all. Mike said a thank you was in order for Rebecca for her years of service.

e) Discussed annual agenda:

## **Compass Montessori Board of Directors Annual Agenda for Academic Year 2016/2017**

Unless otherwise noted, there will be one meeting each month on the fourth Tuesday at 6:00 pm. The November and December meeting will be combined and will occur on the first Tuesday of December. The May and June meetings will be combined into the June Board Intensive. Two

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extended “intensive” meetings will occur each year to allow deeper dives into key issues facing the school and/or trainings; these meetings occur in January and June. Meetings in odd numbered years will be at the Golden campus, even numbered years will be held at the Wheat Ridge campus. If the March meeting falls during Spring Break, the meeting will be rescheduled to the week before or after.

Meeting Dates of Compass Board of Directors for the 2017–2018 School Year

July 25

Golden campus 6 p.m.

August 22

Golden campus 6 p.m.

Sept 26

Golden campus 6 p.m.

Oct 24

Golden campus 6 p.m.

Dec 5

Golden campus 6 p.m.

Jan 20 Intensive

Wheat Ridge campus 9 a.m. to 4 p.m. (Sat)

Feb 27

Wheat Ridge campus 6 p.m.

March 27

Wheat Ridge campus 6 p.m.

April 24

Wheat Ridge campus 6 p.m.

May 22

Wheat Ridge campus 6 p.m.

June 2 Intensive

Wheat Ridge campus 9 a.m. to 4 p.m. (Sat)

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## BOARD OF DIRECTORS' BUSINESS MEETINGS:

Standard Agenda:

1. *Consent agenda* (approval of agenda, acceptance of previous month's minutes (to be emailed and read prior to meeting), operational items ED wants to inform on and needs decision, but does not require discussion.)
  - a. Agenda approval
  - b. Decision preparation items
  - c. Committee reports
  - d. ~~Executive Director~~ Dashboard (School Leaders Dashboards)
  - e. Meeting Minutes
  - f. Substantive items that are straightforward/do not require discussion
  - g. Other
2. *Community Sharing*
  - a. Celebrate Compass
  - b. Community comment
3. *Updates and reports:* includes Strategic Plan updates and Teacher/~~Principal~~ reports (scheduled early in the agenda in case they wish to leave after giving the report), ~~Executive Director~~ School Leaders report, and Financial Oversight/Variance reports
4. Old Business
5. New Business (as identified by emailing the chair with issues at least one week prior to meeting, also including month's business from Annual Agenda)
6. Executive Session – topics as needed/appropriate

ED – Executive Director

WR – Wheat Ridge

GD – Golden

BoD – Board of Directors

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For the 2017 - 2018 school year, all ED Discussion will be provided by the Business Manager and two school Principals

For the 2017 - 2018 school year, all ED evaluations will refer to evaluations of the four school leaders

## Items provided to BOD prior to meetings:

- Previous month's variance report (provided by ~~ED~~-Business Manager/Financial Oversight Committee)
- Previous month's minutes (provided by BoD Secretary)
- Committee/Linkage reports (provided by designated committee member)
- ED Dashboard (provided by school leaders)

## COMPASS MONTESSORI BOARD OF DIRECTORS ANNUAL AGENDA

### JULY

#### Board of Directors Discussion:

- Plan teacher/BoD linkage activity for August
- Strategic Plan Update – Leadership Goal

#### ED Discussion:

- Financial report for end of fiscal year
- Facilities/Construction update

#### Executive Session:

Quarterly ED performance discussion

#### Other work for July

- Board minutes from April 1 through June 30 provided to Jeffco for Colorado Open Records Act. Minutes signed by the Board President.

### AUGUST

#### Additional Items provided to BoD prior to meeting:

- End of Year Financial Report (ED)
- CMEF End of Year Report
- Strategic Plan Update – Communications Goal

#### Board of Directors Discussion:

- Report from Engagement Secretary on Back to School events
- Status of Bingo License Renewal—Treasurer or Bingo Committee Chair

#### ED Discussion:

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- Present End of Year Financial Report with final carry forward amount with information on how any changes in the carry-over will affect the incoming year's budget
- Enrollment update and budget impact

## *Other work for August*

Treasurer/Bingo Committee to check status of Bingo License Renewal

## **SEPTEMBER**

### **Board of Directors Discussion:**

- Plan to meet with one or two Jeffco Board members for maintaining good relations - CMAS results report
- Strategic Plan Update – Academic Goal

## *Other work for September*

- Reminders about 990's

## **OCTOBER**

### Board of Directors Discussion:

- Strategic Plan Update – Financial and Operational Goal

### **Executive Session:**

- Quarterly review of ED performance

## *Other work for October*

- Package Board of Directors Minutes from July 1 through September 30 to provide to JeffCo for Colorado Open Records Act. Minutes must be signed by the President. - UIP due

## **NOVEMBER/DECEMBER**

### **Board of Directors Discussion:**

- Schedule Teacher/BoD Linkage Meeting for January
- Strategic Plan Update – National Model Goal

### **ED Discussion:**

- Financial Audit and Bond Compliance (ED)

## *Other work for November/December*

- File IRS 990, also provide a copy to the secretary (must be on file for public inspection)  
- Package BoD minutes from September 1 through December 31 provided to Jeffco for Colorado Open Records Act. Minutes signed by the President. Due first week of January.

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**JANUARY Intensive**—topics/major focus of discussion in the intensive meeting change annually and should be germane to the major issues currently at hand. It may be useful to invite the school's Business Manager for an in-depth discussion of the school's budget, bond/debt financing, etc.

**Board of Directors Discussion:**

- Twice annual review of strategic plan progress
- Strategic Plan Update – Leadership Goal

**Executive Session**

Annual ED performance evaluation/recommend salary for following school year

**Other Work for January**

- File Bingo IRS Form 945 by January 31, send W-2s to all bingo winners (if not provided at bingo hall)
- File Bingo IRS Form 1096 by Feb 27, send copies of W-2s to state
- Confirm/approve calendar for following school year, including start and stop times, and requirements for total number of contact minutes

**FEBRUARY**

**Board of Directors Discussion:**

- Upcoming Board vacancies and plan to fill them (election/recruitment) - Strategic Plan Update – Communications Goal

**MARCH**

**Board of Directors Discussion:**

- Plan for Board elections by April 15
- Begin BoD internal Review (BoD)
- Strategic Plan Update – Academic Goal
- Report from Accountability on academic resource needs for the coming school year

**ED Discussion:**

- Budget for 2014/15 school year
- School calendar and hours for the following school year (for Board approval)

**Other work for March**

- Package BoD minutes from January 1 through March 31 to provide to Jeffco for Colorado Open Records Act. Minutes must be signed by the President, due first week of April.

**APRIL**

**Board of Directors Discussion**

- Strategic Plan Update – Financial and Operational Goal

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# Compass Montessori Board of Directors

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## Additional items provided to BoD prior to meeting:

- Finalized budgets for following school year (ED)
- BoD Internal Annual Review Report (BoD)
- ED to provide audit of any grants received and detail how money has been spent

## ED Discussion:

- Finalized budget for 2017/18 school year (ED)
- Financial Condition and Activities report

## Executive Session

- Quarterly ED Performance evaluation
- Check in about ED contract (if necessary)

## Other Work for April

- Conduct BoD elections and provide incoming members with orientation materials

## MAY

### Board of Directors Discussion

- Strategic Plan Update – National Model Goal

## June Annual Meeting

### Board of Directors Discussion:

- End of Year evaluation of progress on strategic plan
- Confirm and welcome new Board members
- Elect new Board officers
- Approve annual agenda for following year
- All board members sign service pledge
- All Board members sign Jeffco Conflict of Interest Disclosures

## ED Discussion:

- End of year financial projections
- Reflection on progress on the school's UIP over the school year

## Other Work for June

- Package BoD minutes from April 1 through June 30 to provide to Jeffco for Colorado Open Records Act. Minutes must be signed by the President, due first week of July. - Renew letter of engagement with Bill Bethke

## Additional work/notes:

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# Compass Montessori Board of Directors

Meeting Minutes  
Saturday, June 3 2017

9 am – 4 pm Golden Campus

The school's strategic plan works in a three-year cycle. ~~The current~~ a new strategic plan ~~was~~ is currently being written in ~~2014-2015~~ and should be reviewed/re-written for the next three years starting in the ~~2016-2017~~ 2019 - 2020 school year to take effect in ~~2017-2018~~. 2020 - 2021.

Seth: 10-24 there is a college information night when alumni comes back. Attendance may not be necessary but that night may look different.

Jen: is there a way to push back the meeting that night? Could we start later? Could appreciate. We can communicate that to the community.

Cameron: we alternate seminar and parent ed night. So we could have that theme. Coffee with the board at 6. That seminar on the 5<sup>th</sup> of December will be coffee with the board at 6, business meeting at 6:30 p.m.

Tiffany: I will be out of the country on August 22. Should have

Steve and Jen will call in remotely for July 25 meeting.

The board will meet March 20 not March 27 to accommodate Spring Break.

Jen: Can we set up some sort of graphic interface that is easily understood and readable for both the board and parents?

Eileen: Yes. Bill has a great system. However, it hasn't been communicated.

Jen: The bingo committee may need to talk in July. Could we move that up? We also need to create better communication to the bingo committee. Jen, I will find out when the bingo committee license renewal occurs.

Eileen: We will leave the bingo update on the calendar where it is and amend later.

Tiffany: I move we approve the annual agenda as edited. Steve seconded.

Discussion: Candace asked how the evaluations will occur. Eileen: Bill will have the 4 evaluations done before leaving and we will utilize his evaluation format.

Passed unanimously.

f) Discussion of possible facilitators for Strategic Plan next steps (10 minutes) Eileen: We have identified that we will look at vision and structure during the strategic plan process. Bill did some research for Eileen on facilitators.

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g) Presentation by Adam Brock – Social Permaculture (20 minutes) –Adam has been working with the school and gave a presentation as a potential to facilitate strategic plan.

Eileen: What I liked about Adam is it was higher level. He could bring us to a place where we could get a lot of stakeholders to consensus.

Liz: JVA has a good reputation.

Jen: Inviting people to the table will also bridge the gap between campuses.

Eileen: I have not talked to all the other prospects yet. There is a mom interested in doing this work, she saw it was a conflict of interest and she recommended another person in their organization.

Candace: We have consulted with Pat Ludick in the past. Candace offered to reach out to her to see if she has a process for this as well. Pat knows the school and she has a wealth of experience.

Jen: Would that history be beneficial?

Candace: I think it would help. She was Katie's mentor. She's a very unbiased guide.

Bill: The strategic planning is expected to cost \$2-3,000

Liz: There is benefit to utilizing someone that works with a company and had others to support them.

Candace: I think a board 101 is needed to inform the community. Staff has concerns that they have no input. When Katie did it for the budget it was awesome. Having that knowledge made folks less critical.

Candace: When you are getting into a strategic plan, there's a sense that whatever is in place that you aren't starting from scratch. These are the outcomes that we are going to use moving forward. Within those frameworks in that vision it will help eliminate ideas.

Eileen recapped discussion: Staff and board need to develop relationships. A board 101 would be great.

Bill: Jen V. at Peak to Peak Charter school. It is one of the best high schools. They exist to serve their community k-12. One area where they decided to grow capacity and once service they offer is strategic planning for charter schools. Advising and coaching charters. She came out of CDE. Her experience is extensive.

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Meeting Minutes  
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Eileen: I suggest that we make a plan in July for how we interact with staff. And I am asking for a volunteer to select the new strategic plan people.

Eileen: Timeline wise interviews can be conducted June 20-23.

Jen: Invited anyone that was bored to come to Slammers bingo hall and volunteer. Helping man the pickle bars. It would be great to have the board participate.

Cameron: The CMEF request will have a question: Have you participated in bingo?

Eileen asked Jen to be the board liaison to CMEF. Jen agreed.

**Adjourn. Tiffany moved to adjourn. Jen seconded. Passed unanimously. Meeting adjourned at 3:36 pm.**

**Next meeting:**

**Tuesday, July 25, 2017 at 6:00 pm at the Golden Campus**

**PARKING LOT:**

- (a) Training with Bill Bethke
- (b) Strategic Planning Intensive
- (c) Graduation Tracking
- (d) Governance Search(es)
- (e) Review and approval of Board Self-Evaluation Tool

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